1. **Title of the module**

Introduction to Drug Discovery

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

Medway School of Pharmacy

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 5

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

15 (ECTS 7.5)

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

This module is being taught as part of the Foundation in Applied Chemical Science Technology which is being delivered by e-learning on a part-time basis over three years.

1. **Prerequisite and co-requisite modules**

CHEM1118, CHEM1119, CHEM1130, CHEM1131

1. **The programmes of study to which the module contributes**

Foundation in Applied Chemical Science Technology

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate a clear understanding of how drug discovery organisations choose the disease areas and indications that they will operate in (PO A1-7; B1-3)
3. Demonstrate a clear understanding of how drug discovery targets are chosen so as to be confident in providing efficacy and safety when those targets are modulated in patients PO A1-7; B1-3)
4. Demonstrate a clear understanding of how hits can be generated against protein targets in a drug discovery context PO A1-7; B1-3)
5. Demonstrate a clear understanding of how initial hits can be optimised into leads and then finally drugs PO A1-7; B1-3)
6. Develop an appreciation of the immense effort and intellectual input required for the discovery and development of a single drug and the key issues and risks that must be faced PO A1-11; B1-3)
7. Demonstrate a clear understanding of new approaches to drug discovery that are emerging PO A1-11; B1-3)
8. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
9. The development of practical/technical skills (PO A4;C1)
10. An ability to analyse, evaluate and correctly interpret data (PO A6-8; C2)
11. An ability to present and communicate data (PO C3; C6; D1-3)
12. An ability to obtain and use information from a variety of sources as part of self-directed learning Time-management and organisational skills within the context of self-directed learning (PO C6; D7-9)
13. **A synopsis of the curriculum**

* The stages of drug discovery, from disease selection and target selection to drug candidate nomination
* Drug target selection: how to choose a target for drug discovery that will maximise success
* Hit discovery: the different methodologies, both *in vitro* and *in silico*, for the discovery of novel hits against a drug target
* Lead and drug discovery: the processes for optimising hit molecules
* New approaches to drug discovery: indications discovery (drug repurposing) and combinations discovery
* Examples of drug discovery in action: case studies of drug discovery for male erectile dysfunction and AIDS (acquired immunodeficiency syndrome) indications

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Author | Date | Title | Publisher | ISBN |
| F.D. Kind (Ed.) | 2002 | Medicinal Chemistry: Principles and Practice. Second Edition. | Royal Society of Chemistry | 978-0854046317 |
| J. Mann | 2004 | Life Saving Drugs: The Elusive Magic Bullet | Royal Society of Chemistry | 978-0854046348 |
| R. M. Rydzewski | 2008 | Real World Drug Discovery: A Chemist's Guide to Biotech and Pharmaceutical Research | Elsevier | 978-0080466170 |
| G. L. Patrick | 2013 | An Introduction to Medicinal Chemistry | Oxford University Press | 978-0199697397 |

1. **Learning and Teaching methods**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **e-learning** | **e-activities/**  **Practicals / Work activities** | **MSCL / CAL** | **Total hours** | **Learning Outcomes** |
| Teaching | 35 | 25 | 15 | **75** | All subject specific learning outcomes (SSLOs) |
| Private study | 15 | 5 | 10 | **30** | All subject specific learning outcomes (SSLOs) |
| Work-based experience |  | 40 |  | **40** | A2-11; B1-7; C1-5; D1-9 |
| Formal assessment |  |  |  | **5** | All subject specific learning outcomes (SSLOs) |
| **Total hours** |  |  |  | **150** |  |

*Please see section 14. Map of Module Learning Outcomes for more information.*

**Online e-learning** is intended to present the key information directly relating to the learning objectives.

**E-activities, practicals and work activities** serve to reinforce material presented online and also relate directly to the learning objectives. These are specifically based on enabling students to relate their theoretical knowledge of Cell Biology to the bioscience workplace in a variety of industries.

**MSCL** serves to reinforce and support materials presented in the above forms in the students’ minds. They also form part of the self-directed learning for the student.

**Private study** encompasses the revising of all material presented in the above various forms of teaching and learning, together with the opportunity to explore and read more widely around specific topics (this may already have been suggested in the MSCL materials).

1. **Assessment methods.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Method of assessment** | **Learning outcomes assessed (POs & SSLOs)** | **Weighting** | **Outline details** |
| Continuous assessment (1) | A1-7; B1-3; C1-3 | 30% | Reflective report / case study / lab. report \* |
| Continuous assessment (2) | A1-11; B1-3; C1-6 | 20% | Based on assessment of myFolio entries. |
| Continuous assessment (3) | All subject specific learning outcomes (SSLOs) | 20% | 40 minute MCQ assessment |
| Examination | All subject specific learning outcomes (SSLOs) | 30% | 1 hour written examination |

*Please see section 14. Map of Module Learning Outcomes for more information.*

**The pass mark for this module is 40%. The aim of the assessment is that there should be an equal balance between ‘application’ (ie. reflection related to practical/work experience) and ‘theory’ (ie. examination), but that neither should enable the student to obtain a pass grade independently and in its entirety.**

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** |  | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |  |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |  |  |  |
| Teaching | *75* | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |
| Private study | *30* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Work-based experience | *40* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Formal assessment | *5* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |

1. **The School/Collaborative Partner (delete as applicable) 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 student support service, and specialist support will be provided where needed.**
2. **Campus(es) or Centre(s) where module will be delivered:**

**This is a distance learning module, however academic staff will be based at the Medway Campus, University of Kent.**

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |