



**UNIVERSITY OF
PORTSMOUTH**

COURSE SPECIFICATION

MPharm (Hons) Pharmacy

COURSE SPECIFICATION

Please refer to the [Course Specification Guidance Notes](#) for guidance on completing this document.

Course Title	MPharm (Hons) Pharmacy
Final Award	<i>MPharm (Hons) Pharmacy</i>
Exit Awards	<i>CertHE, DipHe, BSc Pharmaceutical Studies (or with Hons)</i>
Course Code / UCAS code (if applicable)	<i>U2410FTC/ (B230)</i>
Mode of study	<i>Full time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>4 years</i>
Cohort(s) to which this course specification applies	<i>Level 4, 5 and 6 in 2023-2024 and all levels from 2024-2025</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Faculty of Science and Health</i>
School/Department/Subject Group	<i>School of Medicine, Pharmacy and Biomedical Sciences</i>
School/Department/Subject Group webpage	School of Medicine, Pharmacy and Biomedical Sciences University of Portsmouth
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/mpharm-hons-pharmacy
Professional and/or Statutory Regulatory Body accreditations	<i>General Pharmaceutical Council</i>
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	<i>Level 7</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

The Master of Pharmacy course aims to prepare students to successfully enter and complete foundation training and to practise as pharmacists thereafter, including as prescribers, by providing them with the skills, knowledge, competencies and other attributes expected of this profession. In addition, and more generally, the course aims:

- To produce graduates who have an understanding of the practice of pharmacy, including prescribing, and the science that underpins it;
- To develop students' attributes, including awareness of professional responsibility and integrity, and key transferable skills such as effective communication, critical reflective decisions, problem solving, team working, and employability and flexibility in the context of changing labour markets;
- To integrate knowledge, scientific and therapeutic, with clinical decision making including in prescribing;
- To prepare students for their future careers in pharmacy so that they can play their full role as pharmacists in the care of patients;
- To engage students in continuous professional development and promote an awareness of the need to update their knowledge and expertise through life-long learning;
- To maintain strong links between the research and professional skills of staff and their teaching, providing opportunities for student learning to be informed by research expertise of the staff;
- To enable students to meet the educational requirements for entry to the foundation training year as specified in the General Pharmaceutical Council (GPhC) Initial Education and Training Standards (IETS), 2021;
- To allow students to gain experience and skills relevant to employment within pharmacy related disciplines from simulated practice and placements within the degree programme;
- To enable students to understand the role of other health professionals and function as an effective inter-professional team member demonstrating leadership and partnership working.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	Determinants of health and the pharmacist's role in health provision and healthcare promotion.	Core knowledge mainly via interactive or recorded lectures, practical classes, simulations, live demonstration, tutorials and directed study supported by formative assessment and feedback on all assessments (A1-10). Formative diagnostic tests (A2-3). Expert speakers are also invited (A6). Web-based resources (A1-10), case studies and group work (A1-10) are also used. Student centred activities include group work for assignments and pharmacy placements (A1, 5, 6, 8). Students also undertake research design activities in preparation for a pharmacy-related research activity e.g. audit or service evaluation to improve patient care/ professional practice linked to a placement (A10).	Core knowledge is assessed through unseen written examinations, and multiple choice questions (MCQs), single best answer (SBAs) and extended matching questions (EMQs) (A1-10), practical reports (A2-5, 7-8), poster / oral presentations (A1-6, 8, 10), integrated case reports (A1-9), Practical Skills Assessments (PSAs), Objective Structured Clinical Examinations (OSCEs) (A1-2, 4-6, 9), project presentation (A10) and reflective reports (A1, 6).
A2	Physiological, chemical, biochemical and medical terminology; normal and abnormal functions of human body systems.		
A3	Molecular biological principles underlying human disease.		
A4	The mechanisms of drug action and factors that influence the behaviour of drugs in humans.		
A5	Causes, signs and symptoms, diagnosis, prophylaxis and monitoring of disease with particular reference to prescribing of appropriate drug therapy.		
A6	Professional, clinical, legal, political, ethical and sociological principles underpinning the practice of pharmacy including prescribing.		
A7	Principles and application of analytical techniques in pharmacy for diagnostic testing and quality assurance of medicines including active ingredients.		
A8	Sources, isolation / synthesis, characterisation, formulation, development, quality control, clinical testing and distribution of substances in medicines.		
A9	The use of, design, manufacture and application of non-medicines such as dressings, diagnostics and appliances; complementary therapies.		
A10	Research design and statistical techniques in pharmacy practice and related sciences.		

B. Cognitive (Intellectual or Thinking) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Formulate and test hypotheses and marshal information in the support of an evidence based scientific argument.	Intellectual skills are developed through: interactive and recorded lectures, seminars, tutorials, workshops, simulations and practical classes that encourage the analysis and integration of knowledge (B1-8); integrated problem based learning workshops, research skills development and pharmacy research activity encourage analysis and synthesis (B1-8). The tutorial programme enables students to identify learning needs and this forms the basis of their PDP and CPD. The LNA is used to map evidence to meet GPhC learning outcomes during placement opportunities (B9). The final year research activity develops skills in formulating and testing hypotheses and conducting research related to improvement of care and service (B1-8). Simulated workshops and physical assessment workshops enable students to develop and demonstrate clinical decision making skills (B10). Placement in practice allows development of entrusted professional activities. All learning is supported by formative assessment and feedback on all assessments.	Intellectual skills are assessed through unseen examinations, including data interpretation (B2-3, 5,7), practicals and reports, oral presentations (B1-7), written assignments including integrated case reports, (B1-10), project reports (B1-10), PSAs and OSCEs, and professional portfolios (B1-10).
B2	Demonstrate understanding of, and explain scientific concepts and observed scientific phenomena.		
B3	Demonstrate understanding of, and explain sociological, ethical and professional aspects of the practice of pharmacy.		
B4	Plan, conduct, evaluate and report on a programme of research linked to care and service improvement.		
B5	Select and use principles and procedures in a variety of situations.		
B6	Research, synthesise and critically discuss information from a variety of sources.		
B7	Analyse, evaluate, interpret and integrate data from a variety of sources.		
B8	Marshal, critically appraise and apply the evidence base relevant to prescribing activities.		
B9	Reflect on own experience and use it to identify learning needs and areas for development and act upon these needs.		
B10	Make clinical decisions based on critically reflective processes.		

C. Practical (Professional or Subject) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Use laboratory equipment, select and conduct appropriate analytical procedures (appropriate to the subject) in a safe, accurate & precise manner while carrying out good laboratory practice according to local, national and international regulations.	Practical and professional skills are developed through practical classes (C1, 2), including simulation (C4-7) multi-sector clinical placements (C3-7), coursework assignments (C1-7) and pharmacy research activities, pharmacy practice and integrated problem based case review workshops (C1-7). These are supported by formative assessment and feedback on all assessments.	Practical and professional skills are assessed through laboratory reports (C1), coursework assignments (C1, 2), laboratory practical assessments (C2), written reports, presentations (C8) PSAs and OSCEs and professional portfolios (C1-8), placements (C4-6).
C2	Formulate, compound and dispense medicines to a rigorous, professional standard.		
C3	Prepare critical, scientific, referenced reports.		
C4	Demonstrate effective person centred-care as outlined in the GPhC IETS learning outcomes which includes demonstration of effective communication in a variety of settings; treating people as equals and working in partnership with people and member of a multi-disciplinary team to improve health and wellbeing; demonstration of empathy taking a holistic approach to ensure the most appropriate course of action based on clinical, legal and professional considerations.		
C5	Demonstrate values, attitudes, behaviours and clinical skills expected of pharmacy professionals as outlined by the GPhC IETS professional practice domain learning outcomes in preparation of becoming pharmacist prescribers.		
C6	Demonstrate leadership and management skills as part of a multi-disciplinary team, to improve quality of care and safe use of medicines.		
C7	Demonstrate understanding of and apply the principles of clinical therapeutics and reasoning, by appraising the evidence base, to make safe and effective use of medicines by making logical decisions, minimising risk and optimising outcomes for the person including through prescribing.		
C8	Apply the principles of health promotion to improve health outcomes and address health inequalities.		

D. Transferrable (Graduate and Employability) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Identify key learning techniques.	Transferable skills are developed through interactive lectures, practical / IT classes, worked examples, directed private study, library workshops, subject specific and generic tutorials, group oral presentations, written material and posters, assignments (including reports), inter-professional activities (D1-10), multi-sector placements (D2, 8-9), formative diagnostic tests (D2).	Transferable skills are assessed through PDP and CPD exercises and more generally via coursework exercises, practical reports - individual and group (which include word processing, spreadsheets, graphics), assignments, oral presentations, reflective accounts following placements, PSAs and OSCEs and professional portfolios (D1-10).
D2	Take responsibility for the planning and execution of own learning, including personal development planning (PDP) and demonstrate an awareness of the importance of life-long learning and continuing professional development (CPD) to a professional.		
D3	Communicate effectively using a range of media and adapting style to a variety of settings.		
D4	Demonstrate numerical and statistical skills appropriate to a pharmacy professional and scientist.		
D5	Be competent in the use of Information Technology (word processing, presentations, databases, spreadsheets, statistical packages, electronic mail, literature searches and use for pharmacy specific software)		
D6	Work independently and as part of a team.		
D7	Identify and use the appropriate resources (human and physical) to enable the successful completion of a task.		
D8	Manage own time and meet deadlines.		
D9	Critically reflect on learning and demonstrate how it can be transferred to other situations.		
D10	Solve problems based on complete or incomplete qualitative and quantitative data.		

Academic Regulations

The current University of Portsmouth [Academic Regulations: Examination & Assessment Regulations](#) will apply to this course. This course has an [Approved Course Exemption](#).

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides support in relation to clinical placements and applying for foundation training through the Health Education England Oriol online platform.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Vision 2030 and Strategy 2025](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: [General Pharmaceutical Council Initial Education and Training Standards for Pharmacists, 2021](#).
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

Changes to your course/modules

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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