Master of Pharmacy Degree, MPharm (Hons) programme specification

Academic Entry Year:	2026/2027
Degree Awarding Body:	The University of Bradford
Main Location:	City Campus
Subject Benchmarks:	GPhC 2021 Standards for the initial education and training of pharmacists
Qualifications Framework:	Framework for HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2014)
Target Degree Award:	Master of Pharmacy with Honours (MPharm (Hons)) [FHEQ Level 7]
Intermediate/exit awards:	Honours Degree of Bachelor (BSc (Hons)) Pharmaceutical Studies [FHEQ Level 6]
	Diploma of Higher Education (DipHE) Pharmaceutical Studies [FHEQ Level 5]
	Certificate of Higher Education (CertHE) Pharmaceutical Studies [FHEQ Level 4]
Programme Admissions:	UK and international students
Programme Start Date(s):	September
Programme Modes of Study:	UCAS code B230: 4 years full-time

The General Pharmaceutical Council (GPhC) accredits this programme. Entry into Pharmacy is regulated by GPhC, requiring the completion of an advanced degree in Pharmacy (MPharm) and the foundation trainee pharmacist programme (FTPP). To register and practice as a pharmacist after completing this programme, trainee pharmacists must successfully complete all of the requirements of a GPhC accredited foundation trainee pharmacist programme, pass the registration examination and declare their fitness to practice.

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when an offer of a place on a programme of study at the University of Bradford is accepted. View our Student Contract for further details.

Information about this programme and its modules 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.

Recent changes

1. July 2025: Annual changes for the 2025 academic year, including changes to academic regulations.
2. October 2025: Confirmed variations to regulations and reformatted specification for improved accessibility.
3. May 2026: Annual changes for 2026, including new ‘Calculations’ modules and revised modes of study.
4. November 2026: Corrected target degree award title, curriculum tables, target/exit award eligibility.

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Introduction

The Bradford Master of Pharmacy programme supports students to develop and exceed the knowledge, skills, attitudes and behaviours required to meet the General Pharmaceutical Council's (GPhC) expectations of a future pharmacist. Graduates will need to complete the one-year Foundation Trainee Pharmacist Programme (FTPP) after the course if they wish to register as a pharmacist with the GPhC.

Our innovative, engaging, and interactive curriculum, built with advice from leading pharmacists and employers, has been designed to develop confident and competent graduates with the skills needed by pharmacists in practice. The curriculum places emphasis on health problems and pharmacy interventions on a population and individual basis. There is strong integration between basic sciences and their application to pharmacy practice, enabling students to understand the links and explain the science behind pharmacy.

Our up-to-date curriculum reflects the evolving and expanding role of the pharmacist in healthcare and includes periods of experiential learning (guided learning and assessment in clinical or practice settings such as GP surgeries, community pharmacies and hospitals). This is embedded within the course from Stage 1 with early opportunities for patient contact and relevant inter-professional learning.

Many professional and health-related occupations use Entrustable Professional Activities (EPAs) to allow students to perform discrete tasks without supervision once they have been signed off. The incorporation of EPAs and the associated skills log, evidence collation, and subsequent reflection into our learning and assessment strategy, prepares students for assessment in a clinical practice setting. Team-Based Learning (TBL) also forms a key part of the programme. This is an active, student-centred approach to learning and teaching, delivered by nationally recognised TBL experts. More information about Team-Based Learning is provided in the 'Learning and Teaching Strategy' below.

Programme Aims

The programme will enable students (A) to know, and understand, how to:

- Ensure safe and effective practice.
- Promote and respect patient autonomy.
- Promote justice.
- Demonstrate the roles of a pharmacist (including prescribing).

The programme will enable students (B) to develop a range of skills and qualities:

- A commitment to continual professional development.
- A holistic, person-centred and culturally competent approach.
- Self-awareness.
- Critical thinking.

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- Adaptability to change.

The programme will enable students (C) to:

- Use knowledge.
- Live the NHS values.
- Be the best version of themselves.
- Make decisions and take responsibility for them.
- Manage risk.

Programme Learning Outcomes

Students eligible for the FHEQ Level 7 Integrated Degree of Master award will be able to:

1. Communicate effectively and empathically and involve the appropriate people in decisions about care, in a variety of settings.

2. Collaborate effectively with the appropriate people, including members of the multi-disciplinary team and demonstrate leadership and management skills to ensure high-quality, person-centred care and to maintain continuity of care.

3. Demonstrate cultural competency, showing that an inclusive approach is used, that all people are treated as individuals and that protected characteristics, diversity and cultural differences are respected.

4. Adapt processes and communication to provide person-centred care that is tailored to individuals' needs, health risks, values and beliefs.

5. Proactively support and empower people to use their medicines and devices safely and effectively.

6. Demonstrate the professional values, attitudes and behaviours expected by the public and professional regulators. Take responsibility for professional judgements, decision-making and actions in all circumstances, considering health and safety, law and ethics.

7. Apply the principles of evidence-based practice to critically evaluate benefits and risks, to inform shared decision-making and optimise outcomes.

8. Take responsibility for the legal, safe and efficient procurement, supply, prescribing and administration of medicines.

9. Accurately perform calculations.

10. Apply the scientific principles relating to the discovery, design, development, formulation, preparation, packaging, quality assurance and disposal of medicines and devices, while accounting for sustainability and environmental concerns.

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11. Apply the scientific principles relating to chemistry, physiology, pharmacology, genomics and clinical therapeutics to ensure the safe and effective prescribing, use and monitoring of health, medicines and devices.

12. Complete a learning needs assessment, identify gaps in knowledge, reflect on their development and create an action plan to proactively address their needs. Keep up to date with scientific developments and new technologies. Use data and digital technologies to improve clinical outcomes and patient safety.

13. Take responsibility for all their actions. Ensure that all care and pharmacy service provision is safe, accurate and appropriate.

14. Apply the principles of clinical and information governance in relation to gaining consent, prescribing, supply, record keeping, safeguarding and management of people's personal data.

15. Proactively introduce appropriate discussion around local and national health and social care policies to promote healthy lifestyles and public health when consulting with people.

16. Demonstrate an awareness of the principles of pharmacovigilance and effective patient monitoring in the management of care, and of how this can improve health outcomes and minimise risk.

17. Demonstrate effective clinical assessment skills and diagnostic assessments, including physical examination, to identify the most appropriate course of action. Demonstrate a holistic approach and encourage a shared decision-making process, accounting for the factors that influence the impact of prescribing decisions on people.

18. Effectively identify, minimise and manage risk. Develop and manage performance of self and others to maintain and improve the quality of care.

19. Demonstrate resilience and flexibility, and apply effective strategies to manage multiple priorities, uncertainty, complexity and change. Reflect on their development to identify and proactively address their learning needs. Support the learning and development of others.

20. Take part in research activities, audit, service evaluation and quality improvement; demonstrate how these are used to improve care and services.

21. Respond appropriately to medical emergencies including the provision of first aid.

Learning and Teaching Strategy

Pharmacy students need to demonstrate that they possess both the knowledge and the skills required in practice. Our programme delivers learning and teaching which integrates the development of knowledge and skills. This prepares students for their subsequent Foundation Training and GPhC registration. The ability to gather evidence and reflect on practice in relation to these skills is supported by the programme.

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Our programme uses Team Based Learning (TBL) as the main delivery method for learning and teaching. TBL reduces the need for lectures and instead uses scenario-based activities to engage students in learning. Students are allocated to a TBL team (5-7 members) who they work with for the whole academic year.

The TBL process starts with some pre-work, which students complete independently before coming to class. This activity is supported by lectures to 'set the scene' and interactive student support sessions including a variety of quizzes, presentations, and case studies to help students to understand the learning material. The Readiness Assurance Process (RAP), then follows, where students are tested (both individually and in their teams) to ensure that everyone understands the background to the topic and is fully prepared to apply this knowledge to pharmacy-related scenario-based problems. In class, students work in their teams to complete a series of scenario-based Application Exercises (AEs) by applying their knowledge to pharmacy-related problems. Throughout the TBL process there are multiple opportunities for discussion and instant feedback which ensures that all aspects of the topic are covered, and everyone understands the learning material.

In addition to TBL, there are activities which take place in workshop classrooms, laboratories, and the clinical skills suite, providing opportunities to develop and practice essential pharmacy-related skills. The development of clinical and communication skills is supported using simulated and real patients and through clinical placements in various pharmacy workplaces. A workshop-style post-placement debrief provides an opportunity to share learning experiences and discuss any arising issues.

The learning and teaching strategy has been designed to develop the knowledge, understanding and skills necessary to meet the programme-level learning outcome requirements of the GPhC. In each Stage of the programme, module-level learning outcomes help students to understand what is required. Students are supported to develop a clear understanding of the module assessment criteria and how the teaching and learning opportunities will help them to achieve these. At the beginning of each academic year, each student is supported to complete a learning needs analysis to help them plan their study. Students learn how to become reflective practitioners, making use of self- and peer-assessment, formative feedback, reflection, and action planning to support them in developing as independent learners.

Throughout the programme, students will build a skills log and electronically record evidence of their personal and professional development in their e-portfolio, their Personal Academic Tutor (PAT) will provide support and feedback on these elements. In addition, students are supported to develop their independent research skills with input from their PAT, academic supervisor, and the Subject Specific Librarian. Problem-solving skills for increasingly complex pharmaceutical calculations will be developed, with additional support available to further aid students, where required.

A one-day, externally recognised, qualification in First Aid (including life support) is offered to all students in their final year of study, to equip them for Foundation Training and future practice.

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Assessment Strategy

Students are assessed by a range of assessments, including both individual and team assessments. Forms of assessment you can expect to encounter include:

- Long-loop (revision) assessments at the start of Stages 2, 3 and 4 help students to revise knowledge from the previous stage.
- Team-Based Learning (TBL): Readiness Assurance Tests (individually and as a team), Application Exercises (AEs) and Peer Assessment provides team members with feedback on their academic performance and team working skills
- Individual student e-portfolios are used to collect evidence of the development of skills.
- Skills Logs are used to record evidence of task completion and demonstrate competent and consistent (repeatable) performance, in classroom, simulated and practice-based settings. Entrustable Professional Activities (EPAs) are used as part of these assessments to determine levels of student independence when completing such tasks.
- Reflection and action planning and the incorporation of feedback is used to complete several reflective cycles which support students' professional and skills development.
- Research, Scientific Dissemination and Quality Assurance assignments are used throughout the programme to assess development in these areas.
- A laboratory report, written report, and oral presentation (Stage 1) introduces students to literature searching and allows them to understand the layout of a scientific paper.
- An audit report, a structured literature review report and poster presentation of the findings (Stage 2) develop literature searching skills and allow students to understand the audit cycle.
- A grant proposal (Stage 3) presented as a written report and an "oral bid" presentation prepares students with the skills needed to propose new services, bid for local contracts, and influence commissioning decisions.
- A final year research project (Stage 4) presented as an oral presentation of the findings along with a written report including an impact statement gives students a deeper insight into scientific research and the impact that this has on society.
- Pharmaceutical calculations are examined at each stage of the programme. Students MUST PASS each of the calculations exams, in line with the patient safety implications of performance in this area. The complexity of the assessment increases with each stage of the programme to ensure that students are practice-ready and prepared for the GPhC Registration Assessment.

An opportunity for formative assessment and feedback is provided, at appropriate times throughout the academic year, for all elements of assessment. At the end of the academic year, individual summative assessment of learning outcomes is through written examination and clinical assessment.

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Placement and/or Study Abroad

This programme has a range of mandatory and optional placements available to students at all stages on the programme. Further information about general and Faculty-specific placement opportunities is available on the University's **internships and placements** and **study abroad opportunities** websites.

The 4-year MPharm programme will not cover the Foundation Trainee Pharmacist Programme (FTPP). NHS England maintains a detailed website about **foundation training for pharmacists**. The University of Bradford plays an important role in the FTPP as part of the Foundation Training Consortium (FTC) for all trainees in the North East, Yorkshire, North West and Midlands of England.

The MPharm is not eligible for opportunities to study abroad at another University due to the requirements of professional accreditation. Students can still explore opportunities for short international activities (1-6 weeks) that are held over the summer periods by speaking to the University International Opportunities team.

Curriculum

Master of Pharmacy is an advanced undergraduate degree of 480 credits studied over 4 years, referred to as **stages**. The curriculum is delivered in the form of integrated core modules that develop students' understanding of the pharmaceutical and biomedical sciences in ways that demonstrate their relevance to pharmacists in practice. Each stage builds on the skills and knowledge developed in the previous stage, revisiting themes to consolidate previous learning and integrate it with higher-level learning as students progress through the course.

Modules are listed below along with their study period. Modules are studied either in Semester 1 (starting in September), Semester 2 (starting in January) or across the Academic Year (starting in September and continuing through January to the end of Semester 2).

Stage 1 modules provide students with the fundamental knowledge and skills that underpin the science of pharmacy and support the roles of a pharmacist. Students study 2 60-credit modules and the initial Calculations for Pharmacy exam:

Table 1: MPharm Stage 1 Core Modules

Module Code	Module Title	Credit	Level	Study Period
PHA4011-E	Fundamentals of Pharmacy Science	60	FHEQ 4	Academic Year
PHA4012-E	Fundamentals of Pharmacy Practice	60	FHEQ 4	Academic Year
PHA4018-Z	Calculations for Pharmacy 1	0	FHEQ 4	Semester 1

In **Stage 2** science and practice become fully integrated, focusing more on application of previously gained knowledge. Students study a synoptic 120-credit module alongside the second Calculations for Pharmacy exam:

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Table 2: MPharm Stage 2 Core Modules

Mod. Code	Module Title	Credit	Level	Study Period
PHA5015-G	Integrated Pharmacy Science and Practice	120	FHEQ 5	Academic Year
PHA5020-Z	Calculations for Pharmacy 2	0	FHEQ 5	Semester 1

Stage 3 introduces the concept of person-centred care requiring students to take a holistic approach to pharmacy practice. Students study a synoptic 120-credit module alongside the third Calculations for Pharmacy exam:

Table 3: MPharm Stage 3 Core Module

Module Code	Module Title	Credit	Level	Study Period
PHA6021-G	Fundamentals of Person-Centred Care	120	FHEQ 6	Academic Year
PHA6026-Z	Calculations for Pharmacy 3	0	FHEQ 6	Semester 1

Stage 4 looks at what is required to ensure patient safety at national, population and global levels and what is required to support the individual. Students study three modules including the final Calculations for Pharmacy exam:

Table 4: MPharm Stage 4 Core Modules

Module Code	Module Title	Credit	Level	Study Period
PHA7084-E	Safe Prescribing, Research and Development	60	FHEQ 7	Semester 1
PHA7105-Z	Calculations for Pharmacy 4	0	FHEQ 7	Semester 1
PHA7085-E	Person-Centred Care	60	FHEQ 7	Semester 2

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations for undergraduate taught courses published on the University's Website (Regulation 2) with variance from the regulation as outlined below and documented in the Variance Register:

- **Variance from 3.3 (Importing Credit):** Students may not be permitted to import academic credit for prior certificated learning and/or prior experiential learning.
- **Variance from 4.2 (Pass Requirements):** Students must achieve at least the pass mark stated in the module descriptor for all specified individual components in order to pass the modules identified as requiring this rule on the programme.
- **Variance from 6.1 and 6.2 (Continuation):** Students must pass all modules in each stage of study to continue to the next stage of their programme.

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- **Variance from 6.3 (Opportunity to Restudy):** There is no opportunity to restudy the Calculations for Pharmacy modules (PHA4018-Z, PHA5020-Z, PHA6026-Z, PHA7105-Z). Students who do not pass a Calculations for Pharmacy module at first attempt will be offered a second (and, if necessary, third) attempt within the same academic year.
- **Programme-specific classification** of an Integrated Degree of Master (variance from 7.1): The MPharm award is calculated based on a 0:10:20:70 weighted average of the best 100 credits at Stage 2 for 10%, Stage 3 for 20% and Stage 4 for 70%.
- **Variance from 7.3 (Posthumous and Aegrotat Awards):** An aegrotat award may not be awarded for the programme.

Students who successfully complete Stage 4 will be eligible to graduate with the untitled FHEQ Level 7 award of Degree of Master of Pharmacy with Honours (MPharm (Hons)). This award confers partial eligibility to apply for registration with the GPhC as a pharmacist. To be eligible for registration, graduates are also required to successfully complete 12 months of Foundation Training with an approved training provider and pass the GPhC Registration Examination.

THE EXIT AWARDS AT LEVELS 4, 5 AND 6 TITLED "PHARMACEUTICAL STUDIES" DO NOT CONFER ELIGIBILITY TO REGISTER WITH THE GPHC, DO NOT PERMIT FOUNDATION TRAINING TO BE A PHARMACIST AND DO NOT OFFER ENTRY TO THE GPHC EXAMINATION.

Student Fitness to Practice Procedure
The MPharm programme is subject to the **Student Fitness to Practice Procedure**.

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 where 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 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 can manage minor illness and difficult or distressing life events at the same time as 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 are proud to be **one of the most inclusive universities in the UK**. All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

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We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

If a school or college student is interested in studying pharmacy at Bradford, we recommend they come and see for themselves if possible. 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 also allows students to meet staff, view the facilities, and discuss studying at the University of Bradford with current students.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the **request support form**.

All applicants must have the following:

- International students and students who studied abroad may be asked to meet the English Language requirement - IELTS 7.0 with no sub-test less than 6.0. International applicants who do not meet the IELTS requirement can take a **University of Bradford pre-sessional English course**, which takes 3 to 10 weeks, or can look at taking a pathway with our **International College** from one term to a year.
- GCSEs at grade C or grade 4, including English Language and Maths. We are unable to accept equivalent RQF Level 2 qualifications such as Key Skills, for Pharmacy entry.

Students applying with Access to HE courses are only required to have these two GCSEs. Students applying through any other route to the programme require another GCSE at 4/C as well as two sciences (i.e., Biology, Chemistry, Physics or Combined Science), for a minimum of 5 GCSEs.

The typical entry profile for UCAS applicants is 128 UCAS tariff points from:

- A level – ABB, to include Chemistry or Biology and one other science subject (from Mathematics, Physics, Biology, Chemistry or Psychology at minimum A/B).
- BTEC Extended diploma – DDD, must include examinations.
- Access to HE courses – 128 UCAS points; 12 credits of chemistry or biology at Distinction; and 12 credits in other sciences at Distinction.

We are committed to raising aspirations and widening access to higher education, regardless of your background. The **University of Bradford Progression Scheme** welcomes Ucas applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

Examples of other equivalent international qualifications for students who studied outside of the UK are provided on the **University of Bradford page for a country or region**.

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Recognition of Prior Learning and Programme Transfers

Applications are welcome from students with non-standard qualifications or with significant relevant work experience. Please be aware that **exemptions for prior learning, achievement or experience will not be given.** We cannot 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 transfer students and those applying through the UCAS process. The nature of our spiral curriculum does not support entry into any other Stage of the programme.

Student Fitness to Practise and Programme Transfers
If, as a result of the Fitness to Practise procedures, a student is found to be unsuitable to remain on the MPharm, they will not be permitted to continue on the programme. Students required to leave the MPharm before completion will be counselled as to their options and supported to transfer to other suitable degree programmes.

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 (RPL) procedures. Find more information about **recognition of prior learning decisions** on the University website.

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page: **https://www.bradford.ac.uk/courses/ug/pharmacy-mpharm/**

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