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**Programme Specification**

**Title of Course: Foundation Year in Pharmacy**

**Date Specification Produced: September 2016**

**Date Specification Last Revised:** **July 2022**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| --- | --- |
| **Title:** | Foundation Year in Pharmacy |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | The General Pharmaceutical Council (GPhC) |

**SECTION 2: THE PROGRAMME**

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.

1. **Aims of the Programme**

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.

1. **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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| 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. | 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 | | C1 | Use the appropriate skills and technologies for problems solving in science, computing and maths |
| A2 | Understand the principles of investigational methodology as applied to science, computing and maths | B2 | Assess and select the tools and methods appropriate for a number of given maths related problems contextualised to the subject of study | | C2 | Demonstrate the ability to search, disseminate in appropriate format and acknowledge the source of information using a variety of sources. |
| A3 | Use a variety of information technologies, databases and analytical tools as appropriate to their chosen subject | B3 | Develop general skills for critical analysis and problem solving | | C3 | Demonstrate the ability to work both independently and with others |
| A4 | Demonstrate a knowledge of the career opportunities within the chosen subject of study | B4 | Analyse information from primary and secondary sources | | C4 | Acquire and refine revision skills and examination techniques in preparation for work at level 4 |
|  |  |  |  | | C5 | Carry out practical work accurately, precisely and in accordance with health and safety procedures |
| **Key Skills** | | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** | |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem-Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| The range of learning and teaching strategies includes | | | | | | |
| * Lectures * Tutorials * Individual and group problem-based learning exercises * Directed reading | | | | * Practical Classes * Workshops * Blended learning approaches | | |
| **Assessment strategies** | | | | | | |
| The assessment strategies employed in the Fields include the following: | | | | | | |
| * Written examinations * Practical / Workshop reports * Poster presentations * Data exercises | | | | * In course tests * Online assessment * Personal Development Portfolio * Written assignments | | |

1. **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.

1. **Course Structure**

This programme is offered in full-time mode. Entry is at level 3 with A-level or equivalent qualifications, but a wide range of qualifications are considered (See section D).

**E1. Professional and Statutory Regulatory Bodies**

Not applicable

**E2. Work-based learning, including sandwich programmes**

Not applicable.

**E3. 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.

**Foundation Pharmacy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 3** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit value** | **Level** | **Teaching Block** |
| Professional & Scientific Skills for Pharmacy | PY3001 | 30 | 3 | 1&2 |
| Biology | PY3002 | 30 | 3 | 1& 2 |
| Chemistry | PY3003 | 30 | 3 | 1& 2 |
| Mathematics For Science | PY3004 | 30 | 3 | 1& 2 |

For those students wishing to progress to level 4 of the MPharmacy programme they must achieve a minimum average of 70% across the three core modules of 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.**

1. **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.

1. **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:-

* HSSCE 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 Voice 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

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

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

* External examiners
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies
* Teaching Evaluation

1. **Employability Statement**

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 Union of Kingston Students (UKS) 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.

1. **Approved Variants from the UR**

All students on the Pharmacy Route are subject to the Fitness to Practise regulations for pharmacy in addition to the University Student Disciplinary rules.

1. **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 General Pharmaceutical Council (GPhC):

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

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module Code** |  | PY3002 | PY3003 | PY3004 | PY3001 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | ü | ü | ü | ü |
| A2 | ü | ü | ü | ü |
| A3 | ü | ü | ü | ü |
| A4 |  | ü |  | ü |
| **Intellectual Skills** | B1 | ü | ü | ü | ü |
| B2 | ü | ü | ü | ü |
| B3 | ü | ü | ü | ü |
| B4 | ü | ü |  | ü |
| **Practical Skills** | C1 | ü | ü | ü | ü |
| C2 | ü | ü | ü | ü |
| C3 | ü | ü | ü | ü |
| C4 | ü | ü | ü | ü |
| C5 | ü | ü |  | ü |
| **Transferable Skills** | AK1 | ü | ü | ü | ü |
| AK2 | ü | ü | ü | ü |
| AK3 | ü | ü | ü | ü |
| AK4 | ü | ü | ü | ü |
| BK1 | ü | ü | ü | ü |
| BK2 | ü | ü | ü | ü |
| BK3 | ü | ü | ü | ü |
| CK1 | ü | ü | ü | ü |
| CK2 | ü | ü | ü | ü |  |
| CK3 | ü | ü | ü | ü |  |
| CK4 | ü | ü | ü | ü |  |
| CK5 | ü | ü | ü | ü |  |
| DK1 | ü | ü |  | ü |  |
| DK2 | ü | ü |  | ü |  |
|  | DK3 | ü | ü |  | ü |  |
| DK4 | ü | ü |  | ü |  |
| DK5 | ü | ü |  | Ö |  |
| EK1 | ü | ü | ü | ü |  |
| EK2 | ü | ü | ü | ü |  |
| EK3 | ü | ü | ü | ü |  |
| EK4 | ü | ü | ü | ü |  |
| FK1 | ü | ü | ü | ü |  |
| FK2 | ü | ü | ü | ü |  |
| FK3 | ü | ü | ü | ü |  |
| FK4 |  |  |  | ü |  |
| GK1 | ü | ü | ü | ü |  |
| GK2 | ü | ü | ü | ü |  |

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

**Technical Annex**

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| --- | --- |
| **Final Award(s):** | No final award. Foundation year allows progression to level 4 of various degree programmes. |
| **Intermediate Award(s):** | No intermediate award |
| **Minimum period of registration:** | One year |
| **Maximum period of registration:** | Two years |
| **FHEQ Level for the Final Award:** |  |
| **QAA Subject Benchmark:** | Not applicable |
| **Modes of Delivery:** | Full time |
| **Language of Delivery:** | English |
| **Faculty:** | Health, Science, Social Care and Education |
| **School:** | Life Sciences, Pharmacy and Chemistry |
| **JACS code:** | B231 |
| **UCAS Code:** | B231 |
| **Course Code:** | UFPCY1PCY51 |
| **Route Code:** | UFPCY1PCY51 |
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