



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	N/A
4	Final Award	BSc(Hons) Applied Pharmacology
	Subsidiary exit awards	BSc Applied Pharmacology (after Level 3) Diploma of Higher Education (after Level 2) Certificate of Higher Education (after Level 1)
5	Programme Title	Applied Pharmacology
6	UCAS code	B210
7	SCQF Level	7-10
8	Mode of delivery and duration	Full-time: 4 years for BSc(Hons)
9	Date of validation/review	April 2014

10. Educational Aims of the programme

- To provide a programme of study that develops a sound understanding of the issues and concepts related to pharmacology, pharmacotherapy and to health at the individual, community and population levels.
- To develop the ability to integrate contributory disciplines in the analysis and interpretation of factors influencing maintenance and disturbance of the body's functions and overall health.
- To develop in students the capacity for critical, analytical, reflective and independent thinking so that they become more effective problem solvers and continuing learners both as students and in their subsequent careers.
- To encourage a research mindedness on the part of students so that they may better understand and evaluate relevant research, compare merits of alternative hypotheses and be able to undertake research themselves.
- To facilitate the progressive development in students of a range of transferable skills relevant to the world of work including the commitment to life-long learning and a professional and ethical approach to working.
- To develop experimental and practical skills related to the field of pharmacology with associated skills in design of investigations, data collection, analysis and reporting.

11. Benchmark statements/professional and statutory body requirements covered by the programme

- QAA Benchmark statement for Biosciences (2007)
- Core curriculum recommendations of the British Pharmacological Society (BPS).

12. Learning Outcomes of the Programme

In this section the learning outcomes have been categorised under the following headings:

- Knowledge and Understanding (KU)
- Intellectual Skills (IS)
- Practical Skills (PS)
- Transferable Skills (TS)

Learning Outcomes - Level 1

On completion of Level 1 the student will be able to:

- (a) Demonstrate a knowledge and understanding of fundamental concepts in human biological sciences and related subjects (KU)
- (b) Demonstrate competence in basic skills in relation to laboratory techniques, information and educational technology, analysis and interpretation of data, and written and oral communication (IS, PS, TS)
- (c) Work with motivation and a degree of personal responsibility, demonstrate an ability to prioritise and effectively manage learning time, negotiate learning objectives and evaluate self-performance (TS).

Learning Outcomes – Level 2

On completion of Level 2 the student will be able to:

- (a) Demonstrate a sound knowledge and understanding of the human biological sciences and related subjects at a depth which enables evaluation from a firm scientific perspective (KU).
- (b) Further understand and integrate the fields of study (IS).
- (c) Demonstrate through the processes of analysis, evaluation and problem solving, an inquiring and investigative approach (IS, TS).
- (d) Work more independently as an individual and also demonstrate the ability to contribute effectively and constructively in group work (IS, TS).
- (e) Demonstrate an increasing level of skills in areas including: laboratory work, information technology, data analysis and interpretation, written and oral communication (IS, PS, TS).

Learning Outcomes - Level 3

On completion of Level 3 the student will be able to:

- (a) Demonstrate a high level of knowledge and understanding in the aspects of pharmacology and related subjects studied (KU).
- (b) Demonstrate a sound understanding of factors which influence health at the individual, community level and population level (KU, IS).

(c) Demonstrate further development of transferable skills including the ability to extract, synthesise, and critically evaluate concepts, data and evidence with the ability to communicate these in appropriate ways (IS, PS, TS).

Learning Outcomes - Level 4

On completion of Level 4 the student will be able to demonstrate key characteristics and aptitudes of an Honours graduate:

(a) A capacity for sustained high level, independent work, illustrated by successful design and implementation of a research project and submission of a project report which exhibits ability to interpret and critically evaluate methods and evidence (IS, PS, TS).

(b) A sound knowledge, deep understanding and an integrated view of the complex biological and other inter-relationships involved in the health of individuals, communities and populations (KU).

(c) Ability to solve problems through the application of appropriate theories, concepts and practical scientific expertise (IS, PS, TS).

(d) Ability to search and access information in relevant formats and sources, to recognise limitations of current evidence and hypotheses, and to identify potential avenues for future investigation (IS,TS)

(e) Ability to analyse pharmacological and other relevant scientific data using appropriate numerical or statistical methods (PS, TS)

(f) Display high order personal skills and attributes which are essential to potential employers including the ability to:

- demonstrate sensitivity to ethical implications of advances in pharmacological and health related fields
- manage their time effectively
- communicate effectively in different media and situations
- construct reasoned arguments and implement an evidence-based approach or practice
- show independent learning and thinking
- be imaginative and innovative in their approach to new situations and problems
- contribute positively to group work
- be flexible and creative within organisational and professional contexts. (KU, IS, PS, TS)

13. Teaching and learning methods and strategies

Students will be taught using a variety of teaching methods, including lectures, tutorials, laboratory practicals, computer workshops, workshops, peer presentations, case studies and problem-based learning.

14. Assessment strategies

A broad range of assessments will be used including exams (unseen, seen and part-seen), laboratory reports, MCQ and MCQ/Short answer exams, essays, case-study reports, individual presentations, group presentations and poster presentations.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

A standard QMU Honours programme based on the normal duration of 4 years for full time students. Each academic year comprises two semesters, each having 60 credits of study. Students must achieve 480 credits from appropriate levels to gain the BSc Honours degree.

Part-time students attend a proportion of the normal timetabled modules, therefore the duration of their programme is more variable.

Students may exit at points before completion of the Honours programme and attain lesser awards as summarised below:

Level 1

Biochemistry 1 (20 credits)
Cell Biology & Human Physiology (20)
Contemporary Issues in Biological Issues (10)
Developmental Biology & Ageing (10)
Genetics (10)
Integrating Module (10)
Introduction to Health & Society (10)
Introduction to Neuroscience (10)
Key Investigative Skills 1 (10)
Microbiology (10)

Completion of Level 1 (120 credits): Certificate of Higher Education (SCQF Level 7)

Level 2

Immunology (10)
Integrating Module 2 (10)
Key Investigative Skills 2 (10)
Laboratory Investigative Procedures (10)
Medical Microbiology (10)
Molecular Biology (10)
Nutrition: Energy & Macronutrients (10)
Pharmacology (20)
Professional Development & Scientific Analysis (10)
Systems Biology (20)

Completion of Levels 1&2 (240 credits) : Diploma of Higher Education (SCQF Level 8)

Level 3

Advanced Neuroscience (10)
Clinical Sciences 1 (20)
Clinical Sciences 2 (20)
Dissertation (10)
Drug Abuse and Addiction (10)
Integrating Module 3 (10)
Insights into Scientific Enquiry & Evaluation (10)
Molecular Pharmacology (20)
Professional Module (10)

Completion of Levels 1-3 (360 credits) : BSc Applied Pharmacology Degree (SCQF Level 9)

Level 4

Advanced Medical Microbiology and Immunology (10)
Advanced Molecular Pharmacology (10)
Current Issues in Cancer (10)
Current Issues in Cardio- and Cerebrovascular Disease (10)
Current Issues in Health (10)
Honours Project (40)
Performance Enhancing Drugs (10)
Research (Professional Communication (20)

**Completion of Levels 1-4 (480 credits): BSc (Honours) Applied Pharmacology Degree
(SCQF Level 10)**

16. Criteria for admission

Typical entry

- Scottish Higher: 195 UCAS Tariff points (BBB or other grades giving equivalent points)
- A Level: 200 UCAS Tariff points (BB or other grades giving equivalent points)

Additional requirements

- Biology or Chemistry and preferably one other science at Higher or A Level (which may include Mathematics, Home Economics or another relevant science).
- Chemistry, Biology, Mathematics and English should normally be held at least to S/Intermediate2/GCSE or equivalent.

FE & Access students

- Year One Entry: We welcome applications from students from science based Access/Foundation Courses that include adequate Biology and Chemistry*.
- Year Two Direct Entry: Applicants with an HNC in Applied Sciences or equivalent are considered*.
- Year Three Entry: Applicants with an HND in Applied Biological Sciences or equivalent are considered*.
- *Each application is assessed on its individual merits and prospective students are encouraged to call the Admissions Tutor to discuss the options.

Over and above these requirements the standard precepts of the University Admissions Regulations apply. These can be found on the QMU Quality website at: <http://www.qmu.ac.uk/quality/documents/Admission.pdf> . Specific mention is made in Section 7 of the institutional Admissions Regulations regarding the admission of disabled applicants.

17. Support for students and their learning

Personal Academic Tutor (PAT)

We currently operate a system for student support in academic and pastoral matters. Each student is assigned a member of staff from the Subject Area as a personal academic tutor within the first month of matriculating in level 1 (and at Masters level). These tutors support the student through the length of their studies unless a particular request to change PAT is instigated by the student. Students are invited to meet their PAT at least once a semester to discuss progress. This is particularly important in the first year of any programme. The PATs can advise their students about their studies and help out with problems. Students can contact their PAT at any time when they need support but are also expected to respond to any request made if contacted by their PAT.

Student Staff Consultative Committee (SSCC)

The SSCC comprises the Level 1 to 4 Class Reps for all of the DNBS undergraduate programmes, the Programme Leaders and the Academic Staff from DNBS. Student Staff meetings are organised by the School Office at time mutually convenient to staff and students. These enable issues from module delivery and other general University-wide issues to be discussed. These meetings will continue to be held once per Semester. Student representatives are encouraged to Chair and take minutes of these meetings where practical ways of resolving problems are openly discussed. They are also encouraged to make suggestions on how to improve their individual programme.

Joint Programme Committee (JPC)

Student representatives and academic staff from all five Honours programmes in the Subject Area meet formally at the JPC to address issues of mutual interest, approve course changes, and discuss course reports and other documentation.

These SSCC and JPC committees are serviced by the School Office who circulate members with documentation for meetings and record minutes of meetings.

We strongly encourage our students to become student representatives – it is valuable experience and, in addition to them influencing programme issues, it contributes to their CV and employment references later. Any necessary training is provided by the Student Union. In the latter years in particular students are encouraged to attend the School and Subject Area research seminars.

Central Support services

The many support services for students, including the counselling service, financial advisors, the mentoring service and others are all detailed in the QMU student handbooks.

The International Office provides central support to international students but there is also local support from Dr Douglas McBean our DNBS International Students Co-ordinator.

Academic Disability support is also available centrally and locally. Dr Douglas McBean offers advice to DNBS students wishing to apply for a Disabled Student Allowance, or concerned about issues such as dyslexia

Careers advice is provided both by the programme leader and supported by central student services. In order to develop our graduates as competent professionals we encourage them to develop their personal portfolios within the programmes. For Dietetics students this is a paper based exercise which ensures they achieve the learning outcomes of their practice placements. For Applied Pharmacology students we will encourage the use of an e-portfolio in the new programmes. This is introduced in the first year module Key Investigative Skills 1 and supported through the personal academic tutorial system. The development of the portfolio is formally addressed at levels 2 and 3 through Key Investigative Skills 2 and the Professional Development modules respectively.

Students on our programmes have access to on-site Student Services. Two further central initiatives that have been put in place to support students are QMConnect and QMAdvance. **QMConnect** is a project that matches new students (mentees) with trained students (mentors) who are there to help them settle in to the University, student life and study routines. All new students may apply to be matched with a mentor. Students from many different backgrounds can benefit from mentoring, including mature students returning to study, students gaining direct entry to levels 2 and 3, international students, people with family responsibilities, or those coming straight from school. **QMAdvance**, however, is a 3-day orientation programme open to first-year mature undergraduates who are making the move into higher education. The programme aims to smooth the path into Higher Education for those students who have recently completed an Access course or other study at FE College, are coming straight from employment or returning to study after a gap. It is managed by staff within the Student Services Department and draws on the expertise of other members of staff across the University. QMAdvance takes place just before matriculation and aims to complement other induction activities taking place within subject areas.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>