# Course Specification

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| **Published Date:** | 08-Jun-2023 |
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| **Status:** | Validated |

# Core Information

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| **Awarding Body / Institution:** | University of Wolverhampton | | |
| **School / Institute:** | School of Pharmacy | | |
| **Course Code(s):** | PY003Q01UV | Full-time | 4 Years |
| **UCAS Code:** | B231 | | |
| **Course Title:** | MPharm (Hons) Master of Pharmacy | | |
| **Hierarchy of Awards:** | Master of Pharmacy with Honours Master of Pharmacy (MPharm)<br>Master in Science with Honours Pharmaceutical Studies<br>Bachelor of Science with Honours Pharmaceutical Studies<br>Bachelor of Science Pharmaceutical Studies<br>Diploma of Higher Education Pharmaceutical Studies<br>Certificate of Higher Education Pharmaceutical Studies | | |
| **Language of Study:** | English | | |
| **Date of DAG approval:** | 12/Apr/2017 | | |
| **Last Review:** | 2019/0 | | |
| **Course Specification valid from:** | 2013/4 | | |
| **Course Specification valid to:** | 2028/9 | | |

# Academic Staff

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| **Course Leader:** | Dr Mark Hewitt |
| **Head of Department:** | Ruth Edwards |

# Course Information

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| **Location of Delivery:** | University of Wolverhampton |
| **Category of Partnership:** | Not delivered in partnership |
| **Teaching Institution:** | University of Wolverhampton |
| **Open / Closed Course:** | This course is open to all suitably qualified candidates. |

## Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Either

• A-levels: 120 UCAS tariff points. Grade profile of BBB

• Mandatory subject studied of Chemistry at minimum grade C or above.

• A further subject studied from the following: Biology, Chemistry, Maths, Physics.

• Subjects not accepted towards the BBB grade profile are Critical thinking and General Studies.

• Access to HE: 120 UCAS Tariff points from either a Health Professions, a science subject or medicine which must include a minimum of 30 level 3 credits at Distinction.

- We would expect to see 15 level 3 credits studied in Chemistry and 15 credits in another Maths or Science subject matter to be eligible for entry.

• BTEC: Grade profile of DDM in Applied Science

- Mandatory units required within the BTEC qualification at Distinction grade are:

* Principles and Application of Science 1 & 2, Science Investigation Skills, Applications of Organic Chemistry.

• We also accept a combined BTEC and A Level portfolio

- BTEC 12 Unit Qualification in Applied Science D*D* and A Level Chemistry with a minimum of grade C or above

- BTEC 6 Unit Qualification in Applied Science Grade, A Level Chemistry with a minimum of grade C or above and a further subject studied from Biology or Maths.

• First Year of a related subject degree with a minimum of 65% in each module studied.

• Foundation Years are assessed on a case by case basis, a minimum grade of 75% overall and 70% in Chemistry modules would also be required.

Plus

• GCSE: English language and maths grades 9-5/A*-C or equivalent:

• Equivalency Test: If you have not achieved your Level 2 qualifications, you are eligible to take our University equivalency tests. The tests for this course are free of charge and can be taken completely online. Our admissions team will confirm in your offer if you are required to take one of these assessments.

And

• References & Personal Statement: Satisfactory references are a condition of the programme. This will normally be from your educational institution, work, or voluntary experience. The University reserves the right to request an additional reference where appropriate. Applicants will also be required to provide a

satisfactory personal statement.  Pharmacy plays a vital role in society and public health, it is important that you can demonstrate this showcasing your experience and attributes that compliment this course area.

Interview:

Our Admissions team will use the entry criteria and your application information to shortlist successful candidates. If you are successful, you will be invited to select an interview date through e:Vision. Your interview will consist of two components; a short Situational Judgment Test (SJT) and a group interview which is centred around a team activity - for further interview information click here.

Disclosure and Barring Service (DBS) and Occupational Health Check:

Due to the professional nature of this course, you are also required to complete a Declaration of Health and Disclosure and Barring Service (DBS) Check.  We will coordinate both non-academic condition checks if you accept an offer with us. The DBS cost is currently £46 in total.

Advanced Entry:

We are not able to offer advanced entry to any applicant, recognition of prior learning is not accepted for this course.

EU and International Applicants:

We have specific entry requirement information for EU and International applicants. Please also check the UK requirements above as these will also showcase if there are any additional subject requirements needed for entry.

Academic Requirement:

Our country specific entry criteria are related to the curriculum you have studied. Please click here to find the correct information for the country you have studied in.

English Requirement:

All International Applicants are required to have a sufficient level of English to satisfy student visa requirements.

A minimum overall IELTS of 7.0 with a minimum of 6.5 in each element is required or an accepted equivalent, here is a list of acceptable English qualifications.

A high school English qualification is not accepted as an equivalence for this course.

Personal Statement Requirement:

All international applicants are required to showcase their reasons for applying to study in the UK please use our personal statement template to support your application.

Study Gap Information:

International applicants also provide education information and work experience information. It's important that when you complete your application you cover all this information on your application to ensure we can satisfy this admissions assessment.

Contextual Offers

The university recognises that many students have additional barriers in progression to university, whether this be through disability, as a care leaver, from an area of deprivation or another factor. The university wishes to provide additional support for these students through the contextual offer scheme. If you are eligible, the University will apply a contextual Admissions decision, in the form of a reduced offer letter by up to two grades or 16 UCAS tariff points.

## Distinctive Features of the Course:

The Wolverhampton MPharm is a contemporary, patient-focused and clinical course which aims to develop the knowledge and skills that you will need to build a successful career in your chosen area of pharmacy. A team of expert academic pharmacists and scientists have developed the programme in consultation with employers, practicing pharmacists, patients, carers and students to provide a course the highest possible standard and relevance. As a well-established provider of post-registration pharmacist prescribing training, the course at Wolverhampton develops your skills in clinical assessment and prescribing to prepare you for entry into the Foundation Pharmacist training year.

At Wolverhampton our smaller cohort sizes, and extensive use of practitioners and academics, provides a more interactive learning experience that puts your learning fully into context. Our extensive placements and simulations are aligned carefully with the taught content to gradually build your skills and confidence as the years progress. Our theme-based approaches to teaching cross over the traditional pharmacy disciplines such as pharmacology, pharmaceutical chemistry, pharmaceutics and pharmacy practice helping you to integrate your studies and make the links between the different aspects of theoretical content and its application to the world of work.

The course employs a wide range of teaching and learning methods which facilitates the integration of content, and the development of skills, attributes and professionalism. Of particular note is the extensive use of *Team-based Learning* (TBL) and *Case-based Learning* (CBL) methods which, alongside more conventional sessions such as workshops, practicals and lectures, and our authentic and varied assessments enable you to develop highly desirable skills and attributes. The result is an MPharm graduate who not only possesses the knowledge base required to become a pharmacist, but one who is also an excellent communicator, team-worker, problem solver, critical thinker, lifelong learner, leader and change-maker. We have no doubt that our future Wolverhampton MPharm graduates will continue to go on to enjoy successful and rewarding careers in the pharmacy profession.

## Educational Aims of the Course:

The course seeks to produce pharmacy graduates who are fully equipped to enter *Foundation Pharmacist* training and professional practice. Learners will develop the knowledge and skills required to meet the needs of patients and the profession. Wolverhampton MPharm graduates will be independent thinkers and effective team workers who are adaptable and self-aware.

At the conclusion of the course learners will:

- be able to understand, apply and critique the scientific principles of health, disease and the drug entity to the design, development, use, and prescribing of medicines, for and with patients

- be able to understand the roles and functions of pharmacists and their place within the healthcare team, including as prescribers, and to function effectively within these environments

- develop and apply appropriate skills and attributes required for the professional practice of pharmacy, including reflective-practice, consultation, decision-making, leadership and management, and person-centred care

- utilise and critically evaluate scientific and healthcare information and data in order to assess patients and prescribe, and to inform change in practice and knowledge.

## Intakes:

September

## Major Source of Funding:

Office for Students (OFS)

## Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

| Year | Status | Mode | Amount |
|---|---|---|---|
| 2020/1 | Home / EU | Full Time / Sandwich | £9250.00 |
| 2020/1 | Overseas | Full Time / Sandwich | £12250.00 |
| 2021/2 | H | Full Time / Sandwich | £9250.00 |
| 2021/2 | Overseas | Full Time / Sandwich | £13450.00 |
| 2022/3 | H | Full Time / Sandwich | £9250.00 |
| 2022/3 | Overseas | Full Time / Sandwich | £13950.00 |
| 2023/4 | H | Full Time / Sandwich | £9250.00 |
| 2023/4 | Overseas | Full Time / Sandwich | £14950.00 |

## PSRB:

PY003Q01UV (Full-time)

Professional Accreditation Body:
General Pharmaceutical Council (GPhC)

Accrediting Body:
General Pharmaceutical Council (GPhC)

Accreditation Statement:
Accredited by the General Pharmaceutical Council (GPhC) in order to progress to pharmacist pre-registration training and then to register as a pharmacist.

| Approved | Start | Expected End | Renewal |
|---|---|---|---|
| 17/Oct/2014 | 17/Oct/2014 | 31/Aug/2023 | 01/May/2021 |

## Course Structure:

# September (Full-time)

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 4PY019 | Pharmacy Stage 1 | 120 | YEAR | Core |

# September (Full-time)

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 5PY022 | Pharmacy Stage 2 | 120 | YEAR | Core |

# September (Full-time)

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 6PY011 | Pharmacy Stage 3 | 120 | YEAR | Core |

## September (Full-time)

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7PY023 | Pharmacy Stage 4 | 120 | YEAR | Core |

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

Section 1.2.3 - Exemption for all years (modules) to have 'custom' delivery in order to support the continual development and assessment of the theme areas across and throughout each academic year, thus supporting integration; and there will be no postgraduate block for this integrated masters degree programme. The custom block approach will also permit the diet of assessments within each year to be distributed appropriately across various University assessment and teaching weeks.

Section 1.3.1 - Exemption to permit the use of single, 120 credit, year-long (modules) with a proportionate number of learning outcomes and summative assessment tasks. This is required to meet the previous GPhC condition of integrating the programme across all of the traditional cognate disciplines of pharmacy.

Section 2.3.1 - RPL is NOT permitted for previous study, or transfers from internal courses with credit, in order to ensure that all stages within the proposed new course remain horizontally and vertically integrated.

Section 3.4.2 - Part-time and sandwich routes will NOT be offered due to GPhC regulations (the Professional Board allows a maximum of 8 years between initial registration on the MPharm and final registration as Pharmacist).

Section 4.2.2 and 4.2.4 - Marking "pass" thresholds will NOT apply to certain patient safety-related assessments within the programme. These will be required to be passed at a higher level than the University norm and/or the normal University marking schemes will not apply. In some cases, when patient safety is compromised, marks will be removed to ensure that a pass cannot be achieved. These exceptions meet GPhC Standard 5.8 which stipulates that; *"academic regulations may be more stringent than other programmes. This may include higher-than-usual pass marks for assessments that demonstrate the knowledge and skills essential to safe and effective pharmacy practice".* The requirement for higher pass mark thresholds will be clearly highlighted alongside the relevant assessment descriptions in relevant Module Guides.

Section 4.3.3 - Students who fail a module at the first attempt at levels 3 to 7 will be permitted to attempt the failed summative assessment task(s) again. In the case of certain examinations which comprise a phase element and a terminal element, the re-sit attempt will be a combined assessment of both elements. This re-sit attempt must be taken at the first opportunity within the same academic year the module was studied, unless valid extenuating circumstances are approved. Students at levels 3 to 6 may be offered a further re-sit (third attempt) for Semester 1 assessment within the same academic year where scheduling permits.

Section 4.3.5 - Due to the configuration of the programme, with four 120 credit module stages, module re-takes are not permitted. However, students who have made sufficient progress in any given 120 credit module (by passing at least 60% of weighted assessments at the unmitigated re-sit stage) will exceptionally be permitted to have a third and final attempt (i.e. a second re-sit) for any outstanding failed assessment re-sits. This will be at the next available opportunity as a "deferred" status student. This is in line with the expectations of GPhC

accreditation standard 5.8 which states that; “extended re-sit opportunities and remedial measures should be extremely limited, and justifiable, if they are permitted at all”. This regulation does not impact upon students’ existing rights to apply for extenuating circumstances or take a break in study (note: students who have been granted extenuating circumstances may be permitted to have a third and final attempt at the next available opportunity but they must also not proceed to the next year until the entire stage has been passed).

Section 4.4.1 to 4.4.6 - Compensation or condonation for marginal failure is NOT permitted at any level. In order to ensure horizontal and vertical integration of all stages (years), all modules must be passed at the minimum required level in line with expectations outlined in GPhC standard 5.8.

Sections 4.5.1 - Progression with less than 120 credits in each year will NOT apply to the MPharm (Hons) award. This meets GPhC accreditation standard 5.8 which stipulates that; *“trailing should be extremely limited, if permitted at all.”* In addition, to ensure that all of the GPhC’s standard 10 learning outcomes are met, students must pass ALL assessments within a given stage in order to progress from one level to the next and to receive the final MPharm (Hons) award. Students who pass all weighted assessments at any given stage but fail to pass certain ‘professional’ assessments that are zero-weighted will be eligible to receive an alternative intermediate award as detailed above. However, such awards are not recognised by the GPhC for the purposes of registration as a pharmacist. By exception, trailing of temporary ‘bridging’ modules into the next year is permitted to facilitate seamless transition of students, on the course that was accredited to the previous GPhC standards, to complete the course that is accredited to current 2021 GPhC standards.

Section 5.4.1 - Exemption to allow the MPharm modules that are 120 credits, to amend the criterion for award of a higher class of degree based on weighted assessments and not the number of credits achieved at the higher classification;

| Classification | Percentage Average | Criterion for award of a higher class |
|---|---|---|
| First | 70-100% | |
| First/Upper second border range | 67.01-69.99% | Student must have 70% or above in at least 50% of weighted assessments at level 7 |
| Upper second | 60-67% | |
| Upper/lower second border range | 57.01-59.99% | Student must have 60% or above in at least 50% of weighted assessments at level 7 |
| Lower second | 50-57% | |
| Lower second/third border range | 47.01-49.99% | Student must have 50% or above in at least 50% of weighted assessments at level 7 |
| Third | 40-47% | |

Section 5.10.1 - An aegrotat degree of MPharm will NOT be awarded unless conferred posthumously by exception.

APPROVED by AFRSC on 9/3/2023.

## Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act (2010)

GPhC Standards for the Initial Education and Training of Pharmacists 2021:
http://www.pharmacyregulation.org/

## Overview of Assessment:

| Learning Outcomes | Modules |
| --- | --- |
| **IMAH01** Understand, apply and critique the scientific principles of health, disease and the drug entity to the design, development and uses of medicines in patients. | |
| **IMAH02** Understand roles and functions of pharmacists and their place within the healthcare team. | |
| **IMAH03** Develop and apply appropriate skills and attributes required for the practice of pharmacy. | |
| **IMAH04** Utilise and critically evaluate scientific and healthcare information and data in order to inform change in practice and knowledge. | |
| **IMBHONS01** Critically apply an in-depth knowledge of the pharmaceutical and clinical sciences to the diagnosis and therapeutic management of disease. | |
| **IMBHONS02** Rationalise the selection and use of medicines through critical analysis of confounding patient factors and clinical evidence in the literature. | |
| **IMBHONS03** Apply a knowledge of advanced and complex drug delivery technologies and the use of biological and genetic techniques in drug development to the management of patients. | |
| **IMBHONS04** Develop an awareness of the range of research approaches pertinent to pharmacy and apply enhanced consultation and communication techniques. | |
| **IMBHONS05** Undertake effective team-working and demonstrate reflective practice. | |
| **IMBHONS06** Utilise and critically evaluate scientific and healthcare information and data in order to inform change in practice and knowledge. | |
| **IMBHONSN01** Critically apply an in-depth knowledge of the pharmaceutical and clinical sciences to the diagnosis and therapeutic management of disease. | |
| **IMBHONSN02** Rationalise the selection and use of medicines through critical analysis of confounding patient factors and clinical evidence in the literature. | |
| **IMBHONSN03** Apply a knowledge of advanced and complex drug delivery technologies and the use of biological and genetic techniques in drug development to the management of patients. | |
| **IMBHONSN04** Develop an awareness of the range of research approaches pertinent to pharmacy and apply enhanced consultation and communication techniques. | |
| **IMBHONSN05** Undertake effective team-working and demonstrate reflective practice. | |
| **CERTHE01** Demonstrate a knowledge of biological systems as they apply to the study of pharmacy. | |
| **CERTHE02** Apply an understanding of organic and physical chemistry and the principles of drug action and handling within the context of drug discovery and development. | |

| Learning Outcomes | Modules |
| --- | --- |
| **CERTHE03** Explore how pharmacists use their expert knowledge and skills for the benefit of patients. | |
| **CERTHE04** Develop skills in good laboratory practice, medicines supply, communication, academic writing and numeracy applicable to the study of pharmacy. | |
| **CERTHE05** Develop an awareness of the skills needed to study effectively both as an individual and in a team. | |
| **DIPHE01** Evaluate the pathological processes involved in the development of common disease states. | |
| **DIPHE02** Utilise an understanding of the mechanisms of drug action to predict their beneficial and harmful effects in patients. | |
| **DIPHE03** Evaluate the development, formulation, packaging and handling of medicines in the context of disease states occurring within body systems. | |
| **DIPHE04** Relate a knowledge of safe systems of working and professional practices, and skills in consultation and case/prescription analysis, to the optimal use of medicines. | |
| **DIPHE05** Demonstrate reflective and research-orientated approaches to learning; and an ability to contribute effectively to a team. | |

## Teaching, Learning and Assessment:

The course has been designed to integrate scientific and professional disciplines using a thematic approach. This is based on four central pillars which describes to students what it means to be a pharmacist. These are:

1. Drugs, medicines and science – pharmacists, as scientists in populations and organisations that they serve, are the recognised experts in medicines, from their development right through to their safe, appropriate and effective clinical use. Their body of scientific and practice knowledge reflects this.

2. Professionalism – pharmacists possess the right skills and attributes to develop, deliver and enhance the services they provide, including prescribing. This is achieved by adherence to professional standards including excellent consultation and communication skills; decision-making; the ability to work collaboratively, provide leadership, and to demonstrate self-awareness, accountability, integrity, respect and compassion for service users and colleagues, irrespective of background.

3. Learning and scholarship – pharmacists are educated to Master level and are able to undertake independent learning and research; to develop their knowledge, skills and attributes and to engage in evidence-based, scholarly practice as science and the profession evolves

4. Patients and populations – pharmacists work within teams and frameworks to provide person-centred care and effective services to improve health outcomes for all. All aspects of the course are delivered in the context of the end/service user through examples, simulations and interactions with service users and other professionals.

Teaching and Learning

To organise the delivery of subject matter, and the acquisition of skills and attributes in an integrated way, ‘strands’ of content have been developed within the context of the four central pillars. These strands (three per year) follow a common approach and adopt recurring names that highlight the ascending pathway in the learning journey. These are:

Pharmacy Stage 1 (year 1)

- *Person centred care 1: Science for Pharmacy*

- *Professionalism, Skills and Attributes for Pharmacy Stage 1*
- *The New Pharmacy Learner and Scholar*

Pharmacy Stage 2 (year 2)

- *Person centred care 2: Disease, Medicines and Patients*
- *Professionalism, Skills and Attributes for Pharmacy Stage 2*
- *The Developing Pharmacy Learner and Scholar*

Pharmacy Stage 3 (year 3)

- *Person centred care 3: Therapeutics and Health Outcomes*
- *Professionalism, Skills and Attributes for Pharmacy Stage 3*
- *The Established Pharmacy Learner and Scholar*

Pharmacy Stage 4 (year 4)

- *Person centred care 4: Complex Disease and Population Health*
- *Professionalism, Skills and Attributes for Pharmacy Stage 4*
- *The Proficient Pharmacy Learner and Scholar*

Integration within and across years is further achieved by arranging subject content into body system cycles and the important/key diseases and conditions occurring within each, such that the traditional pharmacy disciplines are brought together in a cohesive way. The team-based learning and case-based learning teaching methods further support integration through their problem-solving approaches to the application of material, and the co-development and delivery of the learning materials and integrated assessments by staff from the different discipline areas.

The Team-based learning (TBL) method is adopted extensively throughout the first three years of the course. TBL is based upon the formation of small teams of students who stay together as a group for the entire academic year. Students are provided with study and reading materials in advance of each specific cycle of learning. In the subsequent tutorials the teams undertake individual and team quizzes known as 'RATs', which are then followed up with application exercises called tAPPs, which enable students to apply their learning to authentic problems. The method provides students and tutors with initial diagnostic information, allowing targeted feedback. Peer feedback and team application in solving problems further drives the learning experience.

By the third year of the programme students' underpinning knowledge and skills have increased in both depth and breadth. At this point the case-based learning (CBL) method is introduced, and then continued into the final year. With CBL student teams, supported by an allocated staff facilitator, take ownership of recurring tutorial meetings, with members taking turns to adopt various key roles that support the learning and discovery process. In CBL authentic clinical cases are analysed and brainstormed by the teams who then formulate a series of learning objectives that arise from the case. These objectives take into account past, current and potential future learning and team-members then go away to research the required content before bringing information back to the group to "solve" the case. With CBL students' team-working, leadership, lifelong learning, critical evaluation and problem-solving skills become highly developed.

The TBL and CBL methods, while a major feature of the Wolverhampton MPharm programme, are not exclusive. Students experience a broad range of learning approaches including lectures, tutorials, seminars, workshops, practicals, skills sessions, and also learning about and with service users and students from other professional groups. Running alongside the taught content students also undertake mentor supported placements in the different sectors of pharmacy, developing skills and attributes to help them evidence the achievement of the GPhC's standards at the applicable level of study. The university also delivers extensive simulations and role plays, initially building confidence and preparedness in readiness for students' placement experiences, as well as their assessments.

Assessment

Standard 1 of the GPhC's 2021 Standards for the Initial Education and Training of Pharmacists lists a series of professionally focused learning outcomes which must be met to varying degrees by the year 4 (graduate) stage. The expected level of performance for each outcome is based upon the Miller's triangle hierarchical

approach to demonstrating competency at “knows”, “knows how”, “shows how” and “does” levels. To enable learners to reach the required levels of the triangle by stage 4, a range of assessment types are employed, with some recurring annually within the course. These include annual integrated ‘synoptic’ examinations and calculations examinations which test the application of subject matter, problem-solving and skills; Objective Structured Clinical Examinations (OSCEs) to test knowledge, attributes and skills in simulated settings; and portfolios of learning and professionalism whereby students evidence their development of lifelong learning skills and showcase their competence. Group and coursework assessments in each year are authentic in nature, building upwards through the course to higher level activities involving critical analysis of the research and evidence, service development and the creation and exchange of new knowledge. Group and peer assessments also support students to develop their capabilities in teamworking, leadership and management. Support for assessment success is achieved through the use of diagnostic and formative assessment, and extensive feedback, particularly through the TBL and CBL teaching approaches but also by incorporating assessment unpacking sessions or mock assessments.

## Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

General University Support:

University Libraries are the key source of academic information for students. Libraries provide physical library resources (books, journal, DVDs, etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Libraries also provide access to wide range of on-line information sources, including eBooks, eJournals and subject databases.

Libraries also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/ . If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Specific Support:

A wide range of additional support for learning is available to MPharm students.

The development of study, research, consultation and clinical skills is a major feature of the course, and these are fully embedded within the programme’s yearly recurring ‘learner and scholar’ and ‘professionalism, attributes and skills’ strands. Furthermore, placements, small group practicals, and the team-based learning and case-based learning methods develop a wide range of desirable skills and attributes required for employment, and they also feature extensive feedback and support. Mock assessments and/or “assessment unpacking” sessions help to further drive student achievement and success.

Outside of the formal strand-based teaching students are signposted to ‘drop-in’ opportunities in the Libraries.  For more specific support, students are able to contact their personal tutors and subject-specialist

strand tutors through the online Student Appointment Management System (SAMS) booking and recording system. Specialist software is introduced within strand settings, thus further enriching the learning environment for students, and with additional staff support being offered where necessary.

Using the above-mentioned frameworks to support the development of study skills, autonomous, independent student learning is encouraged.

## Employability in the Curriculum:

The majority of pharmacy graduates enter the one year period of *Foundation Pharmacist* training and become registered Pharmacists. Currently, the major area of employment for pharmacists (60-70%) is in the community sector, with most of the remainder entering the National Health Service (NHS) as hospital or 'primary care' pharmacists. A small proportion of pharmacy graduates and pharmacists enter careers in the pharmaceutical industry or in academic pharmacy.

Community pharmacists provide an expanding range of healthcare services ranging from the supply of medicines through to running minor ailments schemes, supporting the management of long-term conditions, undertaking medicines reviews and performing public health screening services. In hospital, pharmacists are involved across the whole spectrum of patient healthcare from diagnosis to medicines and disease management. Many pharmacists also hold management and consultant positions within the NHS. Industrial pharmacists are involved in the development of new drugs and their transformation into medicines, as well as the marketing and evaluation of new products. Academic pharmacists are occupied by healthcare-related research and development and in the education and training of future cohorts of pharmacy students.

Several areas of further study are open to pharmacy graduates. In particular, many pharmacists undertake further training in clinical pharmacy in order to underpin their provision of clinical services, for example as Advanced Pharmacist Practitioners. This training is usually at the masters level (Level 7), but can also lead to doctoral studies (Level 8) in appropriate cases.

As healthcare professionals, pharmacists are expected to maintain their competence and 'fitness to practise' throughout their working lives. As such, they are actively involved in Continuing Professional Development (CPD), and are expected to design and implement their own learning strategies.

In recent years increasingly numbers of pharmacists have been undertaking post-registration prescribing training and many go on to work across a range of specialisms and sectors of the profession, utilising their prescribing skills. From 2026, all new entrants to the professional register will do so as pharmacist prescribers, which applies to all students entering MPharm courses from 2020 onwards.