

Programme Specification: Undergraduate

Academic Year 2021/22

1. Course Summary

Names of programme and award title(s)	Master of Pharmacy (with Integrated Training Year) (MPharm)
Award type	Single Honours (with Integrated Training Year)
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	5 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Provisional accreditation has been achieved from the General Pharmaceutical Council (GPhC). For further details see the section on Accreditation
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Fee for 2021/22 is £9,250*</p> <p>International/EU students:</p> <p>Fee for 2021/22 is £25,000**</p>

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

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2. What is an Integrated Master's programme?

Integrated master's awards are delivered through a programme that combines study at the level of a bachelor's degree with honours with study at master's level. As such, a student graduates with a master's degree completing the programme of study. The Integrated Masters programme described in this document builds upon undergraduate-level study by adding a fourth year in which students study modules in Pharmacy at an advanced level. The fourth year of the Integrated Masters course has been split into two to accommodate the integrated training year.

3. Overview of the Programme

The aim of the MPharm (with Integrated Training Year) programme is to produce graduates qualified to enter the General Pharmaceutical Council's Register as a pharmacist with the values and attitudes that will enable them to undertake the roles and

duties of a pharmacist in a highly professional manner.

4. Aims of the programme

The broad aims of the programme are to:

- enable you to apply an evidence-based and patient-centred approach to practice;
- provide you with the breadth and depth of appropriate subject knowledge in keeping with an MPharm programme;
- provide high quality teaching in Pharmacy in a dynamic environment that reflects external developments in employers' needs;
- enable you to become a reflective learner, and to encourage and develop self-discipline and enthusiasm for continual professional development that continues throughout your career;
- provide you with the opportunity to gain direct and indirect experience of the work of a pharmacist, enabling an understanding of the profession of Pharmacy as a patient-centred discipline, and the role of the pharmacist in primary and secondary care settings and in the pharmaceutical industry;
- allow you to deepen both your Pharmacy-specific knowledge but also your skills base, by maintaining both a programme of appropriate skills training throughout the course but also by introducing increasing challenges as the programme progresses.

Following the government White Paper, Pharmacy in England: Building on Strengths-Delivering the Future (Department of Health, 2008), and the formation of the General Pharmaceutical Council (GPhC) in 2010, the structure of MPharm programmes nationally is under review. Foremost amongst potential developments is the introduction of greater clinical content and experience into MPharm curricula, and this may encompass the inclusion of the pre-registration year in a five-year integrated programme leading directly to registration.

Anticipating these changes, the Keele MPharm programme has been designed to provide:

- a fully integrated and contextualised course that better prepares students for the future roles of the pharmacist; and
- increased opportunities for students to have contact with patients and to practise their clinical skills.

While designing the course, care has been taken to build in flexibility whatever model of placements is decided upon by the profession.

5. What you will learn

See Section 8 for information about the intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), by level/year. These intended learning outcomes are based on the outcomes in the General Pharmaceutical Council's (GPhC) document '*Future pharmacists: Standards for the initial education and training of pharmacists*'.

Link: https://www.pharmacyregulation.org/sites/default/files/document/gphc_future_pharmacists_may_2011.pdf

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the programme taught?

A wide variety of teaching methods are used within the MPharm programme. These include traditional large group teaching sessions, workshops, seminars and tutorials (both face-to-face and on-line) and a variety of practical classes that support the development of scientific and professional skills. However, a feature of the Keele MPharm programme is the use of innovative teaching methods; these include: computer-generated virtual environments where the student can "float" complex molecules to view receptor sites, and a virtual body which can show anatomy and physiology in detail in three-dimensions.

The above scheduled teaching sessions are supported by an extensive programme of one-to-one mentoring by healthcare professionals, a series of clinical placements and regular opportunities to interact with both simulated (actor) and real patients.

All of the teaching and learning experiences are structured to achieve two key aims: contextualisation of material and integration of themes. In this way, students are prepared for the range of assessments that are used in the programme.

7. Teaching Staff

The staffing within the School of Pharmacy and Bioengineering includes professors and a complement of readers, senior lecturers, lecturers and academic-related and technical support staff, all of which contribute to a supportive environment for study. A number of

staff have dual roles, in that they have contracts with the University but also hold contracts with other relevant stakeholders, including the NHS. Several of the current staff also have extensive experience of working within the pharmaceutical industry and are able to provide context and perspective to all aspects of the programme.

All current permanent academic staff are members of, or are working towards, membership of the Higher Education Academy. All current permanent academic staff hold academic qualifications up to at least Post-graduate diploma level or significant equivalent experience within practice and the majority hold a PhD qualification in a discipline firmly rooted in pharmacy. The staff group has extensive experience of teaching at undergraduate and postgraduate level and includes individuals with expertise in learning and teaching, and research. The work of all research-active staff has been published widely and shared via conference presentations, for example.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the structure of the programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. The fourth and fifth years of the course will involve scheduled teaching and training from September to August, with provision for annual leave to be taken.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

The programme is planned as five 120-credit modules - one for each year of study. During each year teaching material is delivered within themes that are designed to integrate the physical and social sciences within the context of patient care and public health.

During Level 7 students have the opportunity to choose topics to study within an electives strand that is designed to complement their chosen career path within Pharmacy. Students will choose from a range of specialist topics taught in small seminar groups and an extended project. The number of specialist options chosen and the length / nature of the project may be varied to suit each student's interests and aspirations.

Shown on the following pages are the learning outcomes for each level of study. Further details of the mapping of learning outcomes to themes are provided in the module guides for each level of study.

For further information on the content of modules currently offered please visit:
<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	120	0	0	0	0
Level 5	120	0	0	0	0
Level 6	120	0	0	0	0
Level 7	240	0	0	0	0

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
MPharm Programme Stage 1	PHA-10014	120	Semester 1-2

Level 5

Compulsory modules	Module Code	Credits	Period
MPharm Programme Stage 2	PHA-20009	120	Semester 1-2

Level 6

Compulsory modules	Module Code	Credits	Period
MPharm Programme Stage 3	PHA-30010	120	Semester 1-2

Level 7

Compulsory modules	Module Code	Credits	Period
MPharm Programme Stage 4	PHA-40120	120	Semester 1-2
MPharm (5-year Integrated) Stage 5	PHA-40139	120	Semester 1-2

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Apply an integrated approach towards patient care which links pharmaceutical science and pharmacy practice	MPharm Programme Stage 1 - PHA-10014 01: Laboratory Skills Assessment The laboratory assessment will comprise laboratory reports undertaken over the three cycles of stage 1, including formative opportunities.
Describe the concepts of health, illness, public health and the development of health policy, including the role of medicines in society	MPharm Programme Stage 1 - PHA-10014 01: Laboratory Skills Assessment The laboratory assessment will comprise laboratory reports undertaken over the three cycles of stage 1, including formative opportunities.
Describe the structure and function of healthcare provision in the UK, including the regulation of healthcare professionals	MPharm Programme Stage 1 - PHA-10014 02: Practical Skills Assessment The assessment will comprise a variety of academic and professional skills-based tasks including essay(s), group work project(s) and presentation(s) undertaken over the three cycles of stage 1 including formative opportunities.
Recognise the key characteristics of a responsible and capable healthcare professional, including skills, attitudes and values	MPharm Programme Stage 1 - PHA-10014 02: Practical Skills Assessment The assessment will comprise a variety of academic and professional skills-based tasks including essay(s), group work project(s) and presentation(s) undertaken over the three cycles of stage 1 including formative opportunities.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Describe the roles of other healthcare professionals and the importance of interprofessional collaboration	MPharm Programme Stage 1 - PHA-10014 03: Exam End of 1st cycle exam The end of 1st cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.
Demonstrate an understanding of the key features of the profession of pharmacy and the varied career profiles of pharmacists	MPharm Programme Stage 1 - PHA-10014 03: Exam End of 1st cycle exam The end of 1st cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.
Describe and apply the underpinning legal framework for the sale and supply of medicines in the UK	MPharm Programme Stage 1 - PHA-10014 03: Exam End of 1st cycle exam The end of 1st cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.
Demonstrate an ability to make sound and informed decisions in accordance with basic ethical principles	MPharm Programme Stage 1 - PHA-10014 03: Exam End of 1st cycle exam The end of 1st cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.
Describe the basic architecture and cellular diversity of prokaryotic and eukaryotic cells	MPharm Programme Stage 1 - PHA-10014 01: Laboratory Skills Assessment The laboratory assessment will comprise laboratory reports undertaken over the three cycles of stage 1, including formative opportunities.
Explain the essential aspects of metabolism at a cellular level	MPharm Programme Stage 1 - PHA-10014 01: Laboratory Skills Assessment The laboratory assessment will comprise laboratory reports undertaken over the three cycles of stage 1, including formative opportunities.
Describe the different types of inter- and intracellular signalling systems in eukaryotic cells	MPharm Programme Stage 1 - PHA-10014 01: Laboratory Skills Assessment The laboratory assessment will comprise laboratory reports undertaken over the three cycles of stage 1, including formative opportunities.
Describe the central role of thermodynamics, chemical kinetics and electrochemistry in biological systems	MPharm Programme Stage 1 - PHA-10014 02: Practical Skills Assessment The assessment will comprise a variety of academic and professional skills-based tasks including essay(s), group work project(s) and presentation(s) undertaken over the three cycles of stage 1 including formative opportunities.
Describe the cellular and molecular interactions involved in the formation and function of tissues	MPharm Programme Stage 1 - PHA-10014 02: Practical Skills Assessment The assessment will comprise a variety of academic and professional skills-based tasks including essay(s), group work project(s) and presentation(s) undertaken over the three cycles of stage 1 including formative opportunities.
Describe the role of genes in living organisms and how inheritance of genes affects human body systems	MPharm Programme Stage 1 - PHA-10014 04: Exam End of 2nd cycle exam The end of 2nd cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Describe the normal anatomy and physiology of the major body systems	MPharm Programme Stage 1 - PHA-10014 04: Exam End of 2nd cycle exam The end of 2nd cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.
Describe the structure and function of common receptor types	MPharm Programme Stage 1 - PHA-10014 04: Exam End of 2nd cycle exam The end of 2nd cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.
Interpret pharmacological data to identify drug-target interactions	MPharm Programme Stage 1 - PHA-10014 01: Laboratory Skills Assessment The laboratory assessment will comprise laboratory reports undertaken over the three cycles of stage 1, including formative opportunities.
Explain the common mechanisms by which drugs interact with physiological systems to exert pharmacological and adverse effects	MPharm Programme Stage 1 - PHA-10014 01: Laboratory Skills Assessment The laboratory assessment will comprise laboratory reports undertaken over the three cycles of stage 1, including formative opportunities.
Interpret common pathological symptoms associated with abnormal functions in body systems	MPharm Programme Stage 1 - PHA-10014 02: Practical Skills Assessment The assessment will comprise a variety of academic and professional skills-based tasks including essay(s), group work project(s) and presentation(s) undertaken over the three cycles of stage 1 including formative opportunities.
Recognise and describe the structures and functions of molecules and their reactivity	MPharm Programme Stage 1 - PHA-10014 02: Practical Skills Assessment The assessment will comprise a variety of academic and professional skills-based tasks including essay(s), group work project(s) and presentation(s) undertaken over the three cycles of stage 1 including formative opportunities.
Describe how functional groups affect the physicochemical properties of molecules	MPharm Programme Stage 1 - PHA-10014 05: Exam End of 3rd cycle exam. The end of 3rd cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.
Describe how the physicochemical properties of molecules affect their formulation into medicines and the route of administration to patients	MPharm Programme Stage 1 - PHA-10014 05: Exam End of 3rd cycle exam. The end of 3rd cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.
Describe why a variety of dosage forms is necessary and the relative merits and demerits of the available forms	MPharm Programme Stage 1 - PHA-10014 05: Exam End of 3rd cycle exam. The end of 3rd cycle exam will comprise one paper in MCQ format. Formative tests will be provided prior to the examination to assist students with preparation.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Determine the purity and composition of compounds using appropriate practical and analytical techniques	MPharm Programme Stage 1 - PHA-10014 06: Professional skills development The Professional Development assessment will include CPD activities, competency assessments (including calculations and communications skills), case studies in ethics, and evidence of professionalism measured by Professional Activity Credits
Describe the process of drug design and development from identification of target to formulation	MPharm Programme Stage 1 - PHA-10014 06: Professional skills development The Professional Development assessment will include CPD activities, competency assessments (including calculations and communications skills), case studies in ethics, and evidence of professionalism measured by Professional Activity Credits
Describe and explain biopharmaceutics in terms of the relationship between dosage form and interaction of the drug substance with human physiology	MPharm Programme Stage 1 - PHA-10014 06: Professional skills development The Professional Development assessment will include CPD activities, competency assessments (including calculations and communications skills), case studies in ethics, and evidence of professionalism measured by Professional Activity Credits
Demonstrate a high level of laboratory skill and apply a knowledge of the skills necessary for the successful completion of appropriate manipulative practical exercises	MPharm Programme Stage 1 - PHA-10014 07: Mixed Exam End of year synoptic assessment This assessment will comprise both group work and individual assessment. It will potentially cover all topics studied during the year, but will focus in particular on demonstrating understanding of the integration of those topics
Demonstrate competence in pharmaceutical calculations	MPharm Programme Stage 1 - PHA-10014 07: Mixed Exam End of year synoptic assessment This assessment will comprise both group work and individual assessment. It will potentially cover all topics studied during the year, but will focus in particular on demonstrating understanding of the integration of those topics
Communicate complex concepts effectively, both orally and in writing, in a manner that reflects professional practice	MPharm Programme Stage 1 - PHA-10014 07: Mixed Exam End of year synoptic assessment This assessment will comprise both group work and individual assessment. It will potentially cover all topics studied during the year, but will focus in particular on demonstrating understanding of the integration of those topics

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate knowledge of and apply an integrated approach towards patient care which links pharmaceutical science and pharmacy practice	MPharm Programme Stage 2 - PHA-20009 01: Laboratory Assessment 1st Cycle laboratory skills assessment The laboratory assessment will comprise elements from multiple laboratory sessions during the 1st Cycle.
Explain how physiological patient factors affect the choice of pharmacological agents to treat disease states based upon absorption, distribution, metabolism and excretion data	MPharm Programme Stage 2 - PHA-20009 01: Laboratory Assessment 1st Cycle laboratory skills assessment The laboratory assessment will comprise elements from multiple laboratory sessions during the 1st Cycle.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Identify and describe the mechanisms of common drug-drug, drug-patient and drug-food interactions and their consequences for patient care	MPharm Programme Stage 2 - PHA-20009 01: Laboratory Assessment 1st Cycle laboratory skills assessment The laboratory assessment will comprise elements from multiple laboratory sessions during the 1st Cycle.
Explain how drug resistance and drug interactions have consequences for patient care	MPharm Programme Stage 2 - PHA-20009 02: Practical Assessment 1st Cycle practical skills assessment The practical skills assessment will cover a variety of academic and professional skills-based tasks.
Explain the relationship between absorption, distribution, metabolism and elimination of drugs and their physicochemical properties and formulation	MPharm Programme Stage 2 - PHA-20009 02: Practical Assessment 1st Cycle practical skills assessment The practical skills assessment will cover a variety of academic and professional skills-based tasks.
Compare and evaluate the efficiency and safety of different routes of drug administration	MPharm Programme Stage 2 - PHA-20009 02: Practical Assessment 1st Cycle practical skills assessment The practical skills assessment will cover a variety of academic and professional skills-based tasks.
Explain the underpinning concepts in physical chemistry and materials science which underpin drug formulation	MPharm Programme Stage 2 - PHA-20009 03: Exam End of 1st cycle exam The end of cycle examination will comprise two papers and will contain a mix of MCQ and written answer questions.
Evaluate and select processes and formulations appropriate to the manufacture of specified drug products	MPharm Programme Stage 2 - PHA-20009 03: Exam End of 1st cycle exam The end of cycle examination will comprise two papers and will contain a mix of MCQ and written answer questions.
Explain the processes involved in the quality assurance of all aspects of pharmaceutical drug development, formulation and the manufacturing process	MPharm Programme Stage 2 - PHA-20009 03: Exam End of 1st cycle exam The end of cycle examination will comprise two papers and will contain a mix of MCQ and written answer questions.
Describe in detail analytical techniques employed to assure quality and safety during the drug development process and the quality, safety and efficacy of the finished drug product	MPharm Programme Stage 2 - PHA-20009 04: Laboratory Assessment 2nd cycle laboratory skills assessment The laboratory assessment will comprise elements from multiple laboratory sessions during the 2nd Cycle
Demonstrate the relationship between the design of drug product formulation, properties of the formulation, in vitro behaviour and in vivo performance	MPharm Programme Stage 2 - PHA-20009 04: Laboratory Assessment 2nd cycle laboratory skills assessment The laboratory assessment will comprise elements from multiple laboratory sessions during the 2nd Cycle
Apply the physicochemical principles underlying the formulation of various dosage forms to the extemporaneous preparation of medicines	MPharm Programme Stage 2 - PHA-20009 04: Laboratory Assessment 2nd cycle laboratory skills assessment The laboratory assessment will comprise elements from multiple laboratory sessions during the 2nd Cycle
Describe the relevance of microbiology within healthcare practice, and the challenges presented by infection in the context of patient care	MPharm Programme Stage 2 - PHA-20009 05: Practical Assessment 2nd cycle practical skills assessment The practical skills assessment will cover a variety of academic and professional skills-based tasks.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Describe in detail the metabolic interrelationships of the various tissues and organs of the human body, including the role of hormones in the integration of metabolism and the maintenance of homeostasis	MPharm Programme Stage 2 - PHA-20009 05: Practical Assessment 2nd cycle practical skills assessment The practical skills assessment will cover a variety of academic and professional skills-based tasks.
Explain the common techniques used in the analysis of biological data to arrive at safe and appropriate drug selection for a patient	MPharm Programme Stage 2 - PHA-20009 06: Exam End of 2nd cycle exam. The end of cycle exam will comprise two papers and will contain a mix of MCQs and written answer questions.
Interpret nationally and locally produced guidelines in the selection and recommendation of appropriate therapeutic regimens for patients	MPharm Programme Stage 2 - PHA-20009 06: Exam End of 2nd cycle exam. The end of cycle exam will comprise two papers and will contain a mix of MCQs and written answer questions.
Apply a methodical approach to, and demonstrate competence in, the supply of medicines, including controlled drugs, in light of relevant clinical, legal, ethical and pharmaceutical factors	MPharm Programme Stage 2 - PHA-20009 07: Professional Development Professional skills development The professional development assessment will include CPD activities, competency assessment in pharmacy practice (including calculations and communication skills), case studies in ethics and evidence of professionalism measured by Professional Activity Credits.
Demonstrate competence in pharmaceutical calculations related to pharmacology, pharmaceuticals and pharmacy practice	MPharm Programme Stage 2 - PHA-20009 07: Professional Development Professional skills development The professional development assessment will include CPD activities, competency assessment in pharmacy practice (including calculations and communication skills), case studies in ethics and evidence of professionalism measured by Professional Activity Credits.
Demonstrate competence in the performance of laboratory techniques in the pharmaceutical sciences and the analysis of data generated therein	MPharm Programme Stage 2 - PHA-20009 08: Mixed Exam End of year synoptic assessment This assessment will comprise both group work and individual assessment. It will potentially cover all topics studied during the year, but will focus in particular on demonstrating understanding of the integration of those topics.
Communicate complex concepts effectively, both orally and in writing, in a manner that reflects professional practice	MPharm Programme Stage 2 - PHA-20009 08: Mixed Exam End of year synoptic assessment This assessment will comprise both group work and individual assessment. It will potentially cover all topics studied during the year, but will focus in particular on demonstrating understanding of the integration of those topics.

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Apply a detailed understanding of the statistical and mathematical tools of evidence-based medicine, including epidemiology, to calculate, analyse and draw conclusions from the results of clinical trials and epidemiological studies	MPharm Programme Stage 3 - PHA-30010 01: Coursework Stage 3 Coursework part 1 This component of assessment comprises a variety of assessments including case studies and critiques.
Use the principles of evidence-based medicine and systematically apply knowledge of the underpinning pharmaceutical sciences to the process of therapeutic decision making in the management of specified disease states	MPharm Programme Stage 3 - PHA-30010 01: Coursework Stage 3 Coursework part 1 This component of assessment comprises a variety of assessments including case studies and critiques.
Demonstrate knowledge of and apply an integrated approach towards patient care which links pharmaceutical science and pharmacy practice	MPharm Programme Stage 3 - PHA-30010 02: Coursework Stage 3 Coursework part 2 This component of assessment comprises a variety of assessments including: case studies, on-line group work, and Tripartite Problem Solving Exercises (TRIPSEs).
Apply a systematic and integrated knowledge of underpinning pharmaceutical sciences and pharmaceutical care to the interpretation and implementation of clinical and therapeutic guidelines	MPharm Programme Stage 3 - PHA-30010 02: Coursework Stage 3 Coursework part 2 This component of assessment comprises a variety of assessments including: case studies, on-line group work, and Tripartite Problem Solving Exercises (TRIPSEs).
Review, consolidate and extend knowledge and understanding of the properties and applications of drug delivery systems to maximise the therapeutic benefits for patients	MPharm Programme Stage 3 - PHA-30010 03: Coursework Stage 3 Coursework part 3 Students will be assessed by form of a research proposal in an area of research chosen by tutor and student.
Review, consolidate and extend knowledge and understanding of microbiology, medicinal chemistry, pharmacology and pharmaceuticals in the context of pharmaceutical care and medicines optimisation	MPharm Programme Stage 3 - PHA-30010 03: Coursework Stage 3 Coursework part 3 Students will be assessed by form of a research proposal in an area of research chosen by tutor and student.
Describe and critically evaluate the role of pharmacotherapy in the management of specified disease states	MPharm Programme Stage 3 - PHA-30010 03: Coursework Stage 3 Coursework part 3 Students will be assessed by form of a research proposal in an area of research chosen by tutor and student.
Develop an understanding of the causes, incidence and clinical features, including differential diagnosis, of specified disease states	MPharm Programme Stage 3 - PHA-30010 04: Mixed Exam Stage 3 Examination 1 (2 papers) This examination comprises both seen and unseen elements and will contain a combination of MCQs and written answers presented as two papers.
Apply a systematic and integrated knowledge of underpinning pharmaceutical sciences to the process of therapeutic decision making in specific population groups, including: children, the elderly, pregnant women and breastfeeding mothers, patients with liver and renal impairment	MPharm Programme Stage 3 - PHA-30010 04: Mixed Exam Stage 3 Examination 1 (2 papers) This examination comprises both seen and unseen elements and will contain a combination of MCQs and written answers presented as two papers.
Critically evaluate medical case notes (including laboratory data) as part of a multidisciplinary healthcare team	MPharm Programme Stage 3 - PHA-30010 05: Mixed Exam Stage 3 Examination 2 (2 papers) This examination comprises both seen and unseen elements and will contain a combination of MCQs and written answers presented as two papers.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Review, consolidate and extend knowledge of the legal, regulatory and governance frameworks of pharmacy practice	MPharm Programme Stage 3 - PHA-30010 05: Mixed Exam Stage 3 Examination 2 (2 papers) This examination comprises both seen and unseen elements and will contain a combination of MCQs and written answers presented as two papers.
Review, consolidate and extend knowledge of the regulation of healthcare professions, including fitness to practise	MPharm Programme Stage 3 - PHA-30010 05: Mixed Exam Stage 3 Examination 2 (2 papers) This examination comprises both seen and unseen elements and will contain a combination of MCQs and written answers presented as two papers.
Demonstrate a systematic understanding of the concepts of public health, health inequalities and health promotion (including the legal and professional framework for accountability) needed to implement and evaluate a health promotion campaign	MPharm Programme Stage 3 - PHA-30010 06: Mixed Exam End of year synoptic assessment This assessment will comprise both group work and individual assessment. It will potentially cover all topics studied during the year, but will focus in particular on demonstrating understanding of the integration of those topics.
Apply an in-depth knowledge of decision making processes to complex ethical problems	MPharm Programme Stage 3 - PHA-30010 06: Mixed Exam End of year synoptic assessment This assessment will comprise both group work and individual assessment. It will potentially cover all topics studied during the year, but will focus in particular on demonstrating understanding of the integration of those topics.
Compare and critically evaluate research techniques and self-management skills in order to plan a programme of research at a professional level	MPharm Programme Stage 3 - PHA-30010 07: Professional Development Professional skills development The Professional Development assessment will include CPD activities, competency assessment in pharmacy practice (including calculations and communications skills), case studies in ethics, and evidence of professionalism measured by Professional Activity Credits.
Identify and explain the differences between audit, service evaluation and research	MPharm Programme Stage 3 - PHA-30010 07: Professional Development Professional skills development The Professional Development assessment will include CPD activities, competency assessment in pharmacy practice (including calculations and communications skills), case studies in ethics, and evidence of professionalism measured by Professional Activity Credits.
Critically evaluate current research and advanced scholarship in pharmacy, the pharmaceutical sciences and related fields, and apply a detailed understanding of the research process in planning a research project	MPharm Programme Stage 3 - PHA-30010 07: Professional Development Professional skills development The Professional Development assessment will include CPD activities, competency assessment in pharmacy practice (including calculations and communications skills), case studies in ethics, and evidence of professionalism measured by Professional Activity Credits.
Demonstrate an ability to make informed decisions using the available evidence base to solve complex problems	MPharm Programme Stage 3 - PHA-30010 07: Professional Development Professional skills development The Professional Development assessment will include CPD activities, competency assessment in pharmacy practice (including calculations and communications skills), case studies in ethics, and evidence of professionalism measured by Professional Activity Credits.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate competence in calculations related to evidence-based medicine, clinical pharmacy and pharmaceuticals	MPharm Programme Stage 3 - PHA-30010 07: Professional Development Professional skills development The Professional Development assessment will include CPD activities, competency assessment in pharmacy practice (including calculations and communications skills), case studies in ethics, and evidence of professionalism measured by Professional Activity Credits.
Communicate complex concepts effectively, both orally and in writing, in a manner that reflects professional practice	MPharm Programme Stage 3 - PHA-30010 07: Professional Development Professional skills development The Professional Development assessment will include CPD activities, competency assessment in pharmacy practice (including calculations and communications skills), case studies in ethics, and evidence of professionalism measured by Professional Activity Credits.

Level 7

Stages 4 and 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Apply a systematic understanding of pharmacology, pharmacokinetics and pharmaceuticals to the process of therapeutic decision making and the rationale and role of drug therapy	Group Project Student-led workshop and patient case Students will work in groups to design and lead workshops for their peers on designated clinical topics. Students will also undertake a formal presentation of a patient case the details of which will be obtained whilst on clinical placement. The presentation will be delivered at Keele. NB: As these are "live" teaching sessions it is not possible to assess these anonymously
Demonstrate knowledge of and apply an integrated approach towards patient care which links pharmaceutical science and pharmacy practice	Group Project Student-led workshop and patient case Students will work in groups to design and lead workshops for their peers on designated clinical topics. Students will also undertake a formal presentation of a patient case the details of which will be obtained whilst on clinical placement. The presentation will be delivered at Keele. NB: As these are "live" teaching sessions it is not possible to assess these anonymously
Apply the principles of evidence based medicine to clinical and therapeutic scenarios and critically evaluate complex therapeutic regimens	Group Project Students will work in groups to design and lead workshops for their peers on designated clinical topics. Students will also undertake a formal presentation of a patient case the details of which will be obtained whilst on clinical placement. The presentation will be delivered at Keele. NB: As these are "live" teaching sessions it is not possible to assess these anonymously
Apply a systematic knowledge of the current understanding of the epidemiology, aetiology, pathophysiology, clinical features and diagnosis of disease states to solve problems concerning the management of specified diseases and clinical conditions	Exam This examination will comprise a combination of MCQ and a time-limited series of unseen cases. The exam will focus on the non-elective teaching materials studied.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Apply comprehensive knowledge of pharmaceutical sciences, clinical therapeutics and evidence based principles to the process of diagnosis, clinical management of disease and therapeutic decision making	Exam This examination will comprise a combination of MCQ and a time-limited series of unseen cases. The exam will focus on the non-elective teaching materials studied.
Critically evaluate patients' responses to therapeutic interventions and modify treatment where appropriate	Exam This examination will comprise a combination of MCQ and a time-limited series of unseen cases. The exam will focus on the non-elective teaching materials studied.
Apply a systematic and detailed understanding of the dynamic nature of genes in populations and the possible causes of inherited and acquired genetic diseases	Elective topics and project Students will be assessed in their chosen elective topics. Those students undertaking a research project, audit or service evaluation will complete a report on this along with a variety of assessment methods within the optional topics. These may include (but are not exclusive to) presentations, critiques, essays and tests. N.B. It is not possible to assess anonymously the majority of assessments in this section as they will be taught and assessed on a one to one or small group basis.
Interpret the impact of recent advances in therapeutics on patient care	Elective topics and project Students will be assessed in their chosen elective topics. Those students undertaking a research project, audit or service evaluation will complete a report on this along with a variety of assessment methods within the optional topics. These may include (but are not exclusive to) presentations, critiques, essays and tests. N.B. It is not possible to assess anonymously the majority of assessments in this section as they will be taught and assessed on a one to one or small group basis.
Critically evaluate current research and advanced scholarship and practice in selected specialist topics and accurately undertake data acquisition in a relevant project area if appropriate	Elective topics and project Students will be assessed in their chosen elective topics. Those students undertaking a research project, audit or service evaluation will complete a report on this along with a variety of assessment methods within the optional topics. These may include (but are not exclusive to) presentations, critiques, essays and tests. N.B. It is not possible to assess anonymously the majority of assessments in this section as they will be taught and assessed on a one to one or small group basis.
Communicate progress reports and conclusions on work carried out to specialist and non-specialist audiences	Placement case presentations Students will be required to present to their peers a series of short case presentations based upon their experiences during the Professional Placements. N.B. It is not possible to assess participation in this activity anonymously.
Show self-direction and originality in tackling and solving problems	Placement case presentations Students will be required to present to their peers a series of short case presentations based upon their experiences during the Professional Placements. N.B. It is not possible to assess participation in this activity anonymously.
Communicate complex concepts effectively, both orally and in writing, in a manner that reflects professional practice	Placement case presentations Students will be required to present to their peers a series of short case presentations based upon their experiences during the Professional Placements. N.B. It is not possible to assess participation in this activity anonymously.
Demonstrate satisfactory progress with the GPhC's pre-registration performance standards	Professional Placement Portfolio of Evidence (Pass/Fail element) This assessment comprises the students' achievement of competencies as aligned with the General Pharmaceutical Council's preregistration performance standards. These will be assessed at the end of each of the Professional Placements

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Apply a systematic understanding of pharmacology, pharmacokinetics and pharmaceutics to the process of therapeutic decision making and the rationale and role of drug therapy	Health Promotion Project Students will work collaboratively to design and deliver a health promotion campaign, including production of health promotion materials. NB As these are "live" activities conducted and assessed in public locations, it is not possible to assess these activities anonymously
Demonstrate knowledge of and apply an integrated approach towards patient care which links pharmaceutical science and pharmacy practice	Health Promotion Project Students will work collaboratively to design and deliver a health promotion campaign, including production of health promotion materials. NB As these are "live" activities conducted and assessed in public locations, it is not possible to assess these activities anonymously
Apply the principles of evidence based medicine to clinical and therapeutic scenarios and critically evaluate complex therapeutic regimens	Health Promotion Project Students will work collaboratively to design and deliver a health promotion campaign, including production of health promotion materials. NB As these are "live" activities conducted and assessed in public locations, it is not possible to assess these activities anonymously
Apply a systematic knowledge of the current understanding of the epidemiology, aetiology, pathophysiology, clinical features and diagnosis of disease states to solve problems concerning the management of specified diseases and clinical conditions	Placement Case Presentations Students will be required to present to their peers a series of short case presentations based upon their experience during the Professional Placements. N.B. It is not possible to assess participation in this activity anonymously
Apply comprehensive knowledge of pharmaceutical sciences, clinical therapeutics and evidence based principles to the process of diagnosis, clinical management of disease and therapeutic decision making	Placement Case Presentations Students will be required to present to their peers a series of short case presentations based upon their experience during the Professional Placements. N.B. It is not possible to assess participation in this activity anonymously
Critically evaluate patients' responses to therapeutic interventions and modify treatment where appropriate	Placement Case Presentations Students will be required to present to their peers a series of short case presentations based upon their experience during the Professional Placements. N.B. It is not possible to assess participation in this activity anonymously
Apply a systematic understanding of the consultation process including an understanding of compliance and concordance and demonstrate the ability to communicate effectively with patients, carers and other healthcare professionals	Exam This examination will comprise a combination of MCQ and a time-limited series of unseen cases. The exam will focus on the non-elective teaching materials studied.
Demonstrate an understanding of the roles and responsibilities of the different members of the prescribing team and the responsibilities of a pharmacist prescriber	Exam This examination will comprise a combination of MCQ and a time-limited series of unseen cases. The exam will focus on the non-elective teaching materials studied.
Demonstrate a comprehensive understanding of the legal, policy, professional, ethical and clinical governance frameworks for accountability and responsibility in relation to pharmacist prescribing	Exam This examination will comprise a combination of MCQ and a time-limited series of unseen cases. The exam will focus on the non-elective teaching materials studied.
Apply a comprehensive knowledge of the regulation of healthcare professions and fitness to practice, in particular in relation to pharmacists in their extended roles as consultant pharmacists, independent prescribers, pharmaceutical health specialists and clinical team leaders	Contribution to online discussions on current developments in pharmacy Students will participate in a blog of current issues in pharmacy and healthcare more generally. N.B. It is not possible to assess participation in this activity anonymously

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Explain in detail how molecular genetics can be applied in clinical research, in the diagnosis of disease states, and in the design of appropriate therapies using pharmacogenomics	Contribution to online discussions on current developments in pharmacy Students will participate in a blog of current issues in pharmacy and healthcare more generally. N.B. It is not possible to assess participation in this activity anonymously
Apply a systematic and detailed understanding of the dynamic nature of genes in populations and the possible causes of inherited and acquired genetic diseases	Contribution to online discussions on current developments in pharmacy Students will participate in a blog of current issues in pharmacy and healthcare more generally. N.B. It is not possible to assess participation in this activity anonymously
Interpret the impact of recent advances in therapeutics on patient care	Final competency-based assessment (Pass/Fail) Students will complete a multi-station competency based assessment that will focus upon the skills and knowledge for day one of pharmacy practice. Stations will include for example: dispensing exercises, clinical skills, communication skills. N.B. Some elements of this assessment will involve face-to-face interaction and hence cannot be marked anonymously.
Develop an original health promotion service by drawing on a systematic and integrated knowledge of applied therapeutics in the context of public health	Final competency-based assessment (Pass/Fail) Students will complete a multi-station competency based assessment that will focus upon the skills and knowledge for day one of pharmacy practice. Stations will include for example: dispensing exercises, clinical skills, communication skills. N.B. Some elements of this assessment will involve face-to-face interaction and hence cannot be marked anonymously.
Undertake critical appraisal of the impact on pharmacy practice of recent legislative changes and professional developments	Final competency-based assessment (Pass/Fail) Students will complete a multi-station competency based assessment that will focus upon the skills and knowledge for day one of pharmacy practice. Stations will include for example: dispensing exercises, clinical skills, communication skills. N.B. Some elements of this assessment will involve face-to-face interaction and hence cannot be marked anonymously.
Apply a systematic and detailed understanding of the legal, professional and contractual frameworks governing healthcare and use these to critically evaluate the implications of recent changes in the healthcare environment, particularly in relation to pharmacy	Professional Placement Portfolio of Evidence (Pass/Fail) This assessment comprises the students' achievement of competencies as aligned with the General Pharmaceutical Council's preregistration performance standards. These will be assessed at the end of the 3rd month of the six month placement.
Show self-direction and originality in tackling and solving problems	Professional Placement Portfolio of Evidence (Pass/Fail) This assessment comprises the students' achievement of competencies as aligned with the General Pharmaceutical Council's preregistration performance standards. These will be assessed at the end of the 3rd month of the six month placement.
Communicate complex concepts effectively, both orally and in writing, in a manner that reflects professional practice	Professional skills development This assessment comprises students' participation in a number of activities that reflect attributes of pharmacists in professional practice. These will include participation in reflective practice in CPD cycles; participation in ethical case studies; and participation in the Professional Activity Credits (PAC) scheme.

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

MPharm (with Integrated Training Year) Pharmacy	600 credits	<p>You will require at least 120 credits at levels 4, 5 and 6 and 240 credits at level 7</p> <p>For the purpose of the Integrated Master's degree with honours classification modules shall contribute to the mean average calculation as follows:</p> <ul style="list-style-type: none"> • Level 5 module: 20% • Level 6 module: 30% • Level 7 module: 50%
MSc in Pharmaceutical Studies	480 credits	<p>You will require at least 120 credits at levels 4, 5, 6 and 7</p> <p>Students who successfully complete the theoretical components of Stage 5 but are not successful in the Professional Placement elements may be awarded an MSc in Pharmaceutical Studies.</p>
BSc Honours Degree in Pharmaceutical Studies	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>Students who successfully complete the theoretical components of Stage 4 but are not successful in the Professional Placement elements may be awarded a BSc honours degree in Pharmaceutical Studies and will not be permitted to restart stage 4 of the 4-year MPharm degree</p>
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

NB: *Students are only eligible for entry to the pre-registration training year (and hence to the Register of Pharmacists) when they graduate with the full MPharm degree.*

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance.

In each Level of the programme a combination of examination (in various formats) and coursework is employed. An outline of the assessment types is provided below.

At all levels, reassessment opportunities for individual components of coursework will be provided during the academic year. Students who have failed to complete any of the assessments above will be given the opportunity to redeem the failure during the August reassessment period, where possible.

Level 4 (Stage 1)

Each eight-week cycle of learning is assessed using a balanced mix of unseen multiple-choice examinations and laboratory, coursework and skills-based assignments. Students also complete a professional development portfolio, given the title of Professional Skills Element, throughout the year.

After completing the three cycles of learning and assessment students undertake a problem-based learning strand culminating in a group-based competency assessment. The aim of this synoptic assessment is to ensure that students demonstrate understanding of the links and interdependencies between the topics that they have covered during the year.

In order to be awarded credits at Level 4, students are required to pass:

- the end-of-cycle examinations;
- the laboratory skills component;
- the practical skills component

Students must also achieve a satisfactory standard in the Professional Skills Element (which includes competency based assessments) and the final synoptic assessment.

Progression to Level 5 is not permitted until all units of assessment are completed satisfactorily.

Level 5 (Stage 2)

There are two cycles of learning and assessment in Level 5. Each cycle is assessed using a balanced mix of unseen examinations, and laboratory, coursework and skills-based assignments, alongside the Professional Skills Element that runs throughout the year. As in Level 4, a synoptic assessment allows students to demonstrate understanding of the links and interdependencies between the topics that they have covered; this assessment takes the form of a group-based assignment as at Level 4.

In order to be awarded credits at Level 5, students are required to pass:

- the end-of-cycle examinations;
- the laboratory skills assessments;
- the practical skills assessments

Students must also achieve a satisfactory standard in the Professional Skills Element (which includes competency based assessments such as that for dispensing practice) and the final synoptic assessment.

Progression to Level 6 is not permitted until all units of assessment are completed satisfactorily.

Level 6 (Stage 3)

Level 6 is assessed by a balanced mix of seen and unseen examinations, coursework and skills-based assignments alongside the Professional Skills Element and synoptic assessment throughout the year.

In addition, at Level 6, TRIPSE assessments are introduced. TRIPSEs are designed to mirror closely the clinical challenges that pharmacists face in day-to-day practice. Peer and self-assessment are also introduced at this level.

Progression to Level 7 is not permitted until all units of assessment are completed satisfactorily; it should be noted that students must achieve a threshold mark of 50% averaged across all Level 6 assessments in order to progress.

Level 7 (Stages 4 and 5)

New coursework assessments introduced at Level 7 include the project report and presentation, and a public health campaign along with a variety of assessments associated with the option topics.

As in previous years, students must also achieve a satisfactory standard in the Professional Skills Element (including competency based assessments) and the final synoptic assessment.

**At all levels (4-7), Low Stakes Assessments (LSAs) have been introduced to aid student engagement on the course. These contribute to assessments at levels 4 and 5, and coursework elements at levels 6 and 7.

Formative assessments and feedback

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Interprofessional Education (IPE)

At all levels of the programme there will be opportunities to participate in IPE sessions within the Faculty of Medicine and Health Sciences.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	37%	62%	1%
Year 2 (Level 5)	32%	67%	1%
Year 3 (Level 6)	27%	71%	2%
Year 4 (Level 7)	22%	22%	56%
Year 5 (Level 7)	22%	22%	56%

12. Accreditation

The MPharm course is subject to accreditation by the GPhC. This is a step-wise process and the first Step took place in June 2017 and second Step in April 2019. The School was successful at Steps 1 and 2 meaning that we have provisional accreditation and can allow students to enter the course. Following this, there will be at least three further Step visits by the GPhC before the final visit at the end of the first iteration of the fifth year of the course (full accreditation).

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme:
<https://www.keele.ac.uk/study/>

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

All applicants are required to meet a minimum standard in English language. Applicants are required to have achieved GCSE English Language at C/4 or a University recognised equivalent. Where required, applicants need to have achieved a minimum score of 7.0 in IELTS.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

The MPharm Programme does not allow Recognition of Prior Learning (RPL).

15. How are students supported on the programme?

There is a wide spectrum of support available to students on the MPharm programme. These range from the institution-level student support services to the specific one-to-one support offered by the personal tutoring system. Every student is allocated to a member of staff to act as personal tutor at the start of his/her studies. Personal tutors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Services. In addition to the provision of pastoral support, personal tutors provide feedback on assessments; this is particularly important in relation to students' first experiences of assessment in Level 4 where early feedback is particularly important in helping students to adjust to higher education.

Students in Levels 4 and 5 are allocated a mentor to support their professional development. Professional mentors are drawn from members of staff who are registered as healthcare professionals in pharmacy or medicine.

In Level 4 and 5 students are also allocated a "Buddy" - a more experienced student colleague from Levels 7 and 6 of the programme respectively - who provides peer support and guidance.

To support students in finding employment for their post-graduate (pre-registration) year, and for vacation employment, careers events are embedded within the course to supplement the opportunities that students have to engage with potential employers on placements. A separate careers section is also available on the KLE to highlight opportunities available.

16. Learning Resources

The undergraduate activities of the School of Pharmacy and Bioengineering are based within dedicated buildings at the heart of the academic science cluster on Keele campus. These include:

- The Jack Ashley building which houses three pharmaceuticals laboratories. In addition, the building houses the Digital Health Hub (see below for more details).
- A state-of-the-art Chemistry laboratory that provides facilities for up to 64 students.
- Facilities located in the Lennard-Jones Laboratories (chemistry research and analytical laboratories, and the Atrium IT suite), and the Huxley building (biochemistry and physiology laboratories).
- The Hornbeam building provides further teaching facilities, including the Well Pharmacy Clinical Skills Suite, the Health Cinema and accommodation for all staff of the School of Pharmacy and Bioengineering (aside from a number of technical support staff who have offices close to the facilities that they support).

The laboratories in all locations have the necessary equipment for dispensing and preparative practical work. The main pharmaceuticals laboratory in the Jack Ashley building can accommodate groups of up to 48 students. Those in the Lennard-Jones Laboratories are designed for maximum occupancy of 64 students, and the Huxley building has space for 120 students (3 x 40-place bays). Additional laboratory space for physiology, pathology and pharmacology work is located on campus within the Undergraduate Medical School (3 x 40-place bays).

The Pharmacy IT team have developed a 'Health Cinema' for use on its programmes. This is a large screen, visualisation facility located in our 133-seat lecture theatre. The cinema-grade projection system can use both 2D and 3D. We use the Health Cinema to enhance the learning experience in the Pharmacy syllabus. Using open-source 'PyMol' software, you can "float" complex molecules on the screen and move them around to view receptor sites. We have also licenced a virtual body that can show anatomy and physiology in detail as the various "layers" - skin, neural networks, muscle, skeleton and organs can be isolated, dissected and illustrated in 3D.

The Digital Health Hub is a new IT suite that has been developed for Pharmacy and Radiography (Diagnostic Imaging). The 60-seat space offers an augmented reality spaces to project virtual 3D models (e.g. anatomy, molecules, patients) onto the group tables. In addition, the space allows for students to use managed IT systems and a space to bring their own device if preferred.

17. Other Learning Opportunities

External learning opportunities on the Keele MPharm take two forms: observational visits and participatory placements.

In the first year of the course, students are given the opportunity to observe practice in primary care (community pharmacy) and secondary care (hospital pharmacy) environments. Students have 12 hours placement in community pharmacy (undertaken as 4 x 3 hour visits) with the opportunity to undertake a three hour placement in hospital pharmacy. These visits are designed to allow the student to contextualise the theoretical learning they have undertaken within the University. In the second year students are provided with support and information to organise 18 hours of placement activity within community pharmacy and are actively encouraged to seek further, voluntary, work experience. All MPharm students are indemnified by the university to undertake activities within pharmacy working environments meaning that these placements are participatory rather than observational. Also included in the Level 5 programme is a visit to a pharmaceutical company that specialises in the manufacture of liquid formulations so students will be able to experience the manufacture of pharmaceuticals on an industrial scale. These visits allow the students to further build upon and contextualise the material taught within the second year of the MPharm course, including that in pharmaceuticals and relating to pharmaceutical manufacturing.

In Stages 3, 4 and 5 of the MPharm course the emphasis of the placement activity is very much of participation. Placements within the secondary care setting start in the first semester of the third year as tutor-led teaching visits. By the end of the final year students are taken to a ward and encouraged, under supervision, to perform the functions of a hospital pharmacist by exploring and verifying the drug history of a small number of patients. Students are also encouraged, where it is possible, to talk to and ask questions of patients they encounter.

During the third year, secondary care placements are designed to reinforce the therapeutic areas being taught within the MPharm course. During the final year such specialisation is not deemed necessary as co-morbidities are being addressed within the therapeutic teaching sessions and so the students experience the variety and unpredictability of the real clinical environment.

Level 6 placements in community practice are organised in the same fashion as in Level 5 and the students are encouraged to explore non-prescription medicine supply. Within the first semester of Level 6, the students are responsible for the production of their own set of non-prescription medicine and advice guidelines. The community placements are expected to reinforce this material.

Students are responsible for reasonable costs incurred in travelling to local placements and making travel arrangements - in the same way as for travel to and from the University generally. As with all healthcare programmes, there are requirements for occupational health and fitness to practise checks that apply before students can undertake placements in healthcare settings.

In Level 7 (Stages 4 and 5) students will undertake three Professional Placements. Placements 1 and 2 will each be of three months' duration and will take place in Stage 4. Placement 3 will be of six months' duration and will take place in Stage 5. Students will be allocated to placements following a selection process in Stage 3. This selection process will involve both the School of Pharmacy and Bioengineering and placement providers. **The School of Pharmacy and Bioengineering does not guarantee that a student who begins their studies on the 5-year MPharm (with Integrated Training Year) will be selected for the Professional Placements, however there is an expectation that students who are at the required academic standing and meet the appropriate profile will go on to the placement.**

Any student who fails this selection process will automatically enter the 4-year MPharm programme to complete their studies. Students on a Visa to study in the UK will need to apply for a new Visa from outside of the UK if they change from the 5-year MPharm (with Integrated Training Year) to the 4-year MPharm at their own cost.

Study abroad is not currently permitted on the MPharm programme.

18. Additional Costs

Occupational Health and Vaccinations

All students registering on the MPharm programme will need to have a health fitness report prepared by the University's Occupational Health Service (OHS). As part of this report your GP will need to complete the appropriate section of the questionnaire and provide a vaccination record that has your name, d.o.b. and a practice stamp on it. It is likely that your GP will make a charge for this service which could be in the region of £25 - but this charge can vary. You will receive all of the required information about this process in your offer letter from the University.

You will be required to have the following immunisations/immunity checks if you have not already had them.

- A course of hepatitis B plus a blood test to confirm immunity (a course is 3 or 4 vaccinations)
- MMR Vaccinations - proof of 2 vaccines or blood test confirming immunity (Your GP should be able to offer MMR vaccination free of charge if you have not previously had them)
- BCG - proof of vaccination or BCG Scar
- Additional TB screening - if you were born or lived in a TB endemic country for 3 months or more you will require a Quantum Interferon test for TB (IGRA)
- Chicken pox / varicella - you must have a definite history of illness or blood test to confirm immunity, if you are non-immune on blood testing you will require evidence of receiving two varicella vaccinations. Your vaccination requirements should be discussed with your GP; you are likely to incur a charge for these.

Appointments can be arranged for you once you have commenced your course however there will be a charge for these, currently between £40 - £80 per blood test.

Cost for vaccines - current costs vary between £45 and £90 per vaccine and up to £180 for a Hepatitis B vaccination course.

Please note the above costs are indicative and you would need to contact your GP or Keele's Occupational Health team for the latest charges.

You will be unable to attend experiential learning visits without a completed University Occupational Health Service health fitness report.

Disclosure and Barring Service (DBS) Check

As parts of your course will involve contact with patients who may be children or vulnerable adults, you are required to undergo an appropriate Disclosure and Barring Service check when you enrol on the MPharm course. The cost for the online check is currently £55.89.

Travel for placements

You will be required to attend local hospitals and community pharmacies for half-day teaching / training sessions. Travel costs to attend your placement can cost up to a maximum of £280 per year, but the proximity of your own accommodation to your placement location and any personal travel arrangements you may wish to organise (e.g. a student bus pass) may reduce this cost significantly.

All placements are allocated at random. Where possible, the School will be mindful of previous allocations re: distance.

Protective clothing

Protective clothing such as laboratory coats and safety goggles will be provided to you by the School of Pharmacy and Bioengineering free of charge in the first instance.

Activity	Estimated Cost
Travel (as above)	£280
Other additional costs - Occupational health clearance (first year only)	Up to £300
Other additional costs - DBS check (first year only)	£55.89
Total estimated additional costs	£635.89

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they

remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

19. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- Pharmacy in England: building on strengths - delivering the future (Department of Health 2008)
- A High Quality Workforce: NHS Next Stage review (Department of Health, 2008)
- Life Sciences Blueprint (Department for Business Innovation and Skills, 2009)
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- Future pharmacists: Standards for the initial education and training of pharmacists (General Pharmaceutical Council, 2011)

21. Annex - Programme-specific regulations

Programme Regulations: MPharm

Final Award and Award Titles	Master of Pharmacy (with Integrated Training Year) (MPharm)
Intermediate Award(s)	MSc in Pharmaceutical Studies BSc Honours Degree in Pharmaceutical Studies Diploma in Higher Education Certificate in Higher Education
Last modified	June 2019
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

Your programme has professional accreditation and there are specific regulations, which you have to agree to abide by, as follows:

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- Regulation C6 2.2: the MPharm programme does not allow Recognition of Prior Learning (RPL).
- University Regulation C6 (7.3) will not apply.
- University Regulation C6 (11.3) will not apply.
- For students entering or repeating Stage 1 (FHEQ Level 4) from September 2013 onwards the following provision applies. A student who has not satisfactorily completed all required components of assessment to accrue the 120 credits necessary for progression to the next level of study on two occasions shall be required to withdraw from the University. Normally the two assessment attempts should be completed within the same academic year.

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

- All five 120-credit modules in the Keele MPharm (with Integrated Training Year) programme are core and each 120-credit module must be accrued in order to progress and to graduate. For this reason, aegrotat MPharm degrees will not be awarded.
- The award of MPharm (with Integrated Training Year) will require the successful completion of 120 credits at Stage 5. However, a student who fails to satisfy the requirements for the award of MPharm shall revert either to BSc Honours Degree or MSc candidature and be considered for awards under University Regulation C3 and C6. The title of such awards will be Pharmaceutical Studies.
- Study abroad is not currently permitted on the MPharm programme. Only placements in the UK will be permitted.

C) ADDITIONAL REQUIREMENTS

The programme requirements listed below are in addition to the University's Academic Regulations:

- Students who are not successful at the first attempt in the theoretical components or Professional Placement element of Stage 5 of the MPharm (with Integrated Training Year) will not be entered for the June sitting of the General Pharmaceutical Council's

Registration assessment.

- Further details concerning progression through the various Stages of the programme and the degree classification scheme can be found in the MPharm Student Handbook and Study Guide.
- Students will not be permitted to transfer to the 4-year MPharm degree programme following academic failure once they have entered the first professional pre-registration placement block.
- There are requirements for occupational health and fitness to practise checks that apply before students can undertake placements in healthcare settings.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Version History

This document

Date Approved: 10 February 2021

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2020/21	REBECCA VENABLES	20 December 2019	
1	2019/20	REBECCA VENABLES	20 December 2019	