1. **Title of the module**

PHAM1127 - Medicines & Disease 2A – Heart, Renal, Endocrine and Nutrition

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

Medway School of Pharmacy

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

Level 5

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

40 credits (20 ECTS)

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

Spring

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

Prerequisite:

A successful completion of all the modules at Stage 1 (level 4) of the MPharm programme

Co-requisites:

PHAM1128 Medicines and Disease 2B

PHAM1126 Medicines and Disease 2C

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

MPharm (Master of Pharmacy)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

Have:

1. Knowledge and understanding of the underlying genetic, immunological and pathological basis of selected diseases

2. Knowledge and understanding of preformulation properties and powder technology in the formulation and manufacture of solid dosage forms

3. An ability to apply drug stability kinetics, modes of pharmaceutical product degradation and the factors affecting stability to evaluate the shelf life and make judgements on suitable storage conditions

4. An understanding of biopharmaceutics, pharmacokinetics and drug metabolism

5. Knowledge of pharmacokinetic data and its interpretation in the light of factors which may affect patient variability

6. Knowledge and understanding of the pharmacological & non pharmacological interventions which are appropriate for the prevention and/or treatment of selected conditions

7. An ability to reflect on and discuss detailed mechanism of drug action as well as the cautions, contraindications and risks associated with certain drug therapies

8. Knowledge and understanding of medical terminology by reviewing patient case notes and analysing the information to begin the process of pharmaceutical care planning

9. A knowledge of the methods used to monitor drugs which require individualised dosing and an ability to interpret associated clinical data

10. An ability to undertake and interpret patient monitoring requirements linked to selected clinical conditions and/or therapeutic interventions

11. An understanding of the patient as an individual including awareness of factors that may influence health behaviour such as age, gender, ethnicity, faith, illness and cultural background

12. An understanding of consultation models based upon concordance to discuss issues related to adherence and medicine taking

13. An understanding of patient assessment with respect to patient history taking and responding to symptoms

14. An increasing understanding of the ethical and legal responsibilities of the pharmacist, including their accountability in relation to supply, dispensing, medical and non-medical prescribing of medicines and appliances

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

Have:

1. Knowledge of the skills necessary for independent learning, problem analysis, oral and written communication

2. Application of verbal and non-verbal communication skills appropriate to the situation

3. An understanding of the roles of other health and social care professionals in relation to improving patient outcomes

4. Ability to undertake pharmaceutical calculations without a calculator, to assure patient safety

1. **A synopsis of the curriculum**

Concepts of pharmacotherapeutics, pharmaceutics, chemistry, biosciences, pharmacokinetics and professional practice are integrated to introduce students to the use of drug and non-drug therapy in treating major diseases of selected body systems. The module aims to provide students with an in-depth knowledge of the pathophysiological basis of diseases, management aims, non-pharmacological and pharmacological strategies including the science of drug action. Didactic lectures combined with active learning approaches will enable students to apply clinical and scientific aspects into practice.

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

The reading list for the module will be updated annually.

The current reading is available to students on the module Moodle page.

1. **Learning and teaching methods**

Total contact hours: 110

Private study hours: 190

Total study hours: 400

1. **Assessment methods**
	1. Main assessment methods
2. Coursework (40% of module mark):
3. Laboratory Assessment (50% of Coursework mark)
4. MCQ Assessment (50% of Coursework mark)
5. Written Examination, 3 hours (60% of module mark)
6. Professional Competency (Pass/Fail)
7. Attendance (P/F) \*
8. Professional Portfolio (P/F) \*\*
9. Dispensing Assessment (P/F) #

The pass mark for this module is 40%. Students must pass both the coursework overall and the examination element in order to satisfactorily complete the module.

Students must also pass the professional competency assessments in order to satisfactorily complete the module and to progress to the next stage of the MPharm programme:

\* Students who fail to meet the 80% threshold attendance at all scheduled coursework sessions (i.e. workshops, laboratory sessions and seminars) will have their coursework capped to the pass mark. Students who fail to meet the 60% threshold will be deemed not to have met the learning outcomes and will fail the module.

\*\* Successful completion of a Professional Portfolio is required for a Pass

# Requires 70% attainment and meet any predefined required elements (where a student makes what would, in real world practice, be an unlawful, life-threatening or life-ending decision) for a Pass

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *8.10* | *8.11* | *8.12* | *8.13* | *8.14* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Private Studies* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| *Lectures* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| *Workshops* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| *Laboratory sessions* |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Dispensing sessions* |  |  |  |  |  |  |  |  |  | x | x | x | x | x | x | x | x | x |
| *Integrated Seminars* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *MCQ Assessment* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| *Laboratory Assessment* |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Written Examination* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| *Professional Portfolio* |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |
| *Dispensing Assessment* |  |  |  |  |  |  |  |  |  | x | x | x | x | x | x | x | x | x |
| *Attendance* | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The staff involved in teaching this module have had substantial training abroad and this will further the international nature of the delivery of this module.

One of the goals of the MPharm degree programme is to produce graduates who will eventually become registered pharmacists in the United Kingdom. However, many of our MPharm graduates have become successful pharmacists in the Republic of Ireland, Canada and other nations.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018