

# Department of Pharmacy & Pharmacology



UNIVERSITY OF  
**BATH**

MPharm



Undergraduate Programmes Handbook  
2017-2018

This handbook is available in electronic format via the Department Moodle (virtual learning environment) pages. The online version includes live links to information sources.

If you require a copy in large font or another format please contact the Undergraduate Programme Administrator.

Every effort has been made to ensure that the information contained within this handbook is accurate and up-to-date.

## ACADEMIC YEAR 2017-18

These dates are correct at the time of going to print – please check on the University's semester dates website for up-to-date information during the year:

<http://www.bath.ac.uk/about/organisation/semester-dates/2017-18/index.html>

Semester 1	Dates	Week(s)
New student arrivals	Saturday 23 September 2017 - Sunday 24 September 2017	
Welcome Week and Freshers' Week	Monday 25 September 2017 - Sunday 1 October 2017	0
Teaching Period	Monday 2 October 2017 - Friday 15 December 2017	1-11
Christmas vacation	Monday 18 December 2017 - Friday 5 January 2018	12-14
Semester 1 revision/assessment period	Monday 8 January 2018 – Friday 26 January 2018	15-17
Inter-semester break	Monday 29 January 2018 – Friday 2 February 2018	18

Semester 2	Dates	Week(s)
Teaching Period	Monday 5 February 2018 - Friday 23 March 2018	19-25
Easter vacation	Monday 26 March 2018 - Friday 6 April 2018	26-27
Teaching Period	Monday 9 April 2018 - Friday 4 May 2018	28-31
Semester 2 revision/assessment period	Monday 7 May 2018 - Friday 1 June 2018	32-35
Supplementary Assessment Period	Wednesday 15 August 2018 - Friday 24 August 2018	46-47

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# Welcome

It is a pleasure to welcome you as a new undergraduate member of the Department of Pharmacy & Pharmacology. My role as Director of Teaching is to ensure that we, as academic staff, do all we can to assist you to obtain the best degree result that you can achieve. This requires both you and us to contribute equally to what is a real partnership between 'learner' and 'teacher' and to accept our joint responsibility for making your undergraduate studies a success. Our part of the deal is to deliver taught material that is relevant, high quality and up-to-date in a number of different settings – lectures, workshops, practice-based learning, e-tivities, and practical classes. In return, we expect you to demonstrate commitment by attending all these classes and to be prepared to undertake parts of the programme through self-directed study.

We want you to enjoy student life in Bath – this includes both work and play! We hope you will look back on your time here as a key element in defining your future – some of the friends you make over the coming months will remain close for the rest of your life.

Have a great time!



Dr Philip Rogers

Director of Teaching & MPharm Director of Studies



## About This Handbook

This Handbook is intended for all students commencing the MPharm (Hons) Pharmacy in the academic year 2017/18.

Please note that the contents of this Handbook are accurate at date of publication (September 2017), but that information may sometimes be subject to change after this Handbook has been issued.

- While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: [www.bath.ac.uk/regulations](http://www.bath.ac.uk/regulations) and Assessment Regulations: [www.bath.ac.uk/registry/nfa](http://www.bath.ac.uk/registry/nfa)) are the most up-to-date and take precedence over the contents of this Handbook.
- For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies for advice.

# The Department

## Organisation

The Department of Pharmacy & Pharmacology is led by the Head of Department, currently Professor Steve Ward. The Head of Department directs all aspects of the Department, with operational input from a number of nominated role-holders and a number of advisory committees.

The role-holders, or key staff, you are most likely to come across in the course of your studies are presented in the table on page 9.

## Communication

### *Email*

Email is the method that staff will generally use to contact you and the method by which they prefer you to contact them. Your tutors and lecturers will use email to tell you about times for tutorials and meetings as well as any lectures or workshops which have to be rearranged at short notice. If you write or reply to an email from a member of staff **please sign your email with your name and surname as well as your year and programme of study.**

Your University email account is the only account that is used for communications. It is your responsibility to ensure that your email inbox does not become over full as this will prevent new emails reaching you.

### *Student pigeon-holes*

Student pigeon-holes are located in 5 West Level 3 Foyer and are used by the department to ensure that University relevant paperwork gets to you. You should check your pigeon-hole regularly, so that it does not become over full; please do not use the Department's address for personal mail.

### *Moodle*

Our virtual learning environment, Moodle, is used extensively to communicate with you. Information will be regularly provided at Department, Programme and Unit levels. We also have a virtual area for students, which contains year group virtual noticeboards. We no longer routinely use paper-and-pin noticeboards to communicate with students.

### *Department Office*

The Department Office is located in 5 West Level 3. Staff are available to help resolve your queries accept coursework due for handing in, or distribute information etc. If you want to contact the Department and you don't know where to go or who to see, your first point of contact should be the Department Office.

### *Intranet Websites*

The University website provides you with lots of relevant information. You can find out your timetable from the website, your unit lecturer, syllabus details of the units you are taking, placements opportunities, etc. For many queries the main Bath University internal website is a great place to start from: [www.bath.ac.uk/students](http://www.bath.ac.uk/students)

You will also find local programme-related information on the website for your programme of studies, which has links to our Department website and to Moodle:

[www.bath.ac.uk/pharmacy](http://www.bath.ac.uk/pharmacy) and [www.bath.ac.uk/pharmacy/moodle](http://www.bath.ac.uk/pharmacy/moodle)

## Expectations

It is a University Regulation that you attend regularly. If circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action.

See Regulation 3: [www.bath.ac.uk/regulations](http://www.bath.ac.uk/regulations)

## Attendance

Attendance at all taught sessions is compulsory. You are expected to attend all lectures on your timetable and attendance will be randomly checked by register. Attendance at practical classes and workshops will be recorded.

If, due to illness, you are unable to participate in a practical class it is particularly important to let the Department know in advance if you can. We prepare equipment and consumables for experiments, which is costly and wasteful if you don't attend. Please email [pharmadmin@bath.ac.uk](mailto:pharmadmin@bath.ac.uk) to inform them of your absence, preferably before 10am

You should also send an email of apology to the lecturer concerned with an explanation about why you are not able to attend.

## Directed study

All unit descriptions include "private study" as part of the unit content. This gives an indication of the time that it is recommended you spend outside the formal teaching timetable on various aspects of the material covered in the unit. Each unit includes a significant proportion of private study, not including revision for assessments. Formal contact with academic staff will generally account for a little under half this time, so private study should be seen as an important part of the unit overall and, in particular, your learning of the subject matter covered. Depending on the unit involved, time may be required for

- reviewing and consolidating lecture notes, both through checking the accuracy of the notes taken and by reading the recommended textbook chapters or other literature,
- manipulating experimental data and writing practical reports,
- carrying out computer-aided learning exercises, including examining relevant virtual patients, in preparation for feedback workshops,
- preparing for laboratory, workshop or tutorial classes, for example by reading practical schedules in advance of a laboratory class or by working through given exercises in advance of a problem-solving workshop,
- reading literature and taking notes on topics related to but not formally covered in the unit, as directed in the unit booklet.

The main purpose of directed study is to enable you to obtain a deeper and more rounded understanding of the material taught in a given unit and to encourage you to integrate this material into the wider context of your degree programme.

Remember that any topics presented for you to cover in directed study form part of the unit content and as such may be included in unit assessments.



## Key Contacts

### **Director of Studies**

The Director of Studies, Dr Philip Rogers, is responsible for managing the undergraduate programmes offered by the Department; their responsibilities include the development of the curriculum and its delivery, quality management and enhancement, the overview and balance of assessment, student support issues, as well as pastoral and welfare care.

### **Faculty of Science Undergraduate Administrative Team**

The Faculty of Science Undergraduate Administration Team is responsible for supporting the administration of undergraduate teaching in our department.

### **Personal Tutor**

Each student is allocated to a member of academic staff who acts as their Personal Tutor. The Personal Tutor provides a first point of contact for academic advice or advice on obtaining additional help when health problems occur or personal circumstances are affecting your academic performance.

### **Chair of the Staff-Student Liaison Committee (SSLC)**

The SSLC is a key location of staff-student contact for feedback and quality enhancement. The Chair of this committee is elected by its membership and has a key role in encouraging staff and student participation, in the representation of the concerns of SSLC to other committees, and in the communication of the work of SSLC to students and staff. The Chair may be either a student or a member of staff. If a student is elected Chair, a member of academic staff will be appointed as staff lead for SSLC.

### **Technical Manager**

The Faculty of Science Technical Manager, Mr Malcolm Holley, has managerial oversight of the technical staff who support the teaching activities in laboratories; in addition, he is responsible for implementing Health & Safety procedures in the Department.

### **Unit Convenors**

A Unit Convenor has responsibility for the delivery of all aspects of a unit. This person will normally deliver the main lectures within a unit and will normally have prepared the course materials to be delivered within the unit. If you have problems with the running of a unit you should normally approach the Unit Convenor about it in the first instance.

## Staff in the Department

A full list of staff in the Department is available on the departmental intranet.

Your courses will be taught by the following members of staff:

Member of staff	E-Mail address	Room number	Extension
Dr C P Bailey	C.P.Bailey@bath.ac.uk	5W 2.49C	4957
Dr S J Bailey	S.Bailey@bath.ac.uk	5W 2.40	6842
Dr J N Beresford	J.N.Beresford@bath.ac.uk	7W 3.9	3641
Dr I S Blagbrough	I.S.Blagbrough@bath.ac.uk	5W 3.15	6795
Dr A Bolhuis	A.Bolhuis@bath.ac.uk	7W 2.10	3813
Dr L Caggiano	L.Caggiano@bath.ac.uk	5W 3.6	5709
Dr S Chapman	S.C.E.Chapman@bath.ac.uk	5W 3.34	4371
Dr P De Bank	P.DeBank@bath.ac.uk	5W 2.26	4017
Dr B Delgado-Charro	B.Delgado-Charro@bath.ac.uk	5W 2.53	3969
Dr C E Edmead	C.E.Edmead@bath.ac.uk	5W 2.24	5638
Dr I M Eggleston	I.Eggleston@bath.ac.uk	5W 3.8	3101
Dr N Fotaki	N.Fotaki@bath.ac.uk	7W 2.8	6728
Prof R H Guy	R.H.Guy@bath.ac.uk	7W 3.13	4901
Mr N Haddington	N.J.Haddington@bath.ac.uk	5W 3.32	6029
Ms L Hanning	L.Hanning@bath.ac.uk	5W 4.0	3780
Mrs H A Hodges	H.A.Hodges@bath.ac.uk	5W 2.35	3273
Prof S M Husbands	S.M.Husbands@bath.ac.uk	5W 3.25	3103
Dr M D Jones	M.D.Jones@bath.ac.uk	5W 3.19	3829
Prof R S G Jones	R.S.G.Jones@bath.ac.uk	7W 3.13a	3935
Dr J A Letchford	J.A.Letchford@bath.ac.uk	5W 4.3a	6729
Prof M A Lindsay	M.A.Lindsay@bath.ac.uk	7W 3.14	6783
Dr M D Lloyd	M.D.Lloyd@bath.ac.uk	5W 2.13	6786
Mrs P Lye	P.Lye@bath.ac.uk	5W 2.35	3290
Dr A Mackenzie	A.Mackenzie@bath.ac.uk	5W 2.45	5796
Dr C Martin	C.J.Martin@bath.ac.uk	5W 2.49b	6789
Dr A McGrogan	A.McGrogan@bath.ac.uk	5W 2.42	4142
Prof N McHugh	N.J.McHugh@bath.ac.uk	5W 2.52b	4228
Mrs A Mitchell	A.M.Mitchell@bath.ac.uk	5W 2.35a	3290
Dr P J Mitchell	P.J.Mitchell@bath.ac.uk	5W 3.31	6917
Prof R Mrsny	R.J.Mrsny@bath.ac.uk	5W 3.22	3358
Dr Helen Paine	H.Paine@bath.ac.uk	5W 2.35	3290

Mrs F Pietersen	F.Pietersen@bath.ac.uk	5W 2.35a	3290
Dr C A Pourzand	C.A.Pourzand@bath.ac.uk	5W 4.3c	3590
Prof R Price	R.Price@bath.ac.uk	5W 2.27	3644
Mrs K Pritchard	K.H.Pritchard@bath.ac.uk	5W 2.35	3290
Mr N J Robinson	N.J.Robinson@bath.ac.uk	5W 2.35	5089
Dr P J Rogers	P.J.Rogers@bath.ac.uk	5W 3.42	4445
Dr J A Scott	J.A.Scott@bath.ac.uk	5W 3.26	5775
Dr S V Smirnov	S.V.Smirnov@bath.ac.uk	5W 2.44	4471
Dr A D J Taylor	A.D.J.Taylor@bath.ac.uk	5W 3.34	6029
Mr D Taylor	D.J.Taylor2@bath.ac.uk	5W 2.35	3290
Dr D A Taylor	D.A.Taylor@bath.ac.uk	5W 3.27	3677
Dr A S Thompson	A.S.Thompson@bath.ac.uk	5W 2.15	6765
Prof M D Threadgill	M.D.Threadgill@bath.ac.uk	5W 3.9	6840
Prof S G Ward	S.G.Ward@bath.ac.uk	5W 3.45	3641
Prof M Watson	M.C.Watson@bath.ac.uk	5W 3.33	6787
Dr M L Watson	M.L.Watson@bath.ac.uk	5W 2.46	3393
Dr A Watts	A.Watts@bath.ac.uk	5W 3.10	6788
Dr T Woodman	T.Woodman@bath.ac.uk	5W 3.4	6778

# Department Health and Safety

## ***Statement of Intent***

A concern for health and safety is an integral part of the management of the Department of Pharmacy and Pharmacology. This policy statement indicates the organisation, arrangements, monitoring and remedial actions which will be used by the Department to implement the requirements of the University Safety Policy, and the local Department rules. The local rules are in addition to, and not a substitute for, the requirements of the general University Safety Policy. The Department will make available resources of both time and money, and arrange for training and instruction in safety matters, so far as is reasonably practicable, so that the Safety Policy can be implemented.

## ***Department Safety Team***

The person with overall responsible for safety in the Department is the Head of Department, Professor Steve Ward.

Safety-related duties have been delegated to the following persons:

Safety Liaison Officer:	Dr Daniel Lou-Hing 5W 3.39
Radiological/Laser Liaison Officer:	Mrs Deborah Robarts, WH 3.12
Chemical Liaison Officer:	Dr Tim Woodman, 5W 3.4
Microbiological Liaison Officer:	Mrs Deborah Robarts, WH 3.12
Electrical Safety Testing:	Mr Stephen Phillips
Appointed First Aiders:	Call Security, ext. 666 or Dr Daniel Lou-Hing 5W 3.39

The Departmental Safety Team has been formed to help the Head of Department discharge the duties of implementing and monitoring the University Safety Policy. The Terms of Reference of the Team are as stated in Appendix 3.4 of the University Safety Manual. The Team meets at least three times a year. Compliance with the University Safety Policy will be monitored in accordance with procedures laid down in Section 3.4 of the Safety Manual. The Head of Department will arrange, in consultation with the Departmental Safety Team, for a group to inspect the area at least twice a year. The result of the inspection will be reported on a suitable pro forma, and target dates will be set for any remedial actions. The Head of Department will acknowledge completion of the remedial actions and a copy of the completed report will be sent to the University Safety Officer for record purposes.

## ***General Department Safety***

All members of the Department have a responsibility for safety. As a Department we have a wide range of activities which if not carried out properly could pose safety risks. Therefore it is important that everyone is safety conscious. The greatest potential risks are found with regard to fires, radiation hazards, microbiological/tissue culture hazards, pressure vessels, centrifuges, weighing toxic chemicals or drugs and electrical equipment. Our most common problems are minor cuts resulting from people opening ampoules, and needle stick incidents. Although we have safety procedures in place, designed to pre-empt problems, we do depend on everyone being alert to these risks and bringing to the attention of colleagues any safety matters they are concerned about.

If you have visitors in the department you should be responsible for their general safety and evacuation in case of an emergency.

Visitors with mobility issues should inform their host prior to arrival of their needs or requirements as soon as possible.

If children are brought on to the campus they should be under constant supervision. Children should not be brought into the Department unless absolutely necessary. If they are in the Department they must not enter the laboratories.

### **Potential Asbestos Risk**

In the original construction of much of the University, asbestos was used for insulation and cladding, and dust from this has been known to collect in roof spaces above ceiling tiles. Therefore, before lifting any ceiling tile, consult with your supervisors who must contact the Estates Department to determine whether asbestos is contained within the ceiling void. In addition the building support columns have been clad in asbestos. This cladding must not be used as a notice board. Any damage to the cladding should be reported to the Department Superintendent immediately.

In addition to these general points, the following procedures should be followed by everyone in practical classes.

## **Undergraduate Laboratory Safety**

While in the Pharmacy and Pharmacology laboratories you will carry out various experiments which if not performed properly could present a risk to yourself and to others working with you. If you see anything which gives you concern over safety please inform the person in charge of the class.

There are potential risks arising from the use of pressurised vessels, centrifuges, microbiological and tissue culture work, chemicals, drugs, needles, ampoules, gases, radiation sources, exposure to allergens and electrical equipment. Therefore, do not carry out any experiment unless you are fully aware of the correct procedures. If you are unsure, do not proceed without taking advice from the class supervisor. Do not attempt to repair faulty equipment.

If you have a health problem which could be affected by laboratory work you must inform the Department Safety Liaison Officer, Dr Daniel Lou-Hing 5W 3.39 and the University Medical Officer in Quarry House.



When carrying out individual projects during the later stages of your course you and your supervisor(s) will need to make a **Risk Assessment** prior to any practical work being carried out. This may also involve filling out **Control of Substances Hazardous to Health (COSHH)** forms.

**Risk assessments** have been made by members of staff on all of the standard practical classes you will be carrying out and the level of safety is considered to be adequate to comply with the COSHH regulations. Individual risk and COSHH assessments will be found in your practical notes.

### **When in the laboratories you must comply with the following rules:**

1. Make yourself familiar with the location of fire extinguishers and fire alarms together with evacuation routes. On hearing a fire alarm, leave the building by the nearest safe route and assemble outside **Westwood residences (Assembly point 10)** which is the assembly point for 5West and 7West.



2. Always wear laboratory coats when you are in the laboratory. If you are wearing protective gloves do not contaminate door handles and taps with hazardous materials. Do not wear open shoes (flip flops, sandals or crocs), or other clothing which would compromise your safety in the event of a safety incident. Open cuts/sores should be protected from infection/contamination.
3. Safety spectacles must be worn at all times in the laboratory, and protective gloves must be used when required.
4. Long hair or loose clothing should be tied back if naked flames or rotating equipment is being used.
5. Smoking, eating, drinking and the application of cosmetics are forbidden in the laboratories.
6. Pipetting by mouth is forbidden.
7. Do not attempt to re-sheath syringe needles; once used place directly in a sharps disposal bin.
8. Take special care when weighing out chemicals as this is the time when maximal exposure to toxic agents can be expected.
9. Do not bring personal bags, coats etc. into the laboratories.
10. Do not block emergency exits.
11. If you do have an accident, report it to the person in charge and fill out an **Incident Report Form**. This should then be returned to the Department Secretary.
12. Rinse out all glassware prior to sending it for washing up by the Laboratory Assistants. Do not return Pasteur Pipettes and needles for washing up; dispose of them in the **Sharps Bins** that are provided for this purpose.
13. Clear up any breakages and spillages and inform the person in charge of the class. When you have finished your work leave the laboratory in a clean state. It is particularly important to prevent flammable solvents being disposed of via sinks. Bottles should be rinsed out and the label defaced before being placed in the waste bins.
14. Ensure that all solvent bottles are returned to the storage cupboards when no longer required.
15. Undergraduates are not allowed in the Department outside normal working hours. Never work in any laboratory unsupervised.
16. If you notice something which you regard as a hazard, please inform the person in charge of the laboratory.

### ***Public Liability insurance***

The University has a public liability insurance policy to cover any claims brought by students or members of the public against the University where the University has been negligent. This policy does not, however, cover students who come to harm because of their own fault, or cause damage of their own volition.

Further information on the University's Insurance Policy covering placement students is provided on the following web link: [www.bath.ac.uk/insurance/placement.html](http://www.bath.ac.uk/insurance/placement.html)

## ***Further Safety Information***

Further safety information can be found on the back of laboratory doors, where key information is summarised. Additional information on the Department's health and safety policy can be found on the Pharmacy and Pharmacology Intranet, updates and latest procedures will also be posted there. There you can also obtain information on:

- Decontamination of Biological waste
- Handling of Human Blood
- Storage and use of human material
- Taking human blood
- COSHH template
- Phenol Burns

## **SMOTS**

### **Code of Practice for Visual and Digital Recording and Guidance for use of the Scotia Medical Observation and Training System (SMOTS).**

#### ***Definitions***

*'Department'* - means the Department of Pharmacy and Pharmacology at the University.

*'Downloaded'* - means that certain preselected images/recordings may be extracted from networked video recorders or the secure internet server by being clipped and transferred onto a shared server/drive, which will allow the images/recording to be accessed/viewed.

*'Employee'* - means all employees of the University of Bath.

*'Facility'* - means SMOTS recording and the subsequent access and retrieval of recordings.

*'PPS'* - means Pharmacy Practice Suite.

*'SMOTS'* - means Scotia Medical Observation and Training System.

*'Students'* - means all students of the University of Bath.

*'University'* - means the University of Bath.

#### ***Background***

The University requires those involved in taking images or video recordings, or storing, holding or otherwise processing such images or recordings, to ensure that the activity complies with relevant legislation, such as the Data Protection Act and the Children Act. The SMOTS facility operates as a 360 degree, 24-hour recording facility that is CCTV-like but its primary use is for learning, teaching, feedback and assessment. In order to ensure that we are legally compliant, the procedures outlined herein specify how data generated by the SMOT system will be accessed, stored and distributed.

#### ***Scope***

This code of practice specifies operating procedures that will assist users in complying with our legislative obligations and ensure that best practice is followed. It outlines the correct operating procedures which apply to both recordings undertaken in the SMOTS facility and other instances within the department when digital or video recordings of students takes place for teaching, learning, feedback or assessment purposes. It covers not only the recording of images, but also their subsequent storage, access to them and distribution. It is binding on all employees; students, all employees of contracted out services (including external and invited speakers) and will apply to all other persons who may from time to time and for whatever purpose be present on the University's premises.

### ***Description and Purpose of the SMOTS Facility***

The primary purpose of the SMOTS is to support the learning of skills. 360 degree ceiling mounted cameras are located in all areas of the PPS and the associated consulting rooms 1 to 7. There is also a mobile camera with wireless access that can be used in other areas within wireless range.

Examples of the intended use of the system are:

- Demonstration of skills performed in the Pharmacy Practice Suite to a wider audience in real time (direct transmission).
- Packaging of pre-recorded material e.g. skills scenarios or role play for the development of multimedia objects to be delivered as part of a lesson or located in the VLE.
- Reflection/review on individual performance or group performance by participants.
- Quality monitoring of the assessment of practice through examination including the provision of examples to external examiners.

Use of the SMOTS facility will primarily be for one of the specific purposes outlined above.

However, the University may occasionally use the facility for other legitimate purposes such as marketing/creating promotional material and the University reserves the right to use a recording made by the system/and or still images generated from such recordings, and images obtained by any other means of recording on University premises in any legal or disciplinary action brought by the University.

### ***Principles of Proper Operation***

The following principles will govern the operation of the SMOTS facility:

- The facility will be operated fairly and lawfully and only for legitimate purposes identified by the Department.
- The facility will be operated with due regard for the privacy of individuals within the terms of use and access to recorded material will be permitted strictly in accordance with this Code of Practice and the operating procedures detailed therein.
- The facility will be operated in accordance with the Data Protection Act and the Data Protection Principles established by that Act will, where appropriate; be used by the University as a guide in the operation of this facility. In particular:-
  - Recorded material shall be obtained and processed fairly, lawfully and in accordance with this Code of Practice.
  - Recorded material shall be held lawfully and only for the purposes of this Code of Practice.
  - Recorded material shall not be used or disclosed for any purpose or in a manner which is incompatible with this Code of Practice.
  - Recorded material shall be adequate, relevant and not excessive in relation to the purposes set out in this Code of Practice.
  - Where recorded material is retained for any of the purposes set out in this Code of Practice, the material shall not be kept for longer than is necessary for the purpose for which it is being retained and shall be stored in a secure manner requiring authorised access.
  - The Department will ensure that appropriate security measures are taken to prevent unauthorised access to, the alteration of, disclosure or destruction of any recorded material; and to prevent accidental loss or destruction of such material.

To ensure that these principles are properly applied the following specific rules shall be adhered to:



## **1. RESTRICTED ACCESS TO FACILITY & RECORDINGS:**

Access to the SMOTS facility will be limited to authorised staff members, students and permitted visitors. Access to and the release of recordings made by the system will be strictly limited to those authorised staff members whose names appear on the relevant list compiled and maintained by the Department.

The SMOT system cannot be configured to allow users to access only the playback for their session and so the two levels of access to recordings: “administrator” and “user” are designed to protect user privacy.

Administrator access will be restricted to a small number of staff that have responsibility for maintaining the integrity of the facility, security of the recordings, setting user permissions and retrieving data for the purposes of creating learning and teaching materials. These persons will have undertaken training in Data Protection and the use of the SMOT system. This group will consist of the Lead Pharmacy Dispensary Technician and supporting technical and tutor staff.

User access to the SMOT system will be restricted to authorised teaching staff or, students working under the supervision of a teacher. Users should only access the recordings for the sessions that they are facilitating. The system has been set up to provide access throughout the Pharmacy Practice Suite (PPS) and the associated consultation rooms 1 to 7, plus the mobile camera.

## **2. SYSTEM TO BE IDENTIFIED TO USERS**

Individuals should be informed that their image and voice might be captured on camera. An A3-sized poster indicating that 24hr digital recording is in progress should be clearly displayed at all times at eye level at the entrance to the PPS and at the entrance to Consultation rooms 4 to 7. The posters will display an image of the cameras and contact details of the Lead Pharmacy Dispensary technician. Where the mobile camera is used outside of the PPS, supervising staff should take steps to avoid capturing images of those who are not part of the designated teaching session. Users should not record images in publicly accessible areas without liaising with the Head of Department in first instance. Again, mobile warning signs of visual recording should be used if possible.

Students should be reminded, as part of their induction process, that digital recording of their activity in the Pharmacy Practice Suite may take place for learning, teaching, feedback and assessment purposes. Students will receive the document “Student participation in role play scenarios, image recording, general Information, terms & conditions and consent” as part of the admissions documentation and will be required to confirm that they have read and understood the contents prior to acceptance on their chosen course.

External visitors to the pharmacy practice suite should be made aware of the presence of the recording system.

## **3. ADDITIONAL RULES FOR RULES FOR CHILDREN & YOUNG PEOPLE**

Where children and young people access the zones where SMOTS recording is in operation, the cameras must be turned off unless formal written consent to the recording is obtained from the parent/guardian of each child. Please note that the administrators of the SMOTS facility will require 48 hours’ notice of a request to turn off cameras so this needs to be borne in mind if organising a visit which will involve children.

## **4. CONSENT TO BE OBTAINED FROM PARTICIPANTS**

Those capturing images must seek permission and explicit consent in some contexts from those persons whose images are being captured. These permissions will depend upon the purpose of the recordings. If in doubt please seek advice from the University’s Legal Advisers.

All Department of Pharmacy and Pharmacology students will be required to confirm that they have read and understood the document Participation in practice simulation with image recording and signed the relevant consent form as part of the admissions process (see appendix 1). University students who are under 18 at the commencement of their course will be deemed to have sufficient capacity to consent without the need for parental approval.

## **5. STAFF TRAINING**

All staff involved with the operation of the SMOTS will be made aware of the sensitivity of handling digital images and recordings, and receive training on relevant legislation such as the Data Protection Act and will be required to familiarise themselves with this Code of Practice.

## **6. STAFF USE OF RECORDINGS**

Teachers may request a copy of their session recordings from the Lead Pharmacy Dispensary technician. These requests must be made at least one week in advance. The Lead Pharmacy Dispensary technician will then download it/them. It will then be possible to review these files as part of a class session or they could be used to demonstrate skills to the group later. If the recordings are obtained as part of a University course or unit for teaching purposes, it is generally expected that the material should be used within that context i.e. with the group of students involved in the programme.

Where it is intended that the use of the material extends beyond the learning, teaching, feedback and assessment context in which it was obtained, the protocol for securing permissions and informed consent must be followed. In practice, this means that material that is intended to be published in any way (including the virtual learning environment or the intranet) should have prior explicit written consent from each of the individuals concerned. If in doubt seek advice from the University's Legal Advisers.

## **7. USE OF THE SYSTEM FOR ASSESSMENT PURPOSES**

The SMOT system can be used to record skills-based assessments. The recordings can then be used for quality monitoring purposes. The SMOT system can also be used to provide individual recordings of a performance where the assessment task is to critique the performance with reference to the recorded material. It may also be used to provide formative feedback to students preparing for summative assessment.

Where copies of recordings are to be made available to individual students, the course team should ensure that students understand that the recordings remain the property of the University and are subject to copyright regulations. Course teams may wish to consider risks of collusion where students have access to the recordings if analysis of these forms part of the assessment. Some assessors, to reduce these risks, may use supervised access to a copy of the recording.

## **8. NO ROUTINE ACCESS**

If a recording has been made for the purposes of formal assessment, the images/recording will not normally be made available to the individual student(s), but will instead be downloaded for viewing by academic and other staff only, for the purposes of the assessment process.

However, if a recording has been made for the purposes of formative feedback or other teaching purpose, and is then downloaded, the images/recording will then normally be made available to the individual student(s) on their virtual learning environment.

There will be no routine access to recordings made for staff or students.

## **9. STUDENT REQUESTS FOR COPIES OF RECORDINGS**

Requests for access to recordings which are not made available on the virtual learning environment or otherwise, must be made to the University Data Protection Officer.

## **10. NO DISCLOSURE OF DATA TO THIRD PARTIES**

Disclosure of any recorded images to third parties will not normally be permitted. Such disclosure will only take place in exceptional circumstances and to the extent required or permitted by law.

## **TECHNICAL INFORMATION**

The Lead Pharmacy Dispensary Technician will manage the facility on behalf of the Department. Dept IT services will manage the secure logon and secure data storage requirements of the facility on behalf of Computing Services.

Images captured by the SMOTS facility will be stored on networked video recorders located on a secure internet server, managed by Computing Services.

It is not possible to delete recordings/ remove individual files manually. Instead recordings will be automatically overwritten as the storage space fills. With normal use this should be in approximately 12 days. Unless a specific request is made for retrieval of material, no recordings will be retrieved from the system or stored elsewhere.

The University owns all digitally and visually recorded material captured for the purposes of teaching, learning, feedback, and/or assessment and other legitimate purposes and the copyright of any material contained therein is also vested in the University.

## **GENERAL INFORMATION**

This Code of Practice, its operation and the operation of the SMOTS facility will be reviewed annually by the Departments' Teaching Committee.

Enquiries concerning this Code of Practice should be directed in the first instance to the Lead Pharmacy Dispensary Technician, (who will be responsible for the development of and compliance with the working procedures for the use of the SMOTS facility and retrieval of data) or the Director of Undergraduate or Postgraduate Studies.

The University reserves the right to take disciplinary action against any employee or student who breaches the Code of Practice.

Grievances and complaints concerning the operation of this facility may be progressed through the University's grievance/complaints procedure.

## Prizes

These prizes may be added to or subtracted from depending upon sponsor activity over the next four years. The lists accurately reflect the prizes and linked units at the time of going to print (Aug 2017).

### **Year 1:**

The GlaxoSmithKline Prize – Awarded to the Best Overall Student

### **Year 2:**

The Reckitt Benckiser Prize – Awarded to the Best Overall Student

The George Moore Prize – Awarded for the Best Pharmacology of Infection and Inflammation (Unit PA20319)

The Reckitt Benckiser Prize for the Best Professional Practice (Unit PA20322)

### **Year 3:**

The Royal Pharmaceutical Society Award – Awarded to the Best Overall Student

The Bath ASU Prize – Awarded for the Best Clinical Microbiology (Unit PA30328)

The David Evans Pharmacy Prize – Awarded for the Best in Pharmacy Practice (Unit PA30328)

### **Year 4:**

The George Moore Prize – Awarded to the Best Overall Student

The Boots Prize – Awarded for the Best Pharmacy Practice (Unit PA40256)

The AstraZeneca Prize – Awarded for the Best Molecular Biology and Treatment of Cancer (Unit PA40157)

The PH Redfern Prize – Awarded to the Best Mature Student

The Bristol-Myers Squibb Prize – Awarded for the Best Research Project (Unit PA40042)

The CoAcS Prize – Awarded for the Best Placement (Unit PA40180)

The Day Lewis Prize – Awarded for the Best in Clinical Pharmacy (Unit PA40041)

## **Visiting & Exchange Students**

We warmly welcome visiting and exchange students. Every year students join us from Europe and further afield under ERASMUS and other approved exchanges.

### **Tutor Support**

The academic tutor for all visiting and exchange students is Dr Andy Thompson, whose contact details you will find at the beginning of this booklet.

### **Pastoral Care**

You have access to all the University's student support services, described in this booklet. As your tutor, Dr Andy Thompson, is also available to discuss issues of a personal nature, such as accommodation or home sickness problems. If you feel you need someone else to talk to the Placements Administrator, Mrs Kathryn Hood, is located in the Department Office and will provide you with practical help and advice on a range of issues.

### **Unit Selection**

Unit (module) selection is dependent on several things, previous study and experience, timetabling availability, and on the requirements of your home institution. Usually, we will discuss unit selection with you prior to arrival, or very shortly after arrival, to ensure that you have registered for the correct number of academically compatible units.

Visiting and exchange students register for units and study alongside home students. We also have a number of units, which are available to visiting and exchange students including project units designed to fit alongside other units you will be taking.

### **Assessment**

Visiting and exchange students are welcome to study for either semester or a full academic year of study. Summative unit assessment takes place at the end of Semester 1 (January) or Semester 2 (May). There may also be some flexibility to assess project and placement work at our Supplementary Assessment Boards in September.

### **Notification of Marks**

The Department will give you an informal indication of your marks on request as soon as they are available. The official transcript of your grades, for the purpose of reporting these to your home institution, is issued by the Study Abroad Office and the timing of this can be different to the undergraduate students studying in the Department.

If you have any queries regarding the examinations or assessment regulations, please contact the Placement Administrator or Director of Studies.

# MPharm Degree

This section gives you background information on the MPharm programme, explains how it is organised, and shows you how the programme is structured.

Please note that the content of the programme description below is correct at the time of production of this Handbook and that programmes and units may be subject to reasonable change (see **Unit and Programme Changes** below).

Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues: [www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

## Synopsis & academic coherence of programme

### Vision

We seek to produce excellent pharmacists who put patient and public safety first, think critically and evaluate data; have confidence to make evidence-based decisions and interventions; work in multidisciplinary teams; demonstrate excellent communication skills with people from a wide-range of backgrounds, are adaptable and have strong leadership skills.

We strive to be a nationally and internationally-recognized provider of high quality undergraduate pharmacy education and training, delivered through University and practice-based learning, via blended learning opportunities.

### Values

The Bath MPharm is guided by the following values:

- Patients come first. Patient and public safety is paramount. Patient and public engagement with our curriculum design, and delivery is essential.
- We will abide by and promote the values of the NHS Constitution.<sup>1</sup>
- We will select high calibre students with the best potential, but our recruitment process will include widening participation activities designed to ensure support for under-represented groups who have the potential to benefit from a pharmacy degree.
- We will maintain a learning environment in which all staff and students practise fairness, inclusive language, positive attitudes, and the value of equality and diversity.
- We will collaborate with key regional, national and international stakeholders including the NHS, practitioners and the pharmaceutical industry to ensure the programme meets the needs of future patients.
- The student voice is actively encouraged and listened to.
- Student learners are actively involved in the development and continuous improvement of their own, and peers', learning.
- All learning resources draw on the best available research evidence and staff research expertise.
- Learners are helped to become lifelong learners through advancement of key skills, practice-based learning and continuing professional development.
- Appropriate feedback is essential to student development.
- Assessment and feedback strategies are designed to enhance student learning.

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<sup>1</sup>The NHS Constitution. (Department of Health, 2015)  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/480482/NHS\\_Constitution\\_WEB.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/480482/NHS_Constitution_WEB.pdf)

An academic programme is described for relevant students joining the University from 2015-16, leading to the Honours degree of Master of Pharmacy (MPharm). The programme is a full-time four year course. Subject to the fulfilment of the requirements for pre-registration training, the degree is accepted by the General Pharmaceutical Council (GPhC) for the purpose of statutory registration as a Pharmacist.

The Mission Statement of the University, as laid down in the Charter, “shall be to advance learning and knowledge by teaching and research, particularly in science and technology, and in close association with industry and commerce”. The Bath MPharm programme supports this statement, providing a challenging and stimulating education and strengthening links with the profession of pharmacy and the pharmaceutical industry. The Royal Pharmaceutical Society (RPS) describes the pharmacist as “the medicines expert”, and the Bath MPharm programme enables the student to make the first steps towards this role.

The Bath MPharm programme is designed as a fully-integrated interdisciplinary programme, which builds on the Department’s strong foundations, built around contemporary cutting-edge science informed by research in the pharmaceutical sciences and pharmacy practice. The Bath MPharm is a spiral curriculum, where subject matter is dealt with in an increasingly more complex way as the programme progresses. There is an emphasis on the student’s ethical and moral formation to provide a sound foundation from which to make ethical decisions in professional practice. Students are also encouraged to take responsibility for their own continuing professional development; and are supported to do this using learning activities which model this reflective developmental approach, aided by use of the same recording software as used by practising pharmacists and by e-portfolio.

Practice-based learning is embedded in all stages of the programme. Specialised integrated units (SIUs) provide the student with practical experience of working with patients through periods of specialist practice-based experience, patient-led workshops, and simulations using both professional actors and a robotic patient simulator. Students participate in inter-professional learning with medical, nursing, social work and psychology students. This increases the student pharmacist’s awareness of the roles of other members of the healthcare team in providing patient care and ensuring patient safety. Ultimately it enables students to understand better the role of the pharmacist and the contribution that they make to the team; to facilitate teamwork between undergraduate MPharm students and other trainee health care professionals in improving patient outcomes; and to engage students in a variety of learning activities with other trainee healthcare professionals such that learning is enhanced through their interactions with others.

The Department has close links with the RPS Great Western Local Practice Forum (LPF). Our MPharm students are strongly encouraged to join the RPS as student members, also as members of the British Pharmaceutical Students Association (BPSA), and to participate in educational events



delivered by the RPS locally. We ensure that our teaching is at the forefront of current practice through meetings with pharmacists working in the community, hospitals, universities and the pharmaceutical industry to inform curriculum development.

## Educational aims of the programme

There are five strategic aims for the Bath MPharm:

1. To produce safe and effective pharmacists capable of working in any sector of the profession.
2. To ensure that Bath MPharm students benefit from a fully-integrated curriculum covering the breadth of pharmacy practice and the pharmaceutical sciences, enabling them to think critically.
3. To provide an MPharm programme which has strong science foundations and is informed by cutting-edge research.
4. To ensure Bath MPharm students enjoy a programme that is made contemporaneous through its development and delivery in collaboration with key international, national and regional stakeholders.
5. To deliver MPharm programmes for both home/EU and international students that provide value for money for all stakeholders and participants.

These aims are linked to the requirements of Standards required by the GPhC.<sup>2</sup>

## Intended Learning Outcomes

These include teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate. Full details of unit intended learning outcomes and assessment methods are provided in the unit descriptions.

### ***Knowledge and understanding:***

1. Demonstrate a systematic knowledge of the chemical structure and reactivity of drugs and biomolecules appropriate to the design and synthesis of drugs, the qualitative and quantitative analysis of drugs and medicines and the molecular basis of disease and therapy, which is informed by current research in the pharmaceutical sciences and how it applies to the health and wellbeing of patients.
2. Demonstrate a systematic knowledge of physiology, pharmacology, pathology, biochemistry, microbiology and related biological sciences appropriate to the study of disease processes and the mechanism of actions of drugs, which is informed by current research in the pharmaceutical sciences and how it applies to the health and wellbeing of patients.
3. Demonstrate a comprehensive knowledge of how medicines are designed, developed, manufactured and brought to the market place and of both theoretical and practical aspects of medicines' formulation, which is informed by current research in the pharmaceutical sciences and how it applies to the health and wellbeing of patients.
4. Demonstrate a comprehensive knowledge of contemporary clinical pharmacy and therapeutics to promote safe and effective practice.

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<sup>2</sup> Future pharmacists: Standards for the initial education and training of pharmacists. (GPhC, 2011) [www.pharmacyregulation.org/sites/default/files/GPhC\\_Future\\_Pharmacists.pdf](http://www.pharmacyregulation.org/sites/default/files/GPhC_Future_Pharmacists.pdf)



5. Demonstrate a thorough knowledge of contemporary pharmaceutical issues in clinical and industrial arenas, including healthcare systems, medicines legislation, clinical governance, public health, codes of practice and ethic.

Teaching and learning methods include: Practicals, case-based workshops, problem based learning tutorials, web-based learning using a virtual learning environment, lectures, directed reading, seminars

Assessment methods include: Written examinations, dissertations, practical reports

***Intellectual skills:***

1. Apply principles of evidence-based practice to the safe and effective management of patients.
2. Critically evaluate the principles of quality and quality assurance mechanisms in all aspects of scientific and professional activities.
3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.
4. Apply robust decision making in complex patient scenarios, recognising ethical dilemmas and responding in a reasoned way in accordance with relevant codes of conduct.
5. Apply the research methodologies relevant to pharmaceutical, clinical and social sciences to design, implement and evaluate small scale research projects.

Teaching and learning methods include: Lectures, case based problem-solving workshops, e-learning, seminars, practical classes, tutorials, problem-based learning

Assessment methods include: Written dissertation, oral presentation, research project, OSCEs, CPD portfolio entry, interpretation of scientific data, reflective commentary, situational judgement testing, practice simulation.

***Professional practical skills:***

1. Reflect on and have the ability to critically evaluate the implications of ethical dilemmas and, where appropriate, work pro-actively with others to formulate solutions
2. Communicate through the development of effective working relationships with the public, patient/client groups and other health professionals.
3. Supply medicines in accordance with pharmaceutical knowledge, current relevant medicines legislation and codes of professional conduct and practice, and to prepare for a prescribing role.
4. Interpret and clinically evaluate prescriptions and other orders for medicines; and to advise patients and other health care professionals about the safe and effective use of medicines to maximize patient outcomes.
5. Diagnose and manage common disease presentations within a structured consultation framework.
6. Demonstrate effective team-working, leadership and management skills.
7. Demonstrate the competence required to enter professional practice.

Teaching and learning methods include:

*Simulated practice classes, prescription evaluation workshops, lectures, web-based learning using a virtual learning environment, communications skills workshops, learning in practice with a pharmacist tutor, inter-professional learning*

Assessment methods include:

*OSCEs, written examinations, dispensing practical examinations, pharmaceutical calculations assessment, e-portfolio, patient information tools, practice-based assignment reports, practice simulation.*

**Transferable/key skills:**

1. Undertake continuing professional development.
2. Reflect on, and develop, their own professional practice.
3. Utilise appropriate information technology to support learning, professional practice.
4. Communicate information effectively orally, in written and in digital forms both to specialist and non-specialist audiences including patients, members of a pharmacy team and other healthcare professionals.

Teaching and learning methods include: web-based learning using a virtual learning environment, lectures, tutorials, workshops, practical classes, project work.

Assessment methods include: Oral and poster presentations, OSCEs, practical dispensing examinations, CPD portfolio entry, project report, written dissertation, oral presentations, practice simulation

## **Structure & Content of Programme**

The Bath MPharm has been designed as a continuous programme to meet the requirements of patients and the public, and the needs of students entering the profession of pharmacy and to equip them for current and future patient-facing roles, to provide the basis for employment in other areas, e.g. industry or regulatory affairs, or to provide a foundation for future study leading to a higher degree by research. The programme is designed as a spiral curriculum in which material is revisited in more complex ways as the course progresses. The emphasis in year 1 is in providing a detailed understanding of how the healthy body functions, an introduction to the science underpinning the development of medicines, and the basics of patient consultation skills. Years 2 and 3 covers an integrated systems-based approach to the pharmaceutical management of disease. The spiral curriculum progress from the end of year 3 when more complex disease states and multi-morbidities are considered in an integrated approach.

Year 1 of the Bath MPharm programme is foundational and provides a transition from A Level, or equivalent, to University study and provides students with a sound basis in the pharmaceutical sciences whilst learning the role of the pharmacist in practice. This enables student pharmacists with different A level or other qualifications to achieve a common standard of level of performance before progressing onto subsequent years. In particular, the Department offers additional classes in Biology for students lacking a formal qualification in this area. Exercises in basic mathematics and statistics also form part of the first semester to enable everyone to undertake numerical calculations with greater confidence. Additional support is provided both within the MPharm programme and by the University's MASH (Mathematics And Statistics Help) initiative, and more generally through the University's Academic Skills Centre.

The unit *Preparing for professional practice 1* provides students with key skills required for study on an undergraduate programme. This unit also provides an introduction to professionalism, the various roles of the pharmacist in science and healthcare, and an opportunity for experiential learning in four different practice settings. Integration between the core scientific themes of pharmaceutical & medicinal chemistry, physiology & pharmacology, molecular & cellular biology and pharmaceutics is provided by four integrated 12 credit units covering the fundamentals of pharmacy from molecules to medicines, and the healthy body. Further integration in year 1 is supported by problem-based learning, facilitated by Personal Tutors.

Specialised Integrated Units (SIUs) in years 2 and 3 cover systems-based disease states in a transdisciplinary way. A series of seven sequential specialised units bring together material from the disciplines of professional practice, pharmaceuticals, pharmacology, medicinal chemistry, physiology, biochemistry, genetics, and clinical therapeutics; along with current healthcare policy, leadership and management skills. Within each of these units, students will have the opportunity to undertake an appropriate element of experiential learning in practice.

At the end of year 3 and again in year 4, students are exposed to more advanced problems in the context of managing more complex or multiple disease states. Again learning is enabled in a transdisciplinary way building on material covered earlier in the course.

Research skills are put into practice in an extended research project, in which a small group of students (typically four) undertakes a semester-long research study supervised by one member of staff. Projects are arranged so as to enable some students to spend this time undertaking project work at an approved academic institution away from Bath - in Europe, the USA or Australia, or alternatively in the pharmaceutical industry in the UK. During year 4 students will run a virtual pharmacy in a simulated environment, enabling assessment of independent action, repeatedly and reliably in the complex pharmacy situation. Students in the final year will also study the impact of pharmacy on a global scale, considering how the government, non-government organisations and the pharmaceutical industry can collaborate to improve health outcomes for the populations they serve.

<b>Master of Pharmacy</b>	
Programme code:	USPA-AFM03
Programme title:	MPharmacy (hons)
Award type:	4-year full-time programme
Award title:	Master of Pharmacy with Honours
Mode of Attendance:	Full time
Length:	4 Years
State if coexistent M-level programme:	
State any designated alternative programme(s):	
Approving body and date of approval:	RPSGB (Feb 2008) , GPhC (March 2013), Faculty of Science Teaching and Quality Committee (June 2015)

#### ***Further information***

<http://www.bath.ac.uk/catalogues/2017-2018/pa/USPA-AFM03.html>

Year 1							
Part	Stage	Period of Study	Unit Code	Unit Title	Unit Status	Credits	DEU Status
1	1	AY	PA10310	Preparing for professional practice 1	C	12	Y
				Year 1 Professional progression assessments	C	0	Y
		S1	PA10306	Fundamentals of pharmacy: from molecule to medicines 1	C	12	Y
			PA10307	Fundamentals of pharmacy: the healthy body 1	C	12	Y
		S2	PA10308	Fundamentals of pharmacy: from molecule to medicines 2	C	12	Y
			PA10309	Fundamentals of pharmacy: the healthy body 2	C	12	Y

Year 2							
Part	Stage	Period of Study	Unit Code	Unit Title	Unit Status	Credits	DEU Status
2	2	AY	PA20322	Preparing for professional practice 2	C	12	Y
				Year 2 Professional progression assessments	C	0	
		S1	PA20318	Specialised Integrated Unit 1: Management of gastrointestinal & liver disease	C	12	Y
			PA20319	Specialised Integrated Unit 2: Immunity, Inflammation & infection	C	12	Y
		S2	PA20320	Specialised Integrated Unit 3: Management of respiratory diseases and dermatology	C	12	Y
			PA20321	Specialised Integrated Unit 4: Management of cardiovascular disease & endocrine disorders	C	12	Y

Year 3							
Part	Stage	Period of Study	Unit Code	Unit Title	Unit Status	Credits	DEU Status
2	3	AY	PA30328	Preparing for professional practice 3	C	12	Y
				Year 3 Professional progression assessments	C	0	
		S1	PA30324	Specialised Integrated Unit 5: Neurology & Mental health	C	12	Y
			PA30325	Specialised Integrated Unit 6: Special Patient Groups (Pregnancy / Paediatrics / Elderly Care / Renal) & Surgery	C	12	Y
		S2	PA30326	Specialised Integrated Unit 7: Oncology & Palliative care	C	12	Y
			PA30327	Advanced Integrated Unit 1: Medicines optimisation and prescribing in complex patients 1	C	12	Y

Year 4							
Part	Stage	Period of Study	Unit Code	Unit Title	Unit Status	Credits	DEU Status
3	4	AY		Year 4 Professional progression assessments	C	0	
		S1	PA40330	Pharmacy management simulation	C	6	Y
			PA40331	Pharmacy research project	O	24	Y
			PA40332	Overseas pharmacy research project		24	Y
		S2	PA40333	Advanced Integrated Unit 2: Medicines optimisation and prescribing in complex patients 2	C	24	Y
			PA40334	Global Health & Management	C	6	Y

**Table: Weighting (%) for classification of MPharm degree**

Unit Code	Year 2	Year 3	Year 4	Total
PA20318	3.2			
PA20319	3.2			
PA20320	3.2			
PA20321	3.2			
PA20322	3.2			
PA30324		6.8		
PA30325		6.8		
PA30326		6.8		
PA30327		6.8		
PA30328		6.8		
PA40330			5	
PA40331 or PA40332			20	
PA40333			20	
PA40334			5	
<b>TOTAL</b>	<b>16</b>	<b>34</b>	<b>50</b>	<b>100</b>



## ***Degree Scheme Weightings***

The degree classification will be determined on the following basis, according to your final weighted percentage mark:

<b>First Class Honours</b>	70% or above
<b>Second Class Honours (division i)</b>	60-69%
<b>Second Class Honours (division ii)</b>	50-59%
<b>Third Class Honours</b>	40-49%

Years 2, 3, and 4 marks contribute to your overall degree mark, with weightings agreed by the University under NFAAR. Individual units within the degree programme are weighted according to the table shown on the previous page.

## **Practice-Based Learning**

### ***Primary and Secondary Care Practice Placements***

The Department has strong collaborative links with the local hospitals, in Bath, Bristol, Swindon and more generally in the South West Region of the NHS, with local NHS Clinical Commissioning Groups, and with local, regional and national chains of community pharmacies. First year students undertake four practice-based learning experiences within the unit Preparing for professional practice 1 (PA10310).

Our links with practice allow us to organise hospital and community placements for all students in Year 2 and 3. In addition, a comprehensive series of visits (teaching sessions in practice) are organised to meet and talk to patients within several medical specialties as part of the Specialised Integrated Units. Placements continue in the 4<sup>th</sup> year of the course focussing on medicines optimisation and quality improvement project work in preparation for the pre-registration year.

## **Study Abroad Opportunities**

### ***Options semester outside Bath***

The Year 4 Semester 1 course content is given over to a group-based research project. We are able to exploit our wide-ranging research links with other academic centres to develop ERASMUS and other exchange programmes. Some 20-24 places are currently available with other universities in Europe, North America and Australia. An ability to communicate in the local language will be advantageous, as will a strong record of academic performance in Bath. Details of the Overseas Placement unit (PA40332) are available from the Overseas Placement Tutor

## **Unit and Programme Changes**

We continually look for ways to develop and improve our programmes. For example:

- it might be desirable to make some updates to content to reflect the latest developments in a particular field of study
- a review of assessments across a programme (including feedback received) might identify that changes to a unit assessment would better support student learning.

Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. For example:

- the accrediting body for a programme may require changes to be made to it
- it may not be possible to run a particular unit because a member of teaching staff with specialist expertise leaves the University and we are unable to find a suitable replacement
- it may not be viable to run a particular optional unit in a given year because very few students select it.

In such cases, the University will always try to ensure that any impact on students is minimised and that students are informed of the changes at the earliest opportunity.

All programme and unit changes are managed through a formal process set out by the University. The aim of this is to ensure that changes are academically appropriate and properly supported, take place in a timely manner, and safeguard the interests of students.

## How Your Programme is Reviewed and Monitored

The University has a number of mechanisms for ensuring that programmes remain up-to-date, issues are dealt with and improvements made.

All programmes and units are monitored annually, looking at what is working well and identifying any actions that need to be taken. Student feedback, including feedback given through unit evaluation and other student surveys, is a key part of unit and programme monitoring.

Departments also conduct periodic reviews of their programmes. These provide an opportunity for in-depth review and development, involving input from students and from an adviser(s) external to the University.

## Student Fitness to Practise

Following comprehensive review of the regulation of health professionals, and students studying degree programmes leading to professional registration, the GPhC adopted new Standards for pharmacy professionals<sup>3</sup>, including student pharmacists that came into force in May 2017. **You are subject to these standards as MPharm students, so make sure you read and understand them well!**

## Standards for pharmacy professionals

### Introduction

1 'Pharmacy professionals' (pharmacists and pharmacy technicians) play a vital role in delivering care and helping people to maintain and improve their health, safety and wellbeing. The professionalism they demonstrate is central to maintaining trust and confidence in pharmacy.

2 Patients and the public have a right to expect safe and effective care from pharmacy professionals. We believe it is the attitudes and behaviours of pharmacy professionals in their day-

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<sup>3</sup> General Pharmaceutical Council. Standards for pharmacy professionals. May 2017



to-day work which make the most significant contributions to the quality of care, of which safety is a vital part.

3 The standards for pharmacy professionals describe how safe and effective care is delivered through 'person-centred' professionalism. The standards are a statement of what people expect from pharmacy professionals, and also reflect what pharmacy professionals have told us they expect of themselves and their colleagues.

4 At the heart of the standards is the principle that every person must be treated as an individual. Pharmacy professionals have an important role in involving, supporting and enabling people to make decisions about their health, safety and wellbeing. For example, what is important to one person managing their short or long-term condition may not be important to another.

### ***The standards for pharmacy professionals***

5. There are nine standards that every pharmacy professional is accountable for meeting. The standards apply to all pharmacists and pharmacy technicians. We know that pharmacy professionals practise in a number of sectors and settings and may use different ways to communicate with the people they provide care to. The standards apply whatever their form of practice. And even when pharmacy professionals do not provide care directly to patients and the public, their practice can indirectly have an impact on the safe and effective care that patients and the public receive, and on the confidence of members of the public in pharmacy as a whole.

6 The standards need to be met at all times, not only during working hours. This is because the attitudes and behaviours of professionals outside of work can affect the trust and confidence of patients and the public in pharmacy professionals.

7 The meaning of each of the standards is explained, and there are examples of the types of attitudes and behaviours that pharmacy professionals should demonstrate. The examples may not apply in all situations.

8 The standards include the term 'person-centred care' and refer to a 'person' throughout. This means 'the person receiving care'. The term may also apply to carers or patients' representatives depending on the situation.

### ***The standards and pharmacy students and trainees***

9 The standards for pharmacy professionals are relevant to all pharmacy students and trainees while they are on their journey towards registration and practice. The standards explain the knowledge, attitudes and behaviours that will be expected of students and trainees if they apply to join the register.

10 They should be interpreted in the context of education and training and used as a tool to prepare students and trainees for registration as a pharmacy professional.

11 Pharmacy students and trainees should consider the standards as they move closer to registration and professional practice, and should read them alongside other relevant documents that are provided by initial education and training providers.

## ***The standards and registration***

12 The standards are designed to reflect what it means to be a pharmacy professional. They are also at the heart of initial education and training, registration and renewal as a pharmacy professional, and continuing fitness to remain registered.

13 Pharmacy professionals are personally accountable for meeting the standards and must be able to justify the decisions they make.

14 We expect pharmacy professionals to consider these standards, their legal duties and any relevant guidance when making decisions.

15 The standards and supporting explanations do not list the legal duties pharmacy professionals have, as all pharmacy professionals must keep to the relevant laws. Relevant guidance is published by a number of organisations, including professional leadership bodies, other regulators, the NHS, National Institute for Health and Care Excellence and Scottish Intercollegiate Guidelines Network, as well as by the GPhC.

16 There will be times when pharmacy professionals are faced with conflicting legal and professional responsibilities. Or they may be faced with complex situations that mean they have to balance competing priorities. The standards provide a framework to help them when making professional judgements. Pharmacy professionals must work in partnership with everyone involved, and make sure the person they are providing care to is their first priority.

## ***The nine standards***

All pharmacy professionals contribute to delivering and improving the health, safety and wellbeing of patients and the public. Professionalism and safe and effective practice are central to that role.

Pharmacy professionals must:

1. provide person-centred care
2. work in partnership with others
3. communicate effectively
4. maintain, develop and use their professional knowledge and skills
5. use professional judgement
6. behave in a professional manner
7. respect and maintain the person's confidentiality and privacy
8. speak up when they have concerns or when things go wrong
9. demonstrate leadership

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## ***Further information***

[www.pharmacyregulation.org/spp](http://www.pharmacyregulation.org/spp)

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# University of Bath Fitness to Practise Policy

## 1. Introduction

1.1 The University recognises that in conferring certain academic qualifications, where these lead to a professional qualification, admission to a professional body and/or statutory registration, it has a duty to ensure the suitability of students for training and professional registration. Such students have, therefore, certain privileges and responsibilities that are different from those of other students. The programmes subject to these procedures are listed in Appendix 1.

1.2 Fitness to Practise procedures are necessary:

- To comply with the requirements of the Regulators
- To protect the welfare of individuals with whom the student comes into contact during their training
- To demonstrate that students are fit to practise their future profession, having developed professional attitudes and behaviour
- To provide a means of ensuring that students do not proceed into a career for which they may not be suited, given the time, commitment and expense involved in the process of qualification
- To enable the University to promote the highest standards of behaviour among students
- To protect the University against a claim that an individual has been harmed by a student in the course of that student's undergraduate professional training as a result of being unfit to practise.

1.3 The University has in place procedures for dealing with cases where a student's behaviour falls below the standards expected or where a student's health may be a cause for concern. These are a student Fitness to Study Policy:

[www.bath.ac.uk/regulations/Appendix2.pdf](http://www.bath.ac.uk/regulations/Appendix2.pdf)

The Regulations and Disciplinary Procedures are found at:

[www.bath.ac.uk/regulations/Regulation8.pdf](http://www.bath.ac.uk/regulations/Regulation8.pdf)

The Regulations also set out procedures for academic misconduct.

1.4 It is intended, as far as is possible and consistent with requirements set by professional bodies, that a single procedure or policy should apply to a concern or alleged offence. Fitness to study issues which need to be considered formally will normally be addressed under this fitness to practise policy for students on programmes listed in Appendix 1. Alleged misconduct (whether academic or otherwise) will usually be considered first under the policies set out in the Regulations. If, however, it is considered or emerges from either an investigation or from the earlier stages of following other procedures that a fitness to practise hearing will be required, a transfer to this fitness to practise policy will normally be appropriate. The best interests of the student shall be taken into account at all times.

## 2. Fitness to Practise

2.1 The policy applies to students on the specified programmes whose qualification will lead directly into professional practice and for whom there are academic, behavioural and health requirements which must be met in order to demonstrate their fitness to practise. Whilst the requirements of the Regulators vary, the University is in each case required to assess the suitability of a student for professional registration and practice.

2.2 The grounds on which a student may be subject to review will be those set out in a code of conduct (or other similar documentation) from the relevant professional regulator but will generally include:

- Criminal conviction, caution, reprimand or penalty notice of disorder or equivalent
- Drug misuse or alcohol dependency
- Aggressive, violent or threatening behaviour
- Persistent inappropriate behaviour
- Cheating or plagiarism
- Dishonesty or fraud, including dishonesty outside the professional role
- Unprofessional behaviour
- Health concerns or lack of insight or management of these concerns.

This list is not exhaustive.

2.3 The University has set out in Regulation 7 the standards of behaviour expected of students and provided definitions of misconduct. Students also have an obligation to be cognizant of and comply with any codes of conduct/practice/ethics or other policies issued by the Regulator of their programme. Registration carries obligations as well as privileges, and requires a student to:

- develop and use their professional knowledge and skills for the benefit of those who seek their professional services,
- maintain good professional relationships with others; and
- act in a way that promotes confidence and trust in the profession.

2.4 A student's fitness to practise is called into question when their behaviour or health raises a serious or persistent cause for concern about their ability to continue on a course. This includes, but is not limited to, the possibility that they could put at risk patients, the public, other students or staff, and the need to maintain trust in the profession. Action taken in response to fitness to practise concerns will have regard for the need to protect both the public and the student; there are also implications for the student's future registration and their licence to practise.

2.5 The University will check on admission and at other points during the programme of study that a student is demonstrating fitness to practise. These checks will verify appropriate health and good character. When considering whether a student's fitness to practise is impaired, the University may take into account: the seriousness of the behaviour in question, patterns of behaviour, the maturity of the student and year of study, the likelihood of repeat behaviour and how well the student might respond to support and remediation.

2.6 The University will publicise what help may be available to students who will be encouraged to seek assistance and advice at an early stage of any problems. Student Services offer a wide range of help and advice ([www.bath.ac.uk/departments/student-services/](http://www.bath.ac.uk/departments/student-services/)). The University will also take account of the requirements of the Human Rights Acts, Race Relations Act, Disability Discrimination Acts and other relevant legislation, particularly the need to make reasonable adjustments, including at any hearings under this policy.

2.7 It is important that students have opportunities to seek support for any matter before it becomes a fitness to practise concern. The use of support and informal action will be considered in the first instance where minor offences come to light. In these circumstances, the student will be advised of the nature of the concerns and offered help from a member of staff having responsibility for their programme (such as a Personal Tutor or Director of Studies). Members of staff may consult Student Services for guidance. Any member of the Department providing support

or pastoral care for a student must inform the Director of Studies and/or Head of Department if there is a reasonable belief that the student's behaviour or health raises, or may raise, fitness to practise concerns, or poses a risk to other students, staff, patients or the public.

2.8 Health can affect a student's fitness to practise. Students are encouraged to register with a local GP (whether at the University's Medical Centre or elsewhere) and other healthcare professionals as appropriate. Where mental illness or other serious health or disability concerns become an issue, the student is strongly encouraged to seek specialist intervention to address the situation.

2.9 Where a student receives a conviction or police caution or becomes listed on any of the barring lists, the student must disclose this immediately to the Director of Studies, who may seek advice about the significance of any such conviction or caution or barring. On certain programmes, students are obliged to complete an annual self-declaration to the Department. Any false or inaccurate statements on self-declaration forms or failure to disclose an offence or relevant medical condition may be grounds for a fitness to practise investigation.

2.10 An individual shall not be involved in the investigation or consideration of a particular case if for them to do so would present a conflict of interest.

### **3. Initiation of the Policy**

3.1 Any cause for concern or complaint relating to a student's fitness to practise should be notified to the Director of Studies.

3.2 On receipt of a formal complaint or a significant concern about a student, the Director of Studies may consult with the Head of Department, other appropriately qualified professionals or the Regulator to establish the significance of the complaint/concern. S/he will also ensure that appropriate pastoral support is offered. If the Head of Department considers that an investigation is warranted, s/he will nominate an Investigating Officer, who will be a member of University staff but will not be the student's Personal Tutor or involved in their pastoral care. The Investigating Officer will gather factual evidence about the complaint/concern, which may include:

- obtaining a written report in respect of the concern about the student's professional suitability and fitness to practise
- contacting members of staff, students or other relevant individuals for comments
- interviewing relevant individuals, including the student him/herself
- ascertaining whether the matter could reasonably be resolved informally.

The Head of Department will inform the Regulator of the investigation where this is required by the Regulator.

3.3 The Investigating Officer will prepare a written report detailing the evidence obtained normally within two weeks and submit it to the Head of Department. The Head of Department will establish whether there is a *prima facie* case to answer in respect of fitness to practise. The Head of Department will then notify the student in writing, normally within seven days, whether the case is to be dismissed or otherwise dealt with.

3.4 Where evidence is available at the time of the complaint being submitted or concern raised, there may be no need for an investigation. In addition, the Head of Department may ask the Vice-Chancellor (advised by the University Secretary) to consider whether interim suspension of the student pending further action is appropriate, including from University accommodation. Normally no student shall be suspended by the Vice-Chancellor unless s/he has been given the opportunity to make representations in person or, where authorised, in writing to the Vice-

Chancellor. Where a decision to suspend a student is taken, it shall be reviewed every four weeks in the light of any other developments.

3.5 When information is collected in connection with a fitness to practise allegation, it should be made clear that the information will be shared with the other parties to the case and may be passed to third parties, such as the Regulator or the police, if necessary (for example, where a duty of care exists or threat of serious harm can be prevented). The information will otherwise be treated as confidential. Any exchange of confidential information should, wherever possible, be with the knowledge and consent of the student in question.

#### **4. Convening of the Fitness to Practise Panel**

##### **4.1 Membership**

The membership of the Fitness to Practise Panel shall normally comprise:

- Chair (Dean of Faculty)
- Member of staff in the Department practising the relevant profession (honorary or visiting members may be included) / Member of staff in partner College who is professionally qualified
- An appropriately experienced member of the University from outside the Department.

The quorum for the Panel shall require all three members to be present. The Legal Office shall advise whether or not a fresh panel needs to be convened taking account of the principles of natural justice. Where a panel would be apprised from the outset of the discussion at a previous panel hearing, it will normally be possible for the same panel to reconvene. If, however, the issues being considered are very different and it would be inappropriate for a panel to know of the previous hearing until the merits of the case have been determined, then a fresh panel will normally be required. No member of the Panel should have provided pastoral care for the student(s) concerned.

No person who is a member of the Disciplinary Committee or the Council Appeals Committee may serve on the Fitness to Practise Panel.

The Panel will be serviced by a secretary, who will be the Faculty Executive Assistant or other individual identified by the Chair.

##### **4.2 Role of the Panel**

The role of the Panel is to consider formally whether a student is fit to practise and what sanctions, if any, should be imposed on a student or whether the student should receive a warning. It must act in a proportionate way by considering the interests of the public (including patients or clients) as well as those of the student. Ensuring the protection of the public at large will be essential in reaching an appropriate decision.

##### **4.3 Notice of Hearings**

At least 14 days' notice of the Panel hearing shall be given to the student who shall be entitled to attend the hearing to present his/her case. The hearing (unless all parties agree otherwise) shall normally be held not more than two months after the allegation was first communicated to the student.

##### **4.4 Postponement of Hearings**

Fitness to Practise procedures are intended to be concluded as speedily as possible but the Panel has the power to postpone a hearing pending any investigation by the police or prosecution in the courts or where medical reports are awaited.

#### 4.5 Adjournment of Hearings

The Chair of the Panel shall have the right to adjourn the hearing where s/he deems appropriate.

### 5. Conduct of Meetings

The members of the Panel and the student will receive a written report on the outcome of the investigation carried out into the alleged misconduct. They will also receive any relevant guidance relating to fitness to practise such as copies of codes of practice/conduct/ethics.

The Panel shall order its proceedings at its discretion. The Panel may call witnesses and institute enquiries to assist its deliberations. The student shall also have the right to call witnesses.

If the concerns raised relate to the health of the student or medical evidence is submitted, the student may be asked to undergo a medical examination/assessment by a medical practitioner nominated by the Panel. If the student does not consent to undergo a medical examination, this shall be reported to the Panel who may take this into account in their deliberations.

The Panel may require attendance by a medical adviser at the proceedings and the University will meet any associated costs.

The Panel has the right to ask a Legal Adviser to be in attendance.

The student will be informed that s/he is entitled to be accompanied, assisted or represented by another person at the hearing, who may be a legal representative. The name and capacity of the person accompanying the student should be notified to the Secretary to the Panel at least 4 working days before the hearing.

The student may exercise their statutory right to have a public hearing.

In the absence of the student without explanation, the Panel shall proceed with the hearing.

When the Chair is satisfied that the Panel has completed its hearing and given the student a full opportunity to present his/her case, the student and all non-Panel members (other than the Secretary) shall withdraw and the Panel will discuss the findings.

Possible outcomes of hearings include:

- (1) the student receives no warning or sanction
- (2) the student receives a warning as there is evidence of misconduct or that a significant health problem exists but the student's fitness to practise is not impaired to a point of requiring a sanction
- (3) the student's fitness to practise is judged to be impaired and they receive a sanction. Beginning with the least severe, the sanctions are:
  - a. conditions or undertakings to be completed within a specified timeframe
  - b. withdrawal by the student from the programme of study with permission to transfer to a programme offering an alternative award not subject to fitness to practise requirements, if a suitable programme is available
  - c. referral of the case to the Vice-Chancellor, with a recommendation that s/he exercise the statutory power to suspend or exclude the student from the University

- d. referral of the case to the Disciplinary Committee of the Senate, with a recommendation that the statutory power to expel the student from the University be exercised.

The Panel will convey its decision to the student as soon as it has completed its discussions. The decision, together with the reasons underlying it (including any mitigating or aggravating factors) and any timeframe or conditions applying, will be confirmed in writing to the student, Head of Department, the University Secretary and the Academic Registrar, as well as the Regulator and any sponsoring or supporting employer where a sanction has been imposed, normally within 7 working days of the hearing.

It will be made clear to any student who receives a sanction that they must declare it should they apply to join any programme accredited or otherwise formally recognised by the Regulator or on applying for pre-registration training or registration as a practitioner.

Any student receiving a warning or sanction will be informed of the reasons, its intended purpose, its expected duration and whether or when their fitness to practise will be considered again in a formal hearing.

A record will be kept of all evidence received by the Panel as well as a full set of the notes of the hearing taken by the Secretary to the Panel.

### **Standard of Proof**

The Panel shall examine the evidence and be satisfied on reasonable grounds that the evidence is valid.

### **Justice and Fairness**

All hearings shall be conducted in accordance with the principles of justice, fairness and proportionality.

### **Fitness to Practise Threshold**

Investigators and Panels should consider whether a student's behaviour or health, or both, raise a serious or persistent cause for concern about their ability to continue on a programme of study or to practise professionally. This includes, but is not limited to, the possibility that they could put patients, the public, other students or staff at risk and/or bring their profession into disrepute.

### **Withdrawal by a student**

A student will be advised on withdrawal from an accredited programme of study, whether they will be permitted to resume their studies and under what conditions, or whether they may transfer to a different programme. The Regulator will be informed of a student's withdrawal from a programme.

### **Warnings**

Warnings may be issued where a student's behaviour represents a departure from the standards expected. Subsequent incidents will be considered in the light of earlier warnings as patterns of poor behaviour may give rise to more serious concerns about a student's fitness to practise. A warning will normally remain on the student's record until graduation.

### **Sanctions**



The purpose of sanctions is to ensure that students whose fitness to practise is impaired are dealt with effectively. In identifying the most appropriate sanction, the Panel should consider whether in its view the student might respond to remediation and has displayed insight into their problems. When a Panel decides to impose a sanction, it will make clear in its determination that it has considered all the options. It will also include a separate explanation as to why a particular length of sanction has been considered necessary.

### **Suspension, Exclusion or Expulsion**

If, in the opinion of the Panel, the concerns raised are sufficiently serious as to warrant the consideration of the student's suspension or exclusion, then a recommendation will be made to the Vice-Chancellor for action under Statute

5.6. If, in the opinion of the Panel, the concerns raised are sufficiently serious as to warrant the consideration of the student's expulsion, then the case will be referred to the Disciplinary Committee.

## **6. Appeal**

6.1 A student may appeal to the Fitness to Practise Appeals Panel against a determination of the Fitness to Practise Panel to give a warning or impose a sanction other than recommending suspension, exclusion or expulsion. Where the case has been referred to the Vice-Chancellor or the Disciplinary Committee, the appeals procedure set out in Section 27 of the Statutes will apply. A student who wishes to appeal against the decisions of the Fitness to Practise Panel must notify the University Secretary within 14 days of being informed of the right to appeal. The notice must be in writing and include the grounds of appeal and a brief description of any new evidence. A notice of appeal lodged after the 14 day period shall be invalid unless the University Secretary in his/her sole discretion has agreed an extension of time.

### **6.2 Membership**

The membership of the Fitness to Practise Appeals Panel shall normally comprise:

- Chair (University Secretary)
- Practitioner of the relevant profession
- An individual with appropriate experience from within or outside the University

The quorum for the Appeals Panel shall require all three members to be present. No person who is a member of the Disciplinary Committee or the Senate or Council Appeals Committees or who has been a member of the Fitness to Practise Panel may serve on the Fitness to Practise Appeals Panel.

The Panel will normally be serviced by a member of the Office of the University Secretary.

### **6.3 Role of the Appeals Panel**

The Panel may reconsider the facts of the case and new evidence may be brought forward. It may review whether due process was followed.

### **6.4 Conduct of Meetings**

- (1) The members of the Appeals Panel and the student will receive a report from the Fitness to Practise Panel on the outcome of their hearing.
- (2) The Panel shall order its proceedings at its discretion and may call witnesses and institute enquiries to assist its deliberations. The student shall also have the right to call witnesses.
- (3) If the concerns raised relate to the health of the student or medical evidence is submitted, the student may be asked to undergo a medical examination by a medical practitioner nominated

by the Panel. If the student does not consent to undergo a medical examination, this shall be reported to the Panel who may take this into account in its deliberations.

- (4) The Panel may require attendance by a medical adviser at the proceedings.
- (5) The Panel has the right to ask a Legal Adviser to be in attendance.
- (6) The student will be informed that s/he is entitled to be accompanied, assisted or represented by another person at the hearing, who may be a legal representative. The name and capacity of the person accompanying the student should be notified to the Secretary to the Panel at least 4 working days before the hearing.
- (7) The student may exercise their statutory right to have a public hearing.
- (8) In the absence of the student without explanation, the Panel shall proceed with the hearing.
- (9) The decision of the Panel shall be final within the University. A letter of completion of internal procedures will then be issued.
- (10) The Panel will convey its decision to the student as soon as it has completed its discussions. Written notification of the Panel's decision, along with a concise record of the appeal hearing, will be sent to the student by the University Secretary normally within 7 working days of the hearing. The decision will also be notified to the Regulator, if appropriate.

#### **6.5 Office of the Independent Adjudicator**

A student who is dissatisfied with the outcome of the Appeal hearing has the right to refer the case to the Office of the Independent Adjudicator.

### **7. Record Keeping and Post-hearing action**

#### **7.1 Records**

Where it has been decided by the Fitness to Practise Panel to proceed further with a concern and this is not dismissed by the Appeals Panel, a record of the allegation, hearing and outcome will normally remain on the student's record for the duration of their programme registration at the University.

Subsequent incidents will be considered in the light of earlier warnings, as patterns of poor behaviour may give rise to more serious concerns about a student's fitness to practise.

#### **7.2 Monitoring**

The conduct and performance of a student who has received a warning or sanction short of being expelled, shall be monitored to satisfy the Department regarding the student's fitness to practise. The student should also be offered remedial and/or pastoral support and referral to an appropriate service, if required. If the student is in the early stages of their programme of study, the Department may require them to reflect on their fitness to practise at least once in the course of each academic year.

### **8. Consultation and Monitoring of this policy**

This policy will be subject to Equality Impact Assessment.

This policy will be monitored on an annual basis, with reports to the Faculty Board of Studies.

Consultation with students within the department concerned and with other stakeholders shall take place before this policy is extended to other programmes of study.

The latest Fitness to practise policy can be found on the web: [www.bath.ac.uk/university-secretary/guidance-policies/fitnesstopractise.pdf](http://www.bath.ac.uk/university-secretary/guidance-policies/fitnesstopractise.pdf)

The GPhC will carry out its own health and good character checks prior to registration as a pharmacist, and may not register a student if a check is failed, even if they have passed previous checks.

## Registration as a Pharmacist

On the 27<sup>th</sup> September 2010, the General Pharmaceutical Council (GPhC) became the regulator for pharmacists, pharmacy technicians and registered pharmacy premises. To work as a pharmacist and to call yourself a pharmacist, you must register with the GPhC. Part of the registration requirements of the GPhC are education requirements and the GPhC has agreed that there should be completion time limits for anyone entering Pre-registration onwards. This applies to anyone studying currently for an accredited MPharm. The reason for the time limit is to ensure the link between your course and Pre-registration training is preserved and that your knowledge and skills are current when you apply to register.

The normal maximum time period for you to apply to register as a pharmacist is eight calendar years from the day you enrolled on the first year of the MPharm programme. In the eight years you must do the following:

1. Pass your MPharm; and
2. Pass Pre-registration; and
3. Pass the Registration Assessment (previously known as the Registration Examination); and
4. Apply to register as a pharmacist.

The maximum number of attempts at the Registration Assessment is three.

1. The GPhC may consider extending the eight year maximum time period but only if there are documented extenuating circumstances. Extenuating circumstances can include:
  2. Extended periods of illness;
  3. Compassionate leave;
  4. Maternity/paternity leave;
  5. Part time study;
  6. Reasonable adjustments to accommodate a disability but only if the reasonable adjustment is agreed in advance;
  7. Operational tours with the Territorial Army.

This list is not exhaustive.

Extenuating circumstances do not include:

1. Repeating courses /modules /academic years due to academic failure;
2. Travel such as gap years or other periods of non-compulsory absence;
3. Periods of imprisonment.

This list is not exhaustive.

Before being registered, you will have to comply with other requirements including fitness to practise and health requirements. Full details will be sent to you when you apply to register. (In addition you will have to comply with health and fitness to practise requirements as a student and as a Pre-registration trainee.)

Should you require further information on the GPhC's education and training requirements for initial registration please contact the GPhC. [www.pharmacyregulation.org](http://www.pharmacyregulation.org)

# Study and support: Getting the most out of your studies

## Accessing university email

You will need to use your unique username and password to access your University email account. You are able to access your email by going to <http://mail.bath.ac.uk>

Your username also forms your email address ([username@bath.ac.uk](mailto:username@bath.ac.uk)).

The University will often communicate with you about a range of important matters including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. So that you do not miss out on (and as a consequence fail to act on) important information, it is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

**You therefore have a responsibility to ensure that your University email account can receive incoming mail and that you read your email regularly.**

### *Further information*

Email guidance: [www.bath.ac.uk/bucs/email](http://www.bath.ac.uk/bucs/email)

Regulation 1.3: [www.bath.ac.uk/regulations/Regulation1.pdf](http://www.bath.ac.uk/regulations/Regulation1.pdf)

## SAMIS

SAMIS is the University's student records database. It provides an online portal where you can view details about your registration, update your contact details, and do other things such as viewing exam information, viewing your confirmed assessment results, and (where applicable) choosing optional units.

### *Further information*

[www.bath.ac.uk/samis](http://www.bath.ac.uk/samis)

## MOODLE

Moodle is the Virtual Learning Environment (VLE) used at the University of Bath. It is used by academic Departments to support learning and teaching at programme and unit level. It provides a platform for the delivery of resources and online activities, and can also support student interaction and collaboration.

[www.bath.ac.uk/pharmacy/moodle](http://www.bath.ac.uk/pharmacy/moodle)

## Personal tutor system

On entry to the University, you will be assigned a Personal Tutor who will help you to get the best out of your university experience. Your Personal Tutor will:

- support you in your academic progress and personal development
- discuss with you programme choices, placement opportunities and future career plans
- provide you with a reference for your placement or career

- guide you to sources of expert help with any personal/welfare issues.

You should expect to meet with your Personal Tutor on at least three occasions in your first semester at the University and at least once per semester thereafter. This enables you both to get to know each other, such that you can raise any issues with your tutor and your tutor can support you fully through your programme. It is important that you attend scheduled meetings with your Personal Tutor and let them know in advance if you cannot attend. Many of these meetings may be in small groups but you can also request a personal, one-to-one meeting at any time.

If you should have reason to wish to change your Personal Tutor please contact your Director of Studies to discuss the matter.

### ***Further information***

[www.bath.ac.uk/students/support/academic/personal-tutors](http://www.bath.ac.uk/students/support/academic/personal-tutors)

## **Department of Pharmacy and Pharmacology Tutors**

The Department of Pharmacy and Pharmacology operates a system in which academic staff act both as academic and personal tutors to a number of individual students. Your timetable will include approximately three tutorial sessions with your tutor in each semester. The purpose of these tutorials varies as the programmes progress, but the sessions are intended primarily to improve a range of key skills that are important for your studies. In Year 1, the emphasis is on professional formation and scientific writing (Semester 1) and on team working through considering simple clinical cases (Semester 2). The latter provides an introduction to problem-based learning, which continues in Years 2 and 3, and helps develop the integrative skills required for Advanced Pharmaceutical Studies in Year 4. More specific information on the problem-based learning approach to education will be discussed in greater detail early in Semester 2. You can request a personal, one-to-one meeting at any time.

### **Department of Pharmacy & Pharmacology Personal Tutorial System 2017-18**

This policy document should be read in conjunction with the University Quality Assurance Code of Practice Statement 33 Personal Tutoring: [www.bath.ac.uk/quality/documents/QA33.pdf](http://www.bath.ac.uk/quality/documents/QA33.pdf)

The Senior Tutor in the Department of Pharmacy & Pharmacology is Dr Julie Letchford.

#### **1. Overview**

In the Department of Pharmacy & Pharmacology, the personal tutor is the key point of personal contact between the undergraduate student and the University. Our personal tutors provide both pastoral and academic support, particularly in the development of key skills in Year 1. Tutorials are normally linked to unit-related assignments to provide an initial structure for meetings. Our approach has been developed over a number of years, is working well as reported by students in the UK Engagement Survey 2015 (UKES).

New students are assigned a personal tutor in the week before Welcome Week, during which the Department runs an online pre-induction when new students may meet their peers online. Where possible, personal tutors are allocated by the Senior Tutor on the basis of tutees' A-level subjects to support those students arriving in the Department without either A-level biology or mathematics. Likewise, consideration will be given to the needs of International Baccalaureate students without A-level chemistry. All full-time academic staff will normally have a cohort of five or six personal tutees in each year group, with part-time colleagues having a pro-rata cohort. This may vary over time, depending on staff-student ratio.

Personal tutors meet their tutees, as a group, during Welcome Week, and at least three times a semester thereafter throughout the degree programme, unless a tutee is on overseas placement when the student is regularly contacted by email. Personal tutors also provide the opportunity to meet tutees individually, for example, to provide end-of-semester assessment feedback.

Personal tutors play an important role in the pastoral care of students, and are an initial point of contact should personal problems arise. If appropriate the tutor or the student may also raise matters of concern directly with the Director of Studies or a Unit Convenor. All non-academic matters shared between a student and the personal tutor will normally remain confidential, unless the student is considered at-risk or consents for the matter to be disclosed. In many cases, disclosure to the Director of Studies is encouraged, especially if these matters have an impact on academic performance. Academic problems will be communicated to the Director of Studies by individual members of Staff or Unit Convenors.

Students normally retain the same individual personal tutor during the entire course of their degree programme, although staff changes mean that this is not always possible. If a tutee/tutor relationship breaks down, either party should consult the Director of Studies who will mediate and/or allocate a new personal tutor as appropriate.

## **2. Record-keeping**

Personal tutors are encouraged to record and lodge in students' files details of sporting, artistic and social achievements, and any other contribution to the life of the Department or the University, as well academic and relevant professional practice achievements. Copies of references written for students applying for jobs or research studentships are also kept on file.

## **3. Role of the Senior Tutor**

The Senior Tutor role is not intended to be student-facing but is intended to support personal tutors in providing the personal tutorial system for students in Pharmacy & Pharmacology, for example in mentoring new academic staff in their tutor role; and to ensure that the system is delivered equitably for all students and academic staff. The Senior Tutor is responsible for monitoring that scheduled personal tutorials take place. The Senior Tutor and Head of Department will provide appropriate feedback and support should a personal tutor fail to perform the duties of the role.

## **4. Monitoring**

The effectiveness of the personal tutorial system for undergraduates in Pharmacy & Pharmacology will be assessed by the Senior Tutor with a report made available to the Departmental Courses Committee and Staff Student Liaison Committee each year. Student feedback will be engaged through the SAMIS online unit feedback process with questions being used to assess the effectiveness of each unit's tutorial sessions; and via open discussion in SSLC.

## **5. Information provided to personal tutors**

Moodle is used to provide information to students and personal tutors about the personal tutorial system operated in Pharmacy & Pharmacology. Academic staff are provided with information about the Department's personal tutor system, its link with Unit-specific tutorials and the central support available through Student Services.

Departmental guidelines for tutors are provided via Moodle and cover the following key points:

- Responsibility to ensure they meet their tutees at least three times per semester
- To be available for an individual meeting where appropriate

- Responsibility to offer pastoral and academic support – i.e. by being aware of and signposting students to both departmental and Student Services resources for welfare and study
- The importance of confidentiality
- Responsibility for providing references
- Responsibility for providing feedback on assignment drafts linked to the personal tutorial system
- A new tutor training session is held prior to the start of each Academic Year, compulsory for new tutors, in which the above responsibilities are made clear.

## **6. Information provided to students**

Information about the personal tutorial system is provided to students by the Director of Studies during Welcome Week then subsequently reinforced in a number of different ways, including the Departmental Undergraduate Student Handbook and a Moodle page for undergraduates highlighting the following information and resources for support:

- How academic induction is supported
- Frequency of meetings with personal tutors and how the meetings link to programme units
- Support for academic study (signposting to key skills development, provision of feedback on drafts assignment submission etc.)
- Pastoral/ welfare guidance and support
- Placement/ option/ career advice and references
- Guidelines for requesting a change of tutor
- Confidentiality and disclosure policies
- Attendance expectations

A departmental undergraduate peer mentoring system is in place to support students during their induction to University life. Student mentors will be supported in their role in enabling Freshers to get the greatest benefit from the personal tutorial system.

## Academic Skills Support and Development

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of free, year-round skills and personal development opportunities designed to complement your academic programme.

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it. You can choose from classes, tutorials, drop-in sessions, workshops and online resources to develop your academic skills, for example to:

- create well-written, clearly structured essays, reports and dissertations
- think critically in order to enhance your writing
- manage information sources and literature effectively
- give polished and effective academic presentations
- manage and analyse numbers, data and statistics
- enhance your existing language proficiency, or learn a new language
- use IT tools and resources effectively.

There are many other opportunities also available to you through our Careers Service and Students' Union to help you develop your skills and prepare for the workplace. For example:

- writing an effective job application and CV
- succeeding at interview or assessment centre
- leading and managing projects
- chairing meetings
- running a club or society.

### ***Further information***

Find out more about the skills support and development opportunities available here:

<http://go.bath.ac.uk/skills>

## Recognition for extra-curricular activities: The Bath Award

The Bath Award recognises and accredits the skills and achievements of students engaged in all types of extra-curricular activities. It operates alongside your degree programme and aims to capture the extra-curricular achievements at University that you will find valuable in your future life and career.

### ***Further information***

[thesubath.com/bathaward](http://thesubath.com/bathaward)

## The Library

The Library is open 24 hours a day and provides print and electronic materials and information services to support study and research across the University. It houses over 520 PCs, wireless networking throughout, and provides areas for both quiet individual study and group work.



Alongside 340,000 printed books, it offers over 22,000 electronic journals, 425,000 electronic books, 90 databases and digital versions of the University's academic publications, all available across the University and beyond. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning.

Information specialists, known as Subject Librarians (see the Department's library resources page below), are responsible for services to individual Departments/the School. They provide individual help to students and staff, as well as teaching information skills in Department and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

#### ***Further information***

This Department's library resources page is: [go.bath.ac.uk/pharmacylibrary](http://go.bath.ac.uk/pharmacylibrary)

For information on all library services and resources: [www.bath.ac.uk/library](http://www.bath.ac.uk/library)

#### **Recommended texts**

Reading lists will be linked directly to Units in Moodle for the 2017-18 academic year using new software which will be available at the start of October.



## Computing facilities and IT skills

With your username and password, you will be able to access one of over 1,000 workstations across campus. These enable you to use email, the internet, file storage, Office applications such as Word and Excel, and often give access to the more complex software used on your programme. All computers print to photocopiers in the Library and around the campus, for which there is a charge per page.

With your username and password you can also register your own laptop, smartphone or tablet for connection to the campus wireless network (which covers spaces such as communal areas, the Library and cafés) or to around 150 student docking ports. You can use your own device to access many University applications using a service called UniDesk. Find out more about this at:

<http://go.bath.ac.uk/unidesk>

Support is available from the IT Service Desk on Level 2 of the Library or online at:

[www.bath.ac.uk/computing-services](http://www.bath.ac.uk/computing-services)

Tutorials and Frequently Asked Questions (FAQs) are provided in the help section.

If you have a disability or require learning assistance, Computing Services can support you with your computing needs. An Assistive Technologist is available to provide advice and support. Additional resources available include a purpose-built room, specialist software and computer hardware - including laptops for loan.

The IT shop in the Library stocks popular products such as academic software, DVDs, network cables and headsets. You can order many further IT products through the shop. Prices are often lower than in high street shops.

You can also borrow technology from the Service Desk in support of your studies, for example audio recorders, video cameras and projectors.

### ***Further information***

Computing Services: [www.bath.ac.uk/computing-services](http://www.bath.ac.uk/computing-services)

Information for new users: [go.bath.ac.uk/newusers](http://go.bath.ac.uk/newusers)

Information for users with a disability or requiring learning assistance:

<http://go.bath.ac.uk/assistive-technologies>

IT shop: <http://go.bath.ac.uk/ITshop>

Computing Services Twitter Feed: @UniofBathIT

## Recording of Lectures

‘Lecture capture’ technology is widely used on campus to record lectures. Lecturers on your units will inform you if lectures will be recorded and the recordings made available for you to view again online. Where provided, lecture recordings are made available as an additional resource for personal study and revision purposes, and you can pause and rewind recordings when you re-watch them. The University cannot guarantee recordings (for example in the event of a technical fault) and recordings are not made available indefinitely.

As set out in Ordinance 22.4, students are not permitted to copy or redistribute lecture recordings, or to make their own recordings of lectures. However, the University may permit students with a disability to record lectures where this is a reasonable adjustment under the provisions of the Equality Act, in order to give these students equal access to educational opportunities. In such circumstances the lecturer will be informed that the lecture is being recorded and the student may use the recording for their own personal study purposes only. Students with a disability should contact the Disability Service for further advice.

### ***Further information***

Ordinance 22: [www.bath.ac.uk/ordinances/22.pdf](http://www.bath.ac.uk/ordinances/22.pdf)

Disability Service: [www.bath.ac.uk/groups/disability-service](http://www.bath.ac.uk/groups/disability-service)

## **Student Representation**

### **Feeding back your views to the University**

The University is committed to reviewing and continually improving its practice. The main ways in which we seek feedback are through:

- a) Staff / Student Liaison Committees (SSLCs)
- b) surveys
- c) the Students' Union.

We also use focus groups, Departmental working parties, and various kinds of feedback session.

You can get actively involved in determining how your educational and student experiences are organised by becoming active in the Students' Union or by letting your Department know that you are interested in contributing.

Every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience they have received. Such comments help us to check that:

- you have a clear idea of the aims and requirements of each unit you study
- our teaching is effective and stimulating
- the advice and feedback we provide on your work is helpful
- our resources are suitable.

You will be asked to complete a short online unit evaluation for units you have studied. You will also be asked to complete surveys periodically on your experience of the programme as a whole. Please complete each evaluation fully, thoughtfully, and candidly. In particular, please tell us not only your opinion but also the *reasons* behind your opinion.

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at

committees where student representatives have the opportunity to input to any action plans developed in response to the issues raised.

Your feedback is important to both the University and the Students’ Union. Please keep telling us what is going well and what needs to get better. We will communicate how feedback on units and programmes, and the wider student experience, has been acted upon.

**Student representatives**

As a student of the University you are automatically a member of the Students’ Union (although you have a right to opt out - see section below on **Students’ Union membership**). Officers of the Students’ Union represent students’ interests on University decision-making bodies. In addition, numerous elected student representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through online elections facilitated by the Students’ Union.

There are many opportunities for elected student representatives. If you are elected to serve on Departmental, Faculty/School or University committees you will be expected to represent the views of your fellow students and provide feedback following meetings.

**Student Representation on Committees**

<p><b>Departmental level:</b></p>	<p>Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise several elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>Each SSLC produces an Annual Overview Report briefly outlining their work and highlighting good practice, the key themes explored and the actions that have been taken as a result. The Students’ Union reviews all these reports and prepares a summary report for the University highlighting issues which need to be addressed by the institution as a whole.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend Students’ Union Academic Council meetings. These take place every three weeks during semester time in order to:</p> <ul style="list-style-type: none"> <li>• keep Students’ Union Officers and fellow Academic Reps informed of academic developments throughout the University</li> <li>• discuss common problems and interests affecting Departments</li> <li>• gather student opinions and views to be used by the University and the Students’ Union</li> <li>• update Academic Reps on key issues.</li> </ul>
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	Do feel free to approach your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.
<b>Faculty/ School level:</b>	Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of the Students' Union Academic Exec Committee.
<b>University level:</b>	University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.

**If you are interested in opportunities to represent student views, please contact the Students' Union:** [academicreps@bath.ac.uk](mailto:academicreps@bath.ac.uk)

The Students' Union runs a full training programme for student representatives including an online course in Moodle, a conference and additional sessions through the Skills Training programme.

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies. Individual problems are often more readily resolved in this way. The Students' Union Advice and Support Service, described below, also provides students with information and confidential advice.

#### ***Further information***

Your SSLC: [moodle.bath.ac.uk/course/view.php?id=52504](https://moodle.bath.ac.uk/course/view.php?id=52504)

Students' Union Academic Representation including contact details for Academic Reps: [thesubath.com/academic](https://thesubath.com/academic)

Election of Academic Reps: [thesubath.com/elections](https://thesubath.com/elections)

Students' Union Skills Training programme: [thesubath.com/skills-training](https://thesubath.com/skills-training)

Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:

[www.bath.ac.uk/quality/documents/QA48\\_Annex\\_A.pdf](https://www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf)

## **Students' Union Membership**

All students registered with the University are automatically given membership of the Students' Union; however you have the right not to be a member. For further information on opting out of this membership, please go to the Code of Practice for the Students' Union:

[www.bath.ac.uk/university-secretary/guidance-policies/codeofpracticebusu.html](https://www.bath.ac.uk/university-secretary/guidance-policies/codeofpracticebusu.html)

## **Student Support**

Most students find there are occasions when it can help to talk to someone about a personal problem or issue. In many cases your Personal Tutor, Director of Studies, or Wellbeing Adviser (see the **Residential Life and Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support

services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

## **Student Services**

Student Services can provide advice and support on a range of issues including:

- counselling and mental health
- disability issues
- money and funding
- residential life and wellbeing.

You can make an individual appointment or just pop in to our daily drop-in sessions.

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: [www.bath.ac.uk/services/register-as-a-student-of-the-university-and-update-your-details](http://www.bath.ac.uk/services/register-as-a-student-of-the-university-and-update-your-details)

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 385538). Services are also available from the Virgil Building in Bath city centre.

For the full range of Student Services, see: <http://go.bath.ac.uk/student-services> or email: [studentservices@bath.ac.uk](mailto:studentservices@bath.ac.uk)

## ***The Students' Union Advice and Support Service***

The Students' Union Advice and Support Service provides information for students on a range of topics affecting their education and welfare, including advice for students wanting to submit Individual Mitigating Circumstances claims (see the section in this Handbook on **Assessment**), to change their programme, or experiencing problems with their programme. The staff in the Advice and Support Service also offer support, information and representation at academic appeals, academic misconduct and disciplinary hearings, and information and advice on a wide range of issues which affect students including housing and welfare issues.

The Students' Union Advice and Support Service is open Monday to Friday 9.00am to 5.00pm in term time (from 10.00am on Fridays) and 10.00am to 4.00pm during vacations (tel: 01225 386906, email: [suadvice@bath.ac.uk](mailto:suadvice@bath.ac.uk))

The Advice and Support Service also supports the Diversity and Support groups – details of which can be found at: [thesubath.com/diversity-support](http://thesubath.com/diversity-support)

The Students' Union webpage provides the facility for students to report incidents of harassment, discrimination or bullying. Incidents can be reported anonymously if preferred. Details of how to report an incident are available at: [thesubath.com/report-an-incident](http://thesubath.com/report-an-incident)

For the full range of services see: [thesubath.com/support](http://thesubath.com/support)

### ***Further information and contacts***

A guide to the wide variety of support and information available to students can be found at: [www.bath.ac.uk/student](http://www.bath.ac.uk/student) and the Students' Union website: [thesubath.com](http://thesubath.com)

### ***Residential Life and Wellbeing Service***

The University's professionally qualified Wellbeing Advisers provide a welfare and wellbeing service to all our students. You can talk to a Wellbeing Adviser about anything and we are also available evenings and weekends.

We hold daily drop-in sessions on campus, including weekends and University vacations. Drop-in sessions are also held at the Virgil Building in Bath city centre and we run activities during vacations for students who remain in Bath.

### ***Further information***

[www.bath.ac.uk/groups/residential-life-and-wellbeing-service](http://www.bath.ac.uk/groups/residential-life-and-wellbeing-service)

### ***Advice for International Students***

The Student Immigration Service provides a tailored pre-arrival and induction programme and advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 visa application to the Home Office. The Service offers workshops, a drop-in service, advice via email, phone and web-based platforms, or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

### ***Further information***

[www.bath.ac.uk/visa](http://www.bath.ac.uk/visa)

University-wide induction and welcome events are organised for incoming exchange students in the first week of each semester.

### ***Further information***

[www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student](http://www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student)

For students who join outside of the standard semester dates, induction and welcome events are organised by the relevant Department.

## **Dealing with a problem involving the University**

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. As described above, there are student representatives on all formal decision-making committees – at Departmental, Faculty/School and University level. Student representatives help to anticipate potential problems and, when problems occur, to raise them so that they can be dealt with promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

The Students' Union offers advice for students on a range of issues through its Advice and Support Service. Its advice is independent of the University. See the section above on **Student Support**.

### ***Complaints***

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the University's Student Complaints Procedure (see below).

These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

In addition, there are procedures for requesting a review of progression or award classification decisions, or of the level of attainment. For information on these procedures, please see the section in this Handbook on **Procedures for Academic Appeals**.

#### ***Further information***

Student Complaints Procedure: [www.bath.ac.uk/regulations/Appendix1.pdf](http://www.bath.ac.uk/regulations/Appendix1.pdf)

### ***Bullying, harassment and victimisation***

We believe that all our students and employees are entitled to be treated with dignity and respect and to be free from unlawful discrimination, victimisation, bullying, or any form of harassment. This is set out in the University's policy, Dignity and Respect for Students and Staff of the University of Bath: Policy and Procedure for Dealing with Complaints (below).

This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University).

#### ***Further information***

Dignity and Respect Policy:

[www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf](http://www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf)

On reporting incidents of bullying or harassment, see also the section in this Handbook on **Student Support**.

### **Mediation**

If you are involved in a disagreement or dispute, you can seek help from the University's Mediation Service. This service is impartial, non-judgemental, and confidential. Requests for mediation support should in the first instance be made either to the Mediation Service Manager, or the Students' Union Advice and Community Manager.



### **Further information and contacts**

Mediation Service: [www.bath.ac.uk/equalities/activities/mediation](http://www.bath.ac.uk/equalities/activities/mediation)

Mediation Service Manager: Marlene Bertrand, [M.Bertrand@bath.ac.uk](mailto:M.Bertrand@bath.ac.uk) (01225 383098)

## **Advice for students with disabilities, long-term illness, and specific learning difficulties**

If you have a disability and/or specific learning difficulty (such as dyslexia), we strongly advise you to speak to the Disability Service team, your Personal Tutor or Director of Studies as soon as possible and preferably before your programme begins. Referral to the Disability Service will enable us to assess your needs and make arrangements to support you.

Any personal information you give when disclosing your disability will be treated in confidence and made available *only* to relevant members of staff and *only with your permission*. If you don't disclose your disability it may be difficult for the University to provide suitable support to help you during your studies. Disclosure will not disadvantage you in any way.

The Disability Service provides advice, guidance, information and support for a range of needs including:

- Autism Spectrum Disorders/Asperger's Syndrome
- dyslexia and other specific learning difficulties
- mental health
- mobility impairments
- sensory impairments
- health conditions such as epilepsy, HIV, diabetes or chronic fatigue.

A screening process is available if you think you may have a specific learning difficulty/dyslexia.

Disability Advisers are also responsible for making applications for alternative arrangements for exams and assessments. Therefore, if you think that, because of a disability, you need alternative exam arrangements (such as extra time or the use of a computer) please discuss this with a Disability Adviser without delay.

### **Further information**

[www.bath.ac.uk/groups/disability-service](http://www.bath.ac.uk/groups/disability-service)

## **Pregnancy and Maternity**

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You are not under any obligation to inform the University of these circumstances, but doing so will enable us to put in place arrangements that will assist you in undertaking your programme of study.

You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services.

### ***Important Note***

In the Department of Pharmacy and Pharmacology we advise early notification of pregnancy (in confidence) to a member of the department so that we can make the necessary arrangements and provide you with important safety information.

### ***Further information***

[www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child](http://www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child)

## **Care Leavers and Estranged Students**

The University is committed to supporting students from a wide range of backgrounds and circumstances including those who are care leavers, from a Foyer or are estranged from their family. We are aware of the challenges students may face when starting university and we want you to get the best out of your programme and university experience. We are able to offer you advice and guidance about settling in, academic studies, funding, accommodation, wellbeing and careers. The service we provide is confidential and entirely optional in relation to the level of support you feel that you may need.

### ***Further information***

[www.bath.ac.uk/guides/financial-support-if-you-are-leaving-care](http://www.bath.ac.uk/guides/financial-support-if-you-are-leaving-care)

[www.bath.ac.uk/students/finance/funding-advice/additional-financial-responsibilities](http://www.bath.ac.uk/students/finance/funding-advice/additional-financial-responsibilities)

## **Careers Service**

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, Careers Advisers will provide help with writing your CV, practising aptitude tests, and improving your interview skills. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for graduate job vacancies for Bath students, as well as the organiser of several major careers fairs each year.

### ***Further information***

The Careers Service is open throughout the year, including the vacations.

Check the web site for opening times: [www.bath.ac.uk/students/careers](http://www.bath.ac.uk/students/careers)

The web site includes the *Myfuture* vacancies portal.

Contact [careers@bath.ac.uk](mailto:careers@bath.ac.uk) or 01225 386009 or follow the Careers Service on Twitter @CareersatBath or Facebook (search for BathUniCareers).

# Assessment

## Feedback to students on assessment

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on your subject and the type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For formal written examinations, students may receive general feedback to the group rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

### ***Department policy on feedback on assessed work 2017-18***

This policy should be read in conjunction with the University Quality Assurance Code of Practice Statement 16 *Marking, Moderation and Feedback to Students*  
[www.bath.ac.uk/quality/documents/QA16.pdf](http://www.bath.ac.uk/quality/documents/QA16.pdf).

The Director of Teaching (for Undergraduate Programmes) and Director of Taught Postgraduate Programmes (for Taught Postgraduate Programmes) is responsible for ensuring this policy is reviewed, and if necessary updated, annually in consultation with SSLC, DLTQC and the wider Department. The policy will be clearly described in both undergraduate and taught postgraduate programme handbooks.

It is the responsibility of all students to know how feedback will be provided and to take advantage of the many opportunities available.

The Director of Teaching will be responsible for ensuring that the wide variety of assessment methods used across Programme units meets the over-arching approach to assessment as laid down in current Programme Specifications.

The nature of feedback on assessments and academic performance at University differs from sixth form. During Welcome Week, the Director of Teaching, supported by Personal Tutors and staff teaching on key study skills units (currently PA10262 Research & Scientific Communication for Pharmacologists and PA10310 Preparing for Professional Practice 1), will emphasise the key differences, e.g. the greater emphasis on self-directed learning and continuing personal development.

Following approval of the Unit Description, unit convenors will be responsible for determining the nature of assessment feedback that will be provided for each unit and a statement of feedback to be provided will be placed in each unit's Moodle page adjacent to the Unit Description.

Feedback on coursework will be appropriate to the subject area within pharmacy and pharmacology. For example, in those Units where learning is mainly through practical work feedback it will involve marked coursework, generic feedback on Moodle and timetabled feedback sessions to inform the whole cohort.

Where relevant, e.g. for essays, dissertations, posters and oral presentations, a marking scheme will be provided on Moodle for students in advance of starting coursework assignments. Feedback will be provided by markers using standard proformas and made available to students by the Unit Convenor.

Unit convenors will be responsible for providing generic feedback on written examination papers, Observed Structured Clinical Examinations (OSCEs) and practical examinations at the end of each Semester, normally within two weeks of the publication of results within SAMIS.

Access to marked examination scripts will normally be by appointment early in each semester.

Personal tutors will be responsible for providing brief individual performance review feedback to students at the end of each semester, normally within two weeks of the publication of results within SAMIS. Semester 1 feedback is expected to be face-to-face, whereas a more flexible approach will be used in Semester 2 given that most students will be away from Bath at the time. The Senior Tutor will be responsible for monitoring that this has taken place.

#### ***Examples of assessment types used in undergraduate programmes***

<b>Assessment Method</b>	<b>How Feedback is Provided</b>	<b>Timing of feedback</b>
End of Semester written examination	Generic feedback by Unit Convenor to whole cohort	Within two weeks of publication of results in SAMIS
Pharmacy practice dispensing worksheets	Individually marked by class tutor Group feedback to whole cohort	By the next practical class
Written essay or dissertation	Using standardised pro forma	Within three weeks of submission deadline
Summative individual oral presentation	Individual written feedback to a marking scheme template	Within three weeks of marks being available on SAMIS
Reflective commentaries	Individual written feedback to a marking scheme template	Within three weeks of marks being available on SAMIS
Formative group oral presentations	Group written feedback to a marking scheme template provided by Personal Tutor	Within seven days of presentation
Observed Structured Clinical Examinations (OSCEs)	Group feedback on overall performance Individual feedback on failed stations	Outline performance within seven days of OSCE Within three weeks of marks being available from SAMIS
Formative MCQ assessment	Via Moodle	Immediately after submission by student
Pharmacokinetics assignments	Individual written feedback and generic feedback	Within 10 days of submission
Pharmacology full laboratory report	Individually marked, group feedback to whole cohort	Within three weeks of submission deadline

We take the provision of assessment feedback seriously and aim to give you feedback that is reasonable, appropriate and timely.

**Formative feedback** is given to enable you to reflect on your work, consider your future learning needs, and plan ways in which you can improve your future learning across the degree programme.

**Summative feedback** provides you with a measure of what you have achieved against the intended learning outcomes for a Unit, for example examination marks.

We have several ways in which we provide you with feedback; appropriate to the units you are studying, these include:

- formal feedback after a coursework assignment has been assessed
- post-examination feedback
- on-going advice on larger pieces of coursework such as the dissertation and project
- self-test quizzes on Moodle
- generic feedback on examinations
- individual marks and comments related to submitted coursework.
- group feedback via Moodle

Feedback will normally be given for individual assignments within three semester weeks following the submission deadline for the assignment. Some coursework may be marked more quickly, for example practical work required for the following week. Substantial assignments may take longer than three weeks.

### ***Formal feedback***

Feedback on your overall progress at the end of each semester will be provided by your personal tutor, with whom you are advised to discuss your assessment marks.

In accordance with University Guidelines, at fixed points during the academic year, you may view and print your marks for each unit taken, using SAMIS on the web. Semester 1 assessment results will be available no later than four weeks after the end of the examination period.

Semester 2 results will be available for you to print from SAMIS before the end of the sixth week of the summer vacation

## **Academic Integrity: Training and Test**

As a student registered on a University of Bath award, you are required to undertake the academic integrity training and pass the associated test.

The academic integrity training aims to provide all students with a basic knowledge and understanding of good academic practice. This includes an understanding of plagiarism and other assessment offences, and skills necessary to reference your work appropriately.

The training and test are accessed from Moodle by clicking on the link entitled '**Academic Integrity Initiative**': <http://moodle.bath.ac.uk>

If you have any access problems, then please contact [pharmadmin@bath.ac.uk](mailto:pharmadmin@bath.ac.uk) in the first instance.

When you have completed the training tutorial and are confident that you have understood it, you should undertake the test.

To pass the test you will need to achieve a mark of 85%. You can take the test as many times as necessary until you pass.

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you (see: [www.bath.ac.uk/asc/study-skills/academic-integrity.html](http://www.bath.ac.uk/asc/study-skills/academic-integrity.html)) or as required by your Director of Studies, and then take the test again.

**You will not be able to progress beyond the next progression point in your studies, irrespective of your programme marks, until you pass this test.** Ultimately this means that, if you have not passed the test, you will not be able to receive your award. Your Director of Studies will be able to confirm when the next progression point occurs for your stage of your programme.

### ***Further information***

Academic integrity: [www.bath.ac.uk/students/support/academic/academic-integrity.html](http://www.bath.ac.uk/students/support/academic/academic-integrity.html)  
Regulation 3.7: [www.bath.ac.uk/regulations/Regulation3.pdf](http://www.bath.ac.uk/regulations/Regulation3.pdf)

## **Plagiarism detection and personal data**

When you hand in a piece of assessed coursework, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately.

The University uses the Plagiarism Detection Service, Turnitin. This service checks electronic, text-based submissions against a large database of material from other sources and, for each submission, produces an 'originality report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

The service complies with European Data Protection legislation. When you registered with the University, you gave it permission to process your personal data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may submit the work of any student to the Plagiarism Detection Service (in accordance with Regulation 15.3e – see below) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- i) assessment of the work
- ii) comparison with databases of earlier work or previously available works to confirm the work is original
- iii) addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

The University will not make any more copies of your work than are necessary, and will only retain these for so long as remains necessary, for these purposes.

Please note that, if at any time the University submits any of your work to the Plagiarism Detection Service, the service will be provided with, and will retain, certain personal data relating to you – for example, your name, email address, programme details and the work submitted. Such data may be transferred by the Plagiarism Detection Service to countries worldwide (some of which may not be governed by EU data legislation) in order for the work to be checked and an originality report generated in accordance with the proper workings of the Plagiarism Detection Service. Personal data is retained indefinitely by the Plagiarism Detection Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

### **Further information**

The University's procedures on Examination and Assessment Offences (QA53) are described at: [www.bath.ac.uk/quality/documents/QA53.pdf](http://www.bath.ac.uk/quality/documents/QA53.pdf)  
Regulation 15, Assessment of undergraduate and taught postgraduate programmes: [www.bath.ac.uk/regulations/Regulation15.pdf](http://www.bath.ac.uk/regulations/Regulation15.pdf)  
University's Data Protection Officer: 4 West 3.5 ([dataprotection-queries@lists.bath.ac.uk](mailto:dataprotection-queries@lists.bath.ac.uk)).

## **Academic Integrity: Referencing and Plagiarism**

Plagiarism is the use of any published or unpublished work without proper acknowledgement in your references. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

Another form of plagiarism (and hence cheating) is auto-plagiarism or self-plagiarism. This occurs when a student submits work (whether a whole piece or part of a piece) without acknowledging that they have used this material for a previous assessment.

If you use someone else's work – say, by summarising it or quoting from it – you must reference the original author. This applies to all types of material: not only text, but also diagrams, maps, tables, charts, and so on. Be sure to use quotation marks when quoting from any source (whether original or secondary). Fully reference not only quotations, but also paraphrases and summaries. Such references should then be included in a bibliography or reference list at the end of the piece of work. Note that the need for referencing also applies to web-based material; appropriate references according to the type of work or image should always be given.

There are several acceptable methods of referencing material. Examples include the Harvard system and the Numeric system. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing system used on your programme.**

Guidance on referencing and plagiarism is available through skills training run by the University and the Students' Union, as well as online resources. Referencing guides are also available in print in the Library, and your Subject Librarian will be able to help with any questions.

### **Further information**

For further information on all our skills and development opportunities see: <http://go.bath.ac.uk/skills>  
Academic integrity: [www.bath.ac.uk/asc/study-skills/academic-integrity.html](http://www.bath.ac.uk/asc/study-skills/academic-integrity.html)

## **Academic Integrity: Penalties**

Any student who is found to have used unfair means in an examination or assessment procedure will be penalised. 'Unfair means' here include:

- cheating - for example, unauthorised use of notes or course material in an examination
- fabrication - for example, reporting on experiments that were never performed
- falsification - for example, misrepresentation of the results of experimentation
- plagiarism, including self-plagiarism (see above)

- unfair collaboration or collusion - representation of work produced in collaboration with another person or persons as the work of a single candidate.

The University's Quality Assurance Code of Practice, QA53 Examination and Assessment Offences, sets out the consequences of committing an offence and the penalties that might be applied.

Penalties for unfair practice will be determined by the Department or by the Faculty/School Board of Studies in line with the procedures set out in QA53. They may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an offence, the Students' Union's welfare services are available to support you.

### ***Further information***

Examination and assessment offences: [www.bath.ac.uk/quality/documents/QA53.pdf](http://www.bath.ac.uk/quality/documents/QA53.pdf)  
Students' Union advice and support: [thesubath.com/support](http://thesubath.com/support)

## **Word counts**

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

If you do not observe the given word range or limit for the coursework task, for example if you exceed the word limit, then a penalty will be applied. The penalty that would apply should be stated in writing when the assignment task is distributed. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, bibliographies and other elements that are not part of the main text are included).

You should check with your Director of Studies if you have questions about word counts and penalties.

## **Late submission of coursework**

You will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time. This is to ensure fairness to all students who are submitting work.

If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from your Department. You will need to provide a description of the circumstances which you feel support your request. Your Director of Studies may ask you to produce supporting evidence.

Please note that:



- if you submit a piece of work after the submission date, and no extension has been granted, the maximum mark possible will be the pass mark
- if you submit work more than five working days after the submission date, you will normally receive a mark of 0 (zero), unless you have been granted an extension.

It is not usually possible to mark coursework anonymously if it is submitted after the deadline.

It is important that you speak to your Director of Studies as soon as possible if you become concerned about your submission deadlines.

See also the section in this Handbook on **Submission deadlines**.

## Individual Mitigating Circumstances

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment.

Full information and guidance on Individual Mitigating Circumstances and Assessment (including definitions of IMCs, in the document “What are Individual Mitigating Circumstances?”) is available at: [www.bath.ac.uk/registry/imc/imc-students.html](http://www.bath.ac.uk/registry/imc/imc-students.html)

It is strongly advised that you become familiar with the available guidance so that you understand the process and timescales should such circumstances arise.

You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department, and support and guidance offered through the Disability Service ([www.bath.ac.uk/groups/disability-service](http://www.bath.ac.uk/groups/disability-service)) or the Students’ Union Advice and Support Service ([thesubath.com/support](http://thesubath.com/support)).

Your Department/School will be able to advise you on how to submit an IMC claim, and your Director of Studies can help you to understand the potential implications of your IMC claim on your overall progress and/or award, in light of your academic achievement to date and the assessment regulations for your programme.

Should you wish any IMCs to be taken into account by the Board of Examiners for Programmes when considering your progression or award classification, notify your Director of Studies no more than three days after the affected assessment by completing the IMC report form available at: [www.bath.ac.uk/registry/imc/imc-students.html](http://www.bath.ac.uk/registry/imc/imc-students.html)

You will also need to submit evidence of how your circumstances affected the relevant assessment(s), for example, a medical certificate in the case of illness or injury.

If you know of a potential IMC that may affect your assessment before you begin an assessment period, it is important that you notify your Director of Studies in advance. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the affected assessment(s), you will still need to complete the form and follow procedures.

## Assessment Processes

Assessment and marking processes at the University are designed to ensure that assessment of your work is fair and consistent, and that academic standards are appropriate and comparable between the University and other higher education institutions. This is achieved in a number of ways.

**Marking:** Assessments you will complete during your programme are marked according to:

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

**Anonymous marking:** The University has adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all examinations and, where practical, other assessment. It is not possible to mark all coursework anonymously as in some types of assessment the student can be easily identified by the marker (e.g. presentations, group work, laboratory work) or it might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

**Moderation:** Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

### Boards of Examiners:

Assessment decision-making at the University is the responsibility of Boards of Examiners established at three levels: assessment outcomes go first to *Boards of Examiners for Units*, then *Boards of Examiners for Programmes*, then finally to *Boards of Studies*. Boards of Studies confirm decisions relating to student progression from one stage of the programme to the next and the final award. The assessment marks you are given initially by markers are therefore provisional up until the point when they have been confirmed by the Board of Studies for your programme. An official release date is set when your confirmed results will be made available to you via SAMIS (the University's student records system). An appeal can only be made in relation to a confirmed mark (see the section in this Handbook on **Procedures for Academic Appeals**).

All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. On rare occasions a Board of Examiners may decide to recommend a change to the marks assigned initially, based on evidence that there was a problem

with the assessment (for instance, disruption during an examination, or an exam paper that was too easy or difficult) which means that the marks assigned initially do not accurately reflect the standards achieved by the candidates. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

## External examiners

An External Examiner is someone from another University or a professional organisation who is suitably qualified and experienced in the relevant field of study. At least one External Examiner is appointed for each taught programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair and academic standards are appropriate, and supporting the development of your programme. External Examiners look at draft examination papers and samples of assessed work, and attend Boards of Examiners.

Once a year, External Examiners provide a written report on each taught programme. University staff will look at these reports and a response will be made to the External Examiner's comments. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of annual monitoring activity. You can read the latest External Examiner report for your programme, and the University's response to it, at:

[www.bath.ac.uk/quality/externalinput/external-examiners-reports.bho](http://www.bath.ac.uk/quality/externalinput/external-examiners-reports.bho)

The External Examiners for your programme are:

Professor James Birchall, Cardiff University

Dr Anne Boyter, University of Strathclyde

Dr Susan Matthews, University of East Anglia

Professor Anne Stephenson, University College London

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Procedures for Academic Appeals** and **Dealing with a problem involving the University: Complaints** give some more information about the University's procedures for student complaints and academic appeals. The section on **Student representation** sets out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

## Assessment Regulations

The University's **New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes ('NFAAR-UG')** specifies the rules governing students' progression from one stage of their programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned. If you began the first stage of your programme in or after the 2008/09 academic year, NFAAR-UG applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

Your programme is covered by the NFAAR-UG, so your work will be assessed according to its rules.

If at any time you are in doubt about how NFAAR-UG provisions apply to your work, please consult your Director of Studies.

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the NFAAR-UG document.

### ***Important information***

This section may contain terms unfamiliar to you. In addition to the explanations we give below you can find full definitions at:

[www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-02.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-02.pdf)

For full details of the NFAAR-UG, visit:

[www.bath.ac.uk/registry/nfa](http://www.bath.ac.uk/registry/nfa)

You can find a student introduction to the NFAAR-UG at: [www.bath.ac.uk/registry/nfa/nfaar-ug-intro-faq.pdf](http://www.bath.ac.uk/registry/nfa/nfaar-ug-intro-faq.pdf)

For information relating to your programme in the current academic year, visit:

[www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

### **Your programme and how you are assessed**

Within your programme of study, there are *compulsory units*, (i.e. those units in a programme which must be taken by every student registered on the programme), and *optional units* (i.e. those units you may choose from a range of options).

The **Programme Description: Structure of the programme** section in this Handbook shows the structure of your programme. In the table, compulsory and optional units are labelled 'C' and 'O' respectively.

Please note that you can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: [www.bath.ac.uk/catalogues](http://www.bath.ac.uk/catalogues)

At the end of the table, there are links to the relevant appendices of the NFAAR-UG which state exactly how the assessment rules operate for each stage of your programme.

There are some units that you must pass in order to progress to the next stage of your programme and to achieve the normal award for the programme at the end. Such units are called *Designated Essential Units (DEUs)*. Failure in a DEU – even marginal failure – will prevent you from progressing (or completing) your programme.

Programmes are divided into a number of *parts* and *stages*. For full-time students, stages usually correspond to the year of study (so, for example, most first-year students will be in Stage 1 of their programmes).

Within each stage of a programme, the contribution of each unit's assessment to the calculation of the *Overall Stage Average (OSA)* is normally directly proportional to the credit-values of the unit concerned. Placement units form part of a stage and have a credit weighting. Some placement

units carry marks and some are just pass/fail. Only enhanced placement units contribute to the *Overall Programme Average (OPA)* however.

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall.

If you fail a stage, you will be required either to repeat the entire stage or to transfer to a *Designated Alternative Programme (DAP)*, if one exists, or if you fail very badly, to withdraw from the University. Where stage repeats are possible within the set limits, the repeating of any stage will be permitted once only.

At the end of each stage a Board of Examiners will decide whether you have passed the stage. The outcome will depend on both (1) your average mark in the stage and (2) the marks you obtain for each unit. Generally, if you pass each of your units you will progress (or, after the final stage, be recommended for an award).

If you fail a large number of units you might fail the stage outright without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

Particular rules apply to failure of units. They are as follows:

- if you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail the stage outright
- if you fail any non-DEUs badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail the stage outright
- if you fail only non-DEUs marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units and also on your OSA.

*N.B All core units in the MPharm and final year projects and placements are DEUs.*

Your degree result is based on the calculation of your *Overall Programme Average (OPA)* based on the stages in Parts 2 and 3 of your programme. The contribution of each stage of the programme is set out in the table of assessment weightings and decision references in the **Programme Description: Structure of the programme** section in this Handbook. Follow the links provided in the table to see a clear description of the assessment rules for each stage of your programme. Stages in Part 1 are not included in the OPA calculation.

## Supplementary assessment

‘Supplementary assessment’ is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme. It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to return to the University in the summer to re-sit examinations.

**For the 2017–18 academic year, this period will be 15 August to 24 August 2018.**

Each unit’s method of supplementary assessment is shown in the online Unit Catalogue.

In units where the original assessment is a written examination, supplementary assessment may sometimes take the form of reworking an examination paper, known as ‘mandatory extra work’, rather than re-sitting the examination. In such cases the pass mark is 70% and a mark below 60% is considered a bad fail.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme.

The outcomes of failing a supplementary assessment are as follows:

- 1) if you fail supplementary assessment in a DEU, you will fail the stage
- 2) if you fail supplementary assessment in a non-DEU badly, you will fail the stage
- 3) if you fail supplementary assessment in a non-DEU marginally, you might be able to progress; whether you may do so will depend on how many units you have failed (and in some cases also on your Overall Stage Average).

*N.B All core units in the MPharm and final year projects and placements are DEUs.*

## Exit awards – CertHE and DiplHE

If you leave your programme early you may be eligible for a generic exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE).

Further information on these awards can be found at:

[www.bath.ac.uk/quality/documents/QA3-certhe.pdf](http://www.bath.ac.uk/quality/documents/QA3-certhe.pdf) (for the CertHE)

[www.bath.ac.uk/quality/documents/QA3-diplhe.pdf](http://www.bath.ac.uk/quality/documents/QA3-diplhe.pdf) (for the DiplHE).

## Further Information about assessment of the MPharm programme

The New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes (NFAAR-UG) specifies the rules governing students’ progression from one stage of their programme to the next as well as for the award of degrees. The MPharm programme is compliant with NFAAR-UG at the unit, part, stage and programme level, with the addition of progression requirements, necessary to meet professional accreditation standards pertaining to competence and patient safety, at the end of each part and stage.

Students taking the MPharm programme will be assessed according to these rules, where the programme is treated as a standalone master’s programme that is compliant with NFAAR-UG, alongside the addition of extra professional progression assessments at the end of each stage. Marks from these end-of-stage professional progression assessments will not contribute to the

overall stage average (OSA) or the overall programme average (OPA). Further information about the NFAAR-UG is available at [www.bath.ac.uk/registry/nfa/index.htm](http://www.bath.ac.uk/registry/nfa/index.htm).

All units on the MPharm programme are Designated Essential Units (DEUs) and therefore must be passed. Additionally, each end-of-stage professional progression assessment must also be passed in order to progress to the next stage of the programme, or to graduate.

A student pharmacist who has failed one or more end-of-stage professional progression assessments at the end of years 1, 2 or 3, after any permitted supplementary assessment during the supplementary assessment period (normally in late August or early September), will be required to repeat that academic year and undertake the required learning again due to the synoptic nature of these assessments.

Professional progression requirements at the end of each stage will be as follows:

### **Year 1**

- i. A one hour pharmaceutical calculations assessment with a 70% pass mark (Pass / Fail). Students will be permitted two attempts to pass this assessment, once at the end of Semester 2 and once in the supplementary assessment period.
- ii. An Objective Structured Clinical Examination (OSCE) assessment (Pass / Fail). Students must pass each individual OSCE station to pass the OSCE overall and would normally be permitted a total of three attempts to pass individual stations, with the third attempt being during the supplementary assessment period. The first and, if necessary, second attempt will be timetabled during Semester 2. Exact pass marks will be set according to the Angoff method.<sup>4</sup>
- iii. Satisfactory completion of CPD portfolio (Pass/Fail). This will draw on completion of assessments linked to the GPhC's Standard 10 outcomes<sup>2</sup> and must be passed by the end of Semester 2 with an opportunity to resubmit any required elements by the end of the supplementary assessment period.

### **Year 2**

- i. An Objective Structured Clinical Examination (OSCE) assessment (Pass / Fail). Students must pass each individual OSCE station to pass the OSCE overall and would normally be permitted a total of three attempts to pass individual stations, with the third attempt being during the supplementary assessment period. The first and, if necessary, second attempted will be timetabled during Semester 2. Exact pass marks will be set according to the Angoff method.
- ii. A practical assessment (Pass/Fail) covering the dispensing of NHS, private and hospital prescriptions. The first and, if necessary, second attempt would be timetabled during Semester 2. The required pass mark will be 70%.
- iii. Satisfactory completion of CPD portfolio (Pass/Fail). This will draw on completion of assessments linked to Standard 10 outcomes and must be passed by the end of Semester 2 with an opportunity to resubmit any required elements by the end of the supplementary assessment period

### **Year 3**

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<sup>4</sup> Angoff WH. Scales, norms and equivalent scores. In RL Thorndike (ed), Educational Measurement. Washington DC, American Council on Education, 1971, (pp514-515).

- i. An Objective Structured Clinical Examination (OSCE) assessment (Pass / Fail). Students must pass each individual OSCE station to pass the OSCE overall and would normally be permitted a total of three attempts to pass individual stations, with the third attempt being during the supplementary assessment period. The first and, if necessary, second attempt will be timetabled during Semester 2. Exact pass marks will be set according to the Angoff method.
- ii. Three practical assessments (Pass/Fail) covering (a) the dispensing of NHS, private and hospital prescriptions; (b) the preparation of extemporaneous products; and (c) the processes of aseptic preparation. The first and, if necessary, second attempt will be timetabled during Semester 2. In each case, the required pass mark will be 70%.
- iii. Satisfactory completion of CPD portfolio (Pass/Fail). This will draw on completion of assessments linked to Standard 10 outcomes and must be passed by the end of Semester 2 with an opportunity to resubmit any required elements by the end of the supplementary assessment period.

#### **Year 4**

- i. An Objective Structured Clinical Examination (OSCE) assessment (Pass / Fail). Students must pass each individual OSCE station to pass the OSCE overall and would normally be permitted a total of three attempts to pass individual stations, with the third attempt being during the Supplementary assessment period. The first and, if necessary, second attempts will be timetabled during Semester 2. Exact pass marks will be set according to the Angoff method.
- ii. Satisfactory completion of CPD portfolio (Pass/Fail). This would draw on completion of assessments linked to Standard 10 outcomes and must be passed by the end of Semester 2.

### **Assessment marking criteria**

The following generic criteria provide guidance on should be interpreted in the light of particular requirements (e.g. for practice-based work, or for projects) and the year of study. Each unit will have more specific marking criteria to add to the broad approach set by these generic descriptors and provide more detailed information.

#### ***Undergraduate work***

*Work at the **first class** grade will typically demonstrate:*

- An excellent, systematic and thorough knowledge and understanding of the subject
- Extensive evidence of wide research and reading beyond the material presented by lecturers
- An ability to fully use well established methods and models of the discipline with a full critical analysis of their application
- Evidence of insight and originality of thought and approach
- Ability to consistently solve accurately unseen, non-routine problems applying innovative solutions
- Excellent presentation skills (oral, written) with no ambiguity and few errors
- Excellent skills in observing, recording and performing practical work

*Work at the **upper-second class** grade will typically demonstrate:*



- A good systematic and thorough knowledge and understanding of the subject but with some gaps in breadth or depth
- Some evidence of research and reading beyond the material presented by lecturers
- An ability to use well established methods and models of the discipline but with some omissions and with limited critical evaluation
- Some evidence of insight and originality of thought and approach but mainly routine methods used
- Ability to solve routine and some non-routine problems
- Good presentation skills (oral, written) but with some ambiguities and errors
- Good but incomplete skills in observing, recording and performing practical work

*Work at the **lower-second class** grade will typically demonstrate:*

- A good knowledge and understanding of the fundamental aspects of the subject but with some gaps in breadth or depth and some misconceptions
- Little evidence of research and reading beyond the material presented by lecturers
- Some ability to use well established methods and models of the discipline but with significant errors and no critical evaluation of the results
- Little evidence of insight and originality of thought and approach and even routine methods sometimes used erroneously
- Ability to usually solve routine but rarely non-routine problems
- Some confusion in the presentation (oral, written) of ideas and information with ambiguities and errors
- Significant deficiencies in observing, recording and performing practical work which limits the quality of the results obtained

*Work at the **third class** grade will typically demonstrate:*

- Some knowledge and understanding of the fundamental aspects of the subject but with many gaps in breadth and limited depth and significant misconceptions
- No evidence of research and reading beyond the material presented by lecturers
- Limited ability to deploy established models and techniques of analysis and enquiry leading to many errors and no critical evaluation of the results
- No evidence of insight or originality and even routine methods are often mis-applied
- Limited ability to solve even routine problems
- Confusing and unclear communication (oral, written) of ideas and information with many ambiguities and errors
- Deficiencies in observing, recording and performing practical work which cast doubt on the quality of the results

*Work in a **fail** grade will typically demonstrate:*

- Little knowledge and understanding of even the most fundamental aspects of the subject with no grasp of large areas and little depth of understanding.
- Little evidence of engagement with course materials
- Very limited ability to use even straightforward models and techniques or to show any critical evaluation
- No evidence of insight or originality and inability to apply even routine methods
- No ability to solve even routine problems
- Presentation skills prevent clear communication (oral, written) of even straightforward ideas and information

- Skills in observing, recording and performing practical work so poor as to make the results useless

### ***Guidance on written assessments and directed study***

Written examinations are likely to contain multiple choice questions (MCQ), extended matching statements, 'short answer' or 'essay-style' questions, or a mixture of these. We employ MCQ assessments widely in year 1; less so in subsequent years.

Specimen papers for each assessment giving the format to be used are available early in the relevant Semester. **Remember that the taught material assessed may include practical classes, workshops, tutorials, practice-based learning, seminars, activities on Moodle (our virtual learning environment) and directed study, as well as lectures.**

Our aim in these papers is to assess your knowledge and understanding against the intended learning outcomes for the unit being assessed. We will also assess your ability to organise that knowledge and to present it in a coherent manner.

### ***Multiple Choice Questions***

All MCQ summative assessments set in the Department normally conform to a set pattern in which each question has only one correct answer from a choice of five alternatives. There is no negative marking of MCQ – that is, marks are not subtracted for a wrong answer. This means that you will not be penalised for guessing an answer where you are unsure. However, an adjustment will be made to the overall mark of each student to take account of the fact that it is easier to guess or choose from 5 alternative answers than it is to have to address your entire knowledge base (as in a standard open question). The need for such an adjustment is illustrated by the fact that, in an MCQ test containing 100 questions each with 5 alternative answers, random ticking of boxes is likely to result in a mark of 20% (arithmetically halfway to a pass mark), rather than zero. Assuming a choice of 1 from 5 alternative answers to each question, the formula used to adjust all MCQ marks is as follows, so that the adjusted % mark equals:

$$\frac{[\text{Unadjusted \% mark}] - 20\%}{100\% - 20\%} \times 100\%$$

This translates into an unadjusted mark of 52% being equivalent to an adjusted mark of 40%, the standard pass mark in University examinations.

### ***Short answer questions***

Short answer questions are worded such that they can be answered in 10-15 minutes, depending on the exam format. Take note of the instructions given in each question - e.g. the verbs 'outline', 'list', 'tabulate' or 'illustrate by means of a diagram' are chosen deliberately, and are generally preferred to 'describe' or 'discuss'. Avoid composing essay-style responses.

### ***Essays and extended essays***

Essay-type answers should take approximately 30-60 minutes, again depending on the exam format. You should take time to plan your answer, and to marshal the points you wish to make into a logical order. Again pay attention to the instructions given in each question, e.g. "discuss", "appraise", "critically evaluate"

Where an extended essay format is used, the time available is such that you will be able to structure your thoughts and response carefully, and to indicate through your answer the breadth and depth of reading that you have undertaken on the subject. The marking will reflect the

organisation and style of the essay, its scientific content and evidence of extensive reading beyond any given references.

### ***Professional progression assessments***

Students must pass a number of professional progression assessments each year, as listed in the Programme Specification, in order to progress to the next year and to graduate. These include assessing the ability to perform pharmaceutical calculations safely and reliably, practical assessments and objective structured clinical examinations (OSCEs) which incorporate consultation skills. The ability to reflect on one's own practice and development is assessed by an e-portfolio of evidence.

### ***Oral presentations and abstracts***

Together with posters, oral presentations form the major means of communicating scientific information at national and international conferences. Most oral communications (including those at British Pharmacological Society meetings) adopt a format of 10 minutes for the presentation plus a further 5 minutes of answering questions from the audience. In most cases, selection of research findings for oral presentation is based on a submitted abstract. Thus, the ability to condense detailed information into a restricted space is an important skill for budding scientists.

### ***Aims***

for individual students

- to report scientific information, which may be derived from practical classes, project work or library sources, as an oral presentation to fellow students and staff,
- to provide a brief written abstract of the presentation.
- for the student group
- to gain experience of good and bad practice in giving oral presentations,
- to acquire information on specific topics as further illustrations of taught material.

### ***Objectives***

On completing this exercise, you will

- have gained experience of organising acquired scientific information or data into a short oral presentation,
- have practised delivering that information to a peer group, both orally and through a written summary.

### ***Advice***

At all costs, avoid reading a prepared text! Written style is invariably different from the spoken word, and reading a script will guarantee two things - you will speak too quickly, and most of the meaning of what you say will be lost.

A short oral presentation does not need huge quantities of information. Remember to provide an introduction to the area of study with the aims of your report, any techniques used, results obtained and conclusions reached.

Remember that a diagram may often be of far greater use than an ocean of text. A useful 'rule of thumb' is to have one illustration, whether PowerPoint slide or OHP acetate, per minute of the presentation.

Practise your presentation to ensure you stay within the allotted time.

## Assessment

Any oral presentation will be assessed for its scientific content, the organisation of that content, and the clarity of the illustrations used. The presentation will also be assessed for the style of its delivery, your referral to the illustrations and your ability to answer questions posed by the audience.

An example set of assessment criteria is provided below - combining the two tables gives an overall maximum score of 20 points. The oral presentation associated with the project does not contribute formally to your degree classification, but the 'best' performance may be awarded an industry-sponsored prize. Some units include oral presentations which do contribute to the overall unit assessment.

The following mark scheme is indicative of the schemes used by members of academic staff.

### Communication skills – content (spoken and visual)

Excellent presentation, content, organisation and illustrations of a high standard	9	10
Some minor inaccuracy in content, clear illustrations and summary	7	8
Adequate content, some use of illustrations	5	6
Tendency to be inadequate and inaccurate	3	4
Poor presentation, lacking in content and accuracy	1	2

### Communicative skills - style and presentation

Fluent, confident with very good referral to illustrations and response to questions	9	10
Reasonably fluent presentation with good referral to illustrations and response to questions	7	8
Acceptable, broadly comprehensible, some referral to illustrations	5	6
Has difficulty conveying the meaning, poor referral to illustrations	3	4
Presentation tends to be incoherent, with little or no referral to illustrations	1	2

### Poster presentations

Posters are the major means of communicating research findings at most national and international scientific meetings. The intention is to accommodate a far greater number of papers than would be possible with 10-minute oral presentations, to allow individual delegates at the meeting more time to study posters of particular interest to them, and also to enable them to engage in more detailed face-to-face discussions with the author(s). The emphasis in the poster itself is on clarity, putting the message across with a visual impact that permits study from a distance of 2-3 metres. The space allocated for each poster varies, but may be only 1 metre square.

In some classes, students are required to work in small groups, researching a given topic and presenting the information to their peer group and to staff in the form of a poster. In addition, each group may be asked to prepare a short written summary or abstract of their presentation for distribution to the audience.

### Aims

- for individual students to collaborate with fellow students in undertaking laboratory, practice or library-based research into a given topic,

- to communicate the acquired information as a joint poster presentation to fellow students and staff, and to answer questions about the poster material,
- to provide a brief written abstract of the presentation for the class
- to gain experience of good and bad practice in designing poster presentations,
- to acquire information on specific topics as further illustrations of lecture material.

### ***Objectives***

On completing this exercise, the student will

- have gained experience of researching a specified topic, and of organising the acquired information into a visual poster format,
- have collaborated with fellow students in planning and generating the poster.

### ***Information on written source material***

Likely sources of information include lecture notes and standard text-books. Searching for keywords in a library database (e.g. Web of Science, Embase) may also be useful, although you will need to avoid becoming overwhelmed with advanced and detailed information. Finding a recent review article may be a useful source of material for a poster presentation. A similar caveat applies to searching for information on the Web - there is no shortage of data, but you must 'use your brain' in deciding how much is useful, and how much detail to include or ignore. Take note of which sources of information you use for the presentation, and include this in the poster.

### ***Advice – poster***

- Think visual! Design your poster to be legible from a distance of 2 metres or so. This almost certainly means using a **bold** typeface. Include a title and your names.
- A poster presentation does not need huge quantities of information. Keep the emphasis on a few major points.
- Where points are being emphasised, consider using colour or a different font style - for example, putting the key words in italics.
- Remember that a diagram is often much more informative than plain text. This is particularly true in the visual setting of a poster. Where you need to use text, make sure it is readable - that is, use bold script of a reasonable size, keep your points succinct, and use 'sans serif' rather than over-fussy fonts.

### ***Advice – abstract***

- Give a clear title, and add your names, the programme unit and the date.
- The written text of the abstract should be no longer than one half-page of A4.
- Include key information only, accompanied by a diagram if appropriate (e.g. drug structure, metabolic pathway).
- You need not include a bibliography of the sources of information used for the poster, but this information should be included on the poster itself.

### ***Assessment***

- The weighting of any assessment will vary between units, but the following points are likely to form part of any assessment process.
- The poster will be assessed for its scientific content, the organisation of that content, and its visual impact and clarity.
- The authors will also be assessed for their ability to defend their poster in response to questions from the audience.
- The assessment may include a minor component for the written abstract.

An example set of assessment criteria is provided below - combining the two tables gives an overall maximum score of 20 points.

#### **Communicative skills - poster content and presentation**

Excellent clarity with content, organisation and illustrations of a high standard	9	10
Some minor inaccuracy in content, clear illustrations	7	8
Adequate content and illustrations, legible information with few frills	5	6
Tendency to be inadequate, in content, organisation or illustrations	3	4
Poor presentation, lacking in content, accuracy and clarity of illustrations	1	2

#### **Communicative skills - poster attendance**

Fluent, confident with very good referral to illustrations and response to questions	9	10
Reasonably fluent responses to questions with good referral to illustrations	7	8
Acceptable, broadly aware of poster content, some referral to illustrations	5	6
Has difficulty answering questions, poor referral to illustrations	3	4
Inadequate, little or no evidence of understanding poster content or questions	1	2

### **Procedures for Academic Appeals**

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews):

[www.bath.ac.uk/regulations/Regulation17.pdf](http://www.bath.ac.uk/regulations/Regulation17.pdf)

You are also strongly advised to read the online guidance provided by the Academic Registry:

[www.bath.ac.uk/registry/appeals](http://www.bath.ac.uk/registry/appeals)

Independent advice about academic appeals is offered by the Students' Union Advice and Support Service: [thesubath.com/support](http://thesubath.com/support)

Regulation 17.16 outlines how students may appeal against formal Board of Studies decisions in respect of one or more of the following:

- i) the student's suitability to progress from one stage of the programme of study to the next
- ii) the student's suitability to remain on the programme of study
- iii) the marks/grades, degrees, certificates or diplomas, and the classifications/grades awarded to the student.

The regulation also sets out the grounds on which an appeal can be based. Please note that:

- dissatisfaction with a mark or set of marks, or any other aspect of the properly exercised academic judgement of the examiners, will not of itself be acceptable as a valid ground for an academic appeal (Regulation 17.1)
- students who have concerns about assessment outcomes that have not yet been approved by a Board of Studies should seek advice in the first instance from their

Director of Studies. This may include matters such as suspecting errors in the totalling or transcription of marks/grades, or wishing to seek clarification about the marking process (Regulation 17.2).

All academic appeals must be submitted within the timescales set out in Regulation 17. Students must provide the required information and evidence, including a completed AA1 form. The form and further academic appeals guidance are available at:

[www.bath.ac.uk/registry/appeals](http://www.bath.ac.uk/registry/appeals)

Student Complaints are dealt with under separate procedures:

[www.bath.ac.uk/regulations/Appendix1.pdf](http://www.bath.ac.uk/regulations/Appendix1.pdf)

If you are uncertain as to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at: [www.bath.ac.uk/students/support/complaints](http://www.bath.ac.uk/students/support/complaints)

# General Information

## University Regulations for Students

All registered students of the University are subject to the University's Regulations for Students. The Regulations contain rules and other important information about being a student at the University of Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. You will find references to the requirements of the Regulations for Students throughout this Handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

### ***Further information***

The full Regulations for Students can be found at: [www.bath.ac.uk/regulations](http://www.bath.ac.uk/regulations)

## Registration Status

Note that only registered students may use the University's facilities, such as email, Moodle and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register:

[www.bath.ac.uk/regulations/Regulation1.pdf](http://www.bath.ac.uk/regulations/Regulation1.pdf)

Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees:

[www.bath.ac.uk/regulations/Regulation2.pdf](http://www.bath.ac.uk/regulations/Regulation2.pdf)

## Attendance Monitoring

Guidance and requirements on attendance, including the University's Attendance Monitoring and Engagement Policy, are available at: [www.bath.ac.uk/students/visa-advice/attendance-monitoring](http://www.bath.ac.uk/students/visa-advice/attendance-monitoring)

This page also sets out information on when and how to request an authorised absence.

## Change In Your Circumstances

You must ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS. If you change your address – either your semester-time or home address – please ensure that you update your details online at: [www.bath.ac.uk/samis](http://www.bath.ac.uk/samis)

If you change your name, you will need to provide valid proof of the change. Please speak to your Department or Faculty/School administration, or Student Services in the Roper Centre, for advice on how to do this.

If you are considering suspending your studies, transferring from one programme to another, or withdrawing from your programme, please discuss your situation with your Director of Studies. They will be able to advise you on an appropriate course of action.



It is a University Regulation (3.1) that you attend regularly; if circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action.

Your Personal Tutor will also be able to provide support and guidance on matters relating to your programme.

**The financial implications of withdrawing from the University or suspending your studies can be significant. You will find general information at: [www.bath.ac.uk/students/finance/funding-advice/changes-to-your-study](http://www.bath.ac.uk/students/finance/funding-advice/changes-to-your-study)**

**The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.**

**If you are an international student holding a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme: [www.bath.ac.uk/visa](http://www.bath.ac.uk/visa)**

You will need to register any change of academic circumstance, including a change of optional units, with the University. Please speak to your Department or Faculty/School administration who will advise you on how to do this.

## **Disclosure and Barring Service (DBS) Checks**

You will be required to undergo a DBS check at the start of your studies (Semester 1, Year 1). If the results of this check show that you have a criminal conviction, caution, reprimand or warning that is deemed unacceptable under the General Pharmaceutical Council's (GPhC) Fitness to Practise policy, then you will be required to withdraw from your programme.

[www.pharmacyregulation.org/raising-concerns/registrants/definition-fitness-practise](http://www.pharmacyregulation.org/raising-concerns/registrants/definition-fitness-practise)

Overseas applicants and UK applicants who have lived abroad for a period of six months or more, within the last five years, will also be required to produce a criminal records check, or "certificate of good character" from those countries that they have lived in.

### ***Further information***

[www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

## **Health and safety**

The University's Health and Safety Policy Statement and policies, standards, and guidance on specific topics are available at: [www.bath.ac.uk/hr/stayingsafewell/hs-policy](http://www.bath.ac.uk/hr/stayingsafewell/hs-policy)

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University.

**Further information**

[www.bath.ac.uk/hr/stayingsafewell](http://www.bath.ac.uk/hr/stayingsafewell) or email: [uhse@lists.bath.ac.uk](mailto:uhse@lists.bath.ac.uk).

Current University guidance on fieldwork and on work placements:

[www.bath.ac.uk/hr/stayingsafewell/working-off-site/index.html](http://www.bath.ac.uk/hr/stayingsafewell/working-off-site/index.html)

**Data protection**

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website: [www.bath.ac.uk/data-protection](http://www.bath.ac.uk/data-protection)

**Guidance notes for students and academics undertaking research** ([www.bath.ac.uk/data-protection/guidance/academic-research](http://www.bath.ac.uk/data-protection/guidance/academic-research)).

**Equality and Diversity**

Everyone at the University of Bath has a responsibility for promoting equality and fostering good relations between all members of the community, students and staff, and also for eliminating unlawful discrimination, harassment and victimisation against anyone for reasons of age, disability, gender, pregnancy and maternity, race (this means colour, nationality including citizenship, ethnic or national origins), religion or belief, sexual orientation, or transgender status. The new equality duty also covers marriage and civil partnership with regards to eliminating discrimination in employment.

**Further information**

There is a range of information and resources available at [www.bath.ac.uk/equalities](http://www.bath.ac.uk/equalities) or email: [equalsdiv@bath.ac.uk](mailto:equalsdiv@bath.ac.uk)

**Accessibility**

An access guide is available which outlines the disabled access features and route plans at the University of Bath:

[www.disabledgo.com/organisations/university-of-bath/main-2](http://www.disabledgo.com/organisations/university-of-bath/main-2)