**Template C4**



**Programme Specification**

**Title of Course:** *MPharm (Hons) Pharmacy with Biopharmaceutics*

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| Date first produced | 03/02/2025 |
| Date last revised | 25/09/2025 |
| Date of implementation of current version | 01/09/2025 |
| Version number | 8 |
| Faculty | Faculty of Health, Science, Social Care & Education |
| Cross-disciplinary | Not applicable |
| School | School of Life Sciences, Pharmacy and Chemistry |
| Department | Department of Pharmacy |
| Delivery Institution | Kingston University and City St George’s, University of London |

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**

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| Award(s) and Title(s): | MPharm (Hons) Pharmacy with Biopharmaceutics |
| Exit Award(s) and Title(s): | Certificate of Higher Education in Pharmacy with Biopharmaceutics  Bachelor of Science in Pharmacy with Biopharmaceutics  Diploma of Higher Education in Pharmacy with Biopharmaceutics Bachelor of Science (Hons) in Pharmacy with Biopharmaceutics MPharmSci (Hons) in Pharmacy with Biopharmaceutics. |
| Course Code  *For each pathway and mode of delivery* | UFPCY1PCY80 |
| UCAS code  *For each pathway* | B233 |

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| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University and City St George’s, University of London |
| Location: | Kingston University and City St George’s, University of London |
| Language of Delivery: | English |
| Delivery mode: | Primarily campus based (up to 20% of scheduled L&T hours delivered online) |
| Learning mode(s): | Full-time |
| Minimum period of registration: | Full-time - 5 years |
| Maximum period of registration: | Full-time - 10 years |
| Entry requirements | Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher 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 |
| Regulated by | The University and its courses are regulated by the Office for Students. |
| Programme Accredited by: | General Pharmaceutical Council (GPhC)  Please note: Exit awards are not accredited |
| Approved Variants: | Restrictions on repeat:  Levels 4 and 5 (year 1)  A student may be permitted reassessment by repeat in a maximum of 60 credits (in total) across level 4 and 5 (year 1).  Level 5 (year 2) and Level 6  Reassessment by repeat is not permitted and a student will exit the programme.  Level 7  Reassessment by repeat is not permitted and the Programme Assessment Board will terminate the student’s registration on the MPharm Programme.  Compensation:  Compensation is not permitted.  Trailing:  Trailing assessment is not permitted. Students cannot progress from one level to another while trailing assessments of a 30 credit or zero credit module to the next level.  **Restrictions on assessment attempts:**  Students must pass all elements of the Academic and Professional Skills Portfolio module at levels 5 (year 1), 5 (year 2), 6 and 7. The pass mark for the Calculation Test and the OSCE assessments will be standard set. A maximum of two attempts will be permitted for the Calculations Test assessment. A maximum of two attempts will be permitted for the OSCE assessment.  For the OSCE assessment, competence is being assessed within a specified time and therefore no extra time for each station will be permitted, although other reasonable adjustments, e.g., large font papers, coloured filters, etc could be provided. |
| Is this Higher or Degree Apprenticeship course? | No |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

* Provide science-based pharmacy education, with a strong foundation in cell biology, human physiology, pathological microorganisms, and the formulation of pharmaceutical dosage forms, including sustainable practices to equip students with the knowledge and skills to practise pharmacy underpinned by science.
* Develop responsible practitioners who are reflective, ethical, safe, sustainable, and inclusive.
* Support students to uphold the expected professional attributes and standards including safeguarding, confidentiality, and sustainable practices.
* Prepare students to prescribe using evidence-based frameworks and manage prescribing risks.
* Develop collaborative professionals with strong communication and teamwork skills.
* Nurture leadership and management with a focus on resilience and flexibility.
* Build confidence in consultations and effective communication for holistic patient care.
* Equip students with critical thinking, problem-solving, and decision-making skills.
* Enhance students’ ability to appraise and synthesise evidence for decision-making.
* Cultivate research, technology, and quality improvement skills.
* Offer experiential and simulated learning in diagnosis, prescribing, and patient care, enabling students to apply theoretical principles in diagnosing disease and understanding pathophysiology, supplying and prescribing medicines, monitoring outcomes, and managing medical emergencies.
* Promote health and address inequalities, aligned with the United Nations development goals.
* Encourage personal responsibility for lifelong learning and professional development, who recognise their limitations, seek support, raise concerns and take appropriate action

1. **Programme Learning Outcomes**

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in [‘Sector Recognised Standards in England’ (OFS 2022).](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf%22)

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| **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 chemical, biological, physical, and mathematical concepts to inform basic drug formulation. |
| A2 | Apply chemical and physical principles to the design and formulation of dosage forms and recognise the importance of key concepts in physiology and microbiology relevant to healthcare. | B2 | Design, conduct and report on an independent research project, laboratory activity, an audit or service evaluation including the critique of the available primary and secondary literature related to the subject area. | C2 | Perform diagnostic tests, keep records, appraise data from scientific experiments and clinical trials and interpret pathology data. |
| A3 | Recognise the drug development process and possess basic knowledge of pre-formulation, formulation stages, and large-scale production relevant to drugs, biologics and ATMP. | B3 | 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. | C3 | 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. |
| A4 | Describe basic and fundamental concepts underlying drugs' bioavailability and pharmacokinetics in determining drug action and side effects. | B4 | Optimise, select and prescribe medications safely and in a cost-effective manner while managing risks and follow up of care. | C4 | Evaluate available formulations to recommend or prescribe individualised treatment considering efficacy, safety, patient choice and suitability. |
| A5 | Apply the underlying principles of anatomy, cell biology, physiology, and pharmacology to better understand disease progression and treatment, while explaining the physiological and practical principles that underpin diagnostic tests used to monitor patient health and the interpretation of results. | B5 | Demonstrate competence and ability to practise within all areas safely, including calculations, supply of medicines and prescribing while incorporating clinical governance processes. | C5 | 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, safety netting and transfer of care and communicating effectively. |
| 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 | Conduct effective holistic and inclusive consultations using prescribing attributes and diagnostic skills. | C6 | 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. |
|  |  |  |  | C7 | Evaluate the aetiology and treatment of various diseases when dealing with case scenarios. |

1. **Future Skills Graduate Attributes**

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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
10. **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.

## MPharm (Hons) Pharmacy with Biopharmaceutics

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| **Level 4** | | | | | | | |
| **MPharm (Hons) Pharmacy with Biopharmaceutics** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Academic and Professional Skills Portfolio | PY4110 | 30 | 4 | Year Long | None | 1 |  |
| Basic Pharmaceutics | PY4160 | 30 | 4 | Year Long | None | 1 |  |
| Foundation Chemistry for Pharmacy and Pharmaceutical Sciences | PY4130 | 30 | 4 | Year Long | None | 1 |  |
| Fundamentals of Human Physiology and Infection | PY4150 | 30 | 4 | Year Long | None | 1 |  |

Exit Awards at Level 4

Progression to level 5 requires a pass in all 4 modules.

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

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| **Level 5** | | | | | | | |
| **MPharm (Hons) Pharmacy with Biopharmaceutics** | | | | | | | |
| **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 | Year Long | None | 3 |  |
| ACADEMIC PORTFOLIO MODULE LEVEL 5 | PY5100 | 0 | 5 | Year Long | See Module Descriptor | 2 |  |
| Approaches to Pharmaceutical Manufacturing | PY5141 | 30 | 5 | Year Long | None | 2 |  |
| Cardiorespiratory and Endocrine | PY5041 | 30 | 5 | Year Long | None | 3 |  |
| Clinical Skills 1 | PY5021 | 30 | 5 | Year Long | None | 3 |  |
| Drug Design, Delivery and Quality Control | PY5011 | 30 | 5 | Year Long | None | 3 |  |
| Fundamentals of cell and human physiology | PY5131 | 30 | 5 | Year Long | None | 2 |  |
| Pharmacy Law, Ethics and Practice | PY5111 | 30 | 5 | Year Long | None | 2 |  |
| The Central Nervous System, Gastrointestinal Tract and Immunology | PY5051 | 30 | 5 | Year Long | None | 3 |  |
| Wellbeing and Health | PY5121 | 30 | 5 | Year Long | None | 2 |  |

Exit Awards at Level 5

Progression to level 5 (Year 2) requires a pass in all 6 modules

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

Progression to level 6 requires a pass in all 5 modules from level 5 (year 2)

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education

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| **Level 6** | | | | | | | |
| **MPharm (Hons) Pharmacy with Biopharmaceutics** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| ACADEMIC & PROFESSIONAL SKILLS PORTFOLIO 3 | PY6000 | 0 | 6 | Year Long | None | 4 |  |
| Clinical Skills 2 | PY6031 | 30 | 6 | Year Long | None | 4 |  |
| Endocrine, The Eye, Reproduction and Inflammation | PY6021 | 30 | 6 | Year Long | None | 4 |  |
| Infection, Immunology, Haematology and Cancer | PY6011 | 30 | 6 | Year Long | None | 4 |  |
| Neurology, Mental Health and Cardiovascular | PY6151 | 30 | 6 | Year Long | None | 4 |  |

Exit Awards at Level 6

Progression to level 7 requires a pass in all modules at level 6

Students exiting the programme at this point who have successfully completed 60 credits at level 6 are eligible for the award of Bachelor of Science (Ordinary Degree) .

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Bachelor of Science (Hons) .

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| **Level 7** | | | | | | | |
| **MPharm (Hons) Pharmacy with Biopharmaceutics** | | | | | | | |
| **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 | Year Long | None | 5 |  |
| Clinical skills and Leadership | PY7021 | 60 | 7 | TB2 | None | 5 |  |
| Integrated and Holistic Therapeutics | PY7011 | 30 | 7 | TB1 | None | 5 |  |
| Research Project | PY7031 | 30 | 7 | TB1 | None | 5 |  |

Exit Awards at Level 7

To be awarded the MPharm requires a pass in all Level 7 modules

Students who fail to meet the MPharm assessment requirements at this point but have successfully completed 120 credits at Level 7 under the University’s Undergraduate Regulations (UR) are eligible for the award of MPharmSci.

Students who fail to meet the MPharm pass requirements and fail to achieve 120 level 7 credits under undergraduate regulations will be awarded the highest exit award available to them.

1. **Teaching, Learning and Assessment**

This Pharmacy with Biopharmaceutics course uses a variety of teaching and learning methods designed to support students’ development and achievement of learning outcomes. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure (including Module delivery Structure and Pattern, and Learning Hours and Learning Formats); Curriculum Design (inclusion Learning Design Principles and Inclusive Curriculum); and Future Skills. Aligned with the General Pharmaceutical Council (GPhC) Standards of Initial Education and Training for pharmacists, the course combines theory and practice, ensuring students gain essential pharmacy knowledge, clinical skills, and professionalism.

Teaching and learning are delivered through a combination of scheduled activities and guided independent study. Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module specification which include laboratory sessions, lectures, seminars, tutorials, workshops, simulations and placements.

Guidance for students on the use of independent study time is communicated through the ‘Succeed in your module’ section on the Canvas Virtual Learning Environment and through other communications during the course.

The course is committed to addressing at least two United Nations Sustainable Development Goals (UN SDGs), ensuring students are empowered with the knowledge and skills to tackle global health challenges. Sustainability and inclusivity are embedded throughout the curriculum, enabling students to address issues such as health inequalities and promoting wellbeing for all.

The course embeds synoptic assessments at each level to integrate knowledge from multiple modules. These assessments, such as OSCEs, calculation tests, and synoptic exams, ensure students demonstrate safe prescribing and person-centred care. An e-portfolio, required at each level, records competencies gained through placements and reflective learning, essential for progression and graduation.

1. **Support for Students and their Learning**

Students are supported through a range of services that provide academic and wider support. These include:

* A Module Leader for each module
* A Course Leader 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.
* Kingston Students’ Union
* 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 undergraduates and first year graduates students. 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.

1. **Ensuring and Enhancing the Quality of the Course**

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

* Internal and external moderation of graded assignments
* School Education Committee
* Continuous Monitoring of courses through the Kingston Continuous Enhancement Process (KCEP)
* Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
* 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

1. **External Reference Points**

The General Pharmaceutical Council (GPhC):

<https://www.pharmacyregulation.org/>

Pharmacists’ initial education and training of pharmacists’ standards:

<https://www.pharmacyregulation.org/initial-training>

1. **Development of Course Learning Outcomes in Modules**

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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.

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| **Module Code** | | **Level 4** | | | | | | | | **Level 5** | | | | | | | | | | | | | | | | | | | | | **Level 6** | | | | | | | | | | | **Level 7** | | | | | | | | |
| **PY4110** | | **PY4160** | | **PY4150** | | **PY4130** | | **PY5100** | | | **PY5121** | | **PY5021** | | **PY5000** | | **PY5011** | | **PY5141** | | **PY5131** | | **PY5111** | | **PY5051** | | **PY5041** | | | **PY6000** | | **PY6011** | | **PY6151** | | **PY6021** | | **PY6031** | | | **PY7000** | | **PY7011** | | **PY7031** | | **PY7021** | |
| **Knowledge & Understanding** | A1 | S | |  | |  | |  | | S | | | S | | S | | S | |  | |  | |  | | S | |  | |  | | | S | |  | | S | | S | | S | | | S | |  | | S | | S | |
| A2 |  | | S | | S | | S | |  | | |  | |  | |  | | S | | S | | S | |  | | S | | S | | |  | | S | | S | | S | |  | | |  | | S | | S | |  | |
| A3 |  | | S | |  | |  | |  | | |  | |  | |  | | S | | S | |  | |  | | S | | S | | |  | |  | | S | | S | |  | | |  | | S | | S | |  | |
| A4 |  | | S | |  | |  | |  | | |  | |  | |  | |  | | S | |  | |  | | S | | S | | |  | | S | | S | | S | |  | | |  | | S | | S | | S | |
| A5 |  | |  | | S | |  | | S | | | S | | S | | S | |  | |  | | S | |  | | S | | S | | | S | | S | | S | | S | | S | | | S | | S | | S | | S | |
| A6 | S | |  | |  | |  | | S | | | S | | S | | S | |  | |  | |  | |  | | S | | S | | | S | | S | | S | | S | | S | | | S | |  | |  | | S | |
| **Intellectual Skills** | B1 | S | |  | |  | |  | | S | | | S | | S | |  | |  | |  | |  | | S | |  | |  | | | S | |  | | S | | S | | S | | | S | |  | |  | | S | |
| B2 | S | | S | |  | |  | | S | | | S | |  | |  | | S | | S | |  | | S | |  | |  | | |  | | S | |  | |  | |  | | |  | |  | | S | |  | |
| B3 | S | | S | |  | |  | | S | | | S | | S | | S | |  | |  | |  | | S | | S | | S | | | S | |  | | S | | S | | S | | | S | | S | | S | | S | |
| B4 | S | |  | |  | |  | | S | | | S | | S | | S | |  | |  | |  | |  | | S | | S | | | S | |  | | S | | S | | S | | | S | | S | |  | | S | |
| B5 | S | |  | |  | | S | | S | | |  | | S | | S | |  | | S | |  | | S | |  | |  | | | S | |  | | S | | S | | S | | | S | |  | | S | | S | |
| B6 | S | |  | |  | |  | | S | | | S | | S | | S | |  | |  | |  | |  | |  | |  | | | S | |  | | S | | S | | S | | | S | | S | |  | | S | |
| **Practical Skills** | C1 | S | | S | | S | | S | |  | | |  | | S | |  | | S | | S | | S | |  | | S | | S | | | S | | S | | S | | S | | S | | | S | | S | | S | | S | |
| C2 |  | | S | | S | | S | | S | | | S | | S | | S | | S | | S | | S | | S | | S | | S | | | S | | S | | S | | S | | S | | | S | | S | | S | | S | |
| C3 |  | | S | | S | |  | | S | | | S | | S | | S | | S | |  | | S | |  | | S | | S | | |  | | S | | S | | S | | S | | | S | | S | | S | | S | |
| C4 |  | | S | |  | |  | | S | | | S | | S | | S | | S | |  | |  | | S | | S | | S | | | S | | S | | S | | S | | S | | | S | | S | |  | | S | |
| C5 | S | |  | |  | |  | | S | | | S | | S | | S | |  | |  | |  | | S | |  | |  | | | S | |  | | S | | S | | S | | | S | |  | |  | | S | |
| C6 | S | |  | |  | |  | | S | | |  | | S | | S | |  | |  | |  | |  | |  | |  | | | S | |  | |  | |  | | S | | | S | |  | |  | | S | |
| C7 |  | |  | |  | |  | | S | | | S | | S | | S | |  | |  | | S | |  | | S | | S | | | S | | S | | S | | 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.**

**Additional Information**

*Add information here about the number of approved entry points and for each one, except the first one, the delivery dates of the modules and which Teaching Block they’ll be delivered in. The details of the first entry point noted should be provided in the module tables above.*