Template C4

Programme Specification

Title of Course: *MPharm (Hons) Pharmacy*

Date first produced	30/09/2012
Date last revised	13/09/2023
Date of implementation of current version	02/09/2024
Version number	4
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Life Sciences, Pharmacy and Chemistry
Department	Department of 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 modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): ***Up to 10 pathways***	MPharm (Hons) Pharmacy
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	Cert HE in Applied Pharmaceutical Sciences BSc (Ordinary Degree) in Applied Pharmaceutical Sciences Dip HE in Applied Pharmaceutical Sciences Masters in Applied Pharmaceutical Sciences
Course Code ***For each pathway and mode of delivery***	NPCKUDE4F
UCAS code ***For each pathway***	B230

RQF Level for the Final Award:	7
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road and SGUL
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 4 years
Maximum period of registration:	Full-time - 8 years
Entry Requirements:	The minimum entry qualifications for the programme are: From A levels: UCAS tariff points: 120-136 for MPharm (Hons); 80-88 for MPharm (Hons) including foundation year. A-levels to include Chemistry with a minimum of a grade B and at least one of the following: Mathematics, Physics or Biology with a minimum of a grade B. General Studies and Critical Thinking not accepted. BTEC National: BTEC Extended Diploma in Applied Science only. Applicants must also hold an A-level Chemistry with a minimum of a grade B. Access Diploma: We will consider a range of alternative qualifications such as an Access Course in Applied Science which has been passed with 128

	UCAS points. Applicants must also hold an A Level in Chemistry with a minimum of a grade B. A minimum IELTS score of 6.5, TOEFL IBT 88 or equivalent is required for those for whom English is not their first language. Candidates are normally required to hold five GCSE subjects grades 4 or above including Mathematics, Double Award Science and English Language (or comparable numeric score under the newly reformed GCSE grading). Enhanced DBS check and health check. Shortlisted applicants will be invited for an interview, which will require successful completion. We welcome applications from International Applicants. All non-UK applicants must meet our English language requirements. For this course it is: TOEFL iBT 88 (R=20, L=19, S=21, W=20) Pearson Test of English Academic (PTE) with an overall score of 59 and no elements less than 59. IELTS a minimum 6.5 overall grade in IELTS (Academic) with no components lower than 6.0.
Programme Accredited by:	General Pharmaceutical Council
QAA Subject Benchmark Statements:	*Pharmacy*
Approved Variants:	All students are subject to Fitness to Practise regulations in addition to the University Student Disciplinary rules. All major elements of assessment must be passed in academic and professional portfolio, clinical skills/clinical skills and leadership and pharmacy Law, Ethics and Practice modules at the pass mark to progress from one level to another. In addition, for other modules, major elements of assessments (exam and course work/practical elements) need to be passed to progress from one level to another. If a module has more than one component classed as coursework/practical, the components need to be passed as aggregate. Students cannot progress from one level to another while trailing assessments of a 30 credit or zero credit module to the next level.

	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. At Level 6 a maximum of 30 credits (one module) can be compensated if the failed module is at 35% or above and all other modules have been passed at 50%. At Level 7 one 30 credit module can be compensated if the failed module is at 45% or above, and all other modules have been passed at 55% or greater. To progress to the next level (4, 5 and 6) or to graduate (level 7) **students must pass the Academic and Professional Portfolio requirement in addition to the assessments embedded within it. These assessments are not compensatable.** • **Calculation test**: within level 4, 5,6 and 7: There is a 'must pass' calculation assessment. The pass mark is determined using standard setting principles. The assessment will become progressively more complex and challenging, spiralling calculations ability through the course. This assessment will be a part of the Academic and Professional Skills Portfolio in the MPharm at each level. A maximum of two attempts in level 4, 5, 6 and 7 will be permitted for this assessment, one before the June Assessment Board and one in the Reassessment period. • **OSCE assessment**. At level 4 it will be a 6 station OSCE, Level 5, 8 stations, level 6, 10 stations and Level 7, 12 stations. The pass mark will be standard set. This assessment will be synoptic and two attempts will be permitted with no opportunity for repeat at any of the levels. This assessment will be a part of the Academic and Professional Skills Portfolio in the MPharm as a requirement for MPharm progression. As these assessments are 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 added. • **Attendance**: An attendance standard of 75% in all activities within a module at Kingston University and St George's run modules or part modules is required at each level. 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 the 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. Failure to achieve the required level will mean allowing a level 4 student only to demonstrate achievement of the module learning outcomes, through a repeat or for other levels including level 4, removal from the MPharm course and dependent on academic credits gained this will be transfer to Pharmacology or Pharmaceutical Science at Level 4, transfer to BSc in Advanced Pharmaceutics at Level 5, graduation with BSc in Applied Pharmaceutical Sciences or transfer (if repeats are required in other modules) to Applied Pharmaceutical Sciences at Level 6, based on Undergraduate Regulations. The **e-portfolio** is embedded in Academic and professional skills module at level 4 and the clinical skills modules at level 5, 6 and clinical skills and leadership module at level 7. Completion will be taken as a measure of meeting the competencies of the experiential learning. Achievement of the competencies set at each level is a requirement to progress to the next level. **Limitation of retake/repeat opportunities** At Level 4 following failure at the first attempt, a student may be permitted reassessment by retake in 120 credits. Following academic failure at the second attempt a student will may be permitted reassessment by repeat in a maximum of 60 credits. At Level 5 following academic failure after the Reassessment Board, a student who has failed will be exited from the MPharm programme and transferred to an appropriate non accredited route, dependent on the number of academic credits, most likely BSc in advanced pharmaceutics.

	At level 6 following academic failure after the Reassessment Board, a student who has failed will be exited from the MPharm programme and awarded a BSc in Applied Pharmaceutical Sciences. If the student has insufficient credits for an award, they will be permitted to repeat under Undergraduate Regulations for a BSc in in Applied Pharmaceutical Sciences or can be transferred to an appropriate non accredited route, dependent on the number of academic credits they have achieved at that time. At level 7 following academic failure after the Reassessment Board, a student who has failed will be exited from the MPharm programme and awarded an MPharmSci in Applied Pharmaceutical Sciences or, if the student has insufficient credits for an award, permitted to repeat under Undergraduate Regulations for an MPharmSci in Applied Pharmaceutical Sciences. Alternatively, a BSc in Applied Pharmaceutical Sciences can be awarded. 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 the GPhC foundation training year on graduation.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

1. Develop professional and responsible practitioners, who are reflective, ethical, safe, sustainable and inclusive in their approach
2. Support students to uphold the expected professional attributes and standards including safeguarding, confidentiality, consent, sustainable practices and information governance
3. Prepare students to prescribe using evidence within relevant frameworks and systems whilst managing risk, and recognising the impact of prescribing decisions
4. Develop collaborative professionals with effective team working and communication skills whilst ensuring optimum continuity and transfer of care
5. Nurture and support leadership and management skills, emphasising resilience and flexibility
6. Build confidence in conducting person centred consultations and effective communication to optimise safe, holistic, sustainable and inclusive patient care and services
7. Prepare the students to apply the principles of critical thinking, problem solving, shared decision making and professional judgement
8. Equip students with the knowledge and skills to practise pharmacy underpinned by science and aligned with the United Nations Sustainability Goals.
9. Equip students with the ability to retrieve, appraise, consolidate and synthesise evidence in the decision-making process
10. Cultivate an appreciation of research, use of technology, digital tools, and quality improvement
11. Provide students with experiential and simulated learning opportunities to experience and engage in the process of diagnosis, supplying and prescribing medicines, monitoring outcomes, and managing medical emergencies
12. Develop practitioners that promote health whilst considering health inequalities and the United Nations Development Goals
13. Develop students who take personal responsibility for their personal development and life-long learning, who recognise their limitations, seek support, raise concerns and take appropriate action

B. Intended Learning Outcomes

The course outcomes are referenced to the GPhC's Pharmacists' initial education and training of pharmacists' standards and 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:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

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
A2	Apply chemical and physical principles to the process of drug development (including pre-formulation and clinical trials) and to recognise the importance of key concepts in chemistry, pharmacology and microbiology relevant to healthcare.	B1	Undertake evidence-based and person-centred decision making in relation to prescribing and/or medicines optimisation, deprescribing, reconciliation and health protection and promotion through simulations and experiential learning.	C1	Perform diagnostic tests, keep records, appraise data from scientific experiments and clinical trials and interpret pathology data.
A3	Possess and apply appropriate professional skills including knowledge of laws, sustainable approaches, ethics governing the supply of medicines and effectively interacting with patients and healthcare professionals as part of a multidisciplinary team to promote health.	B2	Optimise, select and prescribe medications safely and in a cost-effective manner while managing risks and follow up of care.	C2	Apply chemical, biological, physical and mathematical concepts as well as critical appraisal of literature using clinical guidelines and frameworks to inform treatment selection and disease management as part of a holistic decision-making process.
A1	Describe disease aetiology and be able to explain disease treatment through knowledge of anatomy, physiology, pharmacology, pharmaceutical formulation and pharmacokinetics.	B3	Demonstrate multidisciplinary working, effective leadership, professional judgement, and management skills including managing resources and priorities, proposing new services and campaigns and mentoring others.	C3	Evaluate available formulations to recommend or prescribe individualised treatment considering efficacy, safety, patient choice and suitability.
A4	Demonstrate the expected professional attributes, standards and legal frameworks in relation to safeguarding, inclusivity, confidentiality, sustainable practice, consent and information	B4	Demonstrate competence and ability to practise within all areas safely, including calculations, supply of medicines and prescribing while incorporating clinical governance processes.	C4	Undertake structured and holistic consultations in partnership with patients including taking their full history, performing appropriate clinical assessment, interpreting their results, monitoring, managing health including co-morbidities,

	governance contributing towards person-centred care.				safety netting and transfer of care and communicating effectively.
A5	Explain the scientific, physiological and practical principles that underpin the diagnostic tests used to monitor patient health, the interpretation of results and the recognition of the features of named altered health states.	B5	A5 Explain the scientific, physiological and practical principles that underpin the diagnostic tests used to monitor patient health, the interpretation of results and the recognition of the features of named altered health states. B5 Conduct effective holistic and inclusive consultations using prescribing attributes and diagnostic skills. C5 Document and endorse clinical skills and learning achieved through placements and simulated sessions in an e-portfolio that demonstrates their ability to reflect, set goals and take action in relation to their own development and future plans.	C5	Document and endorse clinical skills and learning achieved through placements and simulated sessions in an e-portfolio that demonstrates their ability to reflect, set goals and take action in relation to their own development and future plans.
A6	Discuss the main considerations in health promotion and public health and describe key theories in health and how they support the development of public policy, whilst addressing the UN Sustainability Goals and viewing problems from diverse perspectives to find solutions.	B6	Design, conduct and report on an independent research project, laboratory activity, an audit or service evaluation including the critique of the available literature related to the subject area.	C6	Evaluate multiple factors such as aetiology and treatment of various diseases when dealing with practical simulated patient case scenarios whilst working within the legal and ethical framework.
				C7	Develop good practices including numerical, analytical and laboratory skills and sustainable laboratory practices.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

Full details of each module will be provided in module descriptors and student module guides on Canvas.
All modules on this course are core and must be completed.

MPharm (Hons) Pharmacy

Level 4							
MPharm (Hons) Pharmacy							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
ACADEMIC AND PROFESSIONAL SKILLS PORTFOLIO MODULE LEVEL 4	PY4000	0	4	1 & 2			
Fundamentals of Cell and Human Physiology	PY4050	30	4	1 and 2		1	
Pharmaceutical Chemistry and Drug Delivery	PY4080	30	4	1 and 2		1	
Pharmacy Law, Ethics and Practice	PY4070	30	4	1 and 2		1	
Wellbeing and Health	PY4060	30	4	1 and 2		1	
Optional Modules							

Progression to Level 5

Progression to level 5 requires completion of all modules and the academic professional portfolio. The professional portfolio includes among its elements a must pass calculation test and an objective structured clinical examination (OSCE).
Level 4 module parts requirements are as follows:

PY4010: in order to achieve an overall pass for the module it ***IS*** a requirement that:

- The portfolio of practical assessment element and portfolio of mini quizzes elements are passed on aggregate **and**
- The end of module exam element is passed separately

PY4020: in order to achieve an overall pass for the module it ***IS*** a requirement that:

- The in class test element and patient case presentation element are passed on aggregate **and**
- the end of the module exam element is passed separately

PY4030: in order to achieve an overall pass for the module it ***IS*** a requirement that:

- The portfolio of MCQ/SA mini-tests based on practical elements and the essay on microbiology subject element are passed on aggregate **and**
- the end of module exam element is passed separately

PY4040: in order to achieve an overall pass for the module it ***IS*** a requirement that:

- The portfolio of Scientific writing activities element and portfolio of short practical reports element are passed on aggregate **and**
- the end of module exam element is passed separately

PY4000 is a must pass.

Students exiting the program at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Applied Pharmaceutical Sciences. Note: "Pharmacy" is a restricted word and hence the only qualifications which may bear this name are those which allow registration with the GPhC. Exit awards below MPharm do not allow this.

Level 5							
MPharm (Hons) Pharmacy							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
ACADEMIC AND PROFESSIONAL SKILLS PORTFOLIO MODULE LEVEL 5	PY5000	0	5	1 & 2	PY4000PY4010PY4020PY4030PY4040PY5010PY5020PY5050PY5040		
Cardiorespiratory and Endocrine	PY5041	30	5	1 and 2		1	
Clinical Skills 1	PY5021	30	5	1 and 2		1	
Drug Design, Delivery and Quality Control	PY5011	30	5	1 and 2		1	
The Central Nervous System, Gastrointestinal Tract and Immunology	PY5051	30	5	1 and 2		1	
Optional Modules							

Level 6							
MPharm (Hons) Pharmacy							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
ACADEMIC & PROFESSIONAL SKILLS PORTFOLIO 3	PY6000	0	6	1 & 2	PY4000, PY4010PY4020PY4030PY4040PY5000,PY5010PY5020PY5050PY50		

					40PY6010PY6020PY6030PY6150		
Clinical Skills 2	PY6031	30	6	1 and 2		1	
Endocrine, The Eye, Reproduction and Inflammation	PY6021	30	6	1 and 2		1	
Infection, Immunology, Haematology and Cancer	PY6011	30	6	1 and 2		1	
Neurology, Mental Health and Cardiovascular	PY6151	30	6	1 and 2		1	
Optional Modules							

Level 6 requires the completion of

Level 7							
MPharm (Hons) Pharmacy							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
ACADEMIC AND PROFESSIONAL SKILLS PORTFOLIO MODULE LEVEL 7	PY7000	0	7	1 & 2	PY4000, PY5000, PY6000	0	0
Clinical skills and Leadership	PY7021	60	7	2		1	
Integrated and Holistic Therapeutics	PY7011	30	7	1		1	
Research Project	PY7031	30	7	1		1	
Optional Modules							

D. Principles of Teaching, Learning and Assessment

This programme has been designed taking into account the KU inclusive curriculum design principles, United Nations Sustainability Goals, Future Skills and graduate attributes. The GPhC Standards of Initial Education and Training of pharmacists underpins the curriculum. A range of different teaching and learning methods coupled to relevant assessment tasks are employed throughout the course. Students not only need to gain knowledge of pharmacy, its practice and underpinning science, but they also need to develop key skills such as critical thinking, leadership, clinical skills, communications skills and professionalism. In addition, the e-portfolio records their achievements of competencies through experiential learning, simulations and placements which allows them to reflect, set goals and take action in relation to their own development and future plan. Students

will attain graduate attributes such as problem solving and effective communication to explore complex challenges within working environments in healthcare. This ensures graduates achieve the baseline consultation skills, prescribing attributes and confidence to build upon during their foundation year training.

Sustainability and inclusivity are embedded throughout the curriculum, tackling current topics such as global health, health inequalities and promoting good health and wellbeing for all. Students are encouraged to develop creative thinking at various levels, including innovative ideas to combat health inequalities and designing and implementing public health campaigns and pharmacy services. Interprofessional Learning (IPL) opportunities are spiralled throughout the curriculum for students to engage with and work collaboratively with other disciplines such as nursing. Inclusive and accessible reading lists are provided for all modules.

The course has been put together to be an integrated whole, where the ideas and concepts introduced in one module are reinforced in other modules either running concurrently or in later years, using a spiralling and progressive curriculum. For example, at level 4, students will be trained in responding to symptoms over the counter and be able to apply this knowledge and skills during placements. This will be built upon in subsequent levels, primarily in the Clinical Skills modules where they will obtain knowledge and skills in diagnosis and prescribing for more complex clinical problems. Graduating students will have experience in consultation skills and confidence in applying clinical skills, clinical reasoning and problem solving and demonstrate professional attributes as expected by patients and the NHS, working across health systems, which will be built upon during the foundation training year.

Teaching methods are varied, linked to module level and designed to engage different learning styles. Later modules rely more on independent directed study whereas in the early course more material is delivered via lectures. Lectures are inclusive and employ a range of styles including didactic, blended learning and flipped classroom approaches. Workshops are used to reinforce learning and to develop group working and debate. In addition, Navigate, Explore and Apply workshops are embedded in the curriculum and interlinked to skills development within the discipline. All workshops serve as formative measures of progress in the module. Practical work is closely related to the taught content and is used both formatively and summatively to develop manipulation skills, data collection and analysis. Communication skills are developed through oral and poster presentations of lab work or literature research as well as role playing scenarios in various pharmacy settings, placements and simulated settings. Role playing scenarios encourage students to engage in peer review and use constructive feedback strategies with each other. Case and scenario-based learning is used throughout the curriculum, using a diverse range of patients to enable students to see themselves reflected in the curriculum, for example, how skin conditions present on different skin colours. Canvas and CAL packages are used as tools both to develop independent learning and for formative assessment. The use of a virtual learning platform creates a more accessible curriculum. Academic mentoring is offered to students to facilitate student learning and increase student success.

Students participate in learning activities in simulation suites (dispensary and community pharmacy, hospital ward, GP surgery and consultation room) and

placements across a variety of pharmacy settings, which occur as core activities in each level. The use of role players and Manikins in teaching enables students to apply their knowledge and skills in a safe learning environment with multiple opportunities for feedback. Simulation activities with other health care professional such as nursing and medical students reinforce the multi-disciplinary nature of patient care. Through the substantial experiential learning programme at each level, with placements in a variety of pharmacy and health care settings including community pharmacies, GP practices and hospitals, students are able to appreciate first-hand the varied role of pharmacists and additionally demonstrate and apply their knowledge, communication and consultation skills with patients and other health care professionals. Students gain an appreciation of diverse patient needs and develop a holistic approach to practice by having placements in alternative healthcare settings such as nursing homes, blood and transplant centres, and neuro-rehabilitation centres, alongside dieticians, occupational therapists and phlebotomists. The simulated workshops and the experiential learning opportunities are designed to help students to succeed during the course and beyond and enable them to meet the future skills requirements and achieve desired graduate attributes.

Students are supported by a placement tutor at the university and have a designated supervisor at the placement site. Adaptability to different settings and situations is a key attribute which will be developed through experiential learning.

Research informs the teaching delivered as many staff are active in pursuing their own research activities. Additionally, professionally registered staff also have continuing professional development obligations requiring that they are up to date with the latest innovations in their field. Lecturers bring these developments to their classes. Additionally, they run projects in their areas of expertise and give first hand instruction on research methods. Final year MPharm students undertake a research project, some of which are associated with evaluating novel teaching sessions or delivery methods, enabling students to become involved with service evaluation and curriculum development

Assessment

All modules except the final year project have either in-module or end of module exam, either stand alone or synoptic, to test knowledge and understanding. Each level has a synoptic exam which reduces the assessment burden for students whilst testing the knowledge they have gained throughout the level covering multiple modules and core concepts which have been spiralled from previous levels. This promotes integration of knowledge and decision-making skills to demonstrate safe and effective prescribing and person-centred care.

Throughout each module there are formative elements of assessment to enable students to track their progress. These tasks are also designed to prepare for similar modes of summative assessment within the same module or feedforward to tasks in future modules, or during the GPhC foundation training year. Assessment tasks, both formative and summative, develop key skills in communication, team working and independent learning. Assessment is tracked via a calendar to spread workload and avoid bunching. The nature of assessment changes from tasks early in the course requiring information recall, to later stages where students are required to

find, critically evaluate and represent information. 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). Assessment tasks include in-module tests, written essays, laboratory reports, individual or group presentations, and patient consultations. The final year allows specialisation through the research project in an area of the curriculum which has particularly captured the imagination of the student. In addition, the final year allows them to pull together the knowledge and skills gained through multiple practical activities within and beyond the context of pharmacy.

To encourage student engagement, develop reflective learning and professionalism, each year students will be required to complete an academic and professional portfolio module. This portfolio will consist of a number of activities typically consisting of meeting with personal tutors and inter-professional learning activities which all must be satisfactorily completed for the student to progress to the next level or in level 7 gain their MPharm. As part of the portfolio module, assessments are incorporated as detailed above which typically consist of a must pass calculation test plus an objective structured clinical examination (OSCE) at level 4, 5, 6 and 7. The portfolio module at each level also has a list of workshops to build key skills, professionalism, learning techniques and enhance performance and employability, which students must attend.

Graduating students must meet the required competencies for clinical and diagnostic skills as outlined in the GPhC standards. Therefore, each year there is a requirement to complete placements and complete a reflective and competency-based e-portfolio. The placements and e-portfolio must be completed at each level in order to pass and progress to the next level and to graduate. 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.

E. Support for Students and their Learning

Students are supported by:

- A Module Leader for each module
- A Course Director to help students understand the programme structure
- Personal Tutors to provide personalised academic and pastoral support throughout their journey at Kingston with regular meetings throughout the year. Personal tutors help develop students' ability to be self-reliant and self-reflective by fostering a close and engaged academic relationship with students
- A university placement tutor to ensure students understand how to prepare for placements and what needs to be completed during - placements
- A designated placement supervisor on site to ensure that students have guidance and support during the placement and related activities
- 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 year including a session to describe and explain progression through the course
- Student Voice Committee – giving all students the opportunity to feedback via course representatives
- Canvas – a versatile on-line interactive intranet and learning environment
- 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.
- Mental health and disability team that offers drop-in appointments and online support guide from the Student Health and Wellbeing service
- The Union of Kingston Students
- Careers and Employability Service
- Students are encouraged to join the Royal Pharmaceutical Society (RPS) as a student member which is free and gives them access to a wide range of resources
- KUPSA (Kingston University Pharmacy Students' Association), offers wellbeing support, social events and professional development opportunities to fellow students
- BPSA (British Pharmaceutical Students' Association), the official student body of the Royal Pharmaceutical Society, offers free full membership to MPharm undergraduates and first year graduates. BPSA members are also members of the European Pharmaceutical Students' Association (EPSA) and International Pharmaceutical Students' Federation (IPSF). Students can get involved in the profession, attend national and international conferences.
- NAVIGATE, EXPLORE and APPLY 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

F. Ensuring and Enhancing the Quality of the Course

- External examiners
- School Education Committee
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), Early Module Reviews (EMRs), level surveys, the Kingston Student Survey (KSS) and the National Student Survey (NSS) Moderation policies
- Feedback from employers
- GPhC reaccreditation on a regular basis including interim practice visits
- Stakeholder meetings to inform the design and ongoing developments of the programme (Advisory Board)
- Quality assurance of placement providers
- Briefing of placement supervisors to ensure students can meet the learning outcomes of the placement
- Student feedback on their placement experience to identify any issues

- Feedback from placement providers

G. Employability and work-based learning

This course has been designed to fulfil the standards for the initial education and training of pharmacists as published by the GPhC, which is achieved through an extensive simulation and placement programme. It has also taken input from an external advisory panel consisting of members from pharmacist employers from the NHS, community pharmacy and industry and stakeholders including past and present MPharm students and local patients' representatives.

Successful graduates will be in a position to take up approved foundation training year in hospital, community, industry and/or general practice settings. Throughout the year, trainees log and reflect on their activities under the guidance of a supervising pharmacist. After one year there is an examination set and administered by the GPhC, and passing this enables registration as a pharmacist. Kingston graduates who have joined the register have found careers in the NHS (within hospitals or GP practices) and in community pharmacy, both with national employers such as Boots and small local independent stores. In previous years all students wishing to undertake foundation training have secured places. All students are invited to an annual careers fair which showcases foundation year placement opportunities with both national and local employers. Many pharmacy bodies are signed up to a centralised recruitment portal called Oriel which allocates foundation training year placements based on assessment. Oriel support sessions are provided for students in addition to the skills sessions established throughout the course.

The Careers and Employability team provide opportunities, such as careers festivals, throughout the course to showcase health-related employers and networking prospects.

Employability is embedded throughout the course, most obviously in the form of placements across a variety of pharmacy settings, which occur as core activities in each level. Through the substantial experiential learning programme and simulated activities, students are able to appreciate first-hand the varied role of pharmacists and additionally demonstrate and apply their knowledge, communication and consultation skills with role players, patients and other health care professionals. There is also an opportunity for bedside teaching from senior pharmacists. The programme gives students confidence in multi-disciplinary collaboration, holistic and inclusive approaches to patient care and sustainable pharmacy practice. Students have the opportunity to appreciate and work in a range of healthcare settings, empowering them to apply for their preferred sector for their foundation training year.

The final year clinical skills module builds leadership, management and team working abilities, to ensure graduates attain the desired attributes for employment. Other key skills gained include problem solving and critical thinking through managing a simulated community pharmacy. Students gain experience in financial and procurement processes and business aspects of healthcare services.

Students benefit from a placement tutor at the university and a designated placement supervisor. All placement providers have undergone a quality assurance process to ensure they meet the desired standards. Placements will take place throughout the year including holiday periods. The placement programme is progressive and we would aspire to offer 84 days of placement across the 4 year course from 2026-27:

Level 4 students complete 4 days in a community pharmacy setting
Level 5 students complete 15 days in a community pharmacy setting
Level 6 students complete 5 days across other healthcare settings, 10 days in a hospital settings and 10 days in GP practice
Level 7 students complete 20 days in a community pharmacy setting, 20 days in an optional pharmacy setting

The course has an integrated philosophy designed to link science to professional pharmacy practice in the minds of the students. From the beginning students are prepared for the foundation training year experience, for example in diagnostic and clinical skills, prescribing attributes, pharmaceutical calculations. An e-portfolio is used to record their achievements of competencies through simulations, experiential learning on placements. This enables students to set goals, reflect and take action in relation to their own development and future plan. This is supported by the designated placement supervisor on site, placement feedback sessions with academics at the university and the personal tutor scheme. This prepares them for future mandatory continuing professional development (CPD), a requirement for continued practice and GPhC registration.

Those students who exit before level 7 or who choose not to go down the route of registration are well placed to continue with further study or to take up jobs within the pharmaceutical industry or other vocational roles within the pharmacy sector. Depending on their point of exit, students will have knowledge of chemistry, pharmacology, pharmaceutics, as well as how pharmacy and related industries operate in Great Britain. Students completing the 30-credit project will be well prepared for research work – either in industry or university (PhD for example).
Registered pharmacists may go on to further higher-level study to enable professional specialisation either at masters or professional doctorate level. They can also pursue research either in a related scientific topic or into pharmacy practice. Kingston graduates have come back after their foundation year to pursue such programmes.
Graduates develop a range of key transferrable skills, including effective communication, leadership and critical thinking, thus enabling them to pursue alternative careers in non-pharmaceutical industries.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are a key part of professional development in the course and there is an expectation from the GPhC that such experience will be provided for all students. The table below summarises placement provision throughout the programme:

Level (year)	Off site placement	Days

Level 4 (1st year)	2 days, one in each half of year in community pharmacy Assessed as part of the professional and skills portfolio	2
Level 5 (2nd year)	3 days during the year. One in hospital pharmacy and two in community pharmacy Assessed as part of the professional and skills portfolio	3
Level 6 (3rd year)	3 days in a hospital setting, to shadow and carry out under supervision activities such as drug histories and patient counselling, data collection for patient profile and case presentation. 1 day in a GP surgery, to observe doctors, nurses and pharmacists during patient consultations, attend multidisciplinary team meetings and discuss patient cases. 1 day practice in a simulated ward or clinic to carry out under supervision activities such as drug histories and patient counselling 4 days in community pharmacy, to develop professional and communication skills Assessed as part of the professional and skills portfolio and PY6020 coursework	9
Level 7 (4th year)	4 days in a pharmacy, undertaking competence based activities. Assessed as part of the professional and skills portfolio 1 day simulation placement with nursing students Completion as a requirement of PY7020	5
Total		19

H. Other sources of information that you may wish to consult

The General Pharmaceutical Council (GPhC):
https://www.pharmacyregulation.org/
Pharmacists' initial education and training of pharmacists' standards:
https://www.pharmacyregulation.org/initial-training
Kingston University MPharm course page:
https://www.kingston.ac.uk/undergraduate/courses/pharmacy/

I. 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.

Module Code		Level 4					Level 5					Level 6					Level 7			
		PY4060	PY4070	PY4000	PY4050	PY4080	PY5051	PY5011	PY5000	PY5021	PY5041	PY6031	PY6000	PY6011	PY6151	PY6021	PY7011	PY7031	PY7021	PY7000
Knowledge & Understanding	A2																			
	A3																			
	A1																			
	A4																			
	A5																			
	A6																			
Intellectual Skills	B1																			
	B2																			
	B3																			
	B4																			
	B5																			
	B6																			
Practical Skills	C1																			
	C2																			
	C3																			
	C4																			
	C5																			
	C6																			
	C7																			

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