**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **Master of Pharmacy (MPharm)** |

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| 1. **Awarding Institution/Body** | University of Kent, University of Greenwich |
| 1. **Teaching Institution** | University of Kent, University of Greenwich |
| 1. **School responsible for management of the programme** | The Medway School of Pharmacy (conjoined School of the above universities) |
| 1. **Teaching Site** | Medway |
| 1. **Mode of Delivery** | Full-time |
| 1. **KentVision Academic Model** | *To be completed in due course, once approved by the University* |
| 1. **Programme accredited by** | General Pharmaceutical Council |
| 1. **a) Final Award** | Master of Pharmacy (MPharm) |
| **8. b) Alternative Exit Awards** | BSc (Hons) Pharmaceutical Studies  BSc Pharmaceutical Studies  Diploma in Pharmaceutical Studies  Certificate in Pharmaceutical Studies |
| 1. **Programme** | Pharmacy |
| 1. **UCAS Code (or other code)** | B230 |
| 1. **Credits/ECTS Value** | 480 credits: ECTS value-240 |
| 1. **Study Level** | Undergraduate Master’s Level 7 |
| 1. **Relevant QAA subject benchmarking group(s)** | GPhC Standards for Pharmacy Education  QAA Pharmacy Subject Benchmark Statement (2002) |
| 1. **Date of creation/revision** *(note that dates are necessary for version control)* | August, 2018 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2019 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| The MPharm programme at Medway aims to provide pharmacy education of excellent quality with a focus on producing future pharmacists who will:   1. Promote the safe & effective use of medicines ensuring patient & public safety at all times 2. Contribute to the advancement of knowledge through participation in research 3. As self-directed learners, demonstrate intellectual creativity and curiosity in their professional practice 4. Meet the requirements for accreditation by the GPhC on successful completion of the programme   The graduates will demonstrate the following attributes:   1. The knowledge, intellectual skills and attitudinal attributes expected of a day one pre-registration trainee 2. A thorough understanding of the design, development and use of safe and effective medicines 3. A thorough understanding of the law and ethics relating to pharmacy 4. An ability to apply clinical knowledge, skills and attitudes in the care of patients over a continuum of minor ailments to major diseases 5. An ability to work successfully in collaboration with others to promote the effective use of medicines and other interventions that reduce the burden of disease and promote health 6. An ability to retrieve, understand, interpret, apply, analyse, synthesize, and evaluate information 7. Personal and professional behaviour and life skills expected of a healthcare professional such as interpersonal, communication, lifelong learning and problem solving skills in the care of patients and the public |

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| **17 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.  The MPharm programme with the programme outcomes (POs) below was accredited by the GPhC, the pharmacy Regulator, in 2013. |

## **Knowledge and understanding of**

PO3. Utilise scientific knowledge in practice

PO8. Understand factors that influence health behaviour

## **Intellectual skills**

PO10.Communicate effectively with healthcare practitioners, patients, family members or carers giving appropriate advice about medicines

PO11. Work effectively in groups whose members are from diverse backgrounds

PO12. Demonstrate the intellectual and life skills that are expected of a pharmacy professional

## **Subject specific skills**

PO1. Participate in health promotion and disease prevention activities with other members of the inter-professional healthcare team, to resolve public health problems and provide lifestyle advice during interactions with patients and the public

PO4. Provide advice to patients and healthcare professionals, on the safe use of medicines for minor ailments, acute episodes of illnesses and long term conditions

PO5. Effectively respond to symptoms in the pharmacy, confidently signposting to an appropriate healthcare practitioner where necessary

PO6. Carry out a comprehensive medication review and provide accurate advice about medicines optimisation when necessary

PO7. Process prescriptions safely and appropriately in accordance with clinical, legal and ethical considerations

PO9. Demonstrate competency in pharmacy related informatics with an ability to manage and retrieve information

PO15. Undertake duties in accordance with legal, ethical, social, economic, and professional guidelines

PO16. Demonstrate the competencies expected of an MPharm graduate as outlined by the regulatory body (GPhC)

## **Transferable skills**

PO2. Demonstrate effective consultation skills that enable the systematic gathering of relevant patient history and record keeping

PO13. Demonstrate a commitment to continuing professional development and lifelong learning

PO14. Recognise valid courses of action and is able to make decisions under difficult conditions in the absence of complete information

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

**Teaching and learning**

Whilst lectures are the key to providing much of the required knowledge in the science and practice of pharmacy, practical sessions provide students with the opportunity to apply their knowledge both in the underpinning science material and the health care setting. The curriculum integrates science and practice throughout the course of study and emphasises team building through collaborative learning in group work. Patient care is placed at the heart of the student’s study so that they develop competence in four major areas: clinical skills, social science in pharmacy, managing as a professional pharmacist, and professional enquiry. In addition to lectures, seminars, practical classes and workshops using simulated patient scenarios, students encounter patients and other healthcare professionals in placements (in a variety of pharmacy practice settings throughout all 4 stages), “patients in teaching” sessions and interprofessional learning experiences. As a result, students acquire knowledge and understanding of pharmacy practice and how to conduct an effective patient encounter in order to promote healthy lifestyles, optimise patients’ medicines and resolve drug therapy problems.

**Assessment**

Students are assessed through a variety of methods;

* written examinations,
* MCQ progress tests,
* coursework (for example written laboratory reports, professional decision
* making assignments, therapeutic frameworks),
* competency assessments (Pharmaceutical calculations, dispensing, OSCEs, tests of the students’ application of knowledge and decision making and a professional portfolio),
* SRP dissertation and poster presentation.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |

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| **18 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  The programme is studied over four years full time (or five years if students undertake the foundation stage). It is divided into four stages (or five stages if including the Foundation stage) each comprising 120 credits and students must successfully complete each stage before proceeding to the next stage.  The Master of Pharmacy (MPharm) programme, as a professionally accredited programme, is governed by relevant MPharm Academic Regulations agreed with the University.  For students to progress from the Foundation stage to stage 1, they must achieve 60% in each module and successfully pass an interview, as required by the external regulator, the GPhC. Students who fail to achieve 60% in each module and/or fail the interview but achieve at least 50% in each module may be offered progression onto Stage 1 of the BSc(Hons) in Pharmacology and Physiology.  Each stage consists of modules (see below) which all have specified learning outcomes and each module carries a specified number of credits. One credit corresponds to approximately 10 hours of “learning time” which includes all taught and supervised classes and all private study time. Students must achieve the specified learning outcomes associated with a module in order to gain the credits.  Each module is designated at one of four ascending levels, Certificate (level 4), Intermediate (level 5), Honours (level 6) and Masters (level 7) in additional to the optional entry Foundation (level 3) year.  To be eligible for an MPharm degree, students must obtain 480 credits consisting of 120 credits from each level (levels 4 – 7) of study.  A candidate who successfully completes stages 1-3 of full-time study on the MPharm programme, (360 credits, levels 4 - 6) may be eligible for the award of a BSc (Hons) degree Pharmaceutical Studies. This is a terminal award and the student will not be awarded an MPharm degree.  A BSc degree without honours will be awarded where students achieve 300 credits with at least 180 credits at level 5 or above including at least 60 credits at level 6. This is a terminal award and the student will not be allowed entry into Stage 4 of the MPharm programme.  A Diploma will be awarded where students achieve 240 credits of which at least 90 are at level 5 or above.  A Certificate will be awarded where students achieve 120 credits at level 4 but fail to progress.  Students may not enter or progress to the Certificate, Diploma non-honours degree or honours degree; these awards are only available as alternative exit awards.  For the purposes of classification the weightings of stages are:  MPharm - Stage 2 (20%); Stage 3 (30%); Stage 4 (50%)  BSc (Hons) - Stage 2 (20%); Stages 3 B(80%)  Compensation and condonement are not permitted in the MPharm programme in accordance with the MPharm academic regulations (2017) |

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| **KV Code** | **SDS Code** | **Title** | | **Level** | **Credits** | **Term(s)** |
| **Stage 0 (Foundation)** | | | | | | |
| **Compulsory Modules** | | | | | | |
|  | CHEM1148 | Essentials in Chemical Sciences | | 3 | 15 | 1 |
|  | BIOL1057 | Essentials in Biological Sciences | | 3 | 15 | 1 |
|  | RESE1164 | Academic Study Skills for University | | 3 | 15 | 1 & 2 |
|  | MATH1178 | Numeracy for pharmacy and biomedical sciences | | 3 | 15 | 1 & 2 |
|  | PHAR1054 | Introduction to Pharmacy Skills | | 3 | 30 | 1 & 2 |
|  | PHAM1144 | Introduction to Laboratory Practice | | 3 | 15 | 2 |
|  | PHAR1055 | Introduction to Pharmacology | | 3 | 15 | 2 |
| **Stage 1** | | | | | | |
| **Compulsory Modules** | | | | | | |
|  | PHAM1004 | Medicinal Products: Pharmaceutics & Chemistry for Pharmacy | | 4 | 30 | 1 & 2 |
|  | PHAM1054 | Molecules, Cells & Body systems: Cell Biology, Microbiology & Biochemistry | | 4 | 30 | 1 & 2 |
|  | PHAM1003 | Molecules, Cells & Body systems: Physiology & Pharmacology | | 4 | 30 | 1 & 2 |
|  | PHAM1005 | Introduction to Pharmacy | | 4 | 30 | 1 & 2 |
| **Stage 2** | | | | | | |
| **Compulsory Modules** | | | | | | |
|  | PHAM1128 | Medicine and Disease – Cancer, Infection, Joints, Lungs and Skin | | 5 | 40 | 1 |
|  | PHAM1126 | Medicine and Disease - Brain Psychiatry Eyes | | 5 | 40 | 1 & 2 |
|  | PHAM1127 | Medicine and Disease -Heart, Renal, Endocrine and Nutrition | | 5 | 40 | 2 |
| **Stage 3** | | | | | | |
| **Compulsory Modules** | | | | | | |
|  | PHAM1131 | Integrated Therapeutics - Heart, Renal, Endocrine and Nutrition | | 6 | 40 | 1 |
|  | PHAM1130 | Integrated Therapeutics - Cancer, Infection, Joints, Lungs and Skin | | 6 | 40 | 1 & 2 |
|  | PHAM1129 | Integrated Therapeutics - Brain Psychiatry Eyes | | 6 | 40 | 2 |
| **Stage 4** | | | | | | |
| **Compulsory Modules** | | | | | | |
|  | PHAM1125 | Preparing for Practice | | 7 | 60 | 1 & 2 |
|  | PHAM1096 | Sustained Research Project | | 7 | 40 | 1 & 2 |
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| **Optional Modules** Students must select one (1) 20 credit module from the following list of optional modules: | | | | | | |
|  | PHAM 1087 | | Advanced Neuroscience | 7 | 20 | 2 |
|  | PHAM 1086 | | Advanced Cell and Molecular Biology | 7 | 20 | 2 |
|  | PHAM 1089 | | Advanced Therapeutic Agents | 7 | 20 | 2 |
|  | PHAM 1090 | | Advanced Drug Delivery Technologies | 7 | 20 | 2 |
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| **19 Work-Based Learning** |
| *If there is work-based learning in this programme of study, include the following statement:*  Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will be available to meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Students on the MPharm programme undertake a number of placements in both community pharmacy and the hospital sector. The placement tutors and placement officer will ensure that adequate arrangements are made for all students. All placements that relate to modules of study at Medway School of Pharmacy are arranged by the School. In order to ensure that the placement provider meets health and safety and professional requirements, the School arranges all Stage 1 – 3 placements and quality assures the student-selected Stage 4 placement. In the event of a placement being cancelled or rejected by the School due to health & safety considerations, an alternative placement venue will be provided for the affected student. |

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| **20 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/> * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> |

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| **21 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| **21.1 Entry Route**  For current information, please refer to the University prospectus |
| The following are typical routes of entry to stage 1 of the programme:   * All students are required to demonstrate basic literacy and numeracy skills as evidenced by GCSE grade 5 in English Language and grade 5 Mathematics. * 128 UCAS Tariff points, ABB at A2 level (including 2 science based subjects, one of which must be Chemistry). * 128 UCAS Tarrif points (DDM) in BTEC National Diploma in Applied Science * Science.Scottish Highers:   + AB at Advanced Higher level to include chemistry and one other pure science based subject and BB at Higher Level in two additional subjects; and relevant qualifications in English language and maths. * Irish Leaving Certificate - AA at Higher Level in chemistry and one other pure science based subject and BBB in three additional subjects at Higher Level; and Mathematics and English language grade B at Ordinary Level. * International Baccalaureate - An overall score of 32 points (15 at Higher Level), to include ≥ 5 in both Chemistry and one other science based subject. * Greek Apolytirion - 18.1 > 20 overall, with a minimum of 14 in Maths, to include 18 in all directional subjects (must include Chemistry and at least one other science based subject). * Overseas applicants will be assessed on an individual basis based upon the UK Naric equivalent and must have an appropriate English language qualification and equivalent sciences background * Alternative English Qualifications:   + IELTS at grade 7.0 in each category * Cambridge English Advanced Certificate at grade B * TOEFL (Internet Based score of 87 or Paper Based score of 575) * Graduate Entry - applicants possessing a first degree in a relevant subject must have a minimum of a 2:1 classification to be considered. (Please see details regarding [ELQ tuition fees](http://www.msp.ac.uk/studying/fees-and-finance.html))   **Additional Requirements [Stage 1 entry]**  Any offer will be subject to satisfactory Disclosure and Barring (DBS) and relevant health checks. All applicants will be interviewed by staff from the Medway School of Pharmacy. |
| **21.2 What does this programme have to offer?** |
| * An accredited MPharm programme providing the opportunity to enter pre-registration training and the ability to register as a pharmacist after passing the Registration Assessment set by the regulator. * High rates of employment for registered pharmacists. * The possibility of entering a research career. |
| **21.3 Personal Profile** |
| * You will have a passion for a career in pharmacy. * You will take personal responsibility for your learning and professional development, laying a basis for lifelong CPD. * You will have a suitable level of numeracy and communication skills and a willingness to develop these further on the programme. |

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| **22** **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| **22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>   *Medway School of Pharmacy specific information:*   * External accreditation by the GPhC * Subject TEF * NSS * Monitoring of student progress and attendance * Personal Academic Support System. * Mentoring/PGCHE training for new lecturers * Moderation of examination questions by module team, internal and external examiners. * Feedback from placement supervisors |
| **22.2 Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School of Pharmacy Learning and Teaching Committee * Faculty Education Committee * Faculty Board * Education Board * MPharm Board of Examiners * Module team meetings. * External Examiners’ reports * Programme approval sub-committee.   Also oversight from University of Greenwich Academic Quality Unit. |
| **22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff/Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS * Annual placement surveys. * Discussions with tutors * Student representatives on Departmental, Faculty and University committees * Informal communication between students and teaching staff |
| **22.4 Staff Development priorities include:** |
| * Minimum expected qualifications for appointment * PGCHE requirements * Professional body membership and achieving appropriate professional continuing professional development requirements * Staff appraisal scheme * Staff development courses * Module and subject team meetings * Research seminars * Research led teaching * Attendance at national/international conferences * Study leave & sabbaticals |

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| **23** **Indicators of Quality and Standards** |
| * Results of periodic programme review (see <https://www.kent.ac.uk/teaching/qa/review.html> for the review schedule) * GPhC accreditation * GPhC Registration Assessment results * Most recent QAA Higher Education Review * Annual External Examiner reports * Annual programme and module monitoring reports * Placement reports * Employer feedback |
| **23.1 The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality> * GPhC Standards for the Initial Education and Training of Pharmacists * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html> * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) *(or collaborative partner’s equivalent)*   *Insert any additional School-specific reference points* |

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| **24** **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme 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. |

*Template last updated July 2018*

*Module mapping table to be amended as appropriate to the programme specification. Where the programme includes optional modules, only the compulsory modules should be included in the table. The programme learning outcomes will normally all be addressed by the compulsory modules.*

**Module Mapping: *Master of Pharmacy***

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|  | **Stage 0 Foundation** | | | | | | | **Stage 1** | | | | **Stage 2** | | | **Stage 3** | | | **Stage 4 core** | | **Stage 4 electives** | | | | | |
|  | Essentials in Chemical Sciences  Essentials in Biological Sciences  Academic Study Skills for University  Numeracy for pharmacy and biomedical sciences  Introduction to Pharmacy Skills  Introduction to Laboratory Practice  Introduction to Pharmacology | Essentials in Biological Sciences | Academic Study Skills for University | Numeracy for pharmacy and biomedical sciences | Introduction to Pharmacy Skills | Introduction to Laboratory Practice | Introduction to Pharmacology | PHAM1003 | PHAM1004 | PHAM1054 | PHAM1005 | PHAM1127 | PHAM1128 | PHAM1126 | PHAM1131 | PHAM1130 | PHAM1129 | PHAM1125 | PHAM1096 | PHAM1086 | PHAM1087 | PHAM1089 | PHAM1090 | |
| * 1. **Knowledge and understanding of** | | | | | | | | | | | | | | | | | | | | | | |
| PO3 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| PO8 |  |  | X |  | X |  |  |  |  |  | X | X | X | X | X | X | X | X |  |  |  |  |  | |
| * 1. **Intellectual skills** | | | | | | | | | | | | | | | | | | | | | | | |
| PO10 |  |  | X |  | X |  |  |  |  |  | X | X | X | X | X | X | X | X | X |  |  |  |  | |
| PO11 |  |  | X |  | X |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| PO12 |  |  | X |  | X |  |  |  |  |  | X | X | X | X | X | X | X | X |  |  |  |  |  | |

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| * 1. **Subject Specific Skills** | | | | | | | | | | | | | | | | | | | | | | | |
| PO1 |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X | X | X |  |  |  |  |  | |
| PO4 |  |  |  |  | X |  |  |  |  |  | X | X | X | X | X | X | X | X |  |  |  |  |  | |
| PO5 |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X | X | X |  |  |  |  |  | |
| PO6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  |  |  | |
| PO7 |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X | X | X |  |  |  |  |  | |
| PO9 |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X | X |  |  |  |  |  | |
| PO15 |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X | X | X |  |  |  |  |  | |
| PO16 |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X | X |  |  |  |  |  | |

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| * 1. **Transferable Skills** | | | | | | | | | | | | | | | | | | | | | | | |
| PO2 |  |  |  |  | X |  |  |  |  |  | X | X | X | X | X | X | X | X |  |  |  |  |  | |
| PO13 |  |  | X |  | X |  |  |  |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| PO14 |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | |