

Higher Education Achievement Report (HEAR)

This Higher Education Achievement Report follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement. The purpose of the supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

<p>PART 1 - INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION</p> <p>1.1 Surname:</p> <input type="text"/> <p>1.2 First Name(s):</p> <input type="text"/> <p>1.3 Date of Birth (day/month/year):</p> <input type="text"/> <p>1.4 Student identity number or code (if available):</p> <input type="text"/> <p>1.4.1 Unique Learner Number (ULN):</p> <input type="text"/>	<p>PART 3 - INFORMATION ON THE LEVEL OF THE QUALIFICATION</p> <p>3.1 Level of qualification:</p> <input type="text" value="http://www.manchester.ac.uk/edocs/edslevel"/> <p>3.2 Official length of programme:</p> <input type="text" value="4 Years"/> <p>3.2.1 Registered on Programme:</p> <input type="text" value="22 September 2008"/> <p>3.2.2 End Date:</p> <input type="text" value="08 June 2012"/> <p>3.3 Access Requirement(s):</p> <input type="text" value="http://www.manchester.ac.uk/edocs/edsaccessreqs"/>
<p>PART 2 - INFORMATION IDENTIFYING THE QUALIFICATION</p> <p>2.1 Name of qualification and (if applicable) title conferred:</p> <input type="text" value="Master of Pharmacy"/> <p>2.2 Main field(s) of study for the qualification:</p> <input type="text" value="Pharmacy"/> <p>2.3 Name and status of awarding institution (in original language):</p> <input type="text" value="University of Manchester"/> <p>2.4 Name and status of institution (if different from 2.3) administering studies (in original language):</p> <input type="text" value="Taught at the University of Manchester, Oxford Road, Manchester, M13 9PL, United Kingdom"/> <p>2.4.1 UK Register of Learning Providers - Provider Registered Number (PRN)</p> <input type="text" value="8462"/> <p>2.5 Language(s) of instruction/examination:</p> <input type="text" value="Taught and examined in English"/>	<p>PART 4 - INFORMATION ON THE CONTENTS AND RESULTS GAINED</p> <p>4.1 Mode of Study:</p> <input type="text" value="Full Time"/> <p>4.2 Programme Requirements:</p> <div style="border: 1px solid black; padding: 5px;"> <p>The University publishes the learning outcomes of its programme and its individual units in the programme and unit specifications available from school administrative offices. Details of programme requirements for studies at one of the University's partner institutions are available from the relevant institution.</p> </div> <p>4.3 Please see transcript for details (next page)</p> <p>4.4 Grading Scheme and, if available, grade distribution guidance:</p> <input type="text" value="http://www.manchester.ac.uk/edocs/edsgrading"/> <p>4.5 Overall classification of the qualification (in original language):</p> <input type="text" value="First Class"/>
	<p>PART 5 - INFORMATION ON THE FUNCTION OF THE QUALIFICATION</p> <p>5.1 Access to further study:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Bachelor Degree programmes may entitle access to Post-Graduate studies.</p> </div> <p>5.2 Professional status (if applicable):</p> <input type="text" value="http://www.manchester.ac.uk/edocs/edsprofstatus"/>

PART 6 - ADDITIONAL INFORMATION

6.1 Additional Information

Students at the University of Manchester have the opportunity to engage with activities outside the academic curriculum which contribute to the life of the University and the wider community. Participation in the activities shown here has been verified by the University of Manchester. Students may also engage in other activities outside the University which the University may not be able to verify and report but which may have contributed to their personal and professional development. The University routinely awards prizes to students subject to regulation and they are also listed in this section where applicable. In addition there are non-credit bearing training courses on offer to students. Participation in these is shown here also. Information on the protocols and approvals process used to verify data for inclusion in this section can be found here.

Non-programme specific information about the context of study

The Manchester Graduate

Intellectual Achievements:

The University of Manchester aspires that all graduates will have intellectual curiosity, will have learned how to learn, will have a clear understanding of the differences between fact and opinion, truth and falsity, validity and invalidity, and will have achieved the basic intellectual tools of logical analysis and critical enquiry. In addition, University of Manchester graduates should have mastered the epistemological, methodological and essential knowledge base of their programme of study, acquiring a basic understanding of the processes of enquiry and research through which existing paradigms are evaluated and new knowledge is created in that discipline or disciplines. The University intends that the education provision at Manchester will encourage students to value knowledge for its own sake, and to appreciate virtuosity and creativity, whether in art, music, science, literature or any other medium through which human discourse and human culture are advanced and enriched.

Personal Achievements:

University of Manchester graduates should have the opportunities to develop personal qualities of independence of mind and to take of responsibility for the values, norms, assumptions and beliefs that guide their behaviour as individuals and citizens. They should be encouraged and enabled to confront their own civic values and responsibilities as local, regional and global citizens. The University aims for all students to be equipped with advanced skills of written and verbal communication, and to have been educated in an environment that embraces and values cultural diversity. The University is fundamentally committed to equality of opportunity regardless of gender, race, disability, religious or other beliefs, sexual orientation, or age.

Prizes and awards made to students by disciplines, schools, faculties or the University. These may be academic prizes or relate to other student achievements and are subject to specific regulation and criteria

00000341 The University of Manchester Outstanding Academic Achievement Award

2012

This prestigious award is made to those students who have demonstrated exceptional achievement in their undergraduate academic career. It is awarded to approximately 30 students per year from the full graduating cohort of approximately 6500 students.

Roles, responsibilities and extra-curricular activities not contributing to the award of academic credit and not required as part of the degree programme. These activities are verified by the University and subject to approval processes before inclusion on the Higher Education Achievement Report. These activities do not constitute employment by the University of Manchester.

00000013 PASS (Peer Assisted Study Sessions) Leader

Facilitating the learning of other students following completion of a training course, based on the international model of Supplemental Instruction and covering the following key areas: facilitation, group dynamics, communication, questioning skills, and creative approaches to managing conflict and problems. PASS leaders are encouraged to explore the theory and approaches to learning in more depth, and to tailor their activities to meet the needs of their group.

00000012 Peer Mentor

Supporting the transition and orientation into university life with an emphasis on encouraging the social and pastoral interactions primarily in initial 6 weeks but extending to address key transition points throughout the year. Peer Mentors must complete a training programme developing skills such as: communication, mentorship, facilitation and leadership.

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6.2 Further information sources:

<http://www.manchester.ac.uk/edocs/edsfurtherinfo>

4.3 Programme details - (e.g. modules or units studied), and the individual grades/marks/credits obtained:

Pharmacy graduates will be able to recognise ethical dilemmas in healthcare and science, and understand ways in which these might be managed by healthcare professionals, whilst taking account of relevant law. They will appreciate and have understanding of main sources of drugs; ways in which drugs are purified, characterised and analysed; their physio-chemical properties; and properties of drugs display as

biologically active molecules in living systems. They will understand methods for the design, manufacture and performance of drug dosage forms and is able critically to appreciate the inter-relationship between formulation, drug delivery and therapeutic effectiveness. They will understand how medicines are developed, manufactured and brought to the market place. They will understand systems for the quality assurance of products and pharmaceutical services, including the management of risk. They will be able to use foundation knowledge, understanding and skills for promoting food health, diagnosing disease, and prescribing medicines. They will understand and can explain concepts of medicines management and pharmaceutical care. They will be able to undertake structured problem-solving and undertaken critical appraisal of information or conjecture of all forms of presentation. They will be able to apply appropriate research approaches and methods to manage scientific and practice problems. They will be able to critically reflect and evaluate clinical information. They will have the ability to perform pharmaceutical calculations accurately. They will be able to prepare extemporaneously any medicine for which this would be regarded as the normal means of provision, including aseptic technique. They will be able to interpret and evaluate, for safety, quality, efficacy and economy, prescriptions and other orders for medicines, and to advise patients and other healthcare professionals about medicines and their usage. They will have the basic laboratory skills required to perform Chemistry, Biochemistry and Microbiology experiments.

*** Marks out of 100%; Pass marks generally 40%**

Code	Subject	Grade	Stage	Credits	ECTS Credits
PHAR10011	Academic Literacy	77	1	10	5
PHAR10101	Organic and Pharmaceutical Chemistry	84	1	20	10
PHAR10131	Physical Pharmacy 1	84	1	20	10
PHAR10161	Information Technology	P	1	5	2.5
PHAR10181	Core Tutorials and Practical Skills	82	1	10	5
PHAR10192	Pharmaceutical Chemistry - EBL	84	1	10	5
PHAR10422	Introductory Cell Biology, Biochemistry & Microbiology	82	1	20	10
PHAR10432	Orientation to the Practice of Pharmacy	80	1	10	5
PHAR10452	Physical Pharmacy 2	87	1	10	5
PHAR10472	Pharmaceutical Calculations	90	1	5	2.5
PHAR20002	IPE HEALTH PROMOTION	78	2	10	5
PHAR20010	Core Tutorials		2	0	0
PHAR20091	Pharmaceutical Analysis	86	2	20	10
PHAR20132	Social Pharmacy (Communication)	80	2	10	5
PHAR20141	Physiology I	87	2	10	5
PHAR20161	Microbial Pathogenicity and Immunology	85	2	10	5
PHAR20172	Medicinal Chemistry	87	2	15	7.5
PHAR20182	Physiology 2	98	2	10	5
PHAR20192	Forensic Science	87	2	10	5
PHAR20221	Medicine Design I	78	2	10	5
PHAR20242	Medicine Design 2	82	2	10	5
PHAR20511	Drug Toxicity	78	2	5	2.5
PHAR30010	Disease Management 1	80	3	10	5
PHAR30201	Pharmacology I	87	3	10	5
PHAR30231	Extemporaneous Formulation	100	3	10	5
PHAR30261	Pharmaceutical Microbiology	76	3	10	5
PHAR30270	Core Tutorials		3	0	0
PHAR30282	Pharmacology 2	85	3	10	5
PHAR30312	Drug Metabolism and Disposition	82	3	10	5
PHAR30332	Rational Drug Design	89	3	10	5
PHAR30351	Chemotherapy & Phytotherapy	76	3	20	10
PHAR30381	Using OTC Medicines in the Treatment of Minor Ailments	87	3	10	5
PHAR30392	SOCIAL PHARMACY (Policy, Practice, Research & Evaluation)	77	3	10	5
PHAR30452	Law Relating to Pharmacy	P	3	10	5
PHAR40010	Core Tutorials		4	0	0
PHAR40021	The Practice of Pharmacy	86	4	10	5
PHAR40101	Disease Management 2	81	4	10	5
PHAR40151	Biopharmaceutics and Drug Delivery	82	4	10	5
PHAR40162	Cancer Biology and Therapy	86	4	10	5
PHAR40191	Microbial Disease and Immunisation	83	4	10	5
PHAR40250	Production and Development of Drugs	79	4	10	5
PHAR40302	Disease Management 3	82	4	10	5
PHAR40312	Pharmaceutical Care	69	4	10	5
PHAR40322	Law Relating to Pharmacy Up-Date		4	0	0
PHAR40500	Project	80	4	30	15
PHAR40611	Social Pharmacy (Governance, Ethics & the Professional Workforce)	80	4	10	5

7.1 Date

04 July 2012

7.2 Signature

S.W. J.S.

7.3 Capacity

Registrar and
Secretary

7.4 Seal



Description of Higher Education In England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so.

All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint.

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1> Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=2>

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate

awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <http://www.qaa.ac.uk/standardsandquality/otherrefpoints/Qualsboundaries09.pdf>)

Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).

Diagram of Higher Education Qualification Levels in England, Wales and Northern Ireland

National Qualifications Framework	Framework for Higher Education Qualifications	European HE Area Cycle/ typical credits	Progression with selection of students
8 Specialist awards	D (doctoral) Doctorates	Third cycle (540 where appropriate)	
7 Level 7 Diploma	M (masters) Masters degrees, Postgraduate Diplomas and Certificates	Second cycle (180/120/60)	
6 Level 6 Diploma	H (honours) Bachelors Degrees, Graduate Diplomas and Certificates	First cycle (360)	
5 Level 5 BTEC Higher National Diploma	I (intermediate) Diplomas of Higher Education and Further Education, Foundation Degrees, Higher National Diplomas	Short cycle (240)	
4 Level 4 Certificate	C (certificate) Certificates of Higher Education	(120)	
3 Level 3 Certificate Level 3 NVQ A levels	QCA/ACCAC/CCEA (non-HE) QAA	Entry	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	Entry to each level of the Framework for Higher Education Qualifications is possible from the next lower level in the National Qualifications Framework or Framework for Higher Education Qualifications for students with the necessary pre-requisites.		
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G			
Entry Entry Level Certificate in Adult Literacy	Typically one undergraduate academic year is 120 credits (compare ECTS: 60 credits)		National Recognition Information Centre for the United Kingdom (UK NARIC), Version 3, 17 February 2005