Program Learning Outcomes (PLO) aligned with QF Emirates

National Standards of Learning Outcomes for Bachelor level Program (QFEmirates-Level 7)	Learning Outcomes of PharmD program																								
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15	PLO16	PLO17	PLO18	PLO19	PLO20	PLO21	PLO22	PLO23	PLO24	PLO25
I. Knowledge																									
Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts	√	√	√		√	√																			
An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions	√	√	√		√	√																			
Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources	√	√	√		√	√																			

A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques				√	√																			
Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields				√	√																			
II. Skills																								
Technical, creative and analytical skills appropriate to solving specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline						√		√	√	√	√	√	√	√										
Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions						√	√	√	√	√	√	√	√	√										
Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline						√	√	√	√	√	√	√		√										
Highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters							√	√	√	√	√	√	√	√										
Aspects of Competence:																								

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
III a. Autonomy and Responsibility																								
Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning															√	√	√	√		√	√	√	√	√
Can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts															√	√	√	√	√	√				√
Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities															√	√	√	√	√	√	√			√
Can express an internalised, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships															√	√	√	√	√	√				√
III b. Role in Context																								
Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance																√	√	√	√	√				√
Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialisation in field of work or discipline																√	√	√	√					

Can participate in peer relationships with qualified practitioners and lead multiple, complex groups																		√	√		√	√	√	√	√
Can take responsibility for managing the professional development and direct mentoring of individuals and groups																		√	√						

III c. Self-Development

Can self-evaluate and take responsibility for contributing to professional practice, and undertake regular professional development and/or further learning																									√
Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts																									√
Can contribute to and observe ethical standards																									√