

Job Description

Job title	Practice Learning Lead (Pharmacy)
School / department	School of Pharmacy
Grade	Grade 7
Line manager	Head of Pharmacy
Responsible for (direct reports)	Pharmacy Placements Manager
Date of creation or review	16/02/2026

Main purpose of the job

With leadership support from the Head of Practice Education, the post holder will lead the development, coordination and quality assurance of experiential learning (practice placements and workplace-based learning) for pharmacy students. The post holder will work closely with the University's central placements team, course leadership and external practice partners to secure sufficient placement capacity across the region, support practice supervisors/tutors, and ensure placements meet professional, GPhC and University quality standards. The post holder must be a UK-registered pharmacist with experience of supporting and supervising learners in practice.

Key areas of responsibility

- Map the regional experiential learning landscape to identify placement opportunities across community pharmacy, hospital pharmacy, primary care, and other relevant sectors.
- Maintain an up-to-date database of suitable placement areas, including capacity, supervisor capability, governance checks and quality status.
- Build and sustain relationships with practice learning partners (NHS Trusts, ICB/PCN partners, community pharmacy organisations, primary care providers, and relevant private/voluntary/independent sectors) to increase and diversify placement capacity.
- Support the development, implementation and review of placement agreements, onboarding processes and placement schedules in collaboration with the placements team and course leaders.
- Assist placement providers to design learning opportunities that meet the defined learning outcomes and assessment requirements for each year/stage of the MPharm programme.
- Ensure all students going out on placement practice have the necessary clearances including DBS, OH and mandatory training.
- Contribute to the preparation and ongoing development of practice supervisors/tutors (including workplace-based educators and designated supervisors) to effectively support and assess learners.
- Contribute to the preparation and ongoing development of academic staff with assessment responsibilities related to experiential learning (e.g., academic assessors/tutors), ensuring consistency and defensible decision-making.
- Facilitate teaching and briefing sessions for students to ensure they are adequately prepared for practice, including professionalism, patient safety, safeguarding, confidentiality, equality and diversity, and expected conduct in placement settings.
- Provide support to academic staff and placement providers when managing complex situations, including reasonable adjustments, underachievement, placement breakdown, and fitness to practise concerns.
- Work with practice partners to enhance the quality of students' learning experience, including supporting a culture of feedback, reflective practice and continuous improvement.

- Ensure each placement area is assessed against published quality standards and relevant professional requirements, and that issues are identified, escalated and resolved in a timely manner.
- Promote a partnership approach to audit and quality assurance of experiential learning, including site visits (as required), review of student and provider feedback, and action planning.
- Collaborate with the placements team to support allocation, reporting and compliance activities, including accurate record keeping and data returns.
- Contribute to GPhC accreditation/approval readiness by supporting evidence gathering and documentation relating to experiential learning.

In addition to the above areas of responsibility the post-holder maybe 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

The post holder will sit within the Practice Education Team alongside the Practice Learning Lead (Nursing) the School of Pharmacy and will be expected to work from University campuses as required and to travel to placement providers to support relationship management and quality assurance activity.

Person Specification

	Criteria	Essential or Desirable ¹	Demonstrated ²		
			Application	Interview	Test / Exercise
Qualifications and/or membership of prof. bodies	Registered pharmacist with the General Pharmaceutical Council (GPhC) (UK) and in good standing.	Essential	x	x	
	MPharm or equivalent pharmacy qualification (or UK-recognised equivalent).	Essential	x	x	
	Evidence of post-registration continuous professional development relevant to practice education and/or pharmacy education.	Desirable	x	x	
	Practice educator / workplace supervisor training, and/or independent prescriber qualification.	Desirable	x	x	
Knowledge and experience	Demonstrable experience of supporting and supervising learners (students/trainees) in pharmacy practice settings.	Essential	x	x	
	In depth knowledge of professional standards and requirements relevant to experiential learning in pharmacy (including GPhC standards and local governance requirements).	Essential	x	x	
	Ability to negotiate with stakeholders at all levels and build effective working relationships across organisational boundaries.	Essential	x	x	
	Experience of quality assurance, data capture/reporting and using feedback to improve learning environments.	Essential	x	x	
Specific skills to the job	Ability to work in a dynamic environment with competing demands, employing effective organisational and time management skills.	Essential	x	x	
	IT literate (confident with Microsoft Office and relevant placement management systems).	Essential	x	x	
	Ability to provide and receive complex information, present confidently and produce clear written documentation (including reports and action plans).	Essential	x	x	

	Willingness and flexibility to travel to placement providers and work across University campuses as required.	Essential	x	x	
General skills	Strong interpersonal, facilitation and communication skills.	Essential	x	x	
	Excellent team worker with an ability to motivate and inspire others.	Essential	x	x	
	Commitment to equality, diversity and inclusion and to maintaining a safe learning environment for students and patients/service users.	Essential	x	x	
Other	This post requires an enhanced DBS check.	Essential	x	x	
	Able to work from University campuses and travel within the region to deliver placement support and quality activity on site.	Essential	x	x	
	May be required to work occasional evenings to support partner engagement or student preparation activities.	Desirable		x	

Disclosure and Barring Scheme Is a DBS Check required: 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.

¹Essential 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.

²Demonstration: 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.