Template C4

Programme Specification

Title of Course: *MSc Advanced Therapeutics and Public Health*

Date first produced	04/09/2024
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Version number	1
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Life Sciences, Pharmacy and Chemistry
Department	Department of Pharmacy
Delivery Institution	

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***	MSc Advanced Therapeutics and Public Health
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	PgCert in Advanced Therapeutics and Public Health PgDip in Advanced Therapeutics and Public Health
Course Code ***For each pathway and mode of delivery***	PFTPH1TPH20
UCAS code ***For each pathway***	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Full-time Part-time
Available as:	
Minimum period of registration:	Full-time - 1 Part-time - 2
Maximum period of registration:	Full-time - 2 Part-time - 4
Entry Requirements:	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements.

	Please see our course pages on the Kingston University website for the most up to date entry requirements.
Programme Accredited by:	N/a
QAA Subject Benchmark Statements:	*QAA Master's Degree Characteristics.*
Approved Variants:	There are no variants to postgraduate regulations.
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

- To provide students with an in-depth and critical understanding of the physiological, pharmacological, and clinical dimensions of disease management and prevention, and apply clinical reasoning to plan evidence-based therapeutic approaches.
- To cultivate a comprehensive understanding of public health principles and the role of technology in healthcare, fostering the development of strategic skills for service design and policy innovation aimed at addressing global health challenges and advancing health equity and eHealth initiatives.
- To advance knowledge in immunomodulation, therapeutic medicine products, and genomics, ensuring students are well-versed in cutting-edge treatments and personalised healthcare, while upholding ethical standards.
- To advance the students' research skills by developing their ability to independently plan and conduct research, refine methodologies, effectively communicate findings, and apply research outcomes to enhance healthcare and scientific practices.

B. Intended Learning Outcomes

Listed below

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
A1	To apply evidence-based clinical reasoning and decision-making in the selection and optimisation of therapeutic strategies and medicines, ensuring safe and effective treatment across a range of health conditions, while demonstrating proficiency in patient consultation and outcome communication.	B1	Proficiency in clinical reasoning and problem-solving to formulate effective evidence-based treatment plans	C1	The ability to analyse and synthesise clinical data to inform and optimise evidence-based therapeutic decisions.
A2	To utilise the knowledge of pharmacogenomics to enhance personalized medicine, while addressing the associated ethical, legal, financial, and societal challenges.	B2	Interpretation of pharmacogenomics studies and their implications for personalised medicine	C2	Formulating recommendations based on the evaluation of pharmacogenomic data.
A3	To apply critical thinking and analytical skills in evaluating health policies, data, and technology's role in public health, aiming to improve global health outcomes, address inequalities, and effectively implement health interventions and policies.	B3	Critical assessment of health policy, data analytics, and technological interventions in public health to address global health equity.	C3	The ability to design and assess the impact of technology-driven healthcare solutions and health policies on public health outcomes.
A4	To critically evaluate the development, safety, efficacy, ethical considerations and use of immunomodulatory agents and innovative therapies, including vaccines, gene editing, and personalised medicines.	B4	Critical analysis of emerging medical treatments, assessing their development process, safety profiles, effectiveness, and ethical implications, with a focus on immunomodulatory agents and	C4	Evaluate the various stages of novel therapeutics development, including the regulatory frameworks for approval.

			cutting-edge therapeutic technologies		
A5	.To 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.	B5	Ability to conduct comprehensive literature reviews and critique existing literature to inform research design and interpretation of findings.	C5	Design a research project or laboratory activities with clear objectives and methodologies.

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

This full-time MSc programme in Advanced Therapeutics and Public Health. It consists of four taught modules, each worth 30 credits, and a research project module worth 60 credits, totalling 180 credits. Two modules (Pharmacogenomics and precision medicine) and (Immunomodulation and Innovative targeted therapy) will run in TB1 while the other two, (Clinical pharmacology and advanced therapeutics) and (Technology enabled care, public health and policy) will run in TB2. The research module will run in TB3. Upon meeting the required credit thresholds, candidates may receive exit awards such as a postgraduate diploma (120 credits) or a postgraduate certificate (60 credits). Full details of each module will be provided in module descriptors and student module guides on Canvas.

MSc Advanced Therapeutics and Public Health

Level 7							
MSc Advanced Therapeutics and Public Health							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Clinical pharmacology and advanced therapeutics	PY7210	30	7	TB2	Pharmacogenomics and precision medicine (08256) Immunomodulation and Innovative targeted therapy (08359)	1	1
Immunomodulation and Innovative targeted therapy	PY7220	30	7	TB1	None	1	
Pharmacogenomics and precision medicine	PY7200	30	7	TB1	None	1	
Research project	PY7300	60	7	TB3	None	1	
Technology enabled care, public health and policy	PY7230	30	7	TB2	Pharmacogenomics and precision medicine (08256)	1	1

Optional Modules							

D. Principles of Teaching, Learning and Assessment

The core programme and pathway comprising this MSc programme have been designed to take account of the KU Curriculum Design Principles. The MSc programme utilises a wide range of teaching and learning methods that will enable all students to be actively engaged throughout the year. In addition to its inclusive design, the MSc programme also actively promotes widening participation welcoming students from diverse backgrounds. To ensure accessibility and engagement for all, the curriculum incorporates a variety of teaching, learning and assessments strategies tailored to suit individual needs. This approach fosters an inclusive learning environment where students can thrive and develop their interests and skills, ultimately contributing to a more diverse and enriched academic community. Embracing the KU Curriculum Design Principles, the MSc programme integrates a blended learning approach, with approximately 20% of the teaching delivered online. This model combines traditional classroom experiences with digital learning, allowing students to access a portion of the curriculum remotely. The online component is thoughtfully designed to complement in-person sessions, ensuring that all students, regardless of their diverse backgrounds and circumstances, can engage with the material effectively. This flexible structure supports a dynamic educational environment, fostering active participation and accommodating different learning styles. By incorporating online learning, the programme not only adheres to the principles of inclusivity and accessibility but also prepares students for the increasingly digital landscape of healthcare and research. Teaching and learning methods are carefully designed to suit the content and the learning outcomes of each specific module. Typically, this involves using lectures (in person and online) to ensure that students have the key theoretical knowledge relating to the module before using strategies that allow the students to apply this knowledge in a variety of ways. Through group and seminar work students are able to develop more individual interests and personal key skills. A blended learning approach will be adopted to cater for the learning needs of each individual student wherever possible.
A range of assessment methods will be used that enable students to apply problem solving, and critical analysis skills. Methods include oral presentations, research proposal development, mini project (an assignment that allows students to explore a topic or apply solutions to a real-world problem. It typically involves research, analysis, and documentation of findings in a report or presentation), patients case study, examination, poster presentation, essay and informal Q and A in each learning setting. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward on their performance in preparation for the summative assessment. Care has been taken to avoid assessment bunching and reduce the dependence on exam format of assessments. The course work has been designed with innovative technology in mind and KU values of being inclusive, innovative, ambitious and enterprising to enhance the employability of graduates. In line with university policy, feedback is provided to students within 20 university days on all forms of assessment including formal examinations. The return dates of marked coursework are published in all module guides.

Research informs the teaching delivered as many staff are active in pursuing their own research activities which informed the modules' design. Lecturers will bring their research findings and any 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.
All students are required to complete a project which allows them to demonstrate and apply the knowledge and skills that they have acquired throughout the whole of their course. The topic of the project will be allocated by the project module leader in dialogue with the individual project supervisor. The project also allows students to develop and hone their research skills thus providing them with relevant practical experience for various employment opportunities and provide them with the foundation for further study if they wish to pursue this path. Given the extended nature of the project, often involving many hours of research, students will acquire many of the skills necessary to succeed in the world of work especially as it pertains to healthcare and scientifically orientated careers. E-technology plays an important role in enhancing learning and teaching throughout the MSc programme. Canvas, for example, is a virtual learning environment that allows students to access lecture notes, assessments, screencasts, practical videos. The use of Turnitin allows students to recognise the dangers of plagiarism. In addition, one the assignments use AI to generate information for students to critique to understand its limitation. Students are also expected to design an ehealth solution using digital tools and frameworks.
The personal tutor scheme was developed to enhance both a student's learning experience at Kingston University, but also to enhance employability skills and self-awareness. The personal tutor scheme is also designed to encourage communication between students and one member of staff throughout their time at Kingston University.

E. 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.
- 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.
- Apply workshops to support students in their learning.
- Students are encouraged to use LinkedIn Learning for personal development

F. 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
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs) and level surveys
- Moderation policies

G. Employability and work-based learning

The MSc in Advanced Therapeutics and Public Health will provide graduates with a diverse range of employment opportunities across various sectors and organisations. These include the public health sector, encompassing government health departments, local authorities, and public health agencies, where they can contribute to population health management and disease prevention strategies. Additionally, opportunities exist within healthcare organisations such as hospitals, clinics, and healthcare consultancy firms, where graduates can play roles in optimising healthcare services delivery. Pharmaceutical and biotechnology companies offer positions in drug development firms, regulatory affairs departments, and medical affairs teams, allowing graduates to contribute to the advancement and distribution of advanced therapeutics. Academic and research institutions provide avenues for research and knowledge advancement in pharmaceutics and public health. Moreover, graduates can explore opportunities in non-governmental organisations (NGOs), international agencies, health policy and advocacy organisations, and health education and training initiatives, influencing public health policies, promoting global health agendas, and educating future healthcare professionals and communities. It's important to note that while these pathways represent potential opportunities, actual employment outcomes may vary and are not guaranteed.

The research project module builds skills to make students reflect on and develop the attributes that employers seek in graduates. These include independent learning, time management skills, verbal and written communication skills. A number of these skills are also developed through group work and presentations in other modules. Entrepreneurship and business development is one of Kingston's University values, through this programme, students can learn about developing new products and services in the field. An essential role of the personal tutor system is to encourage students to develop such skills.

Future skills will be integrated throughout the curriculum of the MSc programme. Students will encounter a learning environment designed to foster collaboration and cultivate problem-solving abilities, essential for navigating the complexities of their academic journey and beyond. Through applied and interactive learning experiences and assignments, students will not only deepen their understanding of the subject matter but also develop crucial "future skills" graduate attributes. These attributes encompass a spectrum of competencies, including creative problem-solving, critical thinking, empathy, innovative practice and communication skills. By actively engaging in these aspects of learning, students will be better equipped to adapt to evolving professional landscapes, tackle real-world challenges in the field of advanced therapeutics and public health, and emerge as well-rounded professionals ready to make meaningful innovative contributions to their respective domains. This holistic approach to education ensures that students not only acquire technical expertise but also cultivate the interpersonal and cognitive skills necessary for success in their future careers.

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

N/a

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

Kingston University Website Kingston University London - A UK-based university which features in the latest QS World University Rankings league table of the world's top universities
HSSCE Faculty website Health, Science, Social Care and Education - Kingston University London
LSPC website School of Life Sciences, Chemistry and Pharmacy - Kingston University London

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 7				
		PY7200	PY7210	PY7300	PY7220	PY7230
Knowledge & Understanding	A1	S	S			
	A2	S				
	A3					S
	A4				S	
	A5			S		
Intellectual Skills	B1	S	S			
	B2	S				
	B3					S
	B4				S	
	B5	S	S	S	S	S
Practical Skills	C1	S	S			
	C2	S				
	C3					S
	C4				S	
	C5			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.