### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Awarding Institution//Body</th>
<th>University of Bath</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution*</td>
<td>University of Bath</td>
</tr>
<tr>
<td>Validated/Franchised/Licensed (if appropriate)</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Programme accredited by (including date of accreditation)*</td>
<td>General Pharmaceutical Council (GPhC) last accredited in March 2013, due for reaccreditation during 2015-16 academic year.</td>
</tr>
<tr>
<td>Programme approved by (including date &amp; minute number of Senate)</td>
<td>Approval of MPharm programme by Academic Studies Committee 14/11/1996 and Senate 4/12/1996</td>
</tr>
<tr>
<td>Final award</td>
<td>MPharm (Honours): Pharmacy</td>
</tr>
<tr>
<td>Programme title*</td>
<td>USPA-AFM03 (MPharm)</td>
</tr>
<tr>
<td>UCAS code (if applicable)</td>
<td>B230</td>
</tr>
<tr>
<td>Intended level of completed programme (in line with FHEQ e.g. 5, 6, 7,)*</td>
<td>FHEQ Level 7. Integrated Masters</td>
</tr>
<tr>
<td>Duration of programme &amp; mode of study*</td>
<td>Full time for 4 years</td>
</tr>
<tr>
<td>Date of Specification preparation/revision*</td>
<td>3/6/15, amended 24/1/16</td>
</tr>
<tr>
<td>Applicable to cohorts (e.g. for students commencing in September 2014 or 2014/15-2015/16)*</td>
<td>For students commencing in September 2016</td>
</tr>
</tbody>
</table>
Synopsis and academic coherence of programme*

**Vision**

We seek to produce excellent pharmacists who put patient and public safety first, think critically and evaluate data; have confidence to make evidence-based decisions and interventions; work in multidisciplinary teams; demonstrate excellent communication skills with people from a wide-range of backgrounds, are adaptable and have strong leadership skills.

We strive to be a nationally and internationally-recognized provider of high quality undergraduate pharmacy education and training, delivered through University and practice-based learning, via blended learning opportunities.

**Values**

The Bath MPharm is guided by the following values:

- Patients come first. Patient and public safety is paramount. Patient and public engagement with our curriculum design, and delivery is essential.
- We will abide by and promote the values of the NHS Constitution.¹
- We will select high calibre students with the best potential, but our recruitment process will include widening participation activities designed to ensure support for under-represented groups who have the potential to benefit from a pharmacy degree.
- We will maintain a learning environment in which all staff and students practise fairness, inclusive language, positive attitudes, and the value of equality and diversity.
- We will collaborate with key regional, national and international stakeholders including the NHS, practitioners and the pharmaceutical industry to ensure the programme meets the needs of future patients.
- The student voice is actively encouraged and listened to.
- Student learners are actively involved in the development and continuous improvement of their own, and peers’, learning.
- All learning resources draw on the best available research evidence and staff research expertise.
- Learners are helped to become lifelong learners through advancement of key skills, practice-based learning and continuing professional development.
- Appropriate feedback is essential to student development.
- Assessment and feedback strategies are designed to enhance student learning.

An academic programme is described for relevant students joining the University from 2015-16, leading to the Honours degree of Master of Pharmacy (MPharm). The programme is a full-time four year course. Subject to the fulfilment of the requirements for pre-registration training, the degree is accepted by the General Pharmaceutical Council (GPhC) for the purpose of statutory registration as a Pharmacist.

The Mission Statement of the University, as laid down in the Charter, “shall be to advance learning and knowledge by teaching and research, particularly in science and technology, and in close association with industry and commerce”. The Bath MPharm programme supports this statement, providing a challenging and stimulating education and strengthening links with the profession of pharmacy and the pharmaceutical industry. The Royal Pharmaceutical Society (RPS) describes the pharmacist as “the medicines expert”, and the Bath MPharm programme enables the student to make the first steps towards this role.

The Bath MPharm programme is designed as a fully-integrated interdisciplinary programme, which builds on the Department’s strong foundations, built around contemporary cutting-edge

¹The NHS Constitution. (Department of Health, 2013)
Appendix 2: QA3 Form 2

The Bath MPharm is a spiral curriculum, where subject matter is dealt with in an increasingly more complex way as the programme progresses. There is an emphasis on the student’s ethical and moral formation to provide a sound foundation from which to make ethical decisions in professional practice. Students are also encouraged to take responsibility for their own continuing professional development; and are supported to do this using learning activities which model this reflective developmental approach, aided by use of the same recording software as used by practising pharmacists and by e-portfolio.

Practice-based learning is embedded in all stages of the programme. Specialised integrated units (SIUs) provide the student with practical experience of working with patients through periods of specialist practice-based experience, patient-led workshops, and simulations using both professional actors and a robotic patient simulator. Students participate in inter-professional learning with medical, nursing, social work and psychology students. This increases the student pharmacist’s awareness of the roles of other members of the healthcare team in providing patient care and ensuring patient safety. Ultimately it enables students to understand better the role of the pharmacist and the contribution that they make to the team; to facilitate teamwork between undergraduate MPharm students and other trainee health care professionals in improving patient outcomes; and to engage students in a variety of learning activities with other trainee healthcare professionals such that learning is enhanced through their interactions with others.

The Department has close links with the RPS Great Western Local Practice Forum (LPF). Our MPharm students are strongly encouraged to join the RPS as student members, also as members of the British Pharmaceutical Students Association (BPSA), and to participate in educational events delivered by the RPS locally. We ensure that our teaching is at the forefront of current practice through meetings with pharmacists working in the community, hospitals, universities and the pharmaceutical industry to inform curriculum development.

**Educational aims of the programme**

There are five strategic aims for the Bath MPharm:

1. To produce safe and effective pharmacists capable of working in any sector of the profession.
2. To ensure that Bath MPharm students benefit from a fully-integrated curriculum covering the breadth of pharmacy practice and the pharmaceutical sciences, enabling them to think critically.
3. To provide an MPharm programme which has strong science foundations and is informed by cutting-edge research.
4. To ensure Bath MPharm students enjoy a programme that is made contemporaneous through its development and delivery in collaboration with key international, national and regional stakeholders.
5. To deliver MPharm programmes for both home/EU and international students that provide value for money for all stakeholders and participants.

These aims are linked to the requirements of Standards required by the GPhC.²

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² Future pharmacists: Standards for the initial education and training of pharmacists. (GPhC, 2011)  
www.pharmacyregulation.org/sites/default/files/GPhC_Future_Pharmacists.pdf
Intended learning outcomes * (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

Full details of unit intended learning outcomes and assessment methods are provided in the unit descriptions.

- **Knowledge & Understanding:**
  1. Demonstrate a systematic knowledge of the chemical structure and reactivity of drugs and biomolecules appropriate to the design and synthesis of drugs, the qualitative and quantitative analysis of drugs and medicines and the molecular basis of disease and therapy, which is informed by current research in the pharmaceutical sciences and how it applies to the health and wellbeing of patients.
  2. Demonstrate a systematic knowledge of physiology, pharmacology, pathology, biochemistry, microbiology and related biological sciences appropriate to the study of disease processes and the mechanism of actions of drugs, which is informed by current research in the pharmaceutical sciences and how it applies to the health and wellbeing of patients.
  3. Demonstrate a comprehensive knowledge of how medicines are designed, developed, manufactured and brought to the market place and of both theoretical and practical aspects of medicines’ formulation, which is informed by current research in the pharmaceutical sciences and how it applies to the health and wellbeing of patients.
  4. Demonstrate a comprehensive knowledge of contemporary clinical pharmacy and therapeutics to promote safe and effective practice.
  5. Demonstrate a thorough knowledge of contemporary pharmaceutical issues in clinical and industrial arenas, including healthcare systems, medicines legislation, clinical governance, public health, codes of practice and ethics.

Teaching and learning methods include:
Practicals, case-based workshops, problem based learning tutorials, web-based learning using a virtual learning environment, lectures, directed reading, seminars

Assessment methods include:
Written examinations, dissertations, practical reports

- **Intellectual Skills:**
  6. Apply principles of evidence-based practice to the safe and effective management of patients.
  7. Critically evaluate the principles of quality and quality assurance mechanisms in all aspects of scientific and professional activities.
  8. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.
9. Apply robust decision making in complex patient scenarios, recognising ethical dilemmas and responding in a reasoned way in accordance with relevant codes of conduct.

10. Apply the research methodologies relevant to pharmaceutical, clinical and social sciences to design, implement and evaluate small scale research projects.

Teaching and learning methods include:

- Lectures, case based problem-solving workshops, e-learning, seminars, practical classes, tutorials, problem-based learning

Assessment methods include:

- Written dissertation, oral presentation, research project, OSCEs, CPD portfolio entry, interpretation of scientific data, reflective commentary, situational judgement testing, practice simulation.

<table>
<thead>
<tr>
<th>Professional Practical Skills:</th>
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</thead>
<tbody>
<tr>
<td>11. Reflect on and have the ability to critically evaluate the implications of ethical dilemmas and, where appropriate, work pro-actively with others to formulate solutions.</td>
</tr>
<tr>
<td>12. Communicate through the development of effective working relationships with the public, patient/client groups and other health professionals.</td>
</tr>
<tr>
<td>13. Supply medicines in accordance with pharmaceutical knowledge, current relevant medicines legislation and codes of professional conduct and practice, and to prepare for a prescribing role.</td>
</tr>
<tr>
<td>14. Interpret and clinically evaluate prescriptions and other orders for medicines; and to advise patients and other health care professionals about the safe and effective use of medicines to maximize patient outcomes.</td>
</tr>
<tr>
<td>15. Diagnose and manage common disease presentations within a structured consultation framework.</td>
</tr>
<tr>
<td>16. Demonstrate effective team-working, leadership and management skills.</td>
</tr>
<tr>
<td>17. Demonstrate the competence required to enter professional practice.</td>
</tr>
</tbody>
</table>

Teaching and learning methods include:

- Simulated practice classes, prescription evaluation workshops, lectures, web-based learning using a virtual learning environment, communications skills workshops, learning in practice with a pharmacist tutor, inter-professional learning

Assessment methods include:

- OSCEs, written examinations, dispensing practical examinations, pharmaceutical calculations assessment, e-
portfolio, patient information tools, practice-based assignment reports, practice simulation.

- **Transferable/Key Skills:**
  18. Undertake continuing professional development.
  19. Reflect on, and develop, their own professional practice.
  20. Utilise appropriate information technology to support learning, professional practice.
  21. Communicate information effectively orally, in written and in digital forms both to specialist and non-specialist audiences including patients, members of a pharmacy team and other healthcare professionals.

Teaching and learning methods include:
- Web-based learning using a virtual learning environment, lectures, tutorials, workshops, practical classes, project work

Assessment methods include:
- Oral and poster presentations, OSCEs, practical dispensing examinations, CPD portfolio entry, project report, written dissertation, oral presentations, practice simulation

### Structure and content of the programme (including potential stopping off points)

The Bath MPharm has been designed as a continuous programme to meet the requirements of patients and the public, and the needs of students entering the profession of pharmacy and to equip them for current and future patient-facing roles, to provide the basis for employment in other areas, e.g. industry or regulatory affairs, or to provide a foundation for future study leading to a higher degree by research. The programme is designed as a spiral curriculum in which material is revisited in more complex ways as the course progresses. The emphasis in year 1 is in providing a detailed understanding of how the healthy body functions, an introduction to the science underpinning the development of medicines, and the basics of patient consultation skills. Years 2 and 3 covers an integrated systems-based approach to the pharmaceutical management of disease. The spiral curriculum progress from the end of year 3 when more complex disease states and multi-morbidities are considered in an integrated approach.

Year 1 of the Bath MPharm programme is foundational and provides a transition from A Level, or equivalent, to University study and provides students with a sound basis in the pharmaceutical sciences whilst learning the role of the pharmacist in practice. This enables student pharmacists with different A level or other qualifications to achieve a common standard of level of performance before progressing onto subsequent years. In particular, the Department offers additional classes in Biology for students lacking a formal qualification in this area. Exercises in basic mathematics and statistics also form part of the first semester to enable everyone to undertake numerical calculations with greater confidence. Additional support is provided both within the MPharm programme and by the University’s MASH (Mathematics And Statistics Help) initiative, and more generally through the University’s Academic Skills Centre.

The unit *Preparing for professional practice 1* provides students with key skills required for study on an undergraduate programme. This unit also provides an introduction to professionalism, the various roles of the pharmacist in science and healthcare, and an opportunity for experiential learning in four different practice settings. Integration between the core scientific themes of pharmaceutical & medicinal chemistry, physiology & pharmacology, molecular & cellular biology and pharmaceutics is provided by four integrated 12 credit units covering the fundamentals of
pharmacy from molecules to medicines, and the healthy body. Further integration in year 1 is supported by problem-based learning, facilitated by Personal Tutors.

Specialised Integrated Units (SIUs) in years 2 and 3 cover systems-based disease states in a transdisciplinary way. A series of seven sequential specialised units bring together material from the disciplines of professional practice, pharmaceutics, pharmacology, medicinal chemistry, physiology, biochemistry, genetics, and clinical therapeutics; along with current healthcare policy, leadership and management skills. Within each of these units, students will have the opportunity to undertake an appropriate element of experiential learning in practice.

At the end of year 3 and again in year 4, students are exposed to more advanced problems in the context of managing more complex or multiple disease states. Again learning is enabled in a transdisciplinary way building on material covered earlier in the course.

Research skills are put into practice in an extended research project, in which a small group of students (typically four) undertakes a semester-long research study supervised by one member of staff. Projects are arranged so as to enable some students to spend this time undertaking project work at an approved academic institution away from Bath - in Europe, the USA or Australia, or alternatively in the pharmaceutical industry in the UK. During year 4 students will run a virtual pharmacy in a simulated environment, enabling assessment of independent action, repeatedly and reliably in the complex pharmacy situation. Students in the final year will also study the impact of pharmacy on a global scale, considering how the government, non-government organisations and the pharmaceutical industry can collaborate to improve health outcomes for the populations they serve.
### Appendix 2: QA3 Form 2

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>AY</td>
<td>PA20322</td>
<td>Preparing for professional practice 2</td>
<td>Compulsory</td>
<td>12</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>PA20318</td>
<td>Specialised Integrated Unit 1: Management of gastrointestinal &amp; liver disease</td>
<td>Compulsory</td>
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<td>Y</td>
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<tr>
<td></td>
<td>PA20319</td>
<td>Specialised Integrated Unit 2: Immunity, inflammation &amp; infection</td>
<td>Compulsory</td>
<td>12</td>
<td>Y</td>
</tr>
<tr>
<td>S2</td>
<td>PA20320</td>
<td>Specialised Integrated Unit 3: Management of respiratory diseases and dermatology</td>
<td>Compulsory</td>
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<td>Y</td>
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<tr>
<td></td>
<td>PA20321</td>
<td>Specialised Integrated Unit 4: Management of cardiovascular disease &amp; endocrine disorders</td>
<td>Compulsory</td>
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<td>Y</td>
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</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
<th>Year</th>
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<tbody>
<tr>
<td>AY</td>
<td>PA30328</td>
<td>Preparing for professional practice 3</td>
<td>Compulsory</td>
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<tr>
<td></td>
<td>PA30324</td>
<td>Specialised Integrated Unit 5: Neurology &amp; Mental health</td>
<td>Compulsory</td>
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<tr>
<td></td>
<td>PA30325</td>
<td>Specialised Integrated Unit 6: Special Patient Groups (Pregnancy / Paediatrics / Elderly Care / Renal) &amp; Surgery</td>
<td>Compulsory</td>
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<tr>
<td>S2</td>
<td>PA30326</td>
<td>Specialised Integrated Unit 7: Oncology &amp; Palliative care</td>
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<tr>
<td></td>
<td>PA30327</td>
<td>Advanced Integrated Unit 1: Medicines optimisation and prescribing in complex patients 1</td>
<td>Compulsory</td>
<td>12</td>
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<tr>
<th>Year 4</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
<th>Year</th>
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<tbody>
<tr>
<td>AY</td>
<td>PA40330</td>
<td>Pharmacy management simulation</td>
<td>Compulsory</td>
<td>6</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>PA40331</td>
<td>Pharmacy research project</td>
<td>Optional: Select 1 Unit</td>
<td>24</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>PA40332</td>
<td>Overseas pharmacy research project</td>
<td>Optional: Select 1 Unit</td>
<td>24</td>
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<tr>
<td>S2</td>
<td>PA40333</td>
<td>Advanced Integrated Unit 2: Medicines optimisation and prescribing in complex patients 2</td>
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<td></td>
<td>PA40334</td>
<td>Global Health &amp; Management</td>
<td>Compulsory</td>
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**Exit awards**

A student pharmacist who leaves the MPharm programme early may be eligible for a generic exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE). Further information on these awards can be found at [http://www.bath.ac.uk/quality/documents/certhe.pdf](http://www.bath.ac.uk/quality/documents/certhe.pdf) (for the CertHE) and [http://www.bath.ac.uk/quality/documents/diplhe.pdf](http://www.bath.ac.uk/quality/documents/diplhe.pdf) (for the DiplHE).

Students who have met the learning outcomes for the award of the degree of [BSc in Pharmaceutical Studies (USPA-AFB04)](http://www.bath.ac.uk/quality/documents/certhe.pdf) may be eligible for this award at the end of year 3 or year 4.
Details of work placements / work-based learning / industrial training / study abroad requirements

Primary and Secondary Care Practice Placements

The Department has strong collaborative links with the local hospitals, in Bath, Bristol, Swindon and more generally in the South West Region of the NHS, with local NHS Clinical Commissioning Groups, and with local, regional and national chains of community pharmacies. First year students undertake four practice-based learning experiences within the unit Preparing for professional practice 1.

Our links with practice allow us to organise hospital and community placements for all students in Year 2 and 3. In addition, a comprehensive series of visits (teaching sessions in practice) are organised to meet and talk to patients within several medical specialties as part of the Specialised Integrated Units. Placements continue in the 4th year of the course focussing on medicines optimisation and quality improvement project work in preparation for the pre-registration year.

Optional semester outside Bath

The Year 4 Semester 1 course content is given over to a group-based research project. We are able to exploit our wide-ranging research links with other academic centres to develop ERASMUS and other exchange programmes. Some 20-24 places are currently available with other universities in Europe, North America and Australia. An ability to communicate in the local language will be advantageous, as will a strong record of academic performance in Bath.

Details of the Overseas pharmacy research project unit (PA40330) are available from the Overseas Placement Tutor.

Details of support available to students (e.g. induction programmes, programme information, resources)

MPharm students are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

Undergraduate students will be allocated a Personal Tutor who is responsible for monitoring and supporting the academic progress and general welfare of their students. Within the Department of Pharmacy & Pharmacology, the Senior Tutor supports and develops the Personal Tutor Role. Personal tutors will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students’ Union can also provide advocacy for students.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.

For the full range of Student Services see go.bath.ac.uk/student-services

The Department has run a successful Peer Mentoring Scheme for a number of years. Peer Mentors currently provide support during induction to University and during later stages of the programme.
Appendix 2: QA3 Form 2

Admissions criteria (including arrangements for APL/APEL)

The University’s admissions framework is set out in Quality Assurance Code of Practice Statement 22 http://www.bath.ac.uk/learningandteaching/cop/gastatements/QAX/QA22.pdf, and the University’s Recruitment and Admissions Policies may be viewed here http://www.bath.ac.uk/study/ug/apply/info. In addition UCAS candidates are required to complete a Fitness to Practise Self-Declaration as part of the University’s Fitness to Practise Policy. www.bath.ac.uk/universitysecretary/policy-advice/fitness%20to%20practise%20policy.pdf which is applicable to all MPharm students. Freshers are also subject to a Disclosure and Barring Service (DBS) check (previously CRB check) to demonstrate an absence of criminal convictions which would preclude them from practicing in pharmacy.

Basic entrance requirements for the Master of Pharmacy degree program are three subjects at GCE A/A2 Level (not including General Studies, or mother tongue languages) or equivalent, plus grades A/B/C in GCSE English and Mathematics. Chemistry A/A2 Level at grade B or better is essential. Our preferred A/A2 Level combination is Chemistry with any two of Physics, a Mathematics subject or a Biological subject. Combinations which include Chemistry, one of the above “science” subjects and a third academic subject are also acceptable.

Any offer is usually made in the form of A2 level grades. The offer may vary depending upon the individual student’s academic background and performance at interview, but will generally be within the range (AAA) – (AAB). Non-GCE qualifications are acceptable if a student is considered to be sufficiently prepared for the course. These qualifications include: International Baccalaureate, Scottish Higher, Welsh Baccalaureate (although not in place of an A-level), BTEC and degrees in other science disciplines. NVQ (level III, Dispensing/Pharmaceutical services) plus A Level Chemistry and one additional science/mathematics A-level is also considered. University access courses and foundation courses (taught to level III in sciences, not healthcare) are also considered. Preferably these should be undertaken with additional A2 Level study and all students accessing via this route are subject to a rigorous chemistry based academic interview.

All interviews explore the candidate’s academic abilities and professional attributes. The Department fully engages with NHS Values Based Recruitment and candidates are given the opportunity to provide examples of where these values have been demonstrated in a patient-facing environment.

The selection process

Each year, the Department receives several applications for every place on the MPharm, so a robust selection process is essential. The basic criteria of selection are: – does the applicant show commitment to the profession of pharmacy and will they benefit from the course and successfully complete the degree?

Interviews are conducted with all UK-based candidates whom admissions staff believe will fulfill these basic criteria. This enables the Department to assess each candidate on his/her own merits. It also enables each student to visit the University and to judge whether Bath is the place in which they wish to spend four important years of their life. Selection of candidates to interview is based on the submitted UCAS form, the qualifications already attained and those expected, the personal statement and the referee’s report. Overseas-based candidates are normally interviewed either in country (Malaysia) or by telephone/SKYPE with the admissions tutor.

For UK-based candidates, approximately eighteen interview days are held in all between November and March. Students unable to accept the initial invitation are offered alternatives. Failure to attend any interview is interpreted as a withdrawal of the application.

The University has more than 1200 ‘overseas’ students from over 70 countries and applications are welcome from international students who would not require a UKVI Work Permit for pre-registration training. The Department believes that a strong international community is an important part of the University and enriches the experience of staff and students alike. Students must be able to speak, write and understand English. To be accepted on the MPharm programme all prospective students must meet English Language requirements appropriate to study at
Master’s Degree level. Information pertaining to English Language is provided on the Departmental web page. The basic requirements are that students must have attained GCSE English grade C or equivalent.

There are a variety of equivalent English Language qualifications as declared by the National Recognition Information Centre (NARIC). The table below shows the equivalent grades for the IELTS, PTE Academic, the Cambridge Certificate of Proficiency in English (CPE) and the Cambridge Certificate of Advanced English (CAE).

<table>
<thead>
<tr>
<th>IELTS</th>
<th>PTE Academic</th>
<th>CPE</th>
<th>CAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS 7.0 With no less than 6.5 in any element.</td>
<td>69 with no less than 62 in any element</td>
<td>193 with no less than 184 in all elements.</td>
<td>193 with no less than 184 in all elements.</td>
</tr>
</tbody>
</table>

The English Language Centre on campus offers a one-year Foundation Course during the University year, and a range of pre-sessional courses and other classes.

Applications are always welcomed from mature students, with each case considered individually. Mature students are encouraged to contact the Admissions Tutor prior to applying to discuss fully their particular experience and needs.

### Summary of assessment and progression regulations

The New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes (NFAAR-UG) specifies the rules governing students’ progression from one stage of their programme to the next as well as for the award of degrees. The MPharm programme is compliant with NFAAR-UG at the unit, part, stage and programme level, with the addition of progression requirements, necessary to meet professional accreditation standards pertaining to competence and patient safety, at the end of each part and stage.

Students taking the MPharm programme will be assessed according to these rules, where the programme is treated as a standalone master’s programme that is compliant with NFAAR-UG, alongside the addition of extra professional progression assessments at the end of each stage. Marks from these end-of-stage professional progression assessments will not contribute to the overall stage average (OSA) or the overall programme average (OPA). Further information about the NFAAR-UG is available at [www.bath.ac.uk/registry/nfa/index.htm](http://www.bath.ac.uk/registry/nfa/index.htm).

In common with all University of Bath students, the student pharmacist must pass the Academic Integrity Training Test before the end of the first year of study in order to progress to the next stage. This must be passed at the University norm of 85%, with students permitted to take the assessment until they demonstrate that they meet the intended learning outcomes.

All units on the MPharm programme are Designated Essential Units (DEUs) and therefore must be passed. Additionally, each end-of-stage professional progression assessment must also be passed in order to progress to the next stage of the programme, or to graduate.

Students are normally permitted only two attempts to complete the requirements for an individual unit, unless repeating a whole stage of a programme. MPharm students who have failed supplementary assessment up to 18 credits in any given stage will be allowed to suspend their registration for reassessment of the failed unit(s) during the following academic year. Those who have failed more than 18 credits will be required to repeat the full year, in which case marks awarded in the repeat year will contribute towards their stage and/or programme averages.

A student pharmacist who has failed one or more end-of-stage professional progression assessments at the end of years 1, 2 or 3, after any permitted supplementary assessment during the supplementary assessment period (normally in late August or early September), will be
required to repeat that academic year and undertake the required learning again due to the
synoptic nature of these assessments.

Student pharmacist are normally permitted to repeat a stage of the MPharm once only. The
MPharm programme must be completed in a limited period such that the maximum period of
study will be six years.

Professional progression requirements at the end of each stage will be as follows:

Year 1

i. A one hour pharmaceutical calculations assessment with a 70% pass mark (Pass / Fail).
   Students will be permitted two attempts to pass this assessment, once at the end of
   Semester 2 and once in the supplementary assessment period.

ii. An Objective Structured Clinical Examination (OSCE) assessment (Pass / Fail).
   Students must pass each individual OSCE station to pass the OSCE overall and would
   normally be permitted a total of three attempts to pass, with the third attempt being
during the supplementary assessment period. The first and, if necessary, second
attempt will be timetabled during Semester 2. Exact pass marks will be set according to
the Angoff method.3

iii. Satisfactory completion of CPD portfolio (Pass/Fail). This will draw on completion of
    assessments linked to the GPhC’s Standard 10 outcomes2 and must be passed by the
    end of Semester 2 with an opportunity to resubmit any required elements by the end of
    the supplementary assessment period.

Year 2

iv. An Objective Structured Clinical Examination (OSCE) assessment (Pass / Fail).
   Students must pass each individual OSCE station to pass the OSCE overall and would
   normally be permitted a total of three attempts to pass, with the third attempt being
during the supplementary assessment period. The first and, if necessary, second
attempt will be timetabled during Semester 2. Exact pass marks will be set according to
the Angoff method.

v. A practical assessment (Pass/Fail) covering the dispensing of NHS, private and hospital
   prescriptions. The first and, if necessary, second attempt would be timetabled during
   Semester 2. The required pass mark will be 60%.

vi. Satisfactory completion of CPD portfolio (Pass/Fail). This will draw on completion of
    assessments linked to Standard 10 outcomes and must be passed by the end of
    Semester 2 with an opportunity to resubmit any required elements by the end of the
    supplementary assessment period.

Year 3

vii. An Objective Structured Clinical Examination (OSCE) assessment (Pass / Fail).
    Students must pass each individual OSCE station to pass the OSCE overall and would
    normally be permitted a total of three attempts to pass, with the third attempt being
during the supplementary assessment period. The first and, if necessary, second
attempt will be timetabled during Semester 2. Exact pass marks will be set according to
the Angoff method.

viii. Three practical assessments (Pass/Fail) covering (a) the dispensing of NHS, private and
     hospital prescriptions; (b) the preparation of extemporaneous products; and (c) the

3 Angoff WH. Scales, norms and equivalent scores. In RL Thorndike (ed), Educational Measurement. Washington DC,
processes of aseptic preparation. The first and, if necessary, second attempt will be timetabled during Semester 2. In each case, the required pass mark will be 70%.

ix. Satisfactory completion of CPD portfolio (Pass/Fail). This will draw on completion of assessments linked to Standard 10 outcomes and must be passed by the end of Semester 2 with an opportunity to resubmit any required elements by the end of the supplementary assessment period.

Year 4

x. An Objective Structured Clinical Examination (OSCE) assessment (Pass / Fail). Students must pass each individual OSCE station to pass the OSCE overall and would normally be permitted a total of three attempts to pass, with the third attempt being during the Supplementary assessment period. The first and, if necessary, second attempts will be timetabled during Semester 2. Exact pass marks will be set according to the Angoff method.

xi. Satisfactory completion of CPD portfolio (Pass/Fail). This would draw on completion of assessments linked to Standard 10 outcomes and must be passed by the end of Semester 2.

Indicators of quality and standards (e.g. professional accreditation)

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies:  
   http://www.bath.ac.uk/quality/cop/statements.html

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
   Governance:  
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc
   Review and Monitoring:  
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:  
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc

   Students are involved in many of these processes. The emphasis here is upon the informed student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.  
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSSstuVoice.doc

A more detailed overview of the University’s Quality Management framework is set out in this summary document:  

The University’s management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.
Professional bodies (such as the GPhC) require particular standards and content in our programmes so that students exit able to claim professional registration or recognition, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned. They are shown against each relevant programme in the prospectus. The full list can be seen here: [QA8 Register of Accreditations](#).

Professional or industrial placements for a year or a semester are particularly supported at Bath by specialised staff and these arrangements are demonstrably effective for improving degree grade and employability within six months of graduation.

**Sources of other information**

The main sources of information for these programmes are:

- University of Bath Programme and Unit Catalogues ([http://www.bath.ac.uk/catalogues/](http://www.bath.ac.uk/catalogues/))
- University of Bath Undergraduate Prospectus ([http://www.bath.ac.uk/prospectus/undergrad/](http://www.bath.ac.uk/prospectus/undergrad/))

Department of Pharmacy and Pharmacology Undergraduate Student Handbook