

Job Description

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| Job title | Professor of Pharmacy Practice |
| School / department | School of Pharmacy |
| Grade | Professor |
| Line manager | Head of School of Pharmacy |
| Responsible for (direct reports) | As allocated (e.g., academic staff, clinical educators, PGR students) |
| Date of creation or review | 16/02/2026 |

Main purpose of the job

To provide academic and professional leadership in pharmacy practice education and clinical pharmacy scholarship, contributing to the delivery, accreditation and continuous enhancement of the MPharm and related postgraduate/CPD provision. The post-holder will lead innovative teaching, assessment and experiential learning aligned with General Pharmaceutical Council (GPhC) standards; build and sustain strategic partnerships with NHS and other practice partners; and deliver a portfolio of scholarship and/or research enhancing the School of Pharmacy's reputation and student outcomes.

Key areas of responsibility

Teaching, learning and assessment

- Provide academic leadership for pharmacy practice teaching across the MPharm (and associated postgraduate/CPD provision), including curriculum design, pedagogic innovation, assessment strategy and quality assurance.
- Design, deliver and evaluate high-quality teaching using a range of methods (including simulation and interprofessional education), ensuring an inclusive learning environment and an excellent student experience.
- Lead the development, implementation and evaluation of assessment tools and criteria, ensuring robust moderation, academic standards and timely, developmental feedback.
- Supervise and examine undergraduate, postgraduate taught and postgraduate research projects as required; act as Director of Studies/supervisor for PGR students and mentor early-career colleagues in teaching.

Experiential learning and placement leadership

- Provide strategic leadership for experiential learning and placements, including the design of practice-based learning outcomes, quality frameworks, governance and continuous improvement.
- Build, maintain and grow a high-quality placement portfolio with external partners (e.g., NHS Trusts, primary care networks, community pharmacy, integrated care systems and third-sector providers), including educator capacity development.
- Lead stakeholder engagement with practice educators and partners to co-design placement activity, assure learner support, and respond to policy drivers and workforce needs.
- Undertake, as required, visits to placement sites, supporting students and practice educators and ensuring a safe, supportive and equitable placement experience.

Scholarship, research, impact and income

- Maintain a strong and credible profile of scholarship and/or research in pharmacy practice (e.g., pharmacy education, clinical services research, medicines optimisation, prescribing, or patient safety), evidenced by high-quality outputs and peer recognition.
- Lead and contribute to externally funded activity (research, educational development, evaluation or knowledge exchange), including identifying opportunities, developing bids and delivering funded projects.
- Demonstrate impact beyond academia (e.g., influence on practice, service redesign, policy, professional standards or public engagement) and contribute to REF and institutional impact objectives.
- Build national and, where appropriate, international reputation in pharmacy practice education and/or research through conference contributions, professional networks and leadership roles.

Leadership, management and academic citizenship

- Provide visible leadership within the School of Pharmacy, contributing to strategic planning, programme governance, accreditation activity and the enhancement of the School's culture and performance.
- Line-manage and mentor colleagues as allocated, supporting workload planning, performance development and professional growth; contribute to talent development and succession planning.
- Contribute to recruitment, outreach, widening participation and partnership activities that support student recruitment and civic mission.
- Participate in School of Pharmacy /University committees and working groups, and undertake academic administration appropriate to a professorial role.

Professional standards and compliance

- Maintain professional registration with the General Pharmaceutical Council and engage in continuing professional development appropriate to the role (including clinical credibility where relevant).
- Act as a role model for professional behaviours, equality, diversity and inclusion, and uphold University policies and procedures including health and safety and safeguarding requirements.
- Carry out other duties within the scope, spirit and purpose of the role as requested by the Head of Pharmacy or appropriate senior colleague.

In addition to the above areas of responsibility the post-holder may be required to undertake any other reasonable duties relating to the broad scope of the position, commensurate with the post, and in support of the University.

Dimensions / background information

- This role sits within the School of Pharmacy and contributes to delivery and enhancement of the University's accredited MPharm programme and related postgraduate/CPD provision.
- The post-holder is expected to lead significant elements of the pharmacy practice curriculum and experiential learning/placements portfolio, working closely with programme leadership, professional services and external practice partners.
- The role will normally involve leadership of scholarship/research activity, contribution to external income generation, and supervision of undergraduate and postgraduate students.
- The post-holder will represent the School of Pharmacy externally (e.g., with NHS partners and professional networks) and will contribute to accreditation, quality assurance and governance processes.

Person Specification

| | Criteria | Essential or Desirable ¹ | Demonstrated ² | | |
|---|---|-------------------------------------|---------------------------|-----------|-----------------|
| | | | Application | Interview | Test / Exercise |
| Qualifications and/or membership of prof. bodies | Registered pharmacist in good standing with the General Pharmaceutical Council (GPhC) | Essential | x | x | |
| | Doctorate (PhD or professional doctorate) or equivalent standing in a relevant discipline. | Essential | x | x | |
| | Senior/Principal Fellowship of Advance HE (or equivalent evidence of sustained teaching leadership) or commitment to attain within an agreed timeframe. | Desirable | x | x | |
| | Independent Prescriber annotation and/or advanced clinical practice qualification relevant to pharmacy practice teaching. | Desirable | x | x | |
| Knowledge and experience | Substantial track record of high-quality teaching and assessment in pharmacy practice and/or healthcare education, including leadership of modules/programmes and evidence of educational enhancement. | Essential | x | x | |
| | Experience of designing, delivering and assuring high-quality experiential learning/placements, including building and sustaining partnerships with practice providers. | Essential | x | x | |
| | Established profile of scholarship and/or research in pharmacy practice (education, clinical services, prescribing, medicines optimisation or related), evidenced by peer-reviewed outputs and recognition appropriate to professorial level. | Essential | x | x | |
| | Track record of external income generation (research, evaluation, educational development or knowledge exchange) and/or leadership of funded projects; ability to develop a pipeline of bids. | Essential | x | x | |
| Specific skills to the job | Ability to provide strategic academic leadership and drive change (e.g., curriculum transformation, assessment strategy, quality enhancement and accreditation readiness). | Essential | x | x | |

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| | Strong understanding of UK pharmacy education policy drivers and regulatory requirements (including GPhC standards) and ability to translate these into curriculum, assessment and placement design. | Essential | x | x | |
| | Ability to build and lead effective collaborations with external stakeholders (NHS, primary care, community pharmacy, industry/third sector) to deliver high-quality education and/or impactful scholarship. | Essential | x | x | |
| | Ability to articulate and evidence impact beyond academia (practice, service, policy, professional standards, public engagement) and contribute to REF/impact planning. | Desirable | x | x | |
| General skills | Excellent communication and influencing skills, able to present complex information clearly to different audiences and to represent the School of Pharmacy externally. | Essential | x | x | |
| | Proven people leadership, mentoring and line management skills; commitment to developing others and to inclusive leadership. | Essential | x | x | |
| | Ability to manage competing priorities and deadlines, using effective planning and governance to deliver to time and quality. | Essential | x | x | |
| Other | Commitment to equality, diversity and inclusion, and to student/staff wellbeing; ability to foster an inclusive learning environment. | Essential | x | x | |
| | Willingness and ability to travel to placement/partner sites and to work flexibly to meet business needs (within reasonable limits). | Essential | x | x | |
| | Commitment to maintaining professional registration and continuing professional development, and to working within University policies including health and safety and safeguarding. | Essential | x | x | |

Disclosure and Barring Scheme Is a DBS Check required: DBS (This post requires an enhanced DBS check)

Before making a selection, please refer to the University's [Disclosure and Barring Checks Guidance for Staff](#) and [Criminal Convictions, Disclosures and Barring Staff Policy and Procedure](#). If a DBS check is required for the role, a **Check Approval Form** will need to be completed.

¹**Essential Criteria** are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

Desirable Criteria are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements, to determine which applicants to shortlist.

²**Demonstration:** Select the Recruitment Process stage at which the candidates will have to demonstrate that they meet the criteria. Criteria which have to be demonstrated at application stage should be mentioned in the Recruitment Information Pack as Pre-Selection/Killer Questions, Shortlisting Questions or Shortlisting Criteria. Other criteria should be evaluated and tested at interview stage (e.g. through interview questions) or through additional tests, exercises or presentations. Criteria can (and should) be demonstrated at multiple stages.