**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

**PHAR1034 - Endocrine and Gastrointestinal Pharmacology**

1. School or partner institution which will be responsible for management of the module

**Medway School of Pharmacy**

1. Start date of the module

**September 2015**

1. The number of students expected to take the module

**30 students**

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

**None**

1. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

**I**

1. The number of credits and the ECTS value which the module represents

**15 credits (7.5)**

1. Which term(s) the module is to be taught in (or other teaching pattern)

**Term 1**

1. Prerequisite and co-requisite modules

* **PHAM1003, Introduction to Physiology and Pharmacology**
* **PHAM1054, Introduction to Biosciences**
* **PHAM1004, Medicines Design and Manufacture**
* **Basic Laboratory Skills**
* **Analytical Techniques in Pharmacology**

1. The programmes of study to which the module contributes

**BSc (Hons) in Physiology and Pharmacology**

1. The intended subject specific learning outcomes

On successful completion of this module, students will have demonstrated:

11.1. Understand the principal function of the endocrine organs and the action of the hormones which are secreted (**POA2, POC2**)

11.2. Understand the function of the pancreatic islet hormones (**POA1, POA2, POC2**)

11.3. Understand the pathology of diabetes mellitus and the site of action, mechanism of action, and clinical application of anti-diabetic drugs (**POA1, POA2, POC2, POC3**).

11.4. Understand the background of obesity and the role of leptin in body weight regulation (**POA1, POA2, POC2, POC3**).

11.5. Understand the different pharmacological approaches used in the treatment of obesity (**POA1, POA2, POC2**)

11.6. Understand the role of the pituitary gland and the adrenal cortex and mechanisms of action and clinical uses of glucocorticoids (**POA1, POA2, POC2, POC3**).

11.7. Understand the regulation of thyroid function and the action of thyroid hormones (**POA2, POC2**)

11.8. Understand the site of action and mechanism of action of drugs used in diseases of the thryroid. (**POA1, POA2, POC2, POC3**).

11.9. Understand the endocrine control and the mechanisms of action drugs that influence reproduction (**POA1, POA2, POC2, POC3**).

11.10. Understand how the nervous innervation and hormonal secretion controls the gastrointestinal tract (**POA2, POC2**)

11.11. Understand the mechanisms that underlie gastric secretion (**POA2, POC2**).

11.12. Understand the mechanism that underlie vomiting and the mechanism of action of anti-emetic drugs (**POA1, POA2, POC2, POC3**).

11.13. Understand the mechanisms that underlie motility of the gastrointestinal tract and the mechanism of action of drugs that affect gastrointestinal motility (**POA1, POA2, POC2, POC3**).

1. The intended generic learning outcomes

12.1 An ability to work and communicate effectively with others (**POD1 & POD2**)

12.2 An ability problem-solve relating to quantitative data, calculations and numeracy (**POA5, POB2, POB3, POB4, POC5, POD2, POD3, POD4, POD5, & POD6**)

12.3 An ability to critically evaluate quantitative data (**POA5, POB2, POB3, POB4, POD2, POD3, POD4, POD5, & POD6)**

12.4 An ability to accurately retrieve and understand information as part of self-directed learning (**POD1,POD2,POD3,POD4,POD5,POD6)**

12.5 An understanding of the accepted ethical principals involved in the collection, use and interpretation of scientific data (**POB1, POB2, POB3, POB5, POB6**)

1. A synopsis of the curriculum

* Review of the endocrine system
* The pancreatic islet hormones
* Diabetes mellitus and diabetic drugs
* Obesity
* Thyroid function and drugs used to treat thyroid disease
* Endocrine control of reproduction and drugs that influence reproduction
* Neural and hormonal control of the gastrointestinal tract
* Vomiting and anti-emetics
* Drugs that effect gastro-intestinal motility

1. Indicative Reading List

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ISBN number** | **Author** | **Date** | **Title** | **Publisher** |
| 0702034711 | Humphrey P. Rang, James M. Ritter, Rod J. Flower, Graeme Henderson. | 31 Mar 2011 | Rang & Dale's Pharmacology | Churchill Livingstone |

1. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

**Summary of Learning and Teaching Activities**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lecture** | **Practical** | **MSCL/ CAL** | **Seminars** | **Private Study** | **Formal assessment** | **Total hours** |
| 18 | 15 | 57 | 2 | 55 | 1 x 3 hour exam | 150 |

Lectures serve to deliver the core material directly related to themes shown in the curriculum synopsis and help the students achieve the subject specific learning outcomes

The laboratory practicals serve to reinforce concepts introduced in the lectures and also serve to help the students achieve both the subject specific learning outcomes and the generic learning outcomes

MSCL (**M**anaged **S**tudent **C**entred **L**earning) serves to reinforce concepts delivered in both lectures and laboratory practicals

Seminars serve to consolidate the material and help the students achieve the subject specific learning objectives

Private study (revision) is student driven and serves to consolidate understanding and help students achieve both subject selective learning outcomes and generic learning outcomes.

1. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

|  |  |  |  |
| --- | --- | --- | --- |
| **Method of assessment** | **Learning outcomes assessed (POs & SSLOs)** | **Weighting** | **Outline details** |
| Continuous assessment | Subject specific learning outcomes 11.11, 11.12, 11.13  All generic learning outcomes  All subject specific learning outcomes (SSLOs)  All generic learning outcomes | 40%  PASS | Lab report  Satisfactory attendance and performance at all laboratories and workshop (80% minimum attendance is COMPULSORY) |
| Examination | All subject specific learning outcomes (SSLOs)  Generic Learning outcomes 12.4 and 12.5 | 60% | 3 hour examination |

The pass mark for this module is 40%. The aim of the lab report assessment is to assess the practical skills of the student. Satisfactory attendance and performance at all scheduled coursework sessions is normally defined as a minimum of 80% attendance of all laboratory/workshop classes, plus lab books maintained to the required GLP standard

1. Implications for learning resources, including staff, library, IT and space

**Additional laboratory resources may be required for this module.**

1. The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia support service, and specialist support will be provided where needed.
2. Campus(es) where module will be delivered:

**Medway School of Pharmacy, Medway Campus**

1. Partner College/Validated Institution:
2. University School responsible for the programme: **Medway School of Pharmacy**

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| --- | --- |
| ................................................................  Director of Learning and Teaching  Dr Buge Apampa | ..............................................  Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................  Head of School  Prof I Cumming. | ..............................................  Date |

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** *(delete as applicable)***:** "I confirm that the College/Validated Institution*(delete as applicable)* has approved the introduction of the module and will be responsible for its resourcing"

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| .................................................................  Nominated Responsible Officer of Partner College/Validated Institution  ………………………………………………….  Print Name  …………………………………………………..  Post | ..............................................  Date |

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Partner College/Validated Institution

Module Specification Template  
Last updated February 2013