

# Programme Specification

# Pharmaceutical and Chemical Sciences Foundation Degree (Pre-Pharmacy):

|  |  |
| --- | --- |
| Date first produced | January 2023 |
| Date last revised |  |
| Date of implementation of current version | Sept 2023 |
| Version number | 1 |
| Faculty | Health, Science, Social Care and Education |
| School | Life Sciences, Pharmacy and Chemistry |
| Department | Pharmacy |
| Delivery Institution | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

|  |  |
| --- | --- |
| Award(s) and Title(s): | Pharmaceutical and Chemical Sciences FdSc (Pre-Pharmacy) |
| Intermediate Awards(s) and Title(s): | Cert HE |
| FHEQ Level for the Final Award: | Foundation Degree level 5 |
| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University St George’s, University of London |
| Location: | Kingston University and St George’s, University of London |
| Language of Delivery: | English |
| Modes of Delivery: | Full time taught |
| Available as: | Full field |
| Minimum period of registration: | FT 2 years |
| Maximum period of registration: | FT 4 years |
| Entry Requirements: | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **UCAS Code: F190** | | | | | | UCAS tariff points | 180 points | | | | | GCE A-Levels | Subjects required | Minimum Grades | | Other comments | | 96- 112 points from 2 A levels with a minimum grade C in Chemistry plus another science Biology, Maths or Physics plus 5 GCSEs at minimum C or 4 must include Maths, English Language and Science. | A2 Chemistry Grade C and A2 Biology (preferred), Maths or Physics. | | General Studies, Key Skills and Critical Thinking not accepted.  Plus GCSE: Minimum of five GCSE subjects (A\*–C or 9- 4): to include English Language and Mathematics and Double Award Science | | BTEC Nationals  (Diploma/Extended Diploma) | Specific Course(s) | | Minimum Grades | Other comments | | BTEC Diploma in Applied Science only | | MMM- DMM | BTEC Award and Certificate are not accepted. | | Access to HE Course (QAA validated) | Specific Course(s) | | Minimum Grades | Other comments | | Access Course | | 96- 112 UCAS points from Access in Science to include 15 L3 credits at Distinction in Chemistry and Biology | Access to Healthcare is not accepted. | | International Baccalaureate | Specific Course(s) | | Minimum Grades | Other comments | | A minimum of 30 points overall from your IB with 5 in Chemistry, Maths and Biology at HL and 5 SL in English Language. | |  | European Baccalaureate is also accepted, please contact admission team. | | Certificate of HE | Specific Course(s) | | Minimum Grades | Other comments | | Biology and chemistry to be core subjects | | 50% overall + 50% in all chemistry modules |  | | GCSE subjects | Subjects required | | Minimum Grades | Other comments | | English language  Maths | | 4  4 | Minimum of 5 subjects at minimum grade 4 | | Scottish qualifications | Advanced Highers are equivalent to A levels and Highers are equivalent to AS levels - A level entry requirements must be met. | | | | | Irish Leaving Certificate | A minimum of H44444 in the Irish Leaving certificate; must include Maths, English Language, Chemistry, Biology or Physics. | | | | |
| Programme Accredited by: | General Pharmaceutical Council (GPhC) |
| QAA Subject Benchmark Statements: | The programme outcomes are referenced to the GPhC’s Pharmacists’ initial education and training of pharmacists’ standards:  <https://www.pharmacyregulation.org/initial-training>  and the QAA subject benchmarks and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2022), and relate to all students. <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/chemistry> |
| Approved Variants:  These variants are not approved yet. The Department will apply for them once the course is validated. | All students are subject to Fitness to Practice regulations in addition to the University Students Disciplinary rules.  **For Pharmacy transfer:**  To pass onto level 5 MPharm, all major elements of assessment (exam and coursework) in each module must be passed at the pass mark, which is 40% at level 4 and 5. The exception is module PY4110 (academic and professional skills portfolio) where the e-portfolio must be passed separately and the coursework (in module test) and the practical (group presentation) elements need to be passed in aggregate to acquire a pass.  All modules and credits need to be passed to progress from one level to another. Students cannot progress from one level to another while trailing assessments of a 30 credit or zero credit module to the next level.  In addition, to pass onto level 5 MPharm you must also pass or complete the following:   * + Interview   + Calculations test   + OSCE   + Four days placement in total across level 4 and 5 and e-portfolio   + Inter-professional education activity   + Code of conduct   + Satisfactory DBS check and Health Check   + Meet Attendance threshold (see below)   The OSCE and Calculation test will be run in level 5 of the Foundation Degree. The pass mark will be standard set. These assessments will be synoptic and two attempts will be permitted with no opportunity for repeat. These assessments will be a part of a separate assessment component in one of the Foundation Degree (FD) modules at level 5 (PY5100 the Portfolio module), as a requirement for MPharm progression. As the OSCE assessment is where competence is being assessed within a specified time, no extra time for each station will be permitted, although other reasonable adjustments, e.g., large font papers, coloured filters, etc. will be provided.  Failure to achieve the required level will mean FD students will progress on the FD as per Undergraduate Regulations but will not be permitted to transfer to the MPharm.  Students who have repeated more than 60 credits during the foundation degree programme are not permitted to transfer to the MPharm programme. Furthermore, students who have retaken more than 120 credits during the foundation degree programme are not permitted to transfer to the MPharm Programme.  Compensation:  At Levels 4 and 5 inclusive, a maximum of 30 credits (one module) can be compensated if the failed module is 35% or above, and all other modules (at the same level as the compensated module) have been passed at 50% or greater.  Attendance threshold:  A minimum standard of 75% attendance is expected across each module for level 4 and 5 of the Foundation Degree. This is across all components of the modules, including lectures, workshops, practicals and seminars. This will be monitored by the module leader. Attendance will be monitored through electronic (SEATS) or paper registers.  A student who does not meet the attendance standard for a module will be referred to the University Fitness to Practise procedures in line with GPhC requirements. In addition, students will be set a reassessment related to the module(s) material that they missed through non-attendance. The assessment will be marked as pass/fail. Where it is not possible to design a reassessment by retake which will allow students to demonstrate achievement of the module learning outcomes, a repeat will be agreed or removal from the MPharm route and transfer to BSc in advanced pharmaceutics top up route.  All variants are to satisfy GPhC accreditation requirements and to ensure that students show sufficient knowledge and skills in the professional practice area to be fit to enter foundation year on graduation for those students wishing to pursue Pharmacy after the Foundation Degree. |
| UCAS Code: | F190 |

## SECTION 2: THE COURSE

### Aims of the Course

The Foundation Degree in Pharmaceutical and Chemical Sciences (Pre-Pharmacy) is offered as a two-year full-time foundation degree course, delivered over 4 modules per academic year.

This course is designed to support the attainment of a vocationally relevant foundation science degree, with available top up to BSc, or to facilitate further studies via Master of Pharmacy. The Foundation Degree has been accredited to allow students who graduate from the Foundation Degree to enter directly into the second year of the Pharmacy course. The course teaches students in areas that are relevant to pharmacy practice and associated professional standards. A sound background in chemistry, maths, academic and employability skills are developed at the start of the course in addition to basic body physiology, microbiology and basic pharmaceutics. Thereafter, the course focuses on the legal and ethical framework of pharmacy, the physiology of body systems and the foundation of diagnostic tests, the role of pharmacist within the community setting, including counter prescribing for minor ailments and health promotion, in addition to advanced pharmaceutics. The course also embeds experiential learning opportunities to build students competencies and skills.

In common with all foundation degrees, a third year “top up” to Honours programme is available to graduates of the course to gain a BSc (hons) Advanced Pharmaceutics.

The main aims of the foundation degree are:

* Provide the students with fundamental understanding of how bioavailability, pharmacokinetics, physical-chemical principles and techniques, including sustainable laboratory practices, are used in designing and formulating various types of pharmaceutical dosage forms with a focus on routes of administration.
* Give the students the basic knowledge and understanding of the core professional standards and processes relevant to their placement at community pharmacies.
* Provide student with a comprehensive knowledge of organic reaction mechanisms and their relevance in the synthesis of medicines and associated subject related practical skills.
* Introduce where relevant, priorities of patient welfare, safeguarding, confidentiality, inclusivity, consent, information governance in the health care profession related to pharmacy.
* Enable students to evaluate the cellular and physiological mechanisms of the human body and its regulation while developing the ability to apply theoretical principles in diagnosing patient health and disease pathophysiology.
* Impart a comprehensive introduction to the fundamentals of cell biology, with a specific focus on human physiology and the pathological microorganisms.
* Facilitate experiential learning that allows students to apply and demonstrate their future skills, while also maintaining a portfolio to document their newly acquired competencies.
* Cultivate the development of students' reflective skills enabling them to engage and plan their personal and professional growth.
* Nurture collaborative learning with effective team working and communication skills with patients and across health care professions.
* Equip the students with the knowledge to develop their written and oral communications skills.
* Prepare students for enhanced employment skills and handle challenges by developing an entrepreneurial mindset, empathy, critical thinking, and problem-solving skills.

### Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2022), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

### Programme Learning Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  On completion of the course students will be able to |
| A1 | Possess and apply appropriate professional skills including knowledge of laws, sustainable approaches, ethics governing the supply of medicines and effectively interacting with patients as part of a multidisciplinary team to promote health. | B1 | Demonstrate multidisciplinary and inclusive working, effective leadership, professional judgement. | C1 | Apply a communication framework to demonstrate patient centred interactions. |
| A2 | Apply chemical and physical principles to the design and formulation of dosage forms, and to recognise the importance of key concepts in physiology and microbiology relevant to healthcare. | B2 | Assemble data from a variety of sources and discern and establish connections. | C2 | Develop subject related practical work, recognise and implement relevant safety and sustainable requirements. |
| A3 | Recognise the drug development process and basic knowledge of pre-formulation, formulation stages and large-scale production. | B3 | Demonstrate the ability to be an independent autonomous learner. | C3 | Develop an academic and professional skills portfolio. |
| A4 | Describe basic and fundamental concepts underlying drugs bioavailability and pharmacokinetic in determining drug action and side effect. | B4 | Demonstrate the use of graduate attributes to explore problems within the context of pharmacy. | C4 | Apply chemical, biological, physical and  mathematical concepts to inform basic drug formulation. |
| A5 | Apply the underling principals of anatomy, cell biology, physiology and pharmacology to better understand diseases progression and treatment while being able to  explain the physiological and practical principles that underpin the diagnostic tests used to monitor patient health. | B5 | Critically analyse and appraise both primary and secondary sources of information. | C5 | Evaluate the aetiology and treatment of various diseases when dealing with case scenarios. |
| A6 | Identify molecules of medicinal relevance and assess the structure activity relationship. | B6 | Solve complex problems. | C6 | Implement modern laboratory techniques and sustainable laboratory practices. |
| A7 | Describe analytical and bioanalytical principles and instrumentation relevance to drugs and biologics. |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of key skills as listed in the following Graduate and Academic Success Framework:

### Key Skills

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Self-Awareness Skills | Communication Skills | Digital and numerical skills | Interpersonal skills | Research Skills | Management and Leadership | Creativity and problem-solving skills |
| Take responsibility for own learning and plan for and record own personal development | Synthesise information to express ideas clearly in writing and the spoken word to diverse and multiple audiences | Handle and understand number as required for context | Work well with others in a group or team | Identify and use effective ways to search and validate information | Seek opportunities to initiate and determine the scope of a task/project | View problems from a diverse range of perspectives to find solutions |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas effectively | Summarise and visualise numerical data | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Seek opportunities to identify and secure resources needed to undertake the task/project; efficiently schedule and manage the resources | Seek opportunities to address global and long-term challenges |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen to ideas of others in an unbiased way | Navigate, interact and contribute effectively, safely and legally with various digital platforms, including the web | Discuss and debate with others and make concessions to reach agreement | Apply the ethical requirements in both the access and use of information | Seek opportunities to set the direction, successfully complete and evaluate a task/project, revising the plan where necessary | Imagine, create and exploit solutions and more abstract ideas, including experimentation and risk-taking |
| Work effectively without supervision in unfamiliar contexts |  | Use personal and professional digital tools and environments | Give, accept and respond to constructive feedback | Comply with legal requirements in both the access and use of information | Seek opportunities to motivate and direct others to enable an effective contribution from all diverse participants | Work with complex ideas and problems, making evidence-based recommendations |
|  |  | Use technologies to effectively communicate and collaborate across dispersed/global teams. | Show sensitivity and respect for diverse values and beliefs | Accurately cite and reference information Sources |  | Enterprise skills (ability to anticipate, identify, and grasp opportunities) |
|  |  |  |  |  |  | Commercial acumen |

### Outline Programme Structure

Full details of each module will be provided in module descriptors and student module guides as available on Canvas.

This course contains no optional modules. All modules need to be completed and passed to progress.

### Level 4 (all core)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block |
| Academic and Professional Skills Portfolio | PY4110 | 30 | 4 | 1 and 2 |
| Basic Pharmaceutics | PY4160 | 30 | 4 | 1 and 2 |
| Foundation Chemistry for Pharmacy and  Pharmaceutical Sciences | PY4130 | 30 | 4 | 1 and 2 |
| Fundamentals of Human Physiology and  Infection | PY4150 | 30 | 4 | 1 and 2 |

Progression to level 5 requires a pass in all 4 modules. To progress into level 5 MPharm route, all major elements of assessment (exam and (coursework/practical in aggregate)) in each module must be passed at the pass mark, which is 40%. The exception is module PY4100 (academic and professional skills portfolio) where the e-portfolio need to be passed as a major element separately from the coursework/practical components. All modules and credits need to be passed to progress from one level to another. Students cannot progress from level 4 to level 5 while trailing assessments of a 30-credit module to the next level. Please see section ‘Approved variants’ in Section 1 under “For Pharmacy transfer” for more details.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

### Level 5 MPharm route (all core)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block |
| Academic and professional skills  Portfolio | PY5100 | 0 |  |  |
| Wellbeing and Health | PY5120 | 30 | 5 | 1 and 2 |
| Fundamentals of cell and human physiology | PY5131 | 30 | 5 | 1 and 2 |
| Approaches to Pharmaceutical Manufacturing | PY5141 | 30 | 5 | 1 and 2 |
| Pharmacy Law, Ethics and Practice | PY5111 | 30 | 5 | 1 and 2 |

Progression to level 5 MPharm after Level 5 FD route requires a pass in all major elements of assessment (exam and (coursework/practical in aggregate)) in each module which must be passed at the pass mark, which is 40%. In Addition, all elements of the portfolio module need to be passed separately. All modules and credits need to be passed to progress from one level to another. Students cannot progress from one level to another while trailing assessments of a 30 credit or zero credit module to the next level. Please see section ‘Approved variants’ in Section 1 under “For Pharmacy transfer” for more details. Please note, to pass onto level 5 you must also pass/complete the following:

* Interview.
* Calculations test.
* OSCE.
* Complete 4 days of placements and e-portfolio.
* Complete inter-professional activity.
* Meet attendance threshold.
* Code of conduct.
* Satisfactory enhanced DBS check and Health Check.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Foundation Degree

### Level 5 BSc route (all core)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block |
| Academic skills portfolio module level 5 | PY51XX | 0 | 5 | 1 and 2 |
| Wellbeing and Health | PY5110 | 30 | 5 | 1 and 2 |
| Fundamentals of Cell and Human Physiology | PY5131 | 30 | 5 | 1 and 2 |
| Approaches to Pharmaceutical Manufacturing | PY5141 | 30 | 5 | 1 and 2 |
| Pharmacy Law, Ethics and Practice | PY5111 | 30 | 5 | 1 and 2 |

Progression to level 6 (top-up) requires a pass in all modules taken.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Foundation Degree.

## Principles of Teaching, Learning and Assessment

All Foundation Degree students will be supported in their study, taking into account the Kingston University Curriculum Design Principles and the GPhC Standards of Initial Education and Training of pharmacists The foundation degree is accredited by the GPhC and it is one of the feeder courses for the MPharm.

The curriculum places a strong emphasis on professional communication, collaboration, and patient-centred care. These will be developed using simulated sessions and placements in community pharmacy.

The course utilises a wide range of teaching and learning methods that will enable all students to be actively engaged throughout the course. Diagnostic tests will help tailor teaching to specifically keep in mind the wide variety of students. A variety of teaching will be used to engage students in their learning, from lectures to workshops. Group work will be actively promoted, to help in peer learning. Practical sessions will help to implement theory taught in lectures. The workshops will allow for more one-on-one teaching between staff and students. Blended learning will again engage students and help identify areas for further study. A range of assessment methods will be used that enable students to demonstrate the acquisition of knowledge and skills. Methods include course work, oral presentations, in-class tests, multiple-choice question (MCQs), examinations, laboratory reports, OSCEs, calculations test and e-portfolio. Canvas and CAL packages are used as tools both to develop independent learning and for formative assessment. The assessment regime will be tailored to suit the learning outcomes of the modules. Both formative and summative assessment will be used. Assessments are designed to demonstrate the required GPhC learning outcomes, and the types of assessment chosen are to reflect the learning outcomes at the expected levels of the Millers Triangle, as set by the GPhC (knows, knows how, shows how, does). Future skills will be embedded across the curriculum, The Navigate program is integrated in level 4. During the course, students will be provided with opportunities to engage in collaborative work and explore problem solving which will help their transition through the University. This will help the students to develop key “future skills” graduate attributes such as creative problem solving, critical thinking, empathy, team collaboration, resilience and communication skills. Modules will have assessments suited to that subject area, as appropriate. For those, not on the MPharm route, the Explore workshops will be delivered at level 5 within the Academic Skills Portfolio module.

Modules have been developed to allow integration of teaching on different subject areas. This allows students to better establish the links between these subjects when describing the use and development of medicines as a whole.

Research informs the teaching delivered as many staff are active in pursuing their own research activities. Additionally, professionally registered staff have obligations to undertake continuing professional development requiring that they are up to date with the latest innovations in their field. Lecturers will bring these new developments into their classes. Additionally, all staff members at Kingston University run projects in their areas of expertise and give first hand instruction on research methods.

One of the key goals of the personal tutor initiative at Kingston University is to enrich a student's learning experience while also promoting their self-awareness and employability skills. Throughout the two-year program, tasks are assigned to the students that encourage ongoing communication between them and their personal tutor, fostering a supportive and constructive relationship during their time at the university..

The course incorporates an Interprofessional Education (IPE) opportunity to allow students to participate in collaborative work with other disciplines. To encourage student engagement, develop reflective learning and professionalism and record competencies achieved during placements, students will be required to complete a professional and academic portfolio (e-portfolio). T The e-portfolio will list competencies that students need to demonstrate at each level and will integrate discipline outcomes with professional and graduate attributes. Students will receive formative feedback and will be able to discuss the e-portfolio with a designated tutor. Placements will take place throughout the year including holiday periods. The e-portfolio must be satisfactorily completed for the student to progress to the MPharm route.

A must pass calculation test plus an objective structured clinical examination (OSCE) at level 5 are included within the academic and portfolio skills portfolio module at level 5 for those on the MPharm route.

## Support for Students and their Learning

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* Technical support to advise students on IT and the use of software
* A designated programme administrator
* An induction week at the beginning of each new academic session
* Canvas – a versatile on-line interactive intranet and learning environment
* A placement tutor to give general advice on placements
* Student Voice Committee
* Academic Success Centre that provides academic skills support
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disabled student support
* Union of Kingston Students
* Careers and Employability Service
* Mock interviews
* NAVIGATE and EXPLORE workshops to support students in their learning.
* New simulation units and placements encapsulating experiential learning
* E-learning packages such as SCRIPT and MyDispense to increase accessibility
* Students are encouraged to use LinkedIn Learning for personal development.

## Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
* Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers
* GPhC reaccreditation on a regular basis including interim practice visits
* Stakeholders meetings to inform the design and ongoing developments of the programme (Advisory Board).
* Quality assurance of placement providers

## Employability and work-based learning

The Foundation Degree in Pharmaceutical and Chemical Sciences is specifically designed with employability in mind. As the course is accredited by the GPhC, the course has been designed to fulfil the new standards for the initial education and training of students who wish to transfer onto the Pharmacy degree programme. The Foundation Degree also allows an alternative route of entry to degree programmes under ‘widening participation’ such as BSc in advanced pharmaceutics. As employability skills are essential for all students graduating from the Foundation Degree, students have time set aside to engage in work-based placements. The curriculum has been designed to provide students with four days placement in community pharmacies. During the first year of study (Level 4) students will participate in two days of community pharmacy based placement. In the second year (Level 5), students pursuing an MPharm route will continue with an additional two days of placement, while those not on the MPharm route will have the opportunity to self-organise two days of placement experiences.

The student's clinical skills and learning gained from the placements will be documented using an electronic portfolio (e-portfolio). This e-portfolio serves as a comprehensive record of the student's competency achieved through experiential learning and placements experiences. It also provides an opportunity for students to reflect on their personal growth, establish objectives, and take proactive steps towards their future aspirations in the pharmacy field. Through this process, students will attain graduate attributes that will help them navigate complex challenges within healthcare environments.

Within the Academic and Professional Skills Portfolio module at level 4, all students are aided in their development of and the continuous amendment of their CV, writing cover letters and identifying areas for employment. The vocational aspect of the course is emphasised throughout the 2 years of the Foundation Degree and the taught material supports this area. Employability skills are aided by both the work-based placements undertaken by the students, as well as material covered in modules taught on the Foundation Degree. Thus, the Foundation Degree is designed in a way to enhance the student’s confidence and ability in finding employment after completing the course.

## Other sources of information that you may wish to consult

General Pharmaceutical Council

[www.pharmacyregulation.org](http://www.pharmacyregulation.org)

Royal Pharmaceutical Society

[www.rpharms.com/](http://www.rpharms.com/)

Kingston University School of Pharmacy and Chemistry

[School of Life Sciences, Chemistry and Pharmacy - Kingston University London](https://www.kingston.ac.uk/faculties/faculty-of-health-social-care-education/schools/school-of-life-sciences-chemistry-pharmacy/)

## Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Level 4** | | | | **Level 5** | | | | |
|  | **Module code** | PY4110  Academic and Professional Skills Portfolio | PY41xx  Basic Pharmaceutics | PY41xx  Foundation Chemistry | PY41xx  Fundamentals of Human Physiology | PY5100 | PY51xx  Wellbeing and Health | PY51xx  Fundamentals of cell and human physiology | PY51xx  Approaches to Pharmaceutical Manufacturing | PY51xx  Pharmacy Law, Ethics and Practice |
| **Knowledge & Understanding** | A1 | S |  |  |  | S | S |  |  | S |
|  | A2 |  | S | S | S |  |  | S | S |  |
|  | A3 |  | S |  |  |  |  |  | S |  |
|  | A4 |  | S |  |  |  |  |  | S |  |
|  | A5 |  |  | S |  |  |  | S |  |  |
|  | A6 |  |  | S |  |  |  |  | S |  |
|  | A7 |  | S | S | S |  |  | S | S |  |
| **Intellectual Skills** | B1 | S | S | S |  | S | S |  |  | S |
|  | B2 | S | S | S | S |  | S | S | S | S |
|  | B3 | S | S | S | S | S | S | S | S | S |
|  | B4 | S |  |  |  | S |  |  |  |  |
|  | B5 | S | S |  |  | S | S |  | S | S |
|  | B6 |  | S | S |  | S |  |  | S |  |
| **Practical Skills** | C1 |  |  |  |  | S | S |  |  | S |
|  | C2 |  | S | S | S |  |  | S | S |  |
|  | C3 | S |  |  |  | S |  |  |  |  |
|  | C4 | S | S | S | S |  |  | S | S |  |
|  | C5 |  |  |  | S | S | S | S |  |  |
|  | C6 |  | S | S | S |  |  | S | S |  |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**