# Programme Approval 2013/14

## PROGRAMME APPROVAL FORM: TAUGHT PROGRAMMES

### SECTION 1 – THE PROGRAMME SPECIFICATION

1. **Programme title and designation**
   - Pharmacy
   - For undergraduate programmes only
   - Single honours [X]  Joint [ ] Major/minor [ ]

2. **Final award**
   - | Award | Title | Credit value | ECTS equivalent | Any special criteria |
   - | MPharm | MPharm | 480 | 240 | n/a |

3. **Nested award**
   - | Award | Title | Credit value | ECTS equivalent | Any special criteria |
   - | n/a | n/a | n/a | n/a | n/a |

4. **Exit award**
   - | Award | Title | Credit value | ECTS equivalent | Any special criteria |
   - | BSc | Pharmaceutical Sciences | 360 | 180 | n/a |
   - | Ordinary degree | Health Science | 300 | 150 | n/a |
   - | UG Diploma | Health Science | 240 | 120 | n/a |
   - | UG Certification | Health Science | 120 | 60 | n/a |

5. **Level in the qualifications framework**
   - M

6. **Attendance**
   - | Mode of attendance | Full-time | Part-time | Distance learning |
   - | X |
   - | Minimum length of programme | 4 years |
   - | Maximum length of programme | 8 years |

7. **Awarding institution/body**
   - King’s College London

8. **Teaching institution**
   - King’s College London

9. **Proposing department**
   - Pharmacy

10. **Programme organiser and contact details**
    - Professor Graham Davies
    - Department of Pharmacy, Franklin Wilkins Building
    - Email: graham.davies@kcl.ac.uk, Extn. 4049

11. **Relevant QAA subject benchmark**
    - [http://www.qaa.ac.uk/Publications/Information](http://www.qaa.ac.uk/Publications/Information)

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Professional, statutory and regulatory body guidelines
(UG: http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Honours-degree-benchmark-statements.aspx
PGT: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Master%27s-degree-benchmark-statements.aspx

nAndGuidance/Documents/pharmacy.pdf
The regulatory body, The General Pharmaceutical Council (GPhC), publishes guidelines for the approval of Pharmacy degrees. This is outcomes based and details an indicative syllabus, both guide local design, delivery and implementation.

12. Date of production of specification
January 2014. (Programme revision for Reaccreditation)

13. Date of programme review
2014

14. Educational aims of the programme
i.e. what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

- Deliver a pharmacy programme in an innovative, integrated and patient-focused manner
- Provide education and training that is accredited by the General Pharmaceutical Council, • Provide students with the ability to integrate and critically evaluate multidisciplinary information leading to the application of pharmaceutical knowledge
- Ensure the students’ understanding of the professional role of the pharmacist in society and how they contribute to the healthcare of the patients
- Provide students with a thorough understanding of law, ethics and clinical governance relating to pharmacy
- Develop students’ ability to provide advice on the use of medicines and the promotion of good health
- Provide the student with opportunities for shared inter-professional education with other health care students including medicine, dentistry, midwifery, nutrition and nursing
- Provide the students with the knowledge and skills to equip them for a career in pharmacy and the pharmaceutical sciences
- Develop the students’ competence in applying scientific and clinical skills to the preparation of medicines and to the solving of pharmaceutical problems.
- Develop the critical and analytical powers of the student in relation to developments in pharmaceutical science and clinical practice
- Provide the student with the skills to adapt and respond positively to change
- Enhance the development of the students’ effective consultation and interpersonal skills
- Assist the student to develop the skills required for both autonomous practice and team-working
- Develop critical, analytical, problem-based learning skills, evidence-based decision making skills and transferable skills to prepare the student for professional employment
- Produce graduates who are analytical, critically aware, evaluative, interpretive, empathic and reflective
- Produce competent professional practitioners qualified to operate safely, reliably and to the highest possible standard as detailed in the appropriate professional Codes of Practice
- Generate pharmacists dedicated to the delivery of high quality patient care
- Promote the concept of life-long learning and appreciate the need for Continuing Professional Development (CPD)

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15. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

| The programme provides a knowledge and understanding of the following: |
| These are achieved through the following teaching/learning methods and strategies: |

1. **Substances used in Medicines**: The origins and properties of drugs and the factors which influence the preparation and shelf-life of medicines
   - Chemistry of Drugs
   - Formulation and Analysis of Drugs
   - Medicines Discovery and Development
   - Infection and Pharmaceutical Microbiology

2. **Design and manufacture of medicines**: The development formulation and manufacturing of medicines
   - Physical Pharmaceutics
   - Chemistry of Drugs
   - Formulation and Analysis of Drugs
   - Medicines Discovery and Development
   - Infection and Pharmaceutical Microbiology
   - Emerging Therapeutics and Modern Medicine

3. **Actions and Uses of Medicines**: Understanding of disease processes and the use of medicines and devices to alleviate disease
   - Biochemical Basis of Therapeutics
   - Principles of Clinical Care
   - Respiratory and Musculoskeletal Systems
   - Nervous System
   - Cardiovascular and Renal Systems

Assessment:

The assessment methods associated with each course are given in the Module Approval Forms (MAFs).

Points 1 – 9 will be assessed using various combinations of coursework; practical laboratory sessions or clinical workshops (referred to as Foundations of Clinical Practice (FCP) and Professional Skills Development (PSD) classes) focus on the resolution of patient-orientated exercises. In addition, experiential learning (in hospital and community sectors) allows material to be put into context by students to support evidence-based decision making in the real world.
• Gastrointestinal System and Skin
• Endocrine System and Cancer
• Infection and Pharmaceutical Microbiology
• Emerging Therapeutics and Modern Medicine
• Clinical Decision Making

4. Legal Framework, Ethics and Healthcare Provision: A thorough grasp of the socio-economic role of pharmacists in health care and an appreciation of the law and ethics relating to pharmacy
• Pharmacy Orientation
• Principles of Clinical Care
• Professional Development
• Professional Examinations
• Emerging Therapeutics and Modern Medicine
• Clinical Decision Making

5. Assemble and enhance the knowledge required to provide support to patients and other practitioners in the understanding of the management of different diseases
• Respiratory and Musculoskeletal Systems
• Nervous System
• Cardiovascular and Renal Systems
• Gastrointestinal System and Skin
• Endocrine System and Cancer
• Infection and Pharmaceutical Microbiology

6. Current professional practice issues and the development of new ways to deliver pharmacy services in terms of the changes within the NHS Agenda and Pharmacy
• Pharmacy Orientation
• Principles of Clinical Care
• Professional Development
• Professional Examinations

poster presentations, research dissertation and formal written examinations. The nature of the assessment is appropriate to the subject area and learning outcomes.

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- Emerging Therapeutics and Modern Medicine
- Clinical Decision Making

7. Techniques for research and academic enquiry
   - Medicines Discovery and Development
   - Emerging Therapeutics and Modern Medicine
   - Research Project

8. Apply technical rigour to the use of medicines
   - All modules

9. The ethical and safety issues surrounding Pharmacy research.
   - Pharmacy Orientation
   - Principles of Clinical Care
   - Professional Development
   - Professional Examinations
   - Clinical Decision Making
   - Emerging Therapeutics and Modern Medicine
   - Research Project

Skills and other attributes

**Intellectual skills:**
10. Recognise and apply appropriate theories, concepts and principles from a range of scientific disciplines
11. Integrate theory with practice
12. Acquire, collate and appraise data
13. Analyse and interpret statistical information
14. Analyse, synthesise and summarise pharmaceutical information critically
15. Present pharmacy-related arguments clearly and correctly, written and oral, to specialists and lay audiences
16. Acquire an integrated approach to solve health care problems
17. Apply in practice settings the knowledge and understanding required to meet the needs of the patients and other healthcare professionals

These are achieved through the following teaching/learning methods and strategies:

Intellectual skills set out in points 10 – 17 are developed through workshops, tutor & student led tutorials, clinical reasoning tutorials, simulated patient exposure (both case based and use of simulated patients), oral and poster presentations and various coursework assignments. The maintenance of a CPD portfolio (which will serve as a model for the mandatory post-registration commitment to CPD as defined by the General Pharmaceutical Council) The M-level research project encourages independence of thought, prioritisation of engagement and critical evaluation skills, essential to working as a pharmacist.

In addition, students will be exposed to a range of different patients within both hospital and community sectors and expected to display a range of clinical skills, including information retrieval,
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problem identification and working with other health care professionals, peers and patients to resolve these. A key component of this experience will be the ability to demonstrate reflective practice.

**Assessment:**
Skills 10 – 17 are assessed using a variety of assessment methods including formal written examinations, various coursework assignments including essays, numerical problem-solving assignments, oral and poster presentations, case-based analysis and decision making and a research project report. In addition, students are required to research, plan and defend a scientific/clinical dilemma in a debate with peers.

Skill 10 is assessed using a variety of different coursework assignments, workshops, essays and practical reports.

Skills 11 – 14 are assessed during the research project and associated written report, within the debate task and also within the practical coursework written reports that accompany the laboratory classes.

Skills 15 – 17 are assessed using the Structured Clinical Examinations (OSCEs) associated with each year of study, the clinical evaluations and profiles undertaken as part of the clinical internship programmes, the clinical reasoning exercises and care plan development and the construction of a CPD portfolio.

Student centred learning, involving literature searching and the use of evidence-based practice, information and data retrieval and presentations underpin and reinforce these skills.

**Practical skills:**

|    | 18 | Develop confident, competent |

These are achieved through the following teaching/learning methods.

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<table>
<thead>
<tr>
<th>Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Evaluate, assess and make recommendations about the health care needs of an individual</td>
</tr>
<tr>
<td>19.</td>
<td>Develop a professional responsibility for the proper discharge of their role in society</td>
</tr>
<tr>
<td>20.</td>
<td>Undertake and evaluative reflection on clinical practice</td>
</tr>
<tr>
<td>21.</td>
<td>Evaluate, assess and make recommendations about the health care needs of an individual</td>
</tr>
<tr>
<td>22.</td>
<td>Reflect upon informed decisions about pharmaceutical care practices consistent with accepted protocols and an individual patient's need</td>
</tr>
<tr>
<td>23.</td>
<td>Plan, conduct, critically evaluate and report the results of laboratory practical investigations</td>
</tr>
<tr>
<td>24.</td>
<td>Appraise and apply COSHH safety assessments to practical work</td>
</tr>
<tr>
<td>25.</td>
<td>Evaluate and disseminate recent changes in Pharmaceutical Regulation</td>
</tr>
<tr>
<td>26.</td>
<td>Retrieve, synthesise and present data from a variety of sources</td>
</tr>
<tr>
<td>27.</td>
<td>Analyse statistically generated scientific data</td>
</tr>
<tr>
<td>28.</td>
<td>Construct and deliver oral presentations using appropriate sources and relevant technology</td>
</tr>
<tr>
<td>29.</td>
<td>Direct, plan and execute self directed research</td>
</tr>
<tr>
<td>30.</td>
<td>Operate standard pharmaceutical instrumentation and conduct standard pharmaceutical laboratory procedures</td>
</tr>
<tr>
<td>31.</td>
<td>Dispense medicines safely, ethically and legally</td>
</tr>
<tr>
<td>32.</td>
<td>Calculate medicine dose and dosage requirements correctly</td>
</tr>
<tr>
<td>33.</td>
<td>Interpret prescriptions and other information sources, in light of evidence based practice/guidance, to recommend how medicines should be optimised for individual patients</td>
</tr>
<tr>
<td>34.</td>
<td>Advise, health care</td>
</tr>
</tbody>
</table>

and strategies:
Practical skills 18 - 34 are developed in a coordinated and progressive manner through the programme. These skills are highlighted in tutor-led, student-centred dispensing simulations, case-based scenarios, studio work, clinics and placements; computer-based sessions, and portfolio development.

Reflective practitioner skills are developed throughout the programme in both placement-based and class-based scenarios where students are required to reflect on their individual needs and to complete 9 CPD cycles each year to reflect their specific learning experiences. This is in line with the General Pharmaceutical Council (the regulator) requirements. These are monitored via the personal tutor system.

Exercises in compilation of care plans will develop in the student a structured and methodical approach to patient care and patient outcomes and will address skills 18, 19 and 34.

Scientific and clinical theory/principles are integrated to provide a coherent approach to the development and delivery of effective healthcare. Critical analysis skills are developed throughout the programme, and a patient-centred approach is developed during the case-based scenarios, simulated patient workshops and during the clinical visits and placements.

Assessment:
A variety of assessment methods are used to assess practical skills.

Skills 18 – 20 underpin the rationale of the programme and are assessed through various assessment strategies. These include reflective practice on real-life scenarios, care plan

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professionals, patients and others on the safe, effective and optimal use of medicines.

development, poster and case presentations, OSCEs, critical evaluation of generated data and its analysis.

Skills 21 and 22 are assessed through case-based exercises and discussions, and during the formal written examinations. The CPD portfolio will enable the development of patient-based assessments and interviews and reflection upon practice from patient contact, hospital clinics and placements.

Skills 23, 24, 26 – 30 are assessed by a variety of practical sessions and associated coursework, and the research project, including the written report.

Skills 25, 31 – 34 are assessed using the Structured Clinical Examinations (OSCEs) associated with each year of study, the clinical evaluations and profiles undertaken as part of the clinical internship programmes, the clinical reasoning exercises and care plan development and the construction of a CPD portfolio.

Skills 26, 27 & 32 are assessed using e-learning approaches which require students to develop their analytical and numeracy skills to an appropriate standard.

Generic/transferable skills:

35. Communicate ideas effectively both orally and in writing
36. Interact with patients, public and practitioners to demonstrate exemplary interpersonal skill
37. Evaluate and assess risk
38. Undertake reflective practice
39. Analyse and appraise the literature in a critical manner
40. Utilise appropriate numerical (including pharmaceutical calculations) and statistical problem-solving skills
41. Utilise information technology

These are achieved through the following teaching/learning methods and strategies:

Generic/transferable skills detailed in points 35 – 48 are developed in a contextualised manner throughout the programme. These skills are highlighted using problem solving exercises, reflective practice, e-learning exercises, information retrieval, case-based scenarios, poster and oral presentations and portfolio development. These skills are enhanced during workshops, tutorials, seminars, clinical visits and placements.

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resources (information retrieval)
42. Work independently and as part of a team
43. Acquire, interpret and critically evaluate data
44. Practice within an ethical framework
45. Manage change effectively and respond to changing demands.
46. Personal Development Planning
47. Understand career opportunities and challenges ahead and begin to plan a career path
48. Manage time and resources to complete all aspects of the programme

as well as other types of coursework assignments

Reflective practice (Self-directed learning) is facilitated by the requirement to develop a CPD portfolio. Students are required to reflect on their individual needs and to complete 9 CPD cycles each year to reflect their specific learning experiences and to design individual personal development plans. This is in line with the General Pharmaceutical Council (the regulator) requirements. These are monitored via the personal tutor system.

Each year of the programme contains teaching that develops the pharmacy skills required for professional practice and the final year module Clinical Decision Making facilitates the transition to the pre-registration year.

Assessment:
All generic/transferable skills are assessed through the various assessment strategies adopted throughout the programme.

Skills 35, 36, 38, 42, 44 – 48 are assessed via case-based exercises (referred to as FCP and PSD classes; clinical reasoning exercises), clinical simulation and discussions, clinical visits and placements, and OSCEs.

Skills 37, 39 – 41 and 43 are assessed using a variety of coursework assignments, oral presentations, practical sessions and associated coursework, research project and the associated written report.

Skills 40 & 43 are assessed using e-learning approaches where students are required to develop their data interpretation and numeracy skills to a required standard.

16. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

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The programme has been developed in an innovative and patient-focused manner to enable students to deal effectively with change and the increasing complexities of the pharmacists’ role. Specific attention has been placed upon the requirements of the new regulatory body, General Pharmaceutical Council (GPhC), for pharmacy established in September 2010. The GPhC publishes guidelines for the approval of pharmacy degrees which is outcomes based and details an indicative syllabus, both guide local design and delivery. The MPharm programme is then subject to scrutiny and accreditation by a GPhC panel against the published standards and outcomes. In addition, QAA benchmarking statements are used so that the programme and curriculum are informed by the specific subject knowledge, abilities and skills outlined in these statements.

17. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

Not applicable

Which is the lead department and/or School?

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## 18. Programme structure

Please complete the following table and, if appropriate, to include joint, major/minor or other variations

**Code** = code of each module available for the programme

**Title** = title of each module available for the programme, plus its credit level and credit value

**Status** = please indicate whether the module is introductory (I), core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column

**Pre-requisite/Co-requisite** = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.

**Assessment** = please indicate in broad terms the assessment for the module e.g. written examinations, coursework

(Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Level</th>
<th>Credit Value</th>
<th>Status (I, Cr, Cp, CrCp, P, O) for each type of module</th>
<th>Pre-requisite/ Co-requisite (Please note the module code)</th>
<th>Assessment</th>
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<tbody>
<tr>
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<tr>
<td><strong>Full-time Study</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBBP0135</td>
<td>Pharmacy Orientation</td>
<td>-</td>
<td>-</td>
<td>P</td>
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<td>Coursework, CPD portfolio</td>
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<tr>
<td>4BBP0131</td>
<td>Biochemical Basis of Therapeutics</td>
<td>4</td>
<td>30</td>
<td>Cr</td>
<td></td>
<td>written examination, coursework</td>
</tr>
<tr>
<td>4BBP0132</td>
<td>Principles of Clinical Care</td>
<td>4</td>
<td>30</td>
<td>Cr</td>
<td></td>
<td>written examination, coursework</td>
</tr>
<tr>
<td>4BBP0133</td>
<td>Physical Pharmaceutics</td>
<td>4</td>
<td>30</td>
<td>Cr</td>
<td></td>
<td>written examination, coursework</td>
</tr>
<tr>
<td>4BBP0134</td>
<td>Chemistry of Drugs</td>
<td>4</td>
<td>30</td>
<td>Cr</td>
<td></td>
<td>written examination, coursework</td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td>5BBP0255</td>
<td>Formulation and Analysis of</td>
<td>5</td>
<td>30</td>
<td>Cr</td>
<td></td>
<td>written examination, coursework</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Level</th>
<th>Credits</th>
<th>Type</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5BBP0256</td>
<td>Nervous System</td>
<td>5</td>
<td>30</td>
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<tr>
<td>5BBP0257</td>
<td>Respiratory and Musculoskeletal Systems</td>
<td>5</td>
<td>30</td>
<td>Cr</td>
<td>written examination, coursework</td>
</tr>
<tr>
<td>5BBP0258</td>
<td>Cardiovascular and Renal Systems</td>
<td>5</td>
<td>30</td>
<td>Cr</td>
<td>written examination, coursework</td>
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<tr>
<td>PBBP0259</td>
<td>Professional Development</td>
<td>-</td>
<td>-</td>
<td>P</td>
<td>Practical examination, coursework, CPD portfolio</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Module Code</th>
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<th>Level</th>
<th>Credits</th>
<th>Type</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6BBP0361</td>
<td>Medicines Discovery and Development</td>
<td>6</td>
<td>30</td>
<td>Cr</td>
<td>written examination, coursework</td>
</tr>
<tr>
<td>6BBP0362</td>
<td>Gastrointestinal System and Skin</td>
<td>6</td>
<td>30</td>
<td>Cr</td>
<td>written examination, coursework</td>
</tr>
<tr>
<td>6BBP0363</td>
<td>Infection and Pharmaceutical Microbiology</td>
<td>6</td>
<td>30</td>
<td>Cr</td>
<td>written examination, coursework</td>
</tr>
<tr>
<td>6BBP0364</td>
<td>Endocrine System and Cancer</td>
<td>6</td>
<td>30</td>
<td>Cr</td>
<td>written examination, coursework</td>
</tr>
<tr>
<td>PBBP0365</td>
<td>Professional Examinations</td>
<td>-</td>
<td>-</td>
<td>P</td>
<td>Written and practical examination, coursework &amp; CPD portfolio</td>
</tr>
</tbody>
</table>

**Fourth Year (delete where appropriate)**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Level</th>
<th>Credits</th>
<th>Type</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7BBP0422</td>
<td>Research Project</td>
<td>7</td>
<td>60</td>
<td>Cr</td>
<td>coursework</td>
</tr>
<tr>
<td>7BBP0423</td>
<td>Clinical Decision Making</td>
<td>7</td>
<td>30</td>
<td>Cr</td>
<td>written examination, coursework</td>
</tr>
<tr>
<td>7BBP0424</td>
<td>Emerging Therapeutics and Modern Medicines</td>
<td>7</td>
<td>30</td>
<td>Cr</td>
<td>written examination, coursework</td>
</tr>
</tbody>
</table>

If a Masters programme, are level 6 credit levels permitted within the programme? Yes

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Maximum number of credits permitted with a condoned fail (core modules excluded)
None

Are students permitted to take any additional credits, as per regulation A3?
No

Are students permitted to take a substitute module, as per regulation A3?
No

Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

In each year of study, MPharm students are required to attain an average of >25% in the four written examinations and >25% average in the four elements of coursework. If a student fails to exceed the 25% threshold, the Programme Board of Examiners may recommend that the student should not be allowed any further attempt and be withdrawn from the programme. In addition, if a student fails to progress to the second year of the programme within three years of registration, the board of examiners may recommend that the student should not be allowed any further attempt and be withdrawn from the programme. If a student fails to progress from any subsequent year within three years, the Board of Examiners may recommend that the student should not be allowed any further attempt and be withdrawn from the programme. In this case the students would be eligible for the appropriate exit award.

Professional assessments are scheduled in the first year Principles of Clinical Care module, the Professional Development module (year 2) and Professional Examinations module (year 3). The latter two modules are non-credit bearing and serve to draw together professional assessments to allow remedial action to be implemented where students fail to meet key professional requirements. MPharm 2, 3 and 4 candidates not attaining the pass mark in any professional assessment will have 2 further opportunities to achieve the required standard. The pass mark set for these qualifying assessments is 70% to reflect the GPhC standards, except for the year 2 clinical assessments where a pass mark of 60% is required. Any clinical situation where the student would have been deemed to cause patient harm will result in an automatic fail mark. The CPD portfolio must be completed to the satisfaction of the personal tutor at the end of all four years of the programme.

All core modules have an attendance requirement of 75% in practical classes, workshops, clinical placements, clinical visits and internships. Any candidate who does not meet this requirement will be withdrawn from the examinations.

Credit weighting
The following weighting will be used to determine the degree classification:

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MPharm 1 – weighting 1/18
MPharm 2 – weighting 3/18
MPharm 3 – weighting 5/18
MPharm 4 – weighting 9/18

Other relevant information to explain the programme structure

Please note that new students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.

Exit Award (see section 4) are calculated using the C-Score in line with standard School policy.

BSc Pharmaceutical Sciences
Year One: 4 core modules, 4 at Level 4 (120 credits)
Year Two: 4 core modules, 4 at Level 5 (120 credits)
Year Three: 4 compulsory modules, 4 at Level 6 (120 credits), i.e. excluding the Pharmacy Examinations module and to allow condoned fails (30 Credits) in year 3.

UG Diploma Health Science
Year One: 4 core modules, 4 at Level 4 (120 credits)
Year Two: 4 compulsory modules, 4 at Level 5 (120 credits), i.e. excluding the Professional Development module and to allow condoned fails (30 credits) in year 2.

UG Certificate Health Science
Year One: 4 compulsory modules, 4 at Level 4 (120 credits), i.e. excluding the Pharmacy Orientation module and to allow condoned fails (30 credits) in year 1.
19. Marking criteria

All credit bearing modules will be marked in accordance with the relevant School’s marking criteria for undergraduate (years 1 to 3 of the MPharm degree) and Level 7 (final year of the MPharm) work or in accordance with the Colleges general marking criteria.

For key professional activities additional marking criteria are applied in line with the competency standards set out by the GPhC. For example, any performance in a clinical examination that is likely to have resulted in patient harm will result in an automatic failure of that element.

20. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here

MPharm (Pharmacy) Examination Board

21. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

External Examiners are already in place

22. Measures to help ensure that the programme is inclusive to all students

Anticipatory:
All students in receipt of an offer receive an information booklet on the support services offered by the College.
Health and DBS checks are made as a condition of any offer, therefore we can anticipate any problems in advance and provide the students with the help or advice they may need.
All students are sent information about disability/dyslexia advice and are encouraged to speak to an adviser in advance of the start of term so the department can make provision for any adjustment required.
All students receiving offers who have indicated they have a disability in their application receive a letter from the School Disability Adviser with her contact details and offering the applicant the opportunity to discuss their requirements. Reasonable adjustments are made wherever possible to address the needs of the students in terms of disability, religion and childcare needs.

Flexible:
The Department has a policy on ‘Reasonable adjustments in teaching and assessment for students with specific learning difficulties’ that has been developed in collaboration with the Equality and Diversity Office

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Advice has been taken to ensure assessment methods do not unfairly discriminate against students with disabilities. Reasonable adjustment including a variety of different formats and additional time when required is factored into the different modules. Although attendance is compulsory in laboratory classes, workshops and clinical visits/placements, flexibility is allowed whereby students can be allocated different groups if childcare issues arise. The MPharm degree is accredited by the General Pharmaceutical Council so we are governed by an indicative syllabus and the need to meet core competencies. This also governs or full time delivery of the programme.

**Collaborative:**
The MPharm is taught by experts from King’s Health Partners (KHP) and students benefit from the partnerships and research collaborations between academic staff and KHP. Placements and visits are provided in KHP and beyond, offering collaborations internationally. Students are consulted about changes to the degree. Students are represented on the MPharm Committee and we operate a Staff Student Liaison, which meets once a term, to discuss improvements. There is an annual MPharm review and we utilise feedback from students, KHP partners and industrial/pharmacy sector experts to ensure we develop graduates fit for purpose.

**Transparent:**
The Department operates a fair and transparent admissions process in partnership with the Admissions Office. The Departments publishes coursework marks in a fair and transparent (although confidential) manner so students can monitor their own progress. The Department conducts a coursework review at the end of semester one to identify any student at risk and to offer support.

**Equitable:**
All students are treated fairly and equally. The MPharm regulations are robust and each student is treated fairly and individually in line with the regulations. Students are notified of the MPharm specific regulations, including the GPhC standard requirements, at Induction, in published handbooks and in the timetabled Examination Regulations lecture slots given to all students annually.

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Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1. **Programme name** Pharmacy (MPharm)

2. **Is this programme involved in collaborative activity?**
   - Yes
   - No [X]

   If yes what type of Collaborative Provision is it *(tick appropriate box)*?

   - Does the programme have an access/feeder Programme for entry into it? [ ]
   - Does the programme have an articulation/progression agreement for entry into it? [ ]
   - **Dual Award** [ ]
   - **Franchised Provision** [ ]
   - **Joint Award** [ ]
   - **Multiple Award** [ ]
   - **Partnership Programme** [ ]
   - **Recognition of Study or Award of Credit through off-campus study or placement** [ ]
   - **Placements, including those in industry, those required for teacher education, experience necessary for qualifications in the health professions and continuing professional development** [ ]
   - **Staff and student exchange** [ ]
   - **Provision of learning support, resources or specialist facilities** [ ]
   - **Validated provision** [ ]

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Distance learning and online delivery involving work with delivery organisations or support providers

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto QAS Office?

Yes □ No □ Not applicable □

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Yes □ No □ Not applicable □

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

Name and address of the off-campus location and external body

Not applicable

Percentage/amount of the programme delivered off-campus or by external body

Nature of the involvement of external body

Description of the learning resources available at the off-campus location

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

Please attach the report of the visit to the off-campus location

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#### 5. Recognition of study or award of credit through off-campus study or placement -
please indicate how the time will be spent, the length of time out, the amount of credit
and whether it is a compulsory or optional part of the programme

<table>
<thead>
<tr>
<th>Year abroad</th>
<th>Year in employment</th>
<th>Internship</th>
<th>Placement</th>
<th>Other (please specify)</th>
</tr>
</thead>
</table>

Time spent ……………………Credit amount ………..Compulsory/optional……………

#### 6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

Students can complete the 60 credit project (during the first semester) at a partner institution, in Europe or further afield. Other projects are undertaken in hospital, community or industrial settings.

#### 7. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body

**Name and address of PSB**

The General Pharmaceutical Council  
129 Lambeth Road  
London SE1 7BT  
(Telephone: 020 3365 3400)

**Date validation/accreditation commenced:**  
September 2009

**Frequency of validation/ accreditation**  
6 years

**Date of last validation/accreditation**  
20/21 January 2009  
**Date of next validation/ accreditation**  
10/11 April 2014

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