

School of Life and Medical Sciences

Title of Programme: Master of Pharmacy (MPharm)

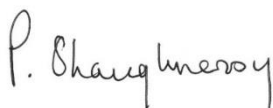
Programme Code: HHMPHA

# Programme Specification

This programme specification is relevant to students entering:  
17 September 2018

Associate Dean of School (Academic Quality Assurance):  
Philomena Shaughnessy

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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## Summary of amendments to the programme:

Section	Amendment
D	Table 1a Page 9, updated error in assessment type for 4LMS0113, from 100% coursework to 100% practical. Page 11, updated error in Level 7 module code (7LMS0061 → 7LMS0197) in paragraph below table of Level 7 modules
F	Change of hyperlink from previous A-Z guide to new Herts Handbook

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification Master of Pharmacy (MPharm)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	College Lane/DeHavilland
<b>Programme accredited by</b>	General Pharmaceutical Council
<b>Final Qualification</b>	Master
<b>All Final Award titles</b>	Pharmacy
<b>(Qualification and Subject)</b>	
<b>FHEQ level of award</b>	7
<b>UCAS code(s)</b>	B230
<b>Language of Delivery</b>	English

### A. Programme Rationale

The MPharm is a Master's degree programme which enables successful students to meet the General Pharmaceutical Council's (GPhC) requirements to undertake pre-registration training.

The Programme is fully accredited by the GPhC.

The MPharm is modern and innovative, combining science and clinical practise in all modules. Students undertake placements in all levels of study, allowing them to understand the application of all that they have learned to improve the health of patients. Placements are in community, hospital and industrial settings.

Much of the teaching takes place in the new Science Building (opened Autumn 2016), working in state-of-the-art dispensing, pharmaceutical chemistry, pharmaceuticals and pharmacology laboratories. A large clinical simulation area, with a mock pharmacy, wards and robotic mannequins allows students to practise their new clinical skills safely and obtain feedback. Clinical competency assessments include the use of simulated patients; providing ongoing support in the development of the professional knowledge and skills required to qualify and practise as a pharmacist.

After registration with the GPhC pharmacists have a wide choice of career options. These include community and hospital pharmacy, a range of roles in the pharmaceutical industry and medical publishing. The MPharm Programme placements enable students to experience working in these environments.

### B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

**Additionally this programme aims to:**

- provide a deep and systematic knowledge of the fundamental principles of biology, chemistry, physics and relevant social and behavioural sciences commensurate with pharmacy;

- develop an in depth understanding of normal and abnormal bodily function;
- enable students to apply these principles and understanding to treatment of the patient and specific situations and problems in the pharmaceutical sciences;
- develop a critical understanding of the role of the pharmacist in health care and the pharmaceutical industry;
- provide for the acquisition of specific technical skills in laboratory experimentation, research, and dispensing, with the ability to flexibly apply the knowledge acquired;
- develop interpersonal skills such as communication, application of information technology and group working within the context of the profession and to the benefit of patients;
- design and undertake research, with the ability to select or critically evaluate the methodology used;
- prepare graduates for further study and/or research;
- ensure students meet the expectations of a pharmacy graduate as defined by the General Pharmaceutical Council.

## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Pharmacy and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1. the principles of biochemistry, chemistry, physiology, pharmacology, genetics, molecular and cellular biology, nutrition, toxicology and experimental methods;	Acquisition of knowledge and understanding of A1 to A10 and A12 is through a combination of lectures, workshops, seminars; problem based learning (PBL) group work, placements, simulation techniques and assignments.	Knowledge and understanding are assessed through a combination of unseen examinations, laboratory reports, seminars, examinations, PBL group work, problem-solving exercises, data and prescription interpretation exercises (A1 to A12). The project (A13) is tested by the assessment of performance whilst undertaking the research, the assessment of
A2. the basis of disease and therapy in patient focused care;	A1 and A7 are supported by computer based learning packages and simulations designed by staff in the	
A3. the chemical pharmaceutical and pharmacological		

properties of substances used in medicines;	Department and also on clinical placements.	the thesis and a poster. Performance in, simulation exercises, objective structured clinical and pharmaceutical stations (OSCE) are summatively assessed and clinical visits (A14) are assessed by a portfolio of reflective written exercises.
A4. the processes involved in the design, formulation, analysis, manufacture, packaging, storage and marketing of medicines;	A11 and A12 are acquired through laboratory classes, data and prescription interpretation exercises.  A13 is achieved in the final year project module.	
<b>An ability to:</b>		
A5. Describe and evaluate the actions, uses and therapeutic effectiveness of medicines and medical devices;	A14 is acquired through visits in practice, simulation and the inter-professional learning modules.	
A6. Critically review the development of medicines and their clinical use in the context of public health and the health and social care agenda;	A feature of the Programme is the integrated case-based approach, which enables students to understand the relevance of the material studied. Inter-active learning in multi-professional groups is incorporated as appropriate into the Programme.	
A7. Explain the complexities of processes of drug absorption, distribution, metabolism; (biotransformation) and excretion and the application to clinical practice;	Throughout, the learner is supported to undertake independent study, both to supplement and consolidate what is being taught / learnt and to broaden their individual knowledge and understanding of the subject. At years 1 and 2 there is more structured guidance	
A8. Identify the targets for drug action in terms of disease agents, cells, receptors, enzymes and genes and the application to clinical practice;	a key resource, supporting students' learning and giving students access to a range of electronic resources and communication tools. The use of simulation is also a feature of the Programme. Simulation includes invited patient interviews, the use of professional 'actor' patients, OSCEs and the use of the Simulation Suite.	
A9. Explain the mechanisms of drug action and quantify response;	Additional support is available through the students' academic tutor, module lead or year tutor.	
A10. Critically review the professional responsibilities, ethical considerations and the social, philosophical and legal frameworks relevant to health care provision;		
A11. Demonstrate pharmacy-related practical and laboratory skills and flexibly and creatively apply in unfamiliar contexts;		

<p>A12. Supply medicines in accordance with the legal framework, pharmaceutical knowledge and codes of professional conduct;</p> <p>A13. Be able to design and report a research project in order to develop skills necessary for independent research and provide critical responses to methodologies and results;</p> <p>A14. Demonstrate an awareness of health and social care systems and the application to pharmacy practice.</p>		
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1. Demonstrate appropriate laboratory skills, including safe working practices;</p> <p>B2. Recognise common symptoms and diseases and make appropriate ethical judgments to provide patient focused care, promote good health and effective medicines supply within a clinical governance framework;</p> <p>B3. Dispense medicines accurately and appropriately within legal and professional frameworks;</p> <p>B4. Advise both patients and other health care professionals about medicines and their safe usage through effective professional partnerships;</p> <p>B5. Demonstrate an understanding of the existence and nature of value judgments in health and social care;</p> <p>B6. Demonstrate a critical approach to enquiry and a readiness to test hypotheses, interpret scientific and clinical</p>	<p>Intellectual skills are developed through a range of strategies. B1 is acquired through laboratory work, exercises and work placement visits. B2 B3, B4 and B5 is acquired through lectures, workshops and problem solving exercises, PBL group work, problem-solving and role-play exercises and visits. B6 is gained through laboratory classes, data interpretation exercises, evaluation of patient care plans and patient profiles and successful completion of a research project. B3 is assessed throughout the Programme in dispensing practical assessments and prescription based assessment exercises.</p> <p>Workshop exercises make a significant contribution to the acquisition of B2, B4 and B5. To acquire B6 the student is introduced to the analysis of published literature by preparing an abstract in year 2 and the evaluation and preparation of care plans and patient profiles are developed in years 3 and 4 in lectures and seminars. The completion of the project in the final year requires the skills listed in B6. Statistical analysis is introduced in year 2, developed in</p>	<p>Intellectual skills are assessed through Learning outcomes B1-6 are assessed following the Programme's philosophy of employing a variety of assessment tools. These include written and practical examinations, presentations, group seminars, reflective essays, analytical case studies, laboratory reports as well as self and peer assessment.</p> <p>Assessment of skills and attributes is by both formative and summative assessment in laboratory classes (B1, B3); laboratory reports (B1 and B5); dispensing competency tests and evaluation of patient care through OSCEs (B2,B3,B4,B5,B6) problem-solving exercises (B2, B4, B5); unseen examinations (B2, B5); interpretative exercises (B6); preparing abstracts (B6); seminars (B4, B4) and the Project (B2 and B6). B3 is assessed at year 2 by a summative dispensing competency practical assessment.</p>

data, and evaluate published literature in science and practice.

year 3 and reinforced in the project at year 4. Analysis, problem solving and clinical reasoning skills are introduced through case-scenarios in a number of modules and are further developed through tutorial work, laboratory work and practice placements and e-learning online.

Throughout, the learner is encouraged to further develop intellectual skills by independent study, which at years 1 and 2 is more structured and directed than at years 3 and 4. Students are introduced to reflective practice in year 1 and this is developed and supported as they progress through the Programme with practice orientated reflection sessions at the end of each placement.

Practical skills	Teaching and learning methods	Assessment strategy
<p>C1. Demonstrate appropriate laboratory skills, including safe working practices, and flexibly apply these skills to a variety of settings;</p> <p>C2. Dispense medicines accurately and appropriately within legal and professional frameworks.</p>	<p>Practical skills are developed throughout the Programme by the methods and strategies outlined in section A. These are facilitated through scenario-based approaches to learning and teaching, supported by practical laboratory sessions, pharmacy practice simulation, small group workshops, tutorials, seminars and discussions. These skills are also developed, re-enforced and consolidated during periods of practice-based visits, together with opportunities for inter-professional learning.</p>	<p>Practical skills and attributes are assessed through both formative and summative assessment in laboratory classes; laboratory reports; problem-solving exercises; unseen examinations; interpretative exercises; preparing abstracts; seminars; analytical case studies, reflective writing, interactive practical examinations including OSCEs, and through a criterion-referenced practice-based assessment; and the project.</p>
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1. Act with initiative in time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effective modes of working;</p> <p>D2. Demonstrate an ability to design and to operate within a quality management framework;</p>	<p>Transferable skills are developed through Although transferable skills are embedded in the constituent modules of the course, they are brought together throughout the Programme in zero credit-rated modules; Professional Development Skills (PDS) 1-4. Academic personal tutors assist their students to produce a portfolio substantiating their achievements in this area. All</p>	<p>Transferable skills are assessed through Testing of all transferable skills (D1 to D10) is through a combination of essays, abstracts, laboratory reports, posters, portfolios, seminars, oral presentations, PBL group reports, the project report and written examinations throughout the course. Performance in these skills is monitored by</p>



D3. Demonstrate the ability to identify and solve problems, undertaking substantial investigations;	modules will enable students to achieve D4 and D6. D1, D6, D8 and D9 are principally assessed through assignments, laboratory classes and evaluation of care plans and patient profiles. D1 is also a feature of the research project and required to successfully complete the course. D2 is acquired through lectures, workshops and laboratory classes. D3 is an integral part of workshops, many laboratory classes, in PBL group work, and during visits in practice. D4 is acquired through assignments, project reports, PBL group project presentations and reports, poster presentations and seminars. D5 and D10 are embedded in assignments. D7 is achieved through a combination of independent work on assignments and the project and through PBL group work.	personal tutors, and contributes to PDS modules D2, D3 and D6 are assessed formatively by feedback in the laboratory, workshops and personal tutor groups and summatively in individual and group reports, poster presentations and the project. D8 is collated in PDS modules and is assessed in numerous assignments.
D4. Select and apply appropriate effective communication skills, recognising the need for a variety of approaches;		
D5. Critically appraise and use a range of information sources;		
D6. Organise, analyse and present scientific data and intellectual argument;		
D7. Demonstrate the ability to work effectively alone and as part of a team, as a team member or team leader;		
D8. Demonstrate competence in numeracy and the ability to perform accurate pharmaceutical calculations;		
D9. Develop the skills required for self-managed and continuing professional development		
D10. Demonstrate a deep and systematic understanding of the role and application of information technology and automation in professional practice.	The teaching of personal transferable skills (for example. guidance on how to write reports, oral communication) is built into a number of modules. Personal tutors give feedback on essays and practical reports from a number of modules to facilitate the development of skills; feedback on assignments at all levels, seminars at year 3 and the project introduction make a significant contribution to the development of these skills. The acquisition of numeracy (D8) is initiated in lectures, workshops and class exercises and is developed and reinforced throughout the course in laboratory classes, workshops, personal tutor meetings and the project. Numeracy competency is an essential part of the GPhC pre-registration examination the Programme reflects the need for the development of numeracy skills with critical numeracy assessments in the second and third years, and critical OSCE stations in the second, third and final year. Students have access to the 'Maths Drop-in Centre'.	

Support is also provided through the numeracy co-ordinator and timetabled workshops.

The development of self-management skills (D1) is facilitated, and monitored, by academic personal tutors involving discussion of time management, prioritisation, study skills, revision skills and examination skills.

Throughout, the student is encouraged to develop transferable skills by keeping a record of evidence, which is integrated into a portfolio of continuing professional development that is introduced at year 1 and will be used throughout the Programme.

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

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## D. Programme Structures, Features, Levels, Modules, and Credits

The Programme is offered full-time (4 years) mode only and leads to the award of MPharm (Hons). Entry to the MPharm is at Level 4 only, with A level, A level equivalent or appropriate graduate qualifications. Intake is in Semester A.

### Professional and Statutory Regulatory Bodies

Successful completion of the MPharm degree is required for a graduate to be eligible for preregistration training and subsequent registration with the General Pharmaceutical Council.

### Erasmus Exchange programme

Erasmus students are permitted to study modules on the MPharm Programme, but are not eligible for consideration of being awarded an MPharm award.

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.



Table 1a Outline Programme Structure

**Mode of study** Full time

Year 1

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	AB
Pharmacy Practice and Medicines 1	4LMS0022	30	English	50	50		AB
Foundations of Pharmaceutical Chemistry	4LMS0021	30	English	50	40	10	AB
Biological and Biochemical Sciences for Pharmacy Students	4LMS0020	30	English	50	50		AB
Anatomy, Physiology and Pathology	4LMS0024	15	English	50	50		B
Interprofessional Education for Life and Medical Sciences 1	4LMS0113	15	English			100	A
Professional Development Skills 1	4LMS0023	0	English		100		AB

Progression to Year 2 requires a minimum of 120 credits at Level 4 and passes in all modules in the first year, including Professional Development Skills 1, 4LMS0023. Re-enrolment on the first year of the Programme is not permitted.

Year 2

Level 5

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	AB
Pharmacy Practice and Medicines 2	5LMS0019	30	English	50	35	15	AB
Pharmaceutical Chemistry and Analysis	5LMS0017	30	English	50	50		AB
Pharmacotherapeutics 1	5LMS0018	30	English	50	50		A
Pharmacotherapeutics 2	5LMS0016	30	English	50	35	15	B
Professional Development Skills 2	5LMS0020	0	English	0	100		AB

Progression to Year 3 requires a minimum of 120 credits at level 5 and passes in all second year modules, including Professional Development Skills 2 5LMS0020 . Progression to Year 3 requires a pass in the

Dispensing Practical Assessment (Dispensing Competence) and Extemporaneous Preparation Dispensing Test which are in Pharmacy Practice and Medicines 2 5LMS0019. In Pharmacy Practice and Medicines 2 5LMS0019 there is an OSCE examination in which there are critical fail elements. The critical fail elements cover issues of patient safety and pharmacy law. Students who do not demonstrate competence in the critical fail elements will not successfully complete Pharmacy Practice and Medicines 2 5LMS0019. There is a single attempt at the Dispensing Practical assessment at re-enrolment.

Year 3  
Level 6

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	AB
<b>Compulsory Modules</b>							
Pharmacy Practice and Medicines 3	6LMS0103	30	English	50	40	10	AB
Drugs and Medicines Development	6LMS0018	30	English	50	50		AB
Law, Ethics and Social Science	6LMS0020	30	English	50	50		A
Applied Pharmacotherapeutics	6LMS0102	15	English	0	100		B
Interprofessional Education for Life and Medical Sciences 2	6LMS0080	15	English	0	100		B
Professional Development Skills 3	6LMS0021	0	English		100		B

Progression to Year 4 requires a minimum of 120 credits at Level 6 and passes in all third year modules, including Professional Development Skills 3, 6LMS0021. Progression to Year 4 requires a pass in the Law, Ethics and Social Science examination with a pass mark of at least 50% and is not compensatable. In Pharmacy Practice and Medicines 3 6LMS0019 there is an OSCE examination in which there are critical fail elements. The critical fail elements cover issues of patient safety and pharmacy law. Students who do not demonstrate competence in the critical fail elements will not successfully complete Pharmacy Practice and Medicines 3 6LMS0103. Also within the Pharmacy Practice and Medicines 3 6LMS0103 module there is an aseptic technique assessment in which students must demonstrate competence. Students who do not demonstrate competence after a referral opportunity do not complete the module during the current enrolment. Progression to Year 4 also requires demonstration of competence in the numeracy competence test in Professional Development Skills 3, 6LMS0021. Students who re-enrolled in any second year (level 5) modules are not permitted to re-enrol on third year (level 6) modules. Students whose only reason for a referral in the second year is either the dispensing competency assessment, extemporaneous assessment or a critical element in the OSCE assessment will be exempt from this regulation.

Year 4  
Level 7

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	AB
<b>Compulsory Modules</b>							
Pharmacy Practice and Medicines 4	7LMS0197	30	English	50	50		B
Project	7LMS0062	45	English	0	100		A
Public Health and Patient Safety	7LMS0198	30	English	50	50		B
Professional Development Skills 4	7LMS0058	0	English	0	100		AB

Optional Module Titles	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
Mental Health	7PHA0019	15	English	50	50		A
Topics in Medicines Design	7LMS0063	15	English	0	100		A
Pharmacotherapeutics in Practice	7PHA1021	15	English	0	100		A
Industrial Pharmaceutics	7PHA0018	15	English	0	100		A
Topical Therapeutics	7PHA1037	15	English	0	100		A
Topical Therapeutics- distance learning	7PHA1048	15	English	0	100		A
Advanced Pharmaceutical Analysis	7PHA1002	15	English	50	50		A
Travel Health	7PHA1027	15	English	50	50		A
Complementary Therapies	7PHA1004	15	English	50	50		A
Pharmaceutical Forensics	7LMS0097	15	English	0	100		A

The choice of optional modules offered to students will vary from year to year. The modules offered will depend on student demand.

In year 4 students must complete 120 credits to complete their master's degree. In Pharmacy Practice and Medicines 4, 7LMS0197 there is an OSCE examination in which there are critical fail elements. The critical fail elements cover issues of patient safety and pharmacy law. Students who do not demonstrate competence in the critical fail elements will not successfully complete Pharmacy Practice and Medicines 4 7LMS0197. No referrals are allowed in the final year of the Programme, students who fail the first sitting of an assessment component may re-enrol on the module or modules, but will only be permitted to sit the assessment once, the only exception being students whose only reason for referral is a critical fail in the OSCE assessment.

#### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

The Master of Pharmacy degree is a professional degree Programme accredited by the General Pharmaceutical Council. In order to graduate with the award of a classified Master of Pharmacy degree students must obtain 120 credits in each academic year, passing each module in each academic year. The interim awards of BSc or BSc (Hons) Pharmaceutical Health Sciences are dependent on the number of modules successfully completed.

Students not progressing to the final MPharm award, who are eligible for the BSc/ BSc (Hons) in Pharmaceutical Health Sciences, may enroll on other appropriate modules in agreement with the Programme Leader and CAT Tutor. This is dependent on which modules the student has successfully completed.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
MPharm (hons)	Master of Pharmacy	480 credit points including 120 points at levels 4,5,6 and 7	7	All programme learning outcomes.

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc(hons)	BSc (hons) in Pharmaceutical Health Sciences.	360 credit points including 240 at Levels 6/5 of which at least 120 must be at Level 6 or 7	6,7	A1, A2, A3, A4, A5, A6, A7, A8, A10, A11, A12, A14, B1, B2, B3, B5, B6, C1, C2, D1, D2, D6, D4, D5,D7,D9, D10
BSc	BSc in in Pharmaceutical Health Sciences	300 credit points including 180 at level 6/5 of which 60 must be at level 6 or 7	6,7	A1, A2, A3, A6, A7, A8, A10, A12, A14, B1, B2, B3, B5, B6, C1, C2, D1, D4, D5,D7,D9.
University Certificate		45 credit points at level 4	4,5	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
Certificate of Higher Education		120 credit points at level 4	4,5	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
Diploma of Higher Education		240 credit points including at least 120 at level 5	5,6	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>

## Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

The Programme-specific regulations include specifications necessary in order to satisfy the General Pharmaceutical Council (GPhC) that students graduating from the Programme are fit to enter pre-registration training. The GPhC provide guidance, 'Future pharmacists: Standards for the initial education and training of pharmacists'.

Further points of clarification and interpretation relevant to this specific Programme are given below:

- No compensation is permitted between modules and no final compensatory credit is permitted on the MPharm Programme.
- No compensation is permitted within modules, with the exception of the final year optional module where compensation is considered by the Examination Board at 45%.
- Students are required to complete/attend all aspects of theory and practice. Attendance requirements, outlined in each module's DMD, must be met in order for the student to complete the module successfully. Students who do not meet the requirements may not be eligible for referral.
- At each academic level, a student will normally be required to have passed 60 credits (at first attempt and /or referral) to be permitted a re-enrolment opportunity.
- A student must normally gain the MPharm award within 6 years of registration on the Programme.
- Students are permitted a maximum of three attempts (over two academic years) in the Law, Ethics and Social Science 6LMS0020 module examination. There is no referral opportunity for a student who has re-enrolled on the module.
- Students are permitted a maximum of three attempts (over two academic years) in Dispensing Competency assessment which is part of Pharmacy Practice and Medicines 2 5LMS0019. There is no referral opportunity for a student who has re-enrolled on the module.
- Re-enrolment on modules on the first year of the Programme is not permitted.
- Referrals in the final year of the Programme are not permitted, students who fail the first sitting of an assessment component will be required to re-enrol on the module or modules, the only exception being students whose only reason for referral is a critical fail OSCE, who will be permitted a referral opportunity in the OSCE assessment,
- Students who re-enrol in any second year (level 5) modules are not permitted to re-enrol on third year (level 6) modules. Students whose only reason for a referral in the second year is either the dispensing competency assessment, extemporaneous assessment or a critical OSCE will be exempt from this regulation.

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## E. Management of Programme & Support for student learning.

### Management

The programme is managed and administered through:

- the Head of Department has overall responsibility for programmes in the Department;
- a Programme Leader who is responsible for the day to day management;
- an Admissions Tutor, with specific responsibility for open days and selection;
- a work visits Tutor who co-ordinates practice-based education and develops new placement sites;
- a designated Administrator to deal with day to day administration associated with the Programme;
- module leaders who are responsible for individual modules;
- year leads who are responsible for a specific year in the Programme;
- the Programme Committee.

### Support

Students are supported by:

- An induction week at the beginning of the academic session;
- An extensive Learning Resources Centre, incorporating a library and computer centre;
- On-line information and learning materials and support through the University's Managed Learning Environment – StudyNet – a University-wide set of systems and tools for educational delivery;
- Student handbooks;

- A Programme Leader and Year Leads to help students understand the course structure;
- A Department Administrator to help with module registration, liaison with local authorities and examination arrangements and results;
- Academic tutor throughout the Programme to provide academic support and advise on pastoral support;
- A Student Support Tutor to monitor student performance and help students to receive appropriate and adequate support in areas including, English, numeracy and practice;
- Module Co-ordinators to help students understand the aims, outcomes and organisation of the modules;
- A project tutor at Year 4;
- The Placements Office to co-ordinate visits and to support students during their visits and placement;
- Further support during work visits is provided by the clinical development lead and the module lead in the relevant Pharmacy Practice and Medicines Module;
- Student representatives on Programme committees;
- A substantial Student Services Centre that provides advice on issues such as finance, University regulations, legal matters etc.;
- A student counseling service.
- An Accommodation Office.
- A Mathematics Drop-in Centre.
- Access to a School Disabled Student Tutor and access to assessment for validated learning support.
- Student representatives on Programme committees.
- The Students' Union.
- The Sports Village.

## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.
- Professional or Statutory Regulatory Body information:  
General Pharmaceutical Council  
[www.pharmacyregulation.org](http://www.pharmacyregulation.org)
- Royal Pharmaceutical Society  
<http://www.rpharms.com>
- School of Life and Medical Sciences policies and procedures including academic misconduct, criminal record policy, fitness to practice, confidentiality policy, student complaints re the quality of student learning experience in practice
- Future Pharmacist-Standards for the initial training and education of pharmacists  
<http://pharmacyregulation.org/initial-training>

The [Herts Handbook](#) is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team



of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA's report can be accessed at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE>

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## G. Entry requirements

The normal entry requirements for the programme are:

Five GCSEs at grade B or above, including English language and Mathematics, and either: Science Double Award or Biology, Physics and Chemistry (or equivalent).

And either:

120 UCAS points

Including A Level Chemistry Grade B and one other A Level Grade B from either Maths, Biology, Physics or Psychology. Applicants taking 3 A levels only are required to achieve ABB (to include Chemistry and another science). General Studies excluded. A pass in the practical element of the science A Level is required.

BTEC Extended Diploma in Applied Science at grade DDM plus an A level in Chemistry at Grade B or above. Access Diploma Students must have 30 credits at level three at distinction level to include at least 15 credit points of chemistry at level 3, and the remaining level 3 credits to be at a minimum of a merit.

IB students require 128 points including Chemistry and another science (Maths, Biology or Physics) at Higher Level Grade 5 or above. 5 GCSE's including English Language, Maths and a Science at Grade 5 or above. (Grade B or above under the old grading structure).

Or: A degree in a different science discipline, with a degree classification of upper second or first class.

Applicants will also be interviewed prior to selection.

Mature students (21+) are encouraged to apply and will be considered for entry by the admissions team.

Students who do not meet the required entry qualifications may be considered for a place on the initial Foundation Year offered at North Hertfordshire College. These students are able to apply for admission onto the MPharm Programme and academic performance and interview performance are considered prior to an offer being made.

In addition

- students must be medically fit to undertake the Programme (including work visits) and students will therefore undergo an occupational health assessment. Students with disabilities are considered on an individual basis, all students must be potentially capable of demonstrating the competencies required by the governing body and the learning outcomes of the Programme.
- in order to comply with the Rehabilitation of Offenders Act 1974 (exceptions) Order 1975, students will therefore be required to undergo enhanced clearance checks by the Disclosure and Barring Services (DBS) followed by annual checks; entry onto the Programme is subject to a satisfactory self-disclosure and enhanced DBS check
- students will be required to meet any requirements associated with the General Pharmaceutical Council's Code of Conduct For Pharmacy Students and Student Fitness to Practise Procedures in Schools of Pharmacy.
- students who do not have English as their first language are required to demonstrate an overall IELTS (International English Language Testing) score of 6.5 (with no individual components scoring less than 6) or equivalent.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated

procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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If you would like this information in an alternative format please contact:  
Bridget Fitzgerald, Student Administrator

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## Master of Pharmacy (MPharm)

### Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		PPM1	FPC	BB	APP	IPE1	PDS1	PPM2	PCA	PTH 1&2	PDS2	PPM3	DMD	LESS	AP	IPE2	PDS3	PPM4	Project	PDS4	PHPT
Knowledge and understanding of:	A1		√	√	√				√	√			√		√						
	A2			√	√			√	√	√			√		√						√
	A3	√	√	√				√	√	√		√	√		√						
	A4							√	√			√	√								
	A5	√						√	√	√		√		√	√			√			
	A6									√		√	√	√							√
	A7	√		√				√	√	√			√		√						
	A8			√	√				√	√			√		√						
	A9		√						√	√			√		√			√			
	A10	√			√	√	√	√		√	√	√		√	√	√	√	√		√	√
	A11	√	√	√	√				√	√		√	√								
	A12	√						√				√		√				√			
	A13													√					√		
	A14	√										√		√	√	√		√			√
Intellectual skills – able to:	B1.		√	√	√			√	√	√		√	√								
	B2.	√						√				√									√
	B3.							√				√						√			
	B4.	√						√				√				√		√			
	B5.					√		√				√	√	√		√		√			√
	B6.									√	√								√		√
Practical skills – able to:	C1.		√	√	√			√	√	√		√	√								
	C2.	√						√				√						√			
Transferable skills – able to:	D1.				√		√				√						√		√	√	
	D2.												√								
	D3.	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	
	D4.					√		√				√				√		√		√	
	D5.							√	√	√		√	√		√			√	√	√	√
	D6.		√	√	√			√	√	√			√		√				√		
	D7.	√	√	√	√	√		√	√	√		√				√	√	√	√	√	
	D8.	√	√	√			√	√	√	√	√	√	√				√			√	
	D9.						√				√					√					
	D10.				√			√	√					√				√			

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1. The principles of biochemistry, chemistry, physiology, pharmacology, genetics, molecular and cellular biology, nutrition, toxicology and experimental methods;
- A2. The basis of disease and therapy in patient focused care;
- A3. the chemical pharmaceutical and pharmacological properties of substances used in medicines;
- A4. the processes involved in the design, formulation, analysis, manufacture, packaging, storage and marketing of medicines;

### An ability to:

- A5. Describe and evaluate the actions, uses and therapeutic effectiveness of medicines and medical devices;
- A6. Critically review the development of medicines and their clinical use in the context of public health and the health and social care agenda;
- A7. Explain the complexities of processes of drug absorption, distribution, metabolism; (biotransformation) and excretion and the application to clinical practice;
- A8. Identify the targets for drug action in terms of disease agents, cells, receptors, enzymes and genes and the application to clinical practice;
- A9. Explain the mechanisms of drug action and quantify response; Identify the targets for drug action in terms of disease agents, cells, receptors, enzymes and genes and the application to clinical practice;
- A10. Critically review the professional responsibilities, ethical considerations and the social, philosophical and legal frameworks relevant to health care provision;
- A11. Demonstrate pharmacy-related practical and laboratory skills and flexibly and creatively apply in unfamiliar contexts;
- A12. Supply medicines in accordance with the legal framework, pharmaceutical knowledge and codes of professional conduct;
- A13. Be able to design and report a research project in order to develop skills necessary for independent research and provide critical responses to methodologies and results;
- A14. Demonstrate an awareness of health and social care systems and the application to pharmacy practice.

### Practical Skills

- C1. Demonstrate appropriate laboratory skills, including safe working practices, and flexibly apply these skills to a variety of settings;
- C2. Dispense medicines accurately and appropriately within legal and professional frameworks.

## Intellectual Skills

- B1. Demonstrate appropriate laboratory skills, including safe working practices;
- B2. Recognise common symptoms and diseases and make appropriate ethical judgments to provide patient focused care, promote good health and effective medicines supply within a clinical governance framework;
- B3. Dispense medicines accurately and appropriately within legal and professional frameworks;
- B4. Advise both patients and other health care professionals about medicines and their safe usage through effective professional partnerships;
- B5. Demonstrate an understanding of the existence and nature of value judgments in health and social care;
- B6. Demonstrate a critical approach to enquiry and a readiness to test hypotheses, interpret scientific and clinical data, and evaluate published literature in science and practice.

## Transferable Skills

- D1. Act with initiative in time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effective modes of working;
- D2. Demonstrate an ability to design and to operate within a quality management framework;
- D3. Demonstrate the ability to identify and solve problems, undertaking substantial investigations;
- D4. Select and apply appropriate effective communication skills, recognising the need for a variety of approaches;
- D5. Critically appraise and use a range of information sources;
- D6. Organise, analyse and present scientific data and intellectual argument;
- D7. Demonstrate the ability to work effectively alone and as part of a team, as a team member or team leader;
- D8. Demonstrate competence in numeracy and the ability to perform accurate pharmaceutical calculations;
- D9. Develop the skills required for self-managed and continuing professional development;
- D10. Demonstrate a deep and systematic understanding of the role and application of information technology and automation in professional practice;

PPM1	Pharmacy Practice and Medicines 1
FPC	Foundations of Pharmaceutical Chemistry
BB	Biological and Biochemical Sciences for Pharmacy Students
APP	Anatomy, Physiology and Pathology
IPE1	Interprofessional Education for Life and Medical Sciences 1
PDS1	Professional Development Skills 1
PPM2	Pharmacy Practice and Medicines 2
PCA	Pharmaceutical Chemistry and Analysis
PTH 1&2	Pharmacotherapeutics 1 and 2
PDS2	Professional Development Skills 2



PPM3	Pharmacy Practice and Medicines 3
DMD	Drugs and Medicine Development
LESS	Law, Ethics and Social Science
AP	Applied Pharmacotherapeutics
IPE2	Interprofessional Education for Life and Medical Sciences 2
PDS3	Professional Development Skills3
PPM4	Pharmacy Practice and Medicines 4
Project	Project
PHPT	Public Health and Patient Safety
PDS4	Professional Development Skills 4

## Section 2

### Programme management

**Relevant QAA subject benchmarking statements**  
**Type of programme**  
**Date of validation/last periodic review**  
**Date of production/ last revision of PS**  
**Relevant to level/cohort**

Pharmacy

Undergraduate

March 13

**March 2018**

Level 4 entering September 2018

**Administrative School**

School of Life and Medical Sciences

Table 3 Course structure

Course details					
Course code		Course description			JACS
HHMPHA		MPharm (Hons)			B230
Course Instances					
Instances code	Intake	Stream	Instances Year	Location :	Mode of study
MSPHA1F	A	Pharmacy	1	Hatfield	Full-time
MSPHA2F	A	Pharmacy	2	Hatfield	Full-time
MSPHA3F	A	Pharmacy	3	Hatfield	Full-time
MSPHA4F	A	Pharmacy	4	Hatfield	Full-time