The University Of Sheffield.

Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield

Programme Details

1. Programme title	Pharmacy
2. Programme code	HESU003
3. QAA FHEQ level	Level 7
4. Faculty	Health
5. School	Allied Health Professions, Nursing and Midwifery
6. Other Schools providing credit bearing modules for the programme	None
7. Accrediting Professional or Statutory Body	General Pharmaceutical Council
8. Date of production/revision	May 2024

Awards	Type of award	Duration
9. Final award	Masters' of Pharmacy (MPharm)	4 years (480 credits)
10. Intermediate awards	BMedSci in Pharmaceutical Studies	3 years (360 credits)
	Diploma of Higher Education in Pharmaceutical Studies	2 years (240 credits)
	Certificate of Higher Education in Pharmaceutical Studies	1 year (120 credits)

Programme Codes

11. JACS code(s) *Select between one and three codes from the HESA website.*	B230		
12. HECoS code(s) *Select between one and three codes from the HECoS vocabulary.*	100251		

Programme Delivery

13. Mode of study	Full-time
14. Mode of delivery	In Person

15. Background to the programme and subject area

The 4-year MPharm degree programme will provide students with the knowledge and practical skills to become, after completion of a Foundation training year, a General Pharmaceutical Council (GPhC) registered Pharmacist.

The course provides a unique combination of science and practice as a healthcare professional with students considering the role of drugs and medicines from their design, through therapeutic use and patient counselling and prescribing. Through University based learning and periods of experiential learning and inter-professional learning, students will develop their consultation, clinical decision making and leadership skills. The course will be delivered through disease based integrated modules which increase with complexity over the course. Learning will be case study based and delivered through team teaching to develop integrated problem-solving techniques. Varied assessment methodologies will be used including examinations, Observed Structured Clinical Examinations, coursework and continuous in place assessment of entrustable professional activities (EPAs).

This course is being opened as a response to changes in the role of Pharmacists nationally to become prescribers and the regional (South Yorkshire) shortage of Pharmacists across all sectors of the profession. The University has committed strategic investment funds for the development of appropriate specialised estate and recruitment of personnel for the delivery of the programme.

16. Programme aims

MPharm Pharmacy aims to:	
A1	Educate graduates to meet the Learning Objectives set by the General Pharmaceutical Council for an accredited MPharm and Registration as a Pharmacist.
A2	Prepare graduates to be evidence-based clinical decision makers able to apply a strong scientific foundation to clinical practice and prescribing.
A3	Prepare graduates that will be responsible for their own learning and continuing professional development and be *r*eflective, flexible, ethical and professional practitioners.
A4	Prepare graduates equipped with a research basis to critically evaluate practice and develop their profession.
A5	Prepare graduates with a strong background in public health and social accountability ready to work in the best interests of the health of people and society.

17. Programme learning outcomes

GPhC Learning Outcomes: Person Centred Care and Collaboration On successful completion of the programme, students will be able to demonstrate the following		**Links to Aim(s)**
PCC1	Demonstrate empathy and keep the person at the centre of their approach to care at all times.	A1, A5

PCC2	Work in partnership with people to support and empower them in shared decision-making about their health and wellbeing.	A1, A5
PCC3	Demonstrate effective communication at all times and adapt their approach and communication style to meet the needs of the person.	A1, A5
PCC4	Understand the variety of settings and adapt their communication accordingly.	A1, A5
PCC5	Proactively support people to make safe and effective use of their medicines and devices.	A1, A2, A5
PPC6	Treat people as equals, with dignity and respect, and meet their own legal responsibilities under equality and human rights legislation, while respecting diversity and cultural differences.	A1, A5
PPC7	Obtain informed consent before providing care and pharmacy services.	A1, A5
PPC8	Assess and respond to the person's particular health risks, taking account of individuals' protected characteristics and background.	A1, A2, A5
PPC9	Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care.	A1, A3, A5
PPC10	Demonstrate effective consultation skills, and in partnership with the person, decide the most appropriate course of action.	A1, A2, A5
PPC11	Take into consideration factors that affect people's behaviours in relation to health and wellbeing.	A1, A5
PPC12	Take an all-inclusive approach to ensure the most appropriate course of action based on clinical, legal and professional considerations.	A1, A3, A5
PPC13	Recognise the psychological, physiological and physical impact of prescribing decisions on people.	A1, A2, A3, A5
PPC14	Work collaboratively and effectively with other members of the multi-disciplinary team to ensure high-quality, person-centred care, including continuity of care.	A1, A3
GPhC Learning Outcomes: Professional Practice On successful completion of the programme, students will be able to demonstrate the following		
PP1	Demonstrate the values, attitudes and behaviours expected of a pharmacy professional at all times.	A1, A3, A5
PP2	Apply professional judgement in all circumstances, taking legal and ethical reasoning into account.	A1, A2
PP3	Recognise and work within the limits of their knowledge and skills and get support and refer to others when they need to.	A1, A3
PP4	Take responsibility for all aspects of pharmacy services, and make sure that the care and services provided are safe and accurate.	A1, A3, A6
PP5	Take responsibility for all aspects of health and safety and take actions when necessary.	A1, A6

PP6	Act openly and honestly when things go wrong and raise concerns even when it is not easy to do so.	A1, A3
PP7	Apply the science behind pharmacy in all activities.	A1, A2
PP8	Demonstrate how the science behind pharmacy is applied in the discovery, design, development and safety testing of medicines and devices.	A1, A2
PP9	Recognise the technologies that are behind developing advanced therapeutic medicinal products and precision medicines, including the formulation, supply and quality assurance of these therapeutic agents.	A1, A2
PP10	Keep abreast of new technologies and use data and digital technologies to improve clinical outcomes and patient safety, keeping to information governance principles.	A1, A2
PP11	Apply pharmaceutical principles to the safe and effective formulation, preparation, packaging and disposal of medicines and products.	A1, A2
PP12	Consider the quality, safety and risks associated with medicines and products and take appropriate action when producing, supplying and prescribing them.	A1, A2
PP13	Take responsibility for the legal, safe and efficient supply, prescribing and administration of medicines and devices.	A1, A2, A3
PP14	Demonstrate effective diagnostic skills, including physical examination, to decide the most appropriate course of action for the person.	A1, A2
PP15	Apply the principles of clinical therapeutics, pharmacology and genomics to make effective use of medicines for people, including in their prescribing practice.	A1, A2
PP16	Appraise the evidence base and apply clinical reasoning and professional judgement to make safe and logical decisions which minimise risk and optimise outcomes for the person.	A1, A2, A4
PP17	Critically evaluate and use national guidelines and clinical evidence to support safe, rational and cost-effective procurement for the use, and prescribing of, medicines, devices and services.	A1, A2. A4
PP18	Accurately perform calculations.	A1, A2
PP19	Effectively promote healthy lifestyles using evidence-based techniques.	A1, A5
PP20	Apply the principles of effective monitoring and management to improve health outcomes.	A1, A5
PP21	Anticipate and recognise adverse drug reactions and recognise the need to apply the principles of pharmacovigilance.	A1, A2
PP22	Apply relevant legislation and ethical decision-making related to prescribing, including remote prescribing.	A1, A2, A3
PP23	Prescribe effectively within the relevant systems and frameworks for medicines use.	A1, A2

PP24	Understand clinical governance in relation to prescribing, while also considering that the prescriber may be in a position to supply the prescribed medicines to people.	A1, A2
PP25	Take responsibility for people's health records, including the legality, appropriateness, accuracy, security and confidentiality of personal data.	A1, A2, A5
PP26	Understand and implement relevant safeguarding procedures, including local and national guidance in relation to each person.	A1, A2, A3, A5
PP27	Effectively make use of local and national health and social care policies to improve health outcomes and public health, and to address health inequalities.	A1, A5
PP28	Proactively participate in the promotion and protection of public health in their practice.	A1, A5
PP29	Identify misuse of medicines and implement effective strategies to deal with this.	A1, A2
PP30	Respond appropriately to medical emergencies, including the provision of first aid.	A1, A3, A5
GPhC Learning Outcomes: Leadership and Management On successful completion of the programme, students will be able to demonstrate the following		
LM1	Demonstrate effective leadership and management skills as part of the multi-disciplinary team.	A1, A6
LM2	Make use of the skills and knowledge of other members of the multi-disciplinary team to manage resources and priorities.	A1, A6
LM3	Develop, lead and apply effective strategies to improve the quality of care and safe use of medicines.	A1, A6
LM4	Actively take part in the management of risks and consider the impacts on people.	A1, A6
LM5	Use tools and techniques to avoid medication errors associated with prescribing, supply and administration.	A1, A2
LM6	Take appropriate actions to respond to complaints, incidents or errors in a timely manner and to prevent them happening again.	A1, A3, A6
LM7	Recognise when and how their performance or that of others could put people at risk and take appropriate actions.	A1, A3, A6
LM8	Demonstrate resilience and flexibility, and apply effective strategies to manage multiple priorities, uncertainty, complexity and change.	A1, A3, A6
GPhC Learning Outcomes: Education and Research On successful completion of the programme, students will be able to demonstrate the following		
ER1	Reflect upon, identify, and proactively address their learning needs.	A1, A3
ER2	Support the learning and development of others, including through mentoring.	A1, A3, A6

ER3	Take part in research activities, audit, service evaluation and quality improvement, and demonstrate how these are used to improve care and services.	A1, A4

18. Learning and teaching methods

A variety of learning approaches will be used across the curriculum to enable all students to succeed and to allow all educators to work within their preferred methodology. From year 1 there will be an emphasis on active learning, using application and case-based scenarios to reinforce core content through workshops and simulation teaching sessions. Whilst in year 1 significant material will be delivered through traditional lectures in the early stages, this will move to a more flipped approach as the year develops and as the students' progress through the years. To reinforce integration and contextualisation, workshops will be delivered through a team-teaching approach with cross-disciplinary scenarios developed by subject specialists.

Experiential learning and interprofessional learning are key aspects of the programme. Students will undertake periods of learning in practice, from volunteering through to a variety of Pharmacy settings from Year 1, to develop their skills and competencies. They will learn of the importance of team working in healthcare through interprofessional learning activities with students from across the Faculty of Health.

The course will adopt methods of learning that incorporate social and participatory dimensions including peer-learning, group working and learning from patients and the public.

19. Assessment and feedback methods

Assessment design is based on the GPhC 2021 Standards for the Initial Education and Training of Pharmacists Learning Outcomes and the University of Sheffield Assessment Framework.

Key aspects of the design of assessments for the MPharm will include:

- Ensuring authenticity wherever possible through for example simulated activities and case-based approaches. This will be facilitated through working with experiential learning providers.
- Equipping graduates for further study *e.g*. Foundation training examination or CPD.
- Providing consistency of approach when using the same assessment type to provide clarity to students. Assessment criteria and rubrics will also be available on the VLE for students to access.
- Ensuring accessibility of assessment for all students and signposting of students for additional support to University wide services.
- Integrating an inclusive approach in the design and implementation of assessment in line with the expectations of Higher Education Advance.
- The assessment strategy and programme will be informed by appropriate theory (*e.g*., Miller's Triangle) and educational research (*e.g.* entrustable professional activities) to ensure graduates feel prepared for practice.

A variety of assessment types will be developed appropriate to specific module learning outcomes. All assessments will be mapped to learning outcomes and the mapping made available to students. Exam delivery will be in-person and timed. For synoptic exams, we will aim to mirror practice by providing access to key resources through a locked down browser.

The types of assessments that will be used include:

Semester examinations – these will take the form of mixed MCQ – short answer papers. A number of MCQ approaches will be used of increasing difficulty including subject level single best answer, module level single best answer, extended matching and extended reasoning. This will enable assessment of both breadth and depth of knowledge (Graded on 0-100 scale, 40% pass mark).

Controlled open book synoptic case-based examinations involving review of notes / prescribing data and clinical decision making Graded on 0-100 scale, 40% pass mark)

Professional portfolio (PebblePad) (Pass / Fail)

Experiential Learning Activities and Entrustable Professional Activities (EPAs) workbooks (Pass / Fail)

Laboratory portfolios to cover scientific laboratory experiments (Graded on 0-100 scale, 40% pass mark)

Observed Structured Clinical Examinations (Pass / Fail)

Calculations Assessment (Pass / Fail)

Project reports, essays, extended written work (Graded on 0-100 scale, 40% pass mark)

Feedback

Feedback will be delivered in line with the University's six principles of feedback. The feedback method will be determined using the principles of the Feedback Benchmarking Framework and will include embedding of practical experience of using feedback in learning and teaching and staff moderation of feedback to ensure consistency as part of the internal review process. Students will be encouraged to log feedback in the feedback portal and access the support mechanisms.

For summative work, detailed feedback for students who do not meet the threshold criteria will be provided prior to their supplementary attempt. Additionally, cohort level feedback will be provided to all students through the VLE.

20. Programme structure and student development

The approach adopted, featuring six large credit modules, across the four years of the MPharm, will enable integration to be achieved at the multidisciplinary level of Harden's ladder for core delivery and at the Interdisciplinary and transdisciplinary level through interprofessional learning. Students will be enabled to develop their core competencies at the Shows How and Does levels of Miller's triangle through seven vertical integrated subject pillars that deliver increased complexity through a spiral curriculum. All modules are core within the degree programme to ensure completion of all GPhC learning outcomes. Within the Quality Improvement module there will be a level of choice of setting including the possibility of studying with a partner University overseas through the Turing programme. A choice element is also provided in the final 5-day experiential learning placement.

Horizontal Integration

The six proposed modules are shown in Figure 1. The use of large modules enables the use of synoptic assessments ensuring students have overall breadth of knowledge alongside depth, enables contextual people and patient-centred learning for students, delivers flexibility within credit allocations, avoids unnecessary duplication of material and provides temporal flexibility in experiential learning and inter-professional learning activities.

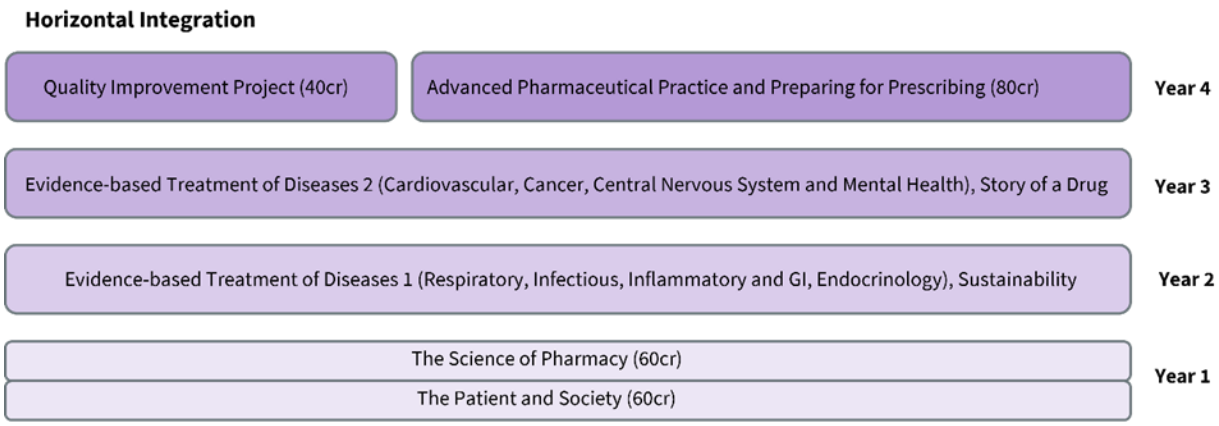

Figure 1: Horizontal Integration. Note: Module names are preliminary and subject to University approval

Year 1 (FHEQ Level 4): Year 1 comprises two year-long 60 credit modules: 'The Science of Pharmacy' and the 'Patient and Society'. These two modules will provide the fundamental underpinning knowledge to enable students to develop as clinical decision makers and prescribers.

The 'Science of Pharmacy' will be divided across the two semesters with teaching in the first semester being focused on core scientific skills and levelling out of students with different previous academic backgrounds and in the second semester providing the specialist skills basis for subsequent years. Thus, semester 1 will cover cell biology, anatomy and physiology biochemistry, biological organic chemistry and biological physical chemistry, while semester 2 will introduce, through the lens of the peripheral nervous system, drug design fundamentals, pharmacology, analytical chemistry and dosage form design. Taught material will be supplemented and reinforced by 12 practical sessions including extemporaneous dispensing.

The 'Patient and Society' will introduce students to the pharmacy profession, dispensing and the fundamentals of law and ethics through both taught sessions and experiential learning (Section 2.3). Teaching will include the underpinning legal frameworks for the sale and supply of human and veterinary medicines in the UK. The importance of professionalism and expected skills, attitudes and values will be addressed, as well as teaching to support the development of ethical and professional decision-making. Practical issues important in preparation for real world practice such as risk management, consent and confidentiality will also be covered.

This module will cover important legal and societal aspects of healthcare with a focus on equality, diversity and inclusion and recognition of key public health concepts relating to health inequality and the social determinants of health. Students' understanding will be consolidated through an experiential learning social accountability project.

Year 2 (FHEQ Level 5): Year 2 will run as a single 120 credit module encompassing five disease themes; respiratory diseases, infectious diseases, inflammatory disease, gastrointestinal diseases and endocrine disorders. Within each theme a patient centred approach will be adopted with the first learning session being with a Patient (Carer) as Educator discussing their experience with their condition, followed by epidemiology, underlying physiology, drug design and pharmacology, drug formulation and clinical decision making. Each theme will finish with another Patient as Educator session where students will pre prepare questions based on their learning for discussion. For each theme, the choice of exemplar drugs will be made by clinical staff based on NICE guidelines and local formularies, for any drugs in clinical trial or no longer in use a cross disciplinary discussion will be held as to their inclusion in core material. Appropriate and relevant laboratory practicals, up to 10, will be included to reinforce knowledge.

Alongside this, students will be taught practice issues related to different formulations and associated patient counselling. The development of clinical reasoning skills will be supported through responding to symptoms, further teaching of evidence-based practice, development of consultation skills (see section 2.4) and through understanding cognitive biases and human factors. Students will also be

introduced to the service delivery within Pharmacy settings.

Year 2 will incorporate both simulation activities and periods of experiential learning in practice in both community and hospital settings.

Year 2 will additionally include teaching on sustainability in healthcare, medicines design and manufacture and prescribing in line with TUoS 'one university' pillar. This activity will also enable learning through 'internationalisation at home' for the students.

Year 3 (FHEQ Level 6): Similar to year 2, Year 3 will run as a 120-credit integrated module incorporating 5 themes. Whilst the 4 clinical themes of cardiovascular disease, cancer, central nervous system disorders and mental health will run sequentially and using the same teaching model as year 2, the fifth theme; 'the story of a drug' will be year long.

The 'story of a drug' will consider all aspects of the drug discovery process from preliminary identification of a target, design of a drug, developing a formulation, genomics, clinical trials, licencing, NICE, marketing and post marketing surveillance through the medium of a group project incorporating both laboratory sessions and workshops supplemented by taught sessions. Students will be required to design a patient information leaflet for their drug and identify key counselling points for patients.

Year 3 will incorporate additional simulation activities and extend the periods of experiential learning in practice through longer placements in community and hospital settings and the addition of a primary care placement.

Year 4 (FHEQ Level 7): Year 4 will include two modules: 'Quality Improvement' and 'Advanced Pharmaceutical Practice and Preparing for Prescribing'.

The two month long 40 credit individual quality improvement project will be delivered through an embedded placement in practice with supervision provided by academics from the school and, supervisors from within the practice environment. Placements are being sought from all sectors to enable student choice and relevance to their preferred sector of practice.

The 'Advanced Pharmaceutical Practice and Preparing for Prescribing' module will consider ethics and clinical decision making in complex situations. Students will develop their clinical reasoning skills, critically evaluating available information to solve complex problems in relation to patient care. Specific patient groups will be targeted, for example, paediatrics, pregnant women, patients with reduced renal and liver function. Furthermore, students will be taught about the legal, policy, professional, ethical and clinical governance frameworks in preparation for their prescribing role. They will develop relevant basic physical assessment skills and clinical communication skills for the purposes of clinical management of patients. These will be developed through teaching and assessment in simulation prior to starting clinical placement and further developed under supervision whilst on placement.

Two additional foci of this module are: the development of pharmacists as educators, which will be enhanced by an interprofessional learning activity with speech and language therapy students, and the development of pharmacy managers and leaders.

Vertical Integration

Alongside the disease based horizontal integration, skills development will be achieved through vertical integration around seven pillars as shown in Figure 2. This approach enables spirality of learning with increased complexity as the students' progress and return to skills through the programme. To facilitate skills development, common marking rubrics will be prepared which will be used across years to enable students to track their improved performance.

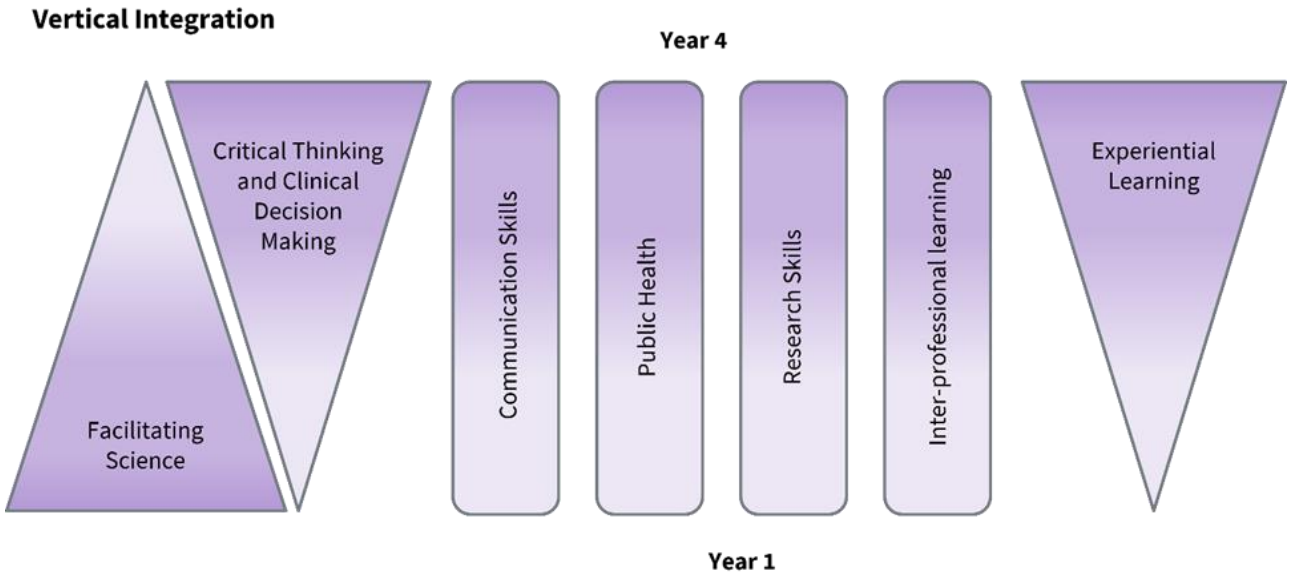

Figure 2: Vertical Integration around Seven Skills Pillars

Facilitating Science: A strong basis of subject specific science training will be delivered through the Year 1 60 credit module. This will be developed through contextualised application in years 2 and 3 culminating in the Year 3 group project. It is not intended that any new scientific teaching will be delivered in Year 4, however the knowledge of the students gained in the first three years will be applied to more complex situations through the year 4 module 'Advanced Pharmaceutical Practice and Preparing for Prescribing'.

Critical Thinking and Clinical Decision Making: This pillar will start from year 1 through the introduction of the pharmacy profession and the roles of the pharmacist, but subsequently developed extensively in Years 2 and Years 3 through interactions with the Patients as Educators, scenario-based application sessions and experiential learning in increasingly more complex diseases. Students in Year 4 will be performing at the 'Does level' as they consider complex cases and situations and the prescribing needed within these. Teaching will include reducing the impact of biases, use and interpretation of diagnostic tests and improving clinical (and ethical) decision making through deliberative thinking and justification of choices made.

Experiential learning: See Teaching Methods.

Communication Skills: Students will have opportunities to develop their oral and written communication skills in each year.

Working with Patients as Educators, students will develop information gathering skills, consultation skills, diagnostic skills and information giving skills and through interprofessional learning will develop education and teaching skills for other professionals including the development of formal presentations.

In year 1 students will be taught basic communication skills that reflect professional practice, both orally and in writing. They will also be introduced to the concept of shared decision-making. Year 2 will include taking effective drug histories and medical histories in preparation for placement activities. In year 3, students will further develop their skills around shared decision-making, for example, through the use of patient decision aids. Year 4 will allow application of all the developed skills within complex prescribing scenarios.

Yearly, the students will prepare a piece of extended writing, targeted at a specific group e.g. patients, other health professionals, scientists to develop audience specific approaches.

Public Health: The importance of public health will be highlighted in each of the years. In year 1 as part of the Patient and Society module, students will be exposed to key public health concepts and issues. This will span health inequalities and the social determinants of health, as well as basic

epidemiology and the patterning of health and disease; communicable and non-communicable diseases will be introduced as well as behaviour change and health promotion, with an emphasis on how these can be applied to Pharmacy. All students will take part in the social accountability group project. As students' progress in years 2 and 3, public health concepts will be returned to, as they are applied to particular conditions (e.g. the determinants of health as applied to obesity and diabetes/endocrinology); students will also be exposed to a more critical understanding of public health and will consider how to evaluate and critique public health interventions, health policy and behaviour change interventions.

Research Skills: Students will be introduced to the importance of evidence in decision making and basic statistical analysis in year 1. In year 2, the students will learn about the differences between quantitative, qualitative and mixed methods research, as well as key research designs (including experimental, observational/cohort and descriptive studies and associated hierarchies of evidence); students will also undertake an audit in a group. In year 3, students will be introduced to systematic reviews and meta-analysis and develop their critical review abilities through consideration of published papers. They will demonstrate the use of evidence in the preparation of a medicine information enquiry response. By year 4 the students will actively be using the developed skills in the individual quality improvement project. This approach is in line with the University of Sheffield 'education pillar' focus on research-led teaching.

Interprofessional Learning: See teaching Methods

USPs

Social Accountability: Social accountability is a key aim of the Faculty of Health to improve and enhance the way the University works in partnership with others across Sheffield and South Yorkshire. Building on the experience of the undergraduate medicine (MBChB) programme, since 2015, and to develop our students' understanding of the social determinants of health and the importance of interprofessional learning, we will develop the Year 1 group social accountability project. Here students will spend 16 days over 8 weeks working with charities, local community groups and local schools. In these placements, the partner will identify needs in their organisations to support health and wellbeing and students will develop resources to address these needs and provide a tangible contribution to the community. (https://www.sheffield.ac.uk/health/social-accountability/partnership-placements)

Sustainability: Sustainability is one of five actions under the 'one university' pillar of TUoS corporate plan with teaching in 'education for sustainable development' being a requirement of all programmes. We will address this in Year 2 through the inclusion of an online transnational, interprofessional workshop programme on 'Climate Change, Sustainability and Healthcare' with Universities in South East Asia.

Internationalisation: Within the MPharm, the sustainability initiative will enable students to experience 'internationalisation at home', an important approach to ensure all students, regardless of background and personal circumstances, can become global citizens by providing an opportunity to engage with other students and country perspectives without travel.

Additional opportunities to spend time at overseas partners will be provided to all students through the Year 4 Quality Improvement project. Working with our international partners we will identify projects that fulfil the same learning objectives but where data collection and supervision can occur in another country.

Employability: Employability and the development of Sheffield Graduate Attributes will be embedded within the MPharm. During the design process, activities and learning outcomes will be mapped to these attributes to highlight to students their skills development, aligning with the employability action of the education pillar of the TUoS corporate plan. The mySkills portfolio, including reflection on development, will be used as part of the professional portfolio in each year. Students through experiential learning will gain experience of working environments with an opportunity to experience a specialised area of choice in Year 4.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available online at http://www.sheffield.ac.uk/calendar/.

21. Criteria for admission to the programme

Our standard offer for year 1 entry will be AAB to include Chemistry and one other science (can incl. maths).

The admission criteria have been developed with reference to TUoS policy and are in line with similar courses (*e.g*. MChem Chemistry, BSc Biomedical Sciences) and with other similarly ranked Universities offering Pharmacy.

'A' levels	AAB including chemistry and one other science
International Baccalaureate	34, with 5 in Higher Level Chemistry
BTEC Extended Diploma	DDD in Applied Science (including the units Applications of Inorganic Chemistry, Applications of Organic Chemistry, Industrial Chemical Reactions, Practical Chemical Analysis)
BTEC Diploma	DD in Applied Science + B in A Level Chemistry

Foundation providers	Applications will be considered on an individual basis with respect to the programme curriculum. WP criteria will apply: meet any two or more of the following criteria at the point they left Further Education ● Lived in an area with a low progression to higher education; ● Lived in a deprived area; ● Received free school meals in years 10-13; ● Received a 16-19 Bursary or similar grant; ● Was a young carer; ● Lived in local authority care during their secondary education; ● Was estranged from both parents or legal guardians during their secondary/further education; ● Were the first in their family to enter higher education; ● Have parents who were unemployed or working in unskilled jobs; ● Have a disability;
Access to HE Diploma	Award of Access to HE Diploma in a relevant subject covering sufficient Chemistry units, with 45 credits at Level 3, including 36 at Distinction and 9 at Merit. Applicants are considered individually and must provide a course syllabus
Scottish Highers + 1 Advanced Higher	AAABB + B in Chemistry
Welsh Baccalaureate + 2 A Levels	B + AA, including Chemistry
Irish Leaving Certificate	H1, H1, H2, H2 in four subjects including Chemistry and one other science (incl. Maths)
'T' Levels	T levels in Health, Healthcare Sciences and Science are not accepted

International qualifications	NARIC equivalences will be used. Applications will be accepted from the University of Sheffield International College from the Foundation in Science and Engineering. No guaranteed progression will be in place for this programme. All students will be interviewed as a standard applicant.

Professional Entry Requirements: The suitability of students to meet the standards for Pharmacy professionals will be assessed during the Mini-Multiple Interview process through the use of scenario and situational judgement. Students will be advised during application of the fitness to practise requirements of the MPharm and the requirement for a DBS check.

Numeracy requirements: All applicants will require a 6/B in GCSE mathematics or equivalent.

English language requirements: All applicants will require GCSE English Language at grade 6/B; IELTS grade of 7 with a minimum of 6.0 in each component; or an alternative acceptable English language qualification.

Good-character checks: All entrants to the MPharm will be required to undergo a Disclosure and Barring Service (DBS) Enhanced Disclosure check during the first year of the course and prior to undertaking any placement activity. This requirement will be clearly advertised and included within offer making correspondence. Guidance on the process is provided at the University level (https://www.sheffield.ac.uk/study/policies/dbs). For students not normally resident in the UK a Certificate of Good Conduct/check from the relevant local police station wherever resident for over three months will be required.

Health checks: All entrants will be required to obtain occupational health clearance during the first year of their course and prior to undertaking any placement activity. This may require an individual assessment and/or vaccination. This requirement will be clearly advertised and included within offer making correspondence. This is to ensure that the student meets the fitness to practise standards on the Higher Education Occupational Practitioners (HEOPS) guidance. (https://heops.org.uk/wp-content/uploads/bsk-pdf-manager/2019/09/1521730902HEOPS_Pharmacy_Students_fitness_standards_2013_v5.pdf)

Prior Learning: We do not envisage accepting transfers from other courses or providers onto the MPharm programme except at Year 1. All applications to consider prior learning and entry to later years of the course will be considered on a case-by-case basis by the MPharm Head of Admissions.

Contextual offers – Student Background (Access+):

Through the Access+ scheme, students applying from a Polar 4, Q1 postcode will automatically receive a contextual offer of one grade lower *i.e*. ABB or equivalent for their qualification. Students who receive free school meals from other quintiles can apply for the same contextual offer through UCAS or the Access+ eligibility declaration. Prospective students who are care experienced or care leavers, carers, estranged from family, parents or forced migrants can additionally complete a disrupted studies application to receive further consideration on their offer. Access+ students will be prioritised in discussions if the offer is missed at results and will receive support for interview attendance.

Contextual offers – Additional Qualifications

Students applying with more than a 3 ‘A’ levels or equivalent will receive two offers as detailed below:

3 ‘A’ levels + Core maths	AAB ***or*** ABB, including two sciences + B in

	Core Maths
3 ‘A’ Levels + EPQ	AAB ***or*** ABB, including two sciences + B in relevant EPQ

Contextual offers – Participants in Widening Access Programmes

Participating students will receive a contextual offer of two grades lower *i.e*. BBB. Examples of such programmes are post-16 discover, Realising Opportunities, National Discover Sheffield, US in schools mentoring programme, Access to Sheffield (year 12-13) STEM or medicine, Access to Sheffield summer school and Sutton Trust summer school.

22. Reference points

The learning outcomes have been developed to reflect the following points of reference:

General Pharmaceutical Council Standards for the Initial Education and Training of Pharmacists 2021
https://www.pharmacyregulation.org/students-and-trainees/education-and-training-providers/standards-education-and-training-pharmacists

University Vision
https://www.sheffield.ac.uk/vision

23. Additional information

This degree is currently being accredited by the General Pharmaceutical Council and has been designed to reflect the requirements of the Standards for Initial Education and Training.

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching School(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at http://www.shef.ac.uk/ssid.