Template C4

Programme Specification

Title of Course: *FdSc Foundation Year in Pharmacy*

Date first produced	31/08/2016
Date last revised	15/12/2023
Date of implementation of current version	01/09/2023
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***	FdSc Foundation Year in Pharmacy
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	No intermediate award
Course Code ***For each pathway and mode of delivery***	
UCAS code ***For each pathway***	B231

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road Campus, Kingston University
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	
Minimum period of registration:	Full-time - One year
Maximum period of registration:	Full-time - Two years
Entry Requirements:	The minimum entry qualifications for the programme are: From A levels: 64UCAS points from two A2 subjects. BTEC: 90 credit diploma from Applied Science or Medical Science (but NOT Health and Social Care BTEC) Access Diploma: Pass in Access course with minimum of 60 credits of which 45 must be at the higher level (but NOT Healthcare or Nursing access) NB: Where the above qualifications are in appropriate subjects then applicants may be deemed overqualified for entry onto the Foundation year. Plus: GCSE (A*–C or comparable numeric score under the reformed GCSE grading): minimum of five subjects including English Language, Mathematics and Double Award Science or equivalent. Entry for Foundation Pharmacy requires a minimum IELTS score of 6.5 (with a minimum of 6 in any

	component) for those for whom English is not their first language. Mature applicants with vocational experience may be considered but offers will be subject to interview.
Programme Accredited by:	Kingston University
QAA Subject Benchmark Statements:	Not applicable
Approved Variants:	All students on the Pharmacy Route are subject to the Fitness to Practise regulations for pharmacy in addition to the University Student Disciplinary rules.
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. Programme Introduction

The Foundation Year in Pharmacy forms part of the University's commitment to widening participation, acknowledging that students with potential to succeed at degree level may come from a wide range of backgrounds and educational experiences.
Thus, the Foundation Pharmacy offers an alternative route of entry for applicants who lack the traditional entry requirements to join year one of the Undergraduate Masters Pharmacy course. Students on the course will fall into three major categories:

- Mature students returning to full-time education, often with a mix of vocational experience and qualifications.
- Students who either have non-subject appropriate A-levels or lack appropriate A-levels or equivalent qualifications for their chosen degree course.
- Students who have been identified as having potential to undertake such subjects but who would benefit from an additional year of study to realise this potential.

The programme is distinctive from other level 3 courses, designed for access to Higher Education, in that it is part of an extended degree programme and is tailored to the needs of the various courses at level 4 within Kingston University. Therefore students, not only have opportunity to develop knowledge and skills that prepare for level 4 of their intended courses, but also have opportunity to familiarise themselves with the institution and become part of the broader student community within the University.
There is a strong emphasis on the acquisition of practical skills and there is a high level of such work during the year. Experience has shown that such approach provides Foundation students with an advantage upon progression to level 4. Since many students on this programme lack academic confidence, the utilisation of formative assessment is essential to allow opportunities to develop knowledge and key skills before undertaking summative assessments.
The centrepiece of the Foundation year is the 'Professional and Scientific Skills for Pharmacy'. This module is designed to 'mesh' with the other subject-specific modules on the programme whereby skills and formative assessments developed in the Skills module support activities and summative assessments in the subject-specific modules. The Skills module culminates with a 'Capstone' element specific to skills and knowledge obtained in the modules and applied to a topic associated with pharmacy.
The course aims to prepare students for ultimate entry into the pharmacy profession and is introduced to moral, ethical and professional obligations relevant to this status and are subject to the Code of Conduct which has been developed by the General Pharmaceutical Council (GPhC) for all students of Pharmacy.
Previous experience has demonstrated that those who progress from the Foundation year are well prepared for academic success, often outperforming their counterparts in level 4 and contributing greatly to the University student community.
The main aims of the Foundation year are:

- to provide students from a range of educational backgrounds with a Foundation course that prepares them with knowledge, understanding, skills and competence to progress further in pharmacy in higher education.
- to enable students to develop subject-specific practical skills
- to provide students with the opportunity to study a other subjects related to pharmacy or pharmaceutical science dependent on their interests and aptitude
- to develop the abilities of students to interrelate and apply knowledge, skills and understanding gained from different parts of the course to the solution of problems with confidence,
- to encourage students to develop their academic potential and employability,

- to help students develop a realistic view of their potential and career prospects,
- to provide an opportunity for students to build on earlier study experience and achievement,
- to ensure that students are able to work effectively with others.

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in following areas of Science, Computing and Mathematics. The programme outcomes are referenced to the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student.

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	Understand the principles of investigational methodology as applied to Science, Computing and Maths	BK3	Actively listen and respond appropriately to ideas of others	C1	Use the appropriate skills and technologies for problems solving in Science, Computing and Maths
A3	Use a variety of information technologies, databases and analytical tools as appropriate to their chosen subject	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	C2	Demonstrate the ability to search, disseminate in appropriate format and acknowledge the source of information using a variety of sources.
A4	Demonstrate a knowledge of the career opportunities within the chosen subject of study	EK2	Present and record data in appropriate formats	C3	Demonstrate the ability to work both independently and with others
AK1	Take responsibility for own learning and plan for and record own personal development	EK3	Interpret and evaluate data to inform and justify arguments	C4	Acquire and refine revision skills and examination techniques in preparation for work at level 4
AK2	Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	C5	Carry out practical work accurately, precisely and in accordance with health and safety procedures
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK1	Work well with others in a group or team
AK4	Work effectively with limited supervision in unfamiliar contexts	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK2	Work flexibly and respond to change

DK1	Search for and select relevant sources of information	B4	Analyse information from primary and secondary sources	CK3	Discuss and debate with others and make concession to reach agreement
DK2	Critically evaluate information and use it appropriately	B3	Develop general skills for critical analysis and problem solving	CK4	Give, accept and respond to constructive feedback
DK4	Accurately cite and reference information sources	B1	Apply subject specific knowledge and theory to tackle simulated problems and case studies in many in the many areas of science, computing and maths	CK5	Show sensitivity and respect for diverse values and beliefs
DK5	Use software and IT technology as appropriate	B2	Assess and select the tools and methods appropriate for a number of given maths related problems contextualised to the subject of study	FK1	Determine the scope of a task (or project)
GK1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems			FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
GK2	Work with complex ideas and justify judgements made through effective use of evidence			FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
LecturesTutorialsIndividual and group problem-based learning exercises Directed reading	Practical ClassesWorkshopsBlended learning approaches			FK4	Motivate and direct others to enable an effective contribution from all participants

Written examinationsPractical / Workshop reportsPoster presentationsData exercises	In course testsOnline assessmentPersonal Development PortfolioWritten assignments				
DK3	Apply the ethical and legal requirements in both the access and use of information				
A1	Demonstrate a knowledge and understanding of the concepts in Science, Computing and Maths required to underpin the study of a chosen degree at Level four.				

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

The Foundation year is made up of four modules each worth 30 credit points. Typically, a student must complete 120 credits at level 3 to progress onto level 4 of their intended degree course. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.
For Progression Criteria:

For those students wishing to progress to level 4 of the MPharmacy programme they must achieve a minimum average of 70% across all four core modules of PY3001, PY3002, PY3003 and PY3004, achieve a minimum of 70% in PY3003 and pass a progression interview. Progression to other programmes requires passes in these modules at 40%. **Please note that the transfer students to MPharmacy MUST have satisfactory enhanced Disclosure and Barring Service (DBS) and health checks.**

FdSc Foundation Year in Pharmacy

Level 3							
FdSc Foundation Year in Pharmacy							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Biology	PY3002	30	3	1&2			
Chemistry	PY3003	30	3	1&2			
Mathematics for Science	PY3004	30	3	1&2			
Professional & Scientific Skills for Pharmacy	PY3001	30	3	1&2			
Optional Modules							

D. Principles of Teaching, Learning and Assessment

The programme has been designed to take account of the KU curriculum design principles. As befits a course with a diverse entry the teaching and learning methods used are varied and designed to be inclusive of all students, irrespective of background. The focus of the teaching and learning is to develop a range of academic and study skills that prepare students for successful study, not only at level 4, but beyond to maximise their chances of obtaining the highest possible degree awards.

As the Foundation year is seen as a 'steppingstone' from Further Education to level 4, the teaching strategies are designed to help develop students as independent learners as the year progresses.

Lectures use active learning through the use of question-and-answer sessions, utilising teaching aids such as mini white boards. Lectures introduce topic areas which are then applied by the use of practicals and workshops. Additional learning is available through a variety of online resources, which allows formative assessment of understanding and the application of knowledge. These include the use of podcasts, web-based activities, online testing and accessibility to material via their mobile devices. Students are directed towards independent study where appropriate, both as enhancement to topics studied or for stand-alone topics.

Students have a number of opportunities to sample level 4 lectures at the University over the Foundation year. This is designed to reinforce the skills development they are undertaking, the differences in learning within the HE environment and, by reflection, to establish what additional learning strategies they may need to succeed in level 4.

Practicals / workshops activities are key components of the teaching and learning strategy and allow individual and group work. Initially the focus is to develop the basic skills of accurate data collection, recording and analysis while practicals / workshops towards the end of the module aim to allow students greater opportunities to engage in more investigative activities and finding solutions to problems.

The development of basic research skills are considered to be important in the transition to learning in the HE environment, in consolidating subject material and also to the success of students on their degree. The Skills module PY3001 will allow students to understand how research is undertaken and the wider ethical and socioeconomic issues associated with such research. Students are introduced to the methods of inquiry appropriate to their chosen subject, how information can be gathered and its reliability, how to construct simple testable hypothesis and the data manipulation that allow conclusions to be drawn from such data. These will be reinforced within the subject specific modules to help contextualise research and wherever possible lectures will consider not just the subject information but to highlight the methods used to prove current understanding and any controversies that still exist with the interpretation.

The capstone project element allows students to bring all these skills together to research a topic specific to the degree they intend to study. Students will be asked to keep a log of how they have researched the topic, the information they have retrieved and how they have analysed this to generate their final poster presentation.

Additionally, lecturing staff from the University are routinely invited to talk to the Foundation students. This allows students to see the sort of research that University staff are involved in and how this has shaped the curricula they will encounter in future years.

Assessment comprises a mixture of both formative and summative approaches. These are designed to mirror the type of assessment students will encounter in level 4 and beyond.

Formative assessment and feedback are designed to practice particular skills and to allow students to maximise the impact of the feedback towards tackling summative assessments.

It is recognised that formal examinations may have been the cause of poor performance amongst some students in their previous academic life. Examinations at the end of the year-long module modules can place additional strain on such individuals and thus where such examination takes place formative test-like exercises will be used. This feature is closely allied to the examination skills component of the skills module and can provide feedback not just on the understanding of material but also on strategies for dealing with examinations.

E. Support for Students and their Learning

Students at level 3 on Foundation programmes often require additional support reflecting the nature of previous educational background upon entry.

Students are supported by a range of academic staff which include:

- A Course Leader to help students understand the programme structure.
- A Module Leader for each module.
- Personal Tutors to provide academic and personal support throughout their course.

In addition, students are supported by a range of specialist staff including:

- Technical support to advise students on laboratory practice, IT and the use of software
- Canvas – a versatile on-line interactive intranet and learning environment
- Library with dedicated staff
- A designated programme administrator both at the University
- A substantial Study Skills Centre at the University that provides Academic Skills support and Mathematics Aid.

For issues outside of the academic arena support is also available from:-

- SEC Student Support Officers and university support facilities, which provide advice on issues such as finance, regulations, legal matters, accommodation, international student support, etc.
- Dyslexia and Disability student support at the University
- The Union of Kingston Students
- University Careers and Employability Service

In addition students receive guidance and can input to the development of their course by:-

- An induction week at the beginning of the academic session
- CANVAS – an on-line interactive intranet and learning environment
- Student Staff Consultative Committee
- Opportunities to undertake student representative and Ambassador roles
- Academic Success Centre that provides academic skills support

Students are introduced to many of the support systems during induction week. During this week students undertake orientation exercises designed to help them familiarise their way around the university campus. The support mechanisms available to students at the University are reinforced during the early weeks of teaching block 1 by visits to the University to undertake such activities as the Library induction and other support staff.

Students are assigned to an academic member of staff as their personal tutor. The role of the personal tutor scheme is to establish a rapport between students and staff and to help

personalise the student educational experience. The personal tutor scheme is embedded within the Skills modules, where considerable support is provided towards successful study.

At the beginning of the year personal tutors will meet with students to undertake a skills audit and to highlight the support provision, at the University in developing a range of skills. Students are asked to develop a time and learning planner in the first few weeks, and they reflect on its impact in conjunction with their personal tutor in subsequent meetings. Further meetings allow monitoring of progress, the signposting of skills development, how to utilise feedback and to build confidence in the transition toward study in Higher Education. To maximise the understanding and utilisation of feedback, a number of exercises will be undertaken within the Skills modules, aimed at improving engagement with feedback and in helping to develop independent learning

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 review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- Teaching Evaluation

G. Employability and work-based learning

Whilst the primary aim of the Foundation year is to support entry onto level 4 of their respective programmes, students' generic employability skills are developed throughout the year. They are encouraged to take a reflective approach, via the use of the personal development plan (PDP) and the personal tutor scheme, to what they have learned both academically and in terms of transferable skills and how these relate to attributes that graduates will require for successful employment and lifelong learning.

The Skills modules, in conjunction with the subject-specific modules, help develop a range of such employability attributes through lectures, workshops and practicals. These attributes include:

- Time management and ability to prioritise
- Group working and negotiation skills
- Research skills
- Information retrieval and utilisation
- Giving and receiving of feedback
- Basic financial awareness and its application to business

In addition, there is an 'early awareness setting' of the careers available as a result of studying their chosen degree (primarily MPharm), how employability skills will be developed in subsequent years of study beyond the Foundation year and the Careers and Employability Services available at the University. The capstone project within the Skills module (PY3001) develop many of these attributes and require the student to consider the careers within their chosen field and how they contribute the specific area of the capstone project.

As part of their course, there a number of opportunities which students can undertake to develop their employability skills via co-curricular activities. These include becoming a course representative, requiring students to interact with their peers and communicate their collective views at a number of Faculty and University forums. Students can also become student ambassadors playing an important role in promoting the University at Open days and undertaking outreach activities with local schools / colleges. Students can also participate in the Kingston University Student Union (KUSU) Volunteering scheme which helps in a range of activities for the local community. All these opportunities allow students to develop their communication, networking and negotiation skills.

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
http://www.kingston.ac.uk/undergraduate-course/pharmacy/

For Pharmacy MPharm (Hons)
http://www.kingston.ac.uk/undergraduate-course/pharmacy/

Standards from the GPhC:
http://www.pharmacyregulation.org/initial-training

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 3			
		PY3004	PY3003	PY3002	PY3001
Knowledge &	A2	S	S	S	

Understanding	A3	S		S	
	A4	S	S	S	
	AK1				
	AK2				
	AK3	S		S	
	AK4				
	DK1	S	S	S	
	DK2		S		
	DK4	S	S	S	
	DK5	S		S	
	GK1	S	S	S	
	GK2			S	
	LecturesTutorialsIndividual and group problem-based learning exercisesDirected reading				
	Written examinationsPractical / Workshop reportsPoster presentationsData exercises				
	DK3	S		S	
	A1	S	S	S	
Intellectual Skills	BK3				
	EK1		S		
	EK2	S	S	S	
	EK3	S	S	S	
	EK4	S	S	S	
	BK2	S		S	
	BK1	S		S	
	B4	S		S	
	B3	S	S	S	
	B1	S	S	S	
	B2			S	
Practical Skills	C1			S	
	C2	S	S	S	
	C3		S	S	
	C4	S		S	
	C5				
	CK1		S		
	CK2				
	CK3				
	CK4				
	CK5				
	FK1	S		S	
	FK2		S		
	FK3	S		S	
	FK4				

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