

MPharm Pharmacy (5yr) Programme Specification

Academic Year:	2021-2
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	MPharm (Hons) [Framework for Higher Education Qualifications level 7] BSc (Hons) Pharmaceutical Studies [Framework for Higher Education Qualifications FHEQ Level 6] Diploma of Higher Education [Framework for Higher Education Qualifications FHEQ Level 5] Certificate of Higher Education [Framework for Higher Education Qualifications FHEQ Level 4]
Programme accredited by (if appropriate):	General Pharmaceutical Council (GPhC)
Programme duration:	5 years
UCAS code:	B231
QAA Subject benchmark statement(s):	Pharmacy (2002)
Date last confirmed and/or minor modification approved by Faculty Board	June 2021

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

In September 2012 we started to deliver our newly accredited and innovative pharmacy curriculum using Team-Based Learning, built with advice from leading pharmacists, employers, recent graduates, patients and other key stakeholders to ensure patients get the best out of their medicines. In 2018 we updated the curriculum based on the same principles, building on our already strong foundations to strengthen the curriculum further.

We wanted a new curriculum to reflect upon the evolving and expanding roles of pharmacists in healthcare together with changes in how students were being taught globally using active learning approaches. This innovative programme was devised with advice from leading pharmacists, employers and other key stakeholders to achieve the patient-centred outcomes needed by pharmacists in practice. Our aim was to have an engaging curriculum which creates a capable pharmacist practitioner. The curriculum places emphasis on health problems and pharmacy interventions in the community, primary care, hospital or industrial setting. There is strong integration between basic sciences and their application to practice and there are opportunities for early patient contact and for relevant inter-professional learning (IPL). Feedback from students and stakeholders alike suggest that the Team-Based Learning (TBL) approach to the curriculum has been well received. Our programme has won a 'Collaborative Award in Teaching Excellence' (CATE) award from the Higher Education Academy (HEA) for its innovative curriculum. We will continue to push the boundaries for a student-centred approach to learning using TBL.

The University of Bradford offers a 5-year practice-integrated MPharm and a 4-year continuous MPharm. We are the only UK University to offer the 5-year practice-integrated MPharm programme to both Home and International students, during which students have paid pre-registration placements and are able to qualify as a pharmacist when they leave university. We have run this course successfully for over 40 years.

The 5-year programme embeds two separate six-month periods of paid pre-registration experience within the course and gives students the opportunity to experience two different aspects of pharmaceutical practice (usually hospital and community practice), thereby broadening their experience.

Each six-month placement is arranged and supervised by the School of Pharmacy and Medical Sciences, and the two-placement structure brings students into contact with a wide range of patients, employers and healthcare professionals. Students thus integrate education and training, whilst gaining broad work experience before graduation.

Programme Aims

The programme is intended to develop students who can demonstrate the following attributes:

- A1 Application of scientific knowledge, pharmaceutical skills and professional behaviours in relation to the discovery, development, prescribing, monitoring and use of medicines.
- A2 Management and delivery of high-quality patient-centred care in a range of environments.
- A3 Be prepared for life-long learning in pursuit of personal development and excellence in professional practice.
- A4 Effective problem solver, capable of applying logical, critical, creative and reflective thinking to a range of problems.
- A5 Implementation of safe working practices and ensuring patient safety in a range of environments when working alone or as part of a team.
- A6 A commitment to ethical action, social responsibility and sustainable development as a professional and person.
- A7 Appropriate and effective communication in professional practice and as a member of the community.

A8 Management and leadership of people and service delivery and improvement in line with relevant policies; in collaboration with health and social care professionals, patients, carers and the public.

Programme Learning Outcomes

To be eligible for the award of

MPharm [Framework for Higher Education Qualifications level 7]

LO1 Manage the procurement, storage, supply, use and disposal of medicines, including ensuring an appropriate supply chain.

LO2 Undertake appropriate reviews of medicines to optimise therapeutic choices, patient adherence and patient safety.

LO3 Perform effective patient-centred consultations aligned to an appropriate model of consultation in relation to: responding to symptoms, recognising self-limiting conditions, chronic disease management and health promotion.

LO4 Safely prescribe and/or recommend and/or supply appropriate medicines together with suitable advice to meet a patient's assessed needs.

LO5 Recognise limits of personal competence and when it is necessary to seek advice or refer to another health or social care professional.

LO6 Manage uncertainty using established systems and procedures to support safe and effective decision-making.

LO7 Use information, information technology and healthcare systems effectively in a health and social care context.

LO8 Recognise health beliefs and inform and help to encourage behaviours that contribute to good health and appropriate use of medicines.

LO9 Appropriately educate and facilitate the learning of patients, carers, the pharmacy team, health and social care professionals.

LO10 Provide immediate care for common medical emergencies within sphere of competence, including First Aid and resuscitation.

LO11 Demonstrate the professional attributes required for recruitment and selection as a pre-registration pharmacist.

LO12 Make, monitor and review decisions and professional judgements based on scientific knowledge and understanding, clinical information and ethical and legal principles.

LO13 Apply the principles, skills and knowledge of evidence-based practice.

LO14 Apply social, behavioural, medical and pharmaceutical scientific principles, methods and knowledge to pharmacy practice and research.

LO15 Demonstrate values and behaviours appropriate to professional working in a variety of organisations including the National Health Service (NHS).

LO16 Use core knowledge and understanding of physiology, pharmacology, pharmaceuticals and pharmaceutical chemistry to improve the health and well-being of patients.

LO17 Demonstrate a range of competencies necessary to meet the learning outcomes as prescribed by the GPhC for pre-registration pharmacist trainees.

Curriculum

This is presented in the form of integrated modules that develop students' understanding of the pharmaceutical and biomedical sciences in ways that demonstrate their importance to problems encountered by pharmacists in practice.

Stage 1 consists of four modules that introduce students to the fundamentals of the scientific and professional practice of pharmacy. Three of these modules look at biomedical sciences, pharmaceutical sciences, health and well-being and prescription processing. One module entitled 'Developing Professional Practice' (DPP) focuses on developing students as pharmacy professionals and enhancing their employability skills. DPP modules are present in all stages giving a vertical integration and backbone to the pharmacy programme. These Stage 1 modules lay the foundations for learning at subsequent stages. Each stage builds on the skills and knowledge developed in the previous stage, revisiting each theme to consolidate previous learning and integrate it with subsequent higher-level learning of increasing complexity, as students progress through the programme. This is known as a spiral curriculum where topics are initially introduced in Stage 1 at a relatively basic level and then revisited on several occasions throughout the programme, each time becoming more advanced.

DPP modules are present in all 4 stages of the programme, providing vertical integration of employability and pharmacy professional skills from each year of the programme to the next and giving a backbone to the pharmacy programme. As DPP evolves through the programme students will develop and consolidate their skills and confidence necessary to practise as a pharmacist and to optimise their employability. Students will undertake core activities as part of this strand, for example learning about, from and with other health-care professionals; learning whilst in the practice setting; peer tutoring; completion of a programme of extra-mural studies (for example, for example working with Bradford Council and their public health team). Students will also be encouraged to undertake other learning activities, that develop their capability as a pharmacist, for example service to the School or University, community engagement, voluntary work and/or other activities designed to recognise their achievements and development and enhance their employability.

Time is available in the curriculum to allow students to exercise some choice and develop or pursue a specialist interest through in-depth study, project work, research, options, and opportunities for study overseas. These opportunities will support the development of critical outcomes of the programme e.g. critical thinking and problem solving. There are two types of optionality built into the programme: intra-modular optionality in the form of Student-Selected Assignments (SSA), which occur at each stage, in the DPP modules. In the final Stage there is a module entitled 'Pharmacy Special Studies' and this module will provide students with the opportunity to further develop their knowledge, skills and understanding of a topic of their choice that reflects their particular interests and/or career aspirations.

The 5-year pathway incorporates two six-month periods of pre-registration training. These are situated in semester 1 of year 4 and semester 2 of year 5. These periods are non-credit bearing, however successful completion is a requirement for the award of the degree. The periods of pre-registration training are undertaken in approved premises under the supervision of a pre-registration tutor and are recognised by the GPhC as satisfying their requirements for registration purposes. Students will be supported by the practice-learning team both in finding their period of pre-registration training and during their time in practice. We work with selected trainer providers mainly in the Yorkshire and Humber region. Students state preferences from the pool of providers and places are allocated according to level of performance in a standardised interview process.

Stage 1 (Year 1)

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
4	Developing Professional Practice (DPP) 1	C	30	1&2	PHA4007-C
4	Molecules to Systems	C	30	1&2	PHA4008-C
4	Lifecycle of a Medicine	C	30	1&2	PHA4009-C
4	Medicines and Health	C	30	1&2	PHA4010-C

At the end of Stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the relevant award learning outcomes at FHEQ Level 4 as specified in Appendix 1.

[THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH GPhC]

Stage 2 (Year 2)

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
5	Developing Professional Practice (DPP) 2	C	30	1&2	PHA5013-C
5	Pharmacy Science and Practice (PSP) 1	C	90	1&2	PHA5014-R

At the end of Stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the relevant award learning outcomes at FHEQ Level 5 as specified in Appendix 1.

[THIS AWARD DOES NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH GPhC]

Stage 3 (Year 3)

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
6	Developing Professional Practice (DPP) 3	C	30	1&2	PHA6019-C
6	Pharmacy Science and Practice (PSP) 2	C	90	1&2	PHA6020-R

Students will be eligible to exit with the award of Ordinary Degree of Bachelor of Pharmaceutical Studies if they have successfully completed at least 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the relevant award learning outcomes at FHEQ Level 6 as specified in Appendix 1.

Students will be eligible for the award of Honours Degree of Bachelor of Pharmaceutical Studies if they have successfully completed at least 360 credits and achieved the award learning outcomes at the relevant FHEQ level as specified in Appendix 1.

[THESE AWARDS DO NOT CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH GPhC]

Stage 4 (Year 4)

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
6	Professional Training 1 – non credit bearing	C	6-month pre-registration training period	N/A	PHA6002-Z
7	Patient Centred Care	C	60	2	PHA7059-E

Stage 4 (Year 5)

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Developing Professional Practice (DPP) 4	C	20	1	PHA7056-B
7	Pharmacy Special Studies (PSS)	C	20	1	PHA7057-B
7	Patient Safety and Decision Making (PSDM)	C	20	1	PHA7058-B
6	Professional Training 2 – non credit bearing	C	6-month pre-registration training period	N/A	PHA6003-Z

Students will be eligible for the award of Master of Pharmacy (MPharm) with Honours if they have successfully completed at least 480 credits, both 6-month Pre-Registration placements (indicated by a successful 39-week appraisal) and achieved the award learning outcomes at the relevant FHEQ level as specified in Appendix 1.

This award confers eligibility to apply for registration with GPhC; to be eligible for registration, graduates are also required to go on to sit and successfully pass the GPhC Registration Examination.

Placement and/or Study Abroad

This programme has a range of mandatory and optional placements available to students at all stages on the programme. For further information about study abroad opportunities please refer to

<https://unibradford.ac.sharepoint.com/sites/opportunities-abroad-intranet>

Learning and Teaching Strategy

Students will develop the knowledge, understanding and skills necessary to meet the learning outcomes of the modules through the programme's instructional learning and teaching strategy; TBL. Students will study the core knowledge-based content of the module out of class and discuss this in-class through a range of activities. Students will learn via a blended learning approach, meaning that whilst some of the sessions will continue to be taught as face-to-face classes, some will be conducted as live interactive online sessions, and some will be online materials that you can access at your own convenience.

The basic sciences will be taught in ways which emphasise their application to practice problems/interventions. Emphasis will be placed on providing students with concrete examples and illustrations (context) prior to the presentation of conceptual information. In this way, students are more likely to be motivated to learn. The learning and teaching strategy will place great emphasis on the adoption of learner-centred rather than teacher-centred approaches; accordingly, more emphasis on guided self-directed learning, TBL and enquiry (intervention) based learning and project work, with few didactic lectures. Methods of learning/teaching, including learning in the practice setting, will support curricular learning outcomes. Relevant skills will be developed in the appropriate practice setting and there will be a balance between community, primary care, hospital and industrial settings.

Within the core curriculum at each stage, students will study a DPP module which span the whole stage and builds their professional capabilities. The backbone of DPP develops the generic skills students will require in order for them to fulfil their future roles as a pharmacist and for successful employment, which are: Healthcare professional, Collaborator, Educator, Communicator, Self-directed learner, Manager, Problem solver, Scholar.

It is a requirement of the GPhC that initial pharmacy education and training must be based on principles of equality, diversity and fairness. Furthermore, the University requires that students are made aware of issues of equality and diversity, initially through the induction process and then throughout the curriculum. Issues of equality and diversity are embedded in the 'Promoting Health and Wellbeing' theme. Starting in the Stage 1 Medicines and Health module, social determinants of health and inequalities in health will be explored; and the concept of stigma and disadvantage across different client groups will be introduced as the programme develops (mental health, disability, ethnicity and transcultural health care). The Patient Centred Care module will consider the tailoring of communication and clinical skills to meet individual needs and will outline strategies for communication with people from a diverse society. There are some aspects in the design of the MPharm programme where issues of fairness, equality of opportunity and diversity of backgrounds need to be considered very directly. These include the establishment of the teams for TBL, the provision of opportunities for the development of generic skills in the backbone of DPP, and

the assurance that Work Based Learning Placements (WBLP) operate in accordance with these principles. The programme team will ensure that these aspects are carefully monitored.

Assessment Strategy

The overarching strategy for assessment is to develop and build on the complexity of assessment Stage-by-Stage. In Stage 1, end of year assessment is primarily through Module-specific examinations, plus some coursework tasks. Through Stages 2-4, this builds to synoptic integrated assessments, which assess students' learning across much of the material covered during the academic year/Stage. Some of these assessments are written and some are practical, including Objective Structured Clinical Examinations (OSCE) in the later years of the programme.

In-class assessment following self-study, is through a number of individual readiness assurance tests (iRAT) throughout the academic year. Following completion of the individual tests, students will discuss the iRAT assessment in teams of 5-6 and retake the assessment as a team (tRAT). In-class, students will then, in their teams of 5-6, apply this new knowledge to a number of formative assessments (to help them apply their learning) and summative assessments (to test their application of learning). These sessions are called 'Application Exercises' (AE) and help to develop students' ability to solve problems in a team; some of these sessions will be face-to-face classes and some will be conducted as live interactive online sessions. Finally, students will be assessed individually to ensure that they personally can meet each of the learning outcomes through summative synoptic performance tasks at the end of the module and/or stage. To pass the module, students will need to demonstrate a pass standard of 40% in each of the learning outcomes for that module. For DPP, assessment will be by a portfolio of evidence and reflection. In addition, the GPhC specify that any aspects of assessment of Law or Calculations must be passed at 50% and 70% respectively.

Assessment Regulations

Detailed regulations for progression and award in the MPharm programme and its interim awards, can be found in Appendix 2:

Due to the vocational nature of the programme and the requirements of the GPhC, the MPharm programme falls outside the scope of the standard University Assessment Regulations and is subject to programme-specific regulations. The MPharm programme regulations require that each learning outcome within a module is passed at a threshold¹ level and that condonement, compensation, trailing and extended resit opportunities will not normally be allowed.

If students attend an assessment event they are deeming themselves to be fit and well enough to sit the assessment. Unless there is evidence that they become unwell during an assessment, extenuating circumstances in relation to health or other issues will not normally be accepted after an assessment has occurred. It is important that students are able to manage minor illness and difficult or distressing life events at the same time as

¹ The threshold for achieving a pass standard for most modules and assessments is set at 40%. Marking criteria will ensure that this threshold mark reflects safe and effective practice and will not be based on a linear marking scale. For Pharmacy Law assessments, the threshold pass standard is set at 50% and for pharmaceutical calculations the threshold pass standard is set at 70%, in line with GPhC requirements.

pursuing their programme of study (just as they will have to do in the workplace). However, students are also responsible for themselves so if a student does not feel 'fit to sit' then they are strongly encouraged to exercise that option. Students should also take every opportunity to discuss their situation with their Personal Academic Tutor (PAT).

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience and performance at the Applicant Experience Day (AED), which may be online or in person.

The University of Bradford has always welcomed applications from disabled students, and these will be considered on the same academic grounds as are applied to all applicants. Students with a disability may wish to contact the Admissions Team and the University Disability Service before they apply.

The minimum entry requirements for the programme are as follows:

- For entry onto the programme, the 'normal route' is by offering three GCE Advanced-level subjects, one of which must be Chemistry or Biology, and another must be a further science subject (selected from Physics, Chemistry, Biology, Psychology or Maths). We are happy to accept a science or non-science subject (excluding General Studies and Critical Thinking) as the third A-level. The first science must be at a Grade B and the second science ideally at a grade B although a grade C will be considered due to the nature of the first year of the MPharm programme giving broad foundations for entrants. All GCSE passes must be to at least C grade (grade 4) and must include English Language and Mathematics or equivalent at grade C (grade 4) or above: these grades for English Language and Maths are also a requirement of our regulator the GPhC.

Applications are welcomed from mature students and we would encourage students to complete an Access course if they have been out of education for more than 5 years. Candidates with non-standard qualifications are advised to contact the Admissions Team to discuss their particular circumstances (pharmacy@bradford.ac.uk). On submission of a UCAS form, initial selection will be based on factors such as predicted grades, merit as shown by GCSE performance, work experience, skills, insight into the profession, personal interests and the academic referee's statement about the applicant. If selected, students will be invited to the School for an AED when they (and any accompanying guests) will have the opportunity to meet staff, view the facilities and discuss "the Bradford experience" with current students.

We consider applications from candidates with qualifications equivalent or superior to GCE Advanced level. In each case it will be the attainment in Chemistry or Biology and other science subjects that will be the principal factor. If a student is applying as a graduate we would consider an upper second-class Honours degree in conjunction with good A-levels in Chemistry or Biology and another science subject. Candidates offering other qualifications such as BTEC or Vocational A levels will be considered but must also obtain 48 points (old tariff: 120 points) (grade A) in GCE Advanced-level Chemistry or Biology. Scottish candidates should normally offer 128 points (old tariff 320 points) from mainly science-based Scottish Highers (all at Grade B or above and to include Chemistry or Biology) plus a

minimum of 2 Advanced Highers in Chemistry or Biology and a science subject at Grade A and B. Applicants should also have a broad range of Ordinary subjects at grade C or above. Irish candidates should normally have 128 UCAS points (old tariff: 320 points) from the Irish Leaving Certificate with Chemistry or Biology and a science subject (chosen from Physics or Maths) at grade A and three other passes at grade B, all at the Higher level. International or European Baccalaureate candidates should write for guidance to the Admissions Team, giving details of their subjects. Indeed, the Admissions Team would be pleased to discuss any candidate's individual circumstances if this would help. International applications are considered on individual merit in conjunction with NARIC.

Applicants who do not hold the specified A-Level subjects may be considered for the Clinical Sciences Foundation Year with a view to entering year one of the MPharm the following year. Entry onto the MPharm would be conditional on assessment performance at the end of the foundation year. Entry onto the MPharm is subject to passing all modules at first attempt and achieving a minimum of 60% in the chemistry module and an overall average of 65% or higher. Students that do not achieve this standard, but who pass the foundation year, would transfer to another programme within the Faculty of Life Sciences (e.g. BSc Chemistry, BSc Biomedical Sciences, BSc Clinical Sciences). Please note that these applicants would be nominated and supported as a potential future pharmacy student and as such this route does not permit transfer to study Medicine at the University of Leeds.

Where an applicant's first language is not English, and where an applicant possesses qualifications other than those indicated above, evidence is required of at least Level 6.5 attainment in the International English Language Testing Scheme (IELTS) with no sub-test less than 6, or a Cambridge Certificate at grade B or a pass in the University's own English Language proficiency Test or any equivalent to these.

As part of our admissions policy, we will invite students to an AED which will give students the opportunity to see the University and the city, look round the School and its facilities, and talk to current students who act as guides during the visit. Pharmacy is a profession, and we need to be assured during the AED that students have the personal commitment and necessary attitude, as well as the academic ability, to be a pharmacist. The AED will thus include:

- An interview - students will be interviewed by a member of academic staff and a current pharmacy student on a mixture of science, pharmacy knowledge and personal skills topics.
- A group activity - this will be an opportunity for applicants to demonstrate their communication, team-work and problem-solving skills and gives them a taster session of TBL.
- A tour of the facilities.

If students are successful at the AED, this will usually lead to a conditional offer.

If students are invited to an AED, before any offer of a place is made they will be asked to complete a Good Character Declaration as part of their application. The processing of any offer made to a student, and consequently their chances of obtaining an offer, will be fastest if they do this in advance of or during their attendance at the AED. Applicants to the MPharm who may have criminal convictions, cautions, reprimands or warnings should be aware that these are never classed as 'spent' under the Rehabilitation of Offenders Act 1974. The declaration of false information, or the failure to declare relevant information, may lead to the withdrawal of any offer to study the MPharm programme, or if a student is admitted and enrolled, they could subsequently lose their place on the programme.

Pharmacy is one of the registered healthcare professions and carries both privileges and responsibilities. A pharmacy student must demonstrate that they are able to exercise those privileges and bear those responsibilities. This means that pharmacy students must conduct themselves professionally at all times. Therefore, the GPhC has issued 'Standards for Pharmacy Professionals' and this applies to students from the first day of their undergraduate programme. The GPhC requires that any person applying to be registered as a pharmacist satisfies the Registrar that their fitness to practise is not impaired, and that they are of good character. As a condition of enrolment on the academic programme, all students are required to sign a Good Character Declaration, are subject to an enhanced Disclosure Barring Service (DBS) check and an Occupational Health Check. More advice on occupational health can be seen via the HEOPs website (http://www.heops.org.uk/HEOPS_Pharmacy_Students_fitness_standards_2013_v5.pdf).

The GPhC will carry out their own health and good character checks before registering an applicant. These checks relate to registration and are additional to checks made by universities and employers. The GPhC may not register a student if a check is failed, even if they have previously passed any university checks. If an applicant wishes to appeal against a GPhC decision to refuse registration, this should be done through the GPhC Appeals Committee. The GPhC will not provide prospective registration advice.

Student Fitness to Practise

Students on this programme are expected to conduct themselves professionally at all times. Students should be aware that their behaviour whilst at University, whilst on any placement in the practice setting, and in their personal life, may have an impact on their fitness to practise as a student. Health issues can also affect a student's fitness to practise, especially in cases when the problems have implications for the student's own safety, or for the safety of patients, carers, service users or colleagues, even when there are no complaints about the behaviour of the student. Students should be aware that unacceptable behaviour, some impairments and some health conditions may invoke the Student Fitness to Practise procedures of the University.

If, as a result of the Fitness to Practice procedures, a student is found to be unsuitable to remain on the MPharm, they will not be permitted to continue on this programme. If they are permitted to remain in the University, they may seek entry onto an alternative degree programme at the University of Bradford, with recognition of previously accrued credit, where relevant, in line with the University's transfer and recognition of prior learning procedures. Students in this situation will be counselled as to their options and supported to transfer degree programmes.

The UCAS tariff applicable may vary and is published here:

<http://www.bradford.ac.uk/study/courses/info/pharmacy-mpharm-5-years>

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

Recognition of Prior Learning

Exemptions for prior learning, achievement or experience will not be given. We do not consider any accreditation of prior learning for admission. A student wishing to study an MPharm programme at Bradford will begin their studies at Stage 1 and will be expected to complete all aspects of our programme and the required assessment. This applies to both internal and external students. The very nature of our spiral curriculum does not support

entry into any other year, as the core modules and skeleton of DPP are integrated into the curriculum.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Specification reformatted and made accessible.	February 2021
2	Annual changes for 2021 academic year	June 2021

