

Variation to the Programme Specification

For Academic Year 2021/22

Name of programme and award type: <i>(such as Single Honours History with International Year)</i>	MSc in Pharmaceutical Development with Business Management (also the associated PGCert and PGDip exit points)
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Dear students,

As part of our commitment to continually work to improve our programmes we are confirming in this document the changes to your programme in the Academic Year 2021/22. We are planning for campus to be fully operational in 2021/22, which offers the clear prospect of a fuller and more 'normal' campus experience and will be ready to react to any further national restrictions or government guidance, as necessary. More general information about what studying at the University will be like in 2021/22 can be found here: <https://www.keele.ac.uk/coronavirus/operations/>.

Specific planned changes

How the programme will be taught <i>(include any significant changes to the balance between on campus and digital delivery and what students can expect)</i>	<p>Students can expect a mixture of:</p> <ul style="list-style-type: none"> • scheduled live teaching – on-campus, and in some cases online, involving whole group and small group teaching; • use of online resources, including pre-recorded resources, tasks and reading; • collaborative work with others, either in-person or online. <p>Changes to the balance of on-campus and on-line may be necessary depending on circumstances.</p> <p>In Semester 1 of the 2021-22 academic year:</p> <p>Small group sessions may take place <i>in situ</i> either on campus or at our Guy Hilton Research Centre facility depending on cohort size and availability of COVID19 secure facilities. Where this is not feasible, an online/digital approach will be adopted.</p> <p>There will be timetabled, synchronous taught/interactive (e.g. workshop) sessions which allows you to have immediate and direct interaction with the academic and your peers over an online platform such as MS Teams. You will be expected to join in and engage with the session at the set time. It is highly advisable that you complete any pre-work required for such sessions and engage with such sessions as it will be an opportunity for cohesive</p>
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	<p>development as it offers you direct access to expertise and peer support from your cohort.</p>
<p>Changes to placements, field courses or other practical activities (<i>where applicable</i>)</p>	<p>These sessions could run with reduced numbers of students to ensure appropriate physical distancing in a laboratory setting, COVID19 secure facility availability and regulation permitting. There is a possibility that the variety/number of laboratory sessions in a module may be reduced to accommodate multiple, repeat sessions for such small groups. If these alternatives are not feasible for logistical or safety reasons, a suitable alternative that meets the learning outcome will be provided.</p> <p>Semester 3 is a project semester taking place over Summer 2022. Depending on social distancing requirements, limited lab-based projects in locations that allow safe distancing and are deemed COVID19 secure may be available for students to choose from. Computational/digital resource-based projects will also be available.</p> <p>Any induction or training required for the projects will be conducted over a digital platform.</p> <p>For external site visits, advice on the exact nature of the visits will be agreed with the external providers and will take account of government advice.</p>
<p>How the programme will be assessed (<i>a general summary of changes to assessment methods</i>)</p>	<p>A phased-return to <i>in situ</i> will be adopted. Assessments which were not originally designed to be done over a digital platform will be conducted <i>in situ</i> if COVID19 secure facilities are available. If they are not available, Level 3 and above style assessments will be adopted as detailed above.</p> <p>In the event of any changes to existing assessments you will be notified well in advance of any changes and provided with suitable resources to help you in the completion of any such assessments.</p> <p>The introduction of “low-stake” assessments which sits within an existing assessment component may be introduced to suitable modules if necessary, to encourage engagement from students. These assessments will vary depending on the exact needs of each module and will be incorporated into the exam component of each module.</p>