

School of Life and Medical Sciences

Title of Programme: Master of Pharmacy (MPharm)

Programme Code: LMMPHA

# Programme Specification

This programme specification is relevant to students entering:  
25 September 2023

Associate Dean of School (Academic Quality Assurance):  
Dr Sherael Webley



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

| Date | Section | Amendment |
|------|---------|-----------|
|      |         |           |

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/De Havilland      |
| <b>Programme accredited by</b>                            | General Pharmaceutical Council |
| <b>Final Award (Qualification)</b>                        | Master                         |
| <b>All Final Award titles (Qualification and Subject)</b> | Master of Pharmacy             |
| <b>FHEQ level of award</b>                                | 7                              |
| <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 Foundation year training. The Programme is fully accredited by the GPhC.

The programme is modern and innovative, integrating science and clinical practice to provide the knowledge, understanding and skills required to become pharmacists and prescribers. The curriculum has a strong focus on race-related illness and managing patients with specific religious, cultural and gender considerations. Experiential learning is embedded within the programme with placements at all levels of study, focussing on how to improve the health of patients. All students undertake placements in community, hospital, primary care and industrial settings allowing for opportunities for interactions and engagement with other healthcare professions.

Students are well supported to ensure that they can meet the challenges of studying in higher education with a Transition to Higher Education module in first year effectively bridging the gap between secondary and tertiary education. Alumni have positively commented on the experience and expertise of staff, their responsiveness to the student voice and the support offered to facilitate student progression and development. Academic staff also actively research in a wide variety of areas and research informed teaching is clearly embedded progressively within the curriculum.

Much of the teaching takes place in the 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 register and practise as a

pharmacist. Clinical competency assessments in the second, third and final years review the development of competency appropriate for the level of study,

After registration with the GPhC, MPharm graduates from 2025 will also be annotated independent prescribers given them a wide choice of career options. These include community and hospital pharmacy, primary care, a range of roles in the pharmaceutical industry and medical publishing. The MPharm Programme placements enable students to experience working in these environments and prepares them for graduate study (e.g. PhD).

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## 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, systematic and contextualised 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.

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## 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 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 (2021) have been used as a guiding framework for curriculum design.

| Knowledge and Understanding:   | Teaching/learning methods & strategies  | Assessment  |
|--|---|---|
| <p>A1. Critically understand the principles of biochemistry, chemistry, physiology, pharmacology, genetics, molecular and cellular biology, nutrition, toxicology and experimental methods;</p> <p>A2. Critically describe the basis of disease and therapy in patient-focused care;</p> <p>A3. Critically explain the chemical pharmaceutical and pharmacological properties of substances used in medicines;</p> <p>A4. Critically describe the processes involved in the design, formulation, analysis, manufacture, packaging, storage and marketing of medicines;</p> <p>A5. Critically describe and evaluate the actions, uses and therapeutic effectiveness of medicines and medical devices;</p> <p>A6. Critically review the development of medicines and their clinical use in the context of public health and the health and social care agenda;</p> <p>A7. Critically explain the complexities of processes of drug absorption, distribution, metabolism; (biotransformation) and excretion and the</p> | <p>Acquisition of knowledge and Understanding of A1 to A12 is through a combination of lectures, workshops, seminars; group work, placements, simulation techniques and assignments.</p> <p>A1 and A7 are supported by computer-based learning packages and simulations designed by staff in the Department and also by students undertaking clinical placements</p> <p>A11 is achieved in the project module.</p> <p>A12 is acquired through placements, simulation and inter-professional learning activities.</p> <p>A13 is an integral part of the Pharmacy Law and Prescribing Governance module with A14 being integral to the Advanced Pharmacy Practice module.</p> <p>A feature of the Programme is the integrated case-based approach, which enables students to understand the relevance of the material studied with regards to Pharmacy as a profession.</p> <p>Interactive learning in multi-professional groups is incorporated as appropriate into the Programme.</p> <p>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, via directed reading and signposting to electronic resource. A scaffolded approach which provides explicit support for self-directed learning in year 1 and facilitates students to become genuinely independent learners by their final year.</p> | <p>Knowledge and understanding are assessed through a combination of unseen examinations, laboratory reports, seminars, examinations, group work, problem-solving exercises, data and prescription interpretation exercises (A1 to A10).</p> <p>The project (A11) is tested by the assessment of performance whilst undertaking the research, and the assessment of the thesis.</p> <p>Performance in, simulation exercises, objective structured clinical examinations (OSCE) are summatively assessed and clinical placement (A12) are assessed using a portfolio of reflective written exercises.</p> <p>A13 is tested in the Pharmacy Law and Prescribing Governance module exam.</p> <p>A14 is tested in the Advanced Pharmacy Practice module exam.</p> |

application to clinical practice;

A8. Identify and assess the targets for drug action in terms of disease agents, cells, receptors, enzymes and genes and the application to clinical practice;

A9. Critically explain the mechanisms of drug action and quantify response;

A10. Critically review the professional responsibilities, ethical considerations and the social, philosophical and legal frameworks relevant to health care provision;

A11. 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;

A12. Demonstrate an awareness of health and social care systems, multi-disciplinary working and the application of these to pharmacy practice.

A13. Demonstrate critical knowledge of prescribing governance

A14. Demonstrate critical knowledge of advanced practice including, structured patient consultations, clinical decision making and appropriate physical and diagnostic assessments relevant to prescribing

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 Suites.

Additional academic and pastoral support is available through the students' academic personal tutor, module lead, year tutor and/or programme leader.

| Intellectual skills:   | Teaching/learning methods & strategies   | Assessment   |
|--|--|--|
| <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. Assess the accuracy and appropriateness of prescriptions within clinical, 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 and multi-disciplinary working;</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 data, and evaluate published literature in science and practice;</p> <p>B7. 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>Intellectual skills are developed using a range of strategies.</p> <p>B1 is acquired through laboratory Work exercises and experiential placements.</p> <p>B2 B3, B4 and B5 are acquired through lectures, workshops and problem-solving exercises, group work, and role-play exercises and placements.</p> <p>B6 and B7 are gained through laboratory classes, data interpretation exercises, evaluation of patient care plans and patient profiles and successful completion of a research project.</p> <p>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.</p> <p>To acquire B6, the student is introduced to the analysis of published literature, and by the completion of their project in year 3. B6 is also developed via the evaluation and preparation of care plans and patient profiles that are developed in years 3 and 4 in lectures, placements and seminars.</p> <p>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.</p> <p>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.</p> | <p>Learning outcomes B1-7 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, B5) and the Project (B2, B6 and B7). B3 is assessed by a summative dispensing competency practical assessment.</p> |

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|--|---|---|
|  | 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/learning methods & strategies  | Assessment  |
| <p>C1. Demonstrate appropriate laboratory skills, including safe working practices, and flexibly apply these skills to a variety of settings;</p> <p>C2. Assess the accuracy and appropriateness of prescriptions within clinical, legal and professional frameworks;</p> <p>C3. Advise both patients and other health care professionals about medicines and their safe usage through effective professional partnerships and multi-disciplinary working</p> <p>C4. Demonstrate systematic and comprehensive medical assessment of adults using appropriate technology and investigations</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.</p> <p>These skills are also developed, reinforced and consolidated during periods of practice-based placements, together with opportunities for inter-professional learning.</p> <p>The skills for C4 are acquired in the Applied Pharmacy Practice module</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, the project, interactive practical examinations including OSCEs, and through a criterion-referenced practice-based assessment.</p> <p>C4 is assessed in the OSCE element of the Applied Pharmacy Practice module</p> |
| Transferable skills:   | Teaching/learning methods & strategies  | Assessment  |
| <p>D1. Act with initiative using 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>D3. Demonstrate the ability to identify and solve problems, undertaking substantial investigations;</p> <p>D4. Select and apply appropriate effective communication skills,</p>   | <p>Although transferable skills are embedded in the constituent modules of the course, they are brought together throughout the Programme in zero credit-rated modules; Preparation for Professional Practice (PPP) 1-4.</p> <p>Academic personal tutors assist their students to produce a portfolio substantiating their achievements in this area. All modules will enable students to achieve D4 and D6.</p> <p>D1, D6, D8 and D9 are principally assessed through assignments, laboratory classes and evaluation of care plans and patient profiles.</p>   | <p>Testing of all transferable skills (D1 to D10) is through a combination of essays, abstracts, laboratory reports, group posters, portfolios, seminars, oral presentations, the project report and written examinations throughout the course.</p> <p>Performance in these skills is monitored by academic personal tutors, and contributes to PPP modules</p> <p>D2, D3 and D6 are assessed formatively by feedback in the laboratory, workshops</p>   |



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.

D11. Demonstrate the synthesis and application of clinical knowledge for complex patients with co-morbidities in a safe and effective manner

D1 is also a feature of the research project which students are required to successfully complete in order to graduate from the course.

D2 is acquired through lectures, workshops and laboratory classes.

D3 is an integral part of workshops, many laboratory classes, group work, and during placements in practice.

D4 is acquired through assignments, project reports, group 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.

The teaching of personal transferable skills (for example. guidance on how to write reports, oral communication) is built into a number of modules. Academics give feedback on essays 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 registration examination.

The ability to take knowledge and synthesise appropriate clinical interventions for complex patients is developed (D11) throughout the programme.

Students develop their understanding of novel drug design

and academic personal tutor groups and are summatively in individual and group reports, poster presentations and the project.

D8 is consolidated in the PPP modules and is assessed in numerous assignments across the entire programme, including the critical elements in the PPP3 and PPP4 modules.

D11 is summative assessed in the numeracy and OSCE assessments in PPP4



throughout the programme through lectures, practicals and workshops. Their critical knowledge and understanding of this topic is completed at level 7.

The Programme reflects the need for the development of numeracy skills with critical numeracy assessments in the third and fourth years, and critical OSCE stations in the 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 (September).

### Professional and Statutory Regulatory Bodies

Successful completion of the MPharm degree is required for a graduate to be eligible for Foundation Year training and subsequent registration with the General Pharmaceutical Council (GPhC)

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the 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**Entry point** Semester A

Year 1, Level 4

| Module Title                          | Module Code | Credit Points | Language of Delivery | % Test | % Examination | % Coursework | % Practical | Semesters |
|---------------------------------------|-------------|---------------|----------------------|--------|---------------|--------------|-------------|-----------|
| <b>Compulsory Modules</b>             |             |               |                      |        |               |              |             |           |
| Transition to Higher Education        | 4LMS2022    | 30            | English              | 0      | 0             | 100          | 0           | AB        |
| Drugs and Medicines                   | 4LMS0213    | 30            | English              | 0      | 50            | 50           | 0           | AB        |
| The Patient                           | 4LMS0214    | 30            | English              | 0      | 50            | 50           | 0           | AB        |
| The Pharmacist                        | 4LMS0215    | 30            | English              | 0      | 50            | 50           | 0           | AB        |
| Preparing for Professional Practice 1 | 4LMS2023    | 0             | English              | 0      | 0             | P/F          | 0           | AB        |

Progression to Year 2 requires a minimum of 120 credits from year 1 and passes in all modules, including Preparation for Professional Practice 1. Re-enrolment on the first year of the programme is not permitted.

Year 2, Level 5

| Module Title                            | Module Code | Credit Points | Language of Delivery | % Test | % Examination | % Coursework | % Practical | Semesters |
|---|-------------|---------------|----------------------|--------|---------------|--------------|-------------|-----------|
| <b>Compulsory Modules</b>               |             |               |                      |        |               |              |             |           |
| Applied Pharmaceutical Chemistry        | 5LMS2014    | 30            | English              | 25     | 50            | 25           | 0           | AB        |
| Clinical Therapeutics and Manufacturing | 5LMS2015    | 30            | English              | 25     | 50            | 25           | 0           | AB        |
| Clinical Pharmacotherapeutics           | 5LMS2016    | 30            | English              | 25     | 50            | 25           | 0           | AB        |
| Pharmacy Practice and Medicines         | 5LMS2017    | 30            | English              | 25     | 50            | 25           | 0           | AB        |
| Preparing for Professional Practice 2   | 5LMS2018    | 0             | English              | 0      | 0             | P/F          | P/F         | AB        |

Progression to Year 3 requires a minimum of 120 credits from Year 2 and passes in all modules, including Preparation for Professional Practice 2, in which there are elements of assessment concerning numeracy, patient safety and/or pharmacy law that are “critical fail” elements. Students that do not demonstrate competence with respect to the critical fail elements will not pass Preparation for Professional Practice 2 and will not be permitted to progress to Year 3. Upon re-enrolment, there is only a single opportunity to pass the dispensing assessment in Preparation for Professional Practice 2, including any critical fail elements.

Year 3, Level 6

| Module Title                            | Module Code | Credit Points | Language of Delivery | % Test | % Examination | % Coursework | % Practical | Semesters |
|---|-------------|---------------|----------------------|--------|---------------|--------------|-------------|-----------|
| <b>Compulsory Modules</b>               |             |               |                      |        |               |              |             |           |
| Pharmacy Law and Prescribing Governance | 6LMS2021    | 30            | English              | 0      | 100           | 0            | 0           | A         |
| Applied Therapeutic Interventions 1     | 6LMS2018    | 30            | English              | 0      | 50            | 50           | 0           | A         |
| Applied Therapeutic Interventions 2     | 6LMS2019    | 30            | English              | 0      | 50            | 50           | 0           | B         |
| Project                                 | 6LMS2020    | 30            | English              | 0      | 0             | 80           | 20          | B         |
| Preparing for Professional Practice 3   | 6LMS2022    | 0             | English              | 0      | 0             | P/F          | P/F         | AB        |

Progression to Year 4 requires a minimum of 120 credits from Year 3 and passes in all modules, including Preparation for Professional Practice 3, in which there are elements of assessment concerning numeracy, patient safety and/or pharmacy law that are “critical fail” elements. Students that do not demonstrate competence with respect to the critical fail elements will not pass Preparation for Professional Practice 3 and will not be permitted to progress to Year 4.

Year 4, Level 7

| Module Title                          | Module Code | Credit Points | Language of Delivery | % Test | % Examination | % Coursework | % Practical | Semesters |
|---------------------------------------|-------------|---------------|----------------------|--------|---------------|--------------|-------------|-----------|
| <b>Compulsory Modules</b>             |             |               |                      |        |               |              |             |           |
| Public Health and Patient Safety      | 7LMS2072    | 30            | English              | 0      | 50            | 50           | 0           | AB        |
| Integrated Pharmaceutical Care        | 7LMS2071    | 30            | English              | 0      | 50            | 50           | 0           | AB        |
| Advanced Pharmacy Practice            | 7LMS2073    | 30            | English              | 0      | 50            | 25           | 25          | AB        |
| Clinical Skills for Pharmacists       | 7LMS2074    | 30            | English              | 0      | 0             | P/F          | 0           | AB        |
| Preparing for Professional Practice 4 | 7LMS2075    | 0             | English              | 0      | 0             | P/F          | P/F         | AB        |

In Year 4 students must obtain 120 credits at level 7, AND successfully complete the zero credit Preparation for Professional Practice 4 module in order to complete their master’s degree. Once again, there are critical fail elements relating to numeracy, patient safety and/or pharmacy law within the assessments of the Preparation for Professional Practice 4 module, and those students who are not able to demonstrate competence in these elements will not pass the module. There are no referral opportunities allowed in the final year of the programme. Students are permitted to re-enrol on any modules that they do not pass at first attempt but will only be able to re-sit any previously failed assessments once. The only exception to this is those students who have failed a critical element in the Preparation for Professional Practice 4 module who will be allowed a referral opportunity in the same academic year in the refer period for that element of assessment. Those students required to re-enrol on Preparation for Professional Practice 4 after failing at referral will have only a single opportunity to pass the assessments associated with the Preparation for Professional Practice 4 module, including any critical fail elements.

The award of an MPharm requires 480 credits from the compulsory modules listed above (120 at Level 4, 120 at Level 5, 120 at Level 6 and 120 at Level 7) and the successful completion of the zero credit-rated modules Preparation for Professional Practice 1 (Level 4), Preparation for Professional Practice 2 (Level 5), Preparation for Professional Practice 3 (Level 6) and Preparation for Professional Practice 4 (Level 7)

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS11, Section 7 and 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 including the zero-credit rated Preparation for Professional Practice 1-4 modules. 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 enrol 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 (normally): | Programme Learning Outcomes developed (see above) |
|---------------|--------------------|--|---------------------------------|---|
| MPharm (Hons) | Master of Pharmacy | 480 credit points (120 at Levels 4,5, 6 & 7) and passes in the following zero credit-rated modules (Preparation for Professional Practice 1 – 4) | Level 7                         | All programme learning outcomes (see Table 2)     |

  

| Interim Award                   | Award Title                               | Minimum requirements   | Available at end of Level | Programme Learning Outcomes developed (see above) |
|---------------------------------|---|--|---------------------------|---|
| BSc (Hons)                      | BSc Pharmaceutical Health Sciences (Hons) | 360 credit points including 240 at Levels 5/6 of which at least 120 must be at Level 6 | Level 6                   | A1-5, A7-13, B1-7, C1-3, D1-10*                   |
| BSc                             | BSc Pharmaceutical Health Sciences        | 300 credit points including 180 at level 5/6 of which 60 must be at level 6            | Level 6                   | A1-5, A7-13, B1-7, C1-3, D1-10*                   |
| Diploma of Higher Education     |   | 240 credit points including at least 120 at Level 5                                    | Level 5                   | See <a href="#">UPR AS11 section 10</a>           |
| Certificate of Higher Education |   | 120 credit points at Level 4   | Level 4                   | See   |
| University Certificate          |   | 45 credit points at Level 4  | Level 4                   | See   |

\*There will be clear differentiation of learning outcomes between the interim awards of BSc and BSc (Hons), however, it is not possible to identify where the differentiation will be until it is known which modules have been passed at level 6.

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## Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/ UPR AS14](#)) with the exception of those listed below, which have been specifically 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 Foundation Year training. The GPhC provide guidance, [Standards for Initial Education and Training of Pharmacists](#), revised in 2021, that have informed these programme-specific regulations.

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 for the MPharm.
- No compensation is permitted within modules.
- Students are required to complete/attend all aspects of theory and practice. Attendance at teaching sessions are monitored and students must normally attend 75% of workshops and practicals on every module. This condition must be met in order for the student to complete the module successfully and fulfil the learning outcomes. Students who do not meet these attendance requirements may not be eligible for referral.
- At each academic level, a student will be required to have passed 60 credits (at first attempt and /or referral where applicable) to be permitted a re-enrolment opportunity.
- A student must normally gain the MPharm award within 6 years of registration on the Programme.
- Re-enrolment on modules on the first year of the Programme, including the zero-credit rated Preparation for Professional Practice 1 module, is not permitted.
- Students are permitted a maximum of three attempts (over two academic years) in the dispensing assessment, including any critical fail elements, of the Preparation for Practice 2 module.
- Referrals on modules 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 and there is no referral opportunity on re-enrolment. The only exception are students whose only reason for referral is a critical fail in the Preparation for Professional Practice 4 assessments, who will be granted a referral opportunity for that element.
- 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 re-enrolment in the second year is as a result of a critical fail element from the Preparation for Professional Practice 2 module will be exempt from this regulation.
- Placement hours are required as part of the attendance criteria in modules 4LMS0215, 5LMS2018, 6LMS2022 and 7LMS2072. If a student is unable to attend for these placement hours due to a valid absence, they will normally be deferred in the module. The student must complete a set % of their placement hours (detailed in the DMDs) within the semester for deferral to the refer/defer period to be possible. If they have not, they will be deferred to the next academic year. If they are unable to attend without a valid reason, then they will normally be re-enrolled on the module.

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

### Management

The programme is managed and administered through:

- The Head of Department, who has overall responsibility for programmes in the Department;
- The Subject Group Lead for Pharmacy, Pharmaceutical and Regulatory Sciences who has specific responsibility for the MPharm programme.
- The lead for Student Experience, who has specific responsibility to ensure the programme supports students from a diverse range of backgrounds and abilities.
- The lead for Learning and Teaching who oversees continued professional development of academic staff, assessment strategies and pedagogical matters related to the development and delivery of the Programme.
- The lead for Academic Quality Assurance who ensures the programme operates within the parameters outlined in the Programme Specification and Definitive Module Documents.
- A Programme Leader who is responsible for the day-to-day management of the Programme;
- An Admissions Tutor, with specific responsibility for open days and selection;
- An experiential education lead who co-ordinates practice-based education and develops new placement sites;
- Year leads who are responsible for overseeing academic and pastoral support for each year in the Programme;
- Professional administrative support to deal with day-to-day administration associated with the Programme;
- Module leaders who are responsible for providing academic support for individual modules;
- The Programme Committee.

### Support

Students are supported by:

- An induction week at the beginning of each 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 –Canvas – a University-wide set of systems and tools for educational delivery;
- Student handbooks;
- A dedicated Departmental Student Experience Lead
- A dedicated Departmental Learning and Teaching Lead
- A Programme Leader and Year Leads to help students understand the course structure;

- A professional administrative support to help with module registration, liaison with local authorities and examination arrangements and results;
- An academic Personal tutor throughout the Programme to provide academic support and advise on pastoral support;
- School Academic Support Unit
- Module Co-ordinators to help students understand the aims, outcomes and organisation of the modules;
- A project tutor at Year 3
- The Placements Office to co-ordinate placements and to support students during placements
- Further support during work visits is provided by the curriculum development lead and the module lead in the relevant Preparing for Professional Practice modules;
- 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 counselling service, within the Student Wellbeing Centre.
- An Accommodation Office.
- A Mathematics Drop-in Centre.
- Student representatives on Programme committees.
- The Students' Union.
- The Sports Village.

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## F. Other sources of information

In addition to this Programme Specification, the University and other bodies publish 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;
- Professional or Statutory Regulatory Body information:
- General Pharmaceutical Council <http://www.pharmacyregulation.org>
- Royal Pharmaceutical Society <http://www.rpharms.com>
- University of Hertfordshire policies and procedures including academic integrity and academic misconduct (UPR AS14 app III. [AS14-Apx3-Academic-Misconduct.pdf \(herts.ac.uk\)](#))
- fitness to practise policy (found in [UPR SA 15](#)), [LMS confidentiality policy](#), [student complaint policy](#) re the quality of student learning experience in practice, [Disclosure and Barring Service Procedure policy](#)
- Future Pharmacist-Standards for the initial training and education of pharmacists <http://pharmacyregulation.org/initial-training>

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

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## G. Entry requirements

The normal entry requirements for the programme are:

Five GCSEs at Grade 5 (Grade B) or above, including English language and Mathematics, and either: Science Double Award or two from Biology, Physics and Chemistry (or equivalent).

And either:

- 120 UCAS points Including A Level Chemistry Grade B or above and a minimum of one A-Level at Grade B or above from the following subjects: Maths, Biology or Physics. A level General Studies and the Extended Project are not accepted towards the points total and passes in the practical element of the science A- Levels, where applicable, are required.
- BTEC Extended Diploma (QCF) in Applied Science at grade DDM plus an A level in Chemistry at Grade B or above. Must include and pass chemistry units.
- BTEC Extended Diploma (RQF) in Applied Science at grade DDM. Must include and pass chemistry units.
- Access Diploma Students must have 45 level three credits with a minimum of 30 at distinction that must include at least 15 credit points of chemistry with distinction. The remaining level 3 credits must be a minimum of a merit grade.
- International Baccalaureate (Diploma) with an overall diploma score of 30 including Chemistry and another Science at higher level Grade H5
- Extended Degree in Science Initial Year (offered at North Hertfordshire College, West Herts College, Hertford Regional College and Oaklands College) with an overall mean of at least 70% and with at least 70% in Chemistry module and at least 50% in Maths for Science module

Or:

- A degree in a different science discipline, with a degree classification of upper second or first class. Minimum 65% in chemistry modules from Level 4.

**Interview**- All applicants will have an individual one-to-one interview prior to selection. This interview will be audio-recorded. Students must have a successful interview to be offered a place on the programme. This interview will consist of a demonstration of communication skills, an understanding of the role of the pharmacist, numeracy, a strong grounding in science, a willingness to study and an enthusiasm for the profession i.e. demonstration of a range of values commensurate with the profession of pharmacy.

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

In addition:

- Students must be medically fit to undertake the Programme (including placements) and will therefore undergo an occupational health assessment. Students with disabilities are considered on an individual basis. However, all students must be potentially capable of demonstrating the competencies required by the governing body and the learning outcomes of the Programme prior to admission.

- In order to comply with the Rehabilitation of Offenders Act 1974 (exceptions) Order 1975, students will 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 Standards for Pharmacy Professionals and University of Hertfordshire Fitness to Practise Policy.
- 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.

If you would like this information in an alternative format please contact: [ICAQ@herts.ac.uk](mailto:ICAQ@herts.ac.uk)

If you wish to receive a copy of the latest 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.

| Programme Learning Outcomes as defined in Section 1 | THE | DM | TPt | TPh | PPP1 | APC | CTM | CPT | PPM | PPP2 | Project | APT1 | APT2 | PLPG | PPP3 | IPC | APP | PHPS | CSP | PPP4 |   |
|---|-----|----|-----|-----|------|-----|-----|-----|-----|------|---------|------|------|------|------|-----|-----|------|-----|------|---|
| <i>Knowledge and Understanding</i>                  | A1  |    | X   | X   |      | X   | X   | X   | X   |      |         | X    | X    |      |      | X   |     |      | X   |      |   |
|   | A2  | X  |     | X   | X    |     | X   | X   | X   |      |         | X    | X    |      |      | X   | X   | X    | X   |      |   |
|   | A3  |    | X   |     |      |     | X   | X   | X   |      |         | X    | X    |      |      | X   |     | X    | X   |      |   |
|   | A4  |    | X   |     | X    |     | X   | X   | X   |      |         |      |      |      |      |     |     |      |     | X    |   |
|   | A5  |    |     |     |      |     |     |     |     |      |         | X    | X    |      | X    | X   |     |      | X   | X    |   |
|   | A6  |    |     |     |      |     |     |     |     |      |         |      |      |      |      | X   |     | X    | X   |      |   |
|   | A7  |    | X   |     |      |     |     |     | X   |      |         | X    | X    |      |      | X   |     |      |     |      |   |
|   | A8  |    | X   | X   |      |     | X   | X   | X   | X    |         |      |      |      |      |     |     |      |     |      |   |
|   | A9  |    |     |     |      |     | X   | X   | X   | X    |         |      | X    | X    |      |     | X   |      |     | X    |   |
|   | A10 | X  |     |     | X    | X   |     |     |     |      | X       |      |      |      | X    | X   |     | X    |     |      | X |
|   | A11 |    |     |     |      |     |     |     |     |      |         | X    |      |      |      |     |     |      |     |      |   |
|   | A12 | X  |     |     | X    |     |     |     |     |      |         |      | X    | X    |      |     |     |      | X   | X    |   |
|   | A13 |    |     |     |      |     |     |     |     |      |         |      |      |      | X    |     |     |      |     | X    |   |
|   | A14 |    |     |     |      |     |     |     |     |      |         |      |      |      |      |     |     | X    |     | X    |   |
| <i>Intellectual Skills</i>                          | B1  |    | X   | X   |      | X   | X   | X   |     |      |         |      |      |      |      |     |     |      |     |      |   |
|   | B2  |    |     |     |      |     |     |     | X   |      |         | X    | X    |      | X    | X   | X   |      | X   | X    |   |
|   | B3  |    |     |     |      |     |     |     | X   | X    |         |      |      |      |      |     |     |      | X   |      |   |
|   | B4  | X  |     |     | X    |     |     |     | X   | X    |         | X    | X    |      | X    | X   | X   | X    | X   | X    |   |
|   | B5  |    |     |     |      |     |     |     |     |      |         | X    | X    | X    |      | X   | X   | X    | X   | X    |   |
|   | B6  |    | X   |     |      |     | X   | X   | X   |      |         | X    | X    | X    |      | X   |     | X    | X   |      |   |
|   | B7  |    |     |     |      |     |     |     |     |      | X       |      |      |      |      |     |     |      |     |      |   |
| <i>Practical Skills:</i>                            | C1  |    | X   | X   |      | X   | X   | X   |     |      |         |      |      |      |      | X   | X   | X    |     |      |   |
|   | C2  |    |     |     |      |     |     |     |     | X    |         |      |      |      |      |     |     |      | X   |      |   |
|   | C3  | X  |     |     | X    |     |     |     |     | X    |         | X    | X    |      | X    | X   | X   | X    | X   | X    |   |
|   | C4  |    |     |     |      |     |     |     |     |      |         |      |      |      |      |     | X   |      | X   |      |   |
| <i>Transferable Skills:</i>                         | D1  | X  |     |     |      |     |     |     |     | X    | X       |      |      |      | X    | X   | X   | X    | X   | X    |   |
|   | D2  |    |     |     |      |     |     |     |     |      | X       |      |      |      |      |     |     |      | X   |      |   |
|   | D3  |    |     |     |      |     |     |     |     |      | X       | X    | X    |      |      | X   | X   | X    | X   |      |   |
|   | D4  | X  |     |     | X    | X   |     |     |     | X    |         |      |      |      | X    | X   | X   | X    | X   | X    |   |
|   | D5  |    |     |     |      |     |     |     |     |      | X       | X    | X    |      |      | X   | X   | X    | X   |      |   |
|   | D6  |    | X   | X   |      |     | X   | X   | X   |      |         | X    | X    | X    |      | X   | X   | X    | X   |      |   |
|   | D7  |    |     |     | X    |     | X   | X   | X   |      |         | X    |      |      |      |     | X   | X    | X   | X    |   |
|   | D8  |    |     |     |      |     | X   |     |     | X    |         |      |      |      |      | X   |     |      | X   | X    |   |
|   | D9  | X  |     |     |      | X   |     |     |     |      | X       |      |      |      |      | X   |     |      | X   | X    |   |
|   | D10 |    |     |     |      |     |     |     |     |      |         |      |      |      |      | X   |     |      | X   |      |   |
|   | D11 |    |     |     |      |     |     |     |     |      |         |      |      |      |      | X   | X   | X    | X   |      |   |

### Key

| Module Title                            | Abbreviation |
|---|--------------|
| Transition to Higher Education          | THE          |
| Drugs and Medicines                     | DM           |
| The Patient                             | TPt          |
| The Pharmacist                          | TPh          |
| Preparation for Professional Practice 1 | PPP1         |
| Applied Pharmaceutical Chemistry        | APC          |
| Clinical Therapeutics and Manufacturing | CTM          |
| Clinical Pharmacotherapeutics           | CPT          |
| Pharmacy Practice and Medicines         | PPM          |
| Preparation for Professional Practice 2 | PPP2         |
| Project                                 | Project      |
| Applied Therapeutic Interventions 1     | APT1         |
| Applied Therapeutic Interventions 2     | APT2         |
| Pharmacy Law and Prescribing Governance | PLPG         |
| Preparation for Professional Practice 3 | PPP3         |
| Integrated Pharmaceutical Care          | IPC          |
| Advanced Pharmacy Practice              | APP          |
| Public Health and Patient Safety        | PHPS         |
| Clinical Skills for Pharmacists         | CSP          |
| Preparation for Professional Practice 4 | PPP4         |

## 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;
- 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
- A10. Critically review the professional responsibilities, ethical considerations and the social, philosophical and legal frameworks relevant to health care provision
- A11. 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;
- A12. Demonstrate an awareness of health and social care systems, multi-disciplinary working and the application of these to pharmacy practice.
- A13. Demonstrate critical knowledge of prescribing governance
- A14. Demonstrate critical knowledge of advanced practice including, structured patient consultations, clinical decision making and appropriate physical and diagnostic assessments relevant to prescribing

### 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. Assess the accuracy and appropriateness of prescriptions within clinical, legal and professional frameworks
- B4. Advise both patients and other health care professionals about medicines and their safe usage through effective professional partnerships and multi-disciplinary working;
- 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

### Practical Skills

- C1. Demonstrate appropriate laboratory skills, including safe working practices, and flexibly apply these skills to a variety of settings;
- C2. Assess the accuracy and appropriateness of prescriptions within clinical, legal and professional frameworks;
- C3. Advise both patients and other health care professionals about medicines and their safe usage through effective professional partnerships and multi-disciplinary working
- C4. Demonstrate systematic and comprehensive medical assessment of adults using appropriate technology and investigations

### 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.
- D11. Demonstrate the synthesis and application of clinical knowledge for complex patients with co-morbidities in a safe and effective manner

B7. 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;

## Section 2

### Programme management

|   |                                    |
|---|------------------------------------|
| <b>Relevant QAA subject benchmarking statements</b> | Pharmacy                           |
| <b>Type of programme</b>                            | Undergraduate                      |
| <b>Date of validation/last periodic review</b>      | January 19                         |
| <b>Date of production/ last revision of PS</b>      | October 2022                       |
| <b>Relevant to level/cohort</b>                     | Level 4 entering September 2023    |
| <b>Administrative School</b>                        | School of Life and Medical Science |

Table 3 Course structure

| Course details |                    |        |
|----------------|--------------------|--------|
| Course code    | Course description | HECOS  |
| LMMPHA         | MPharm (Hons)      | 100251 |