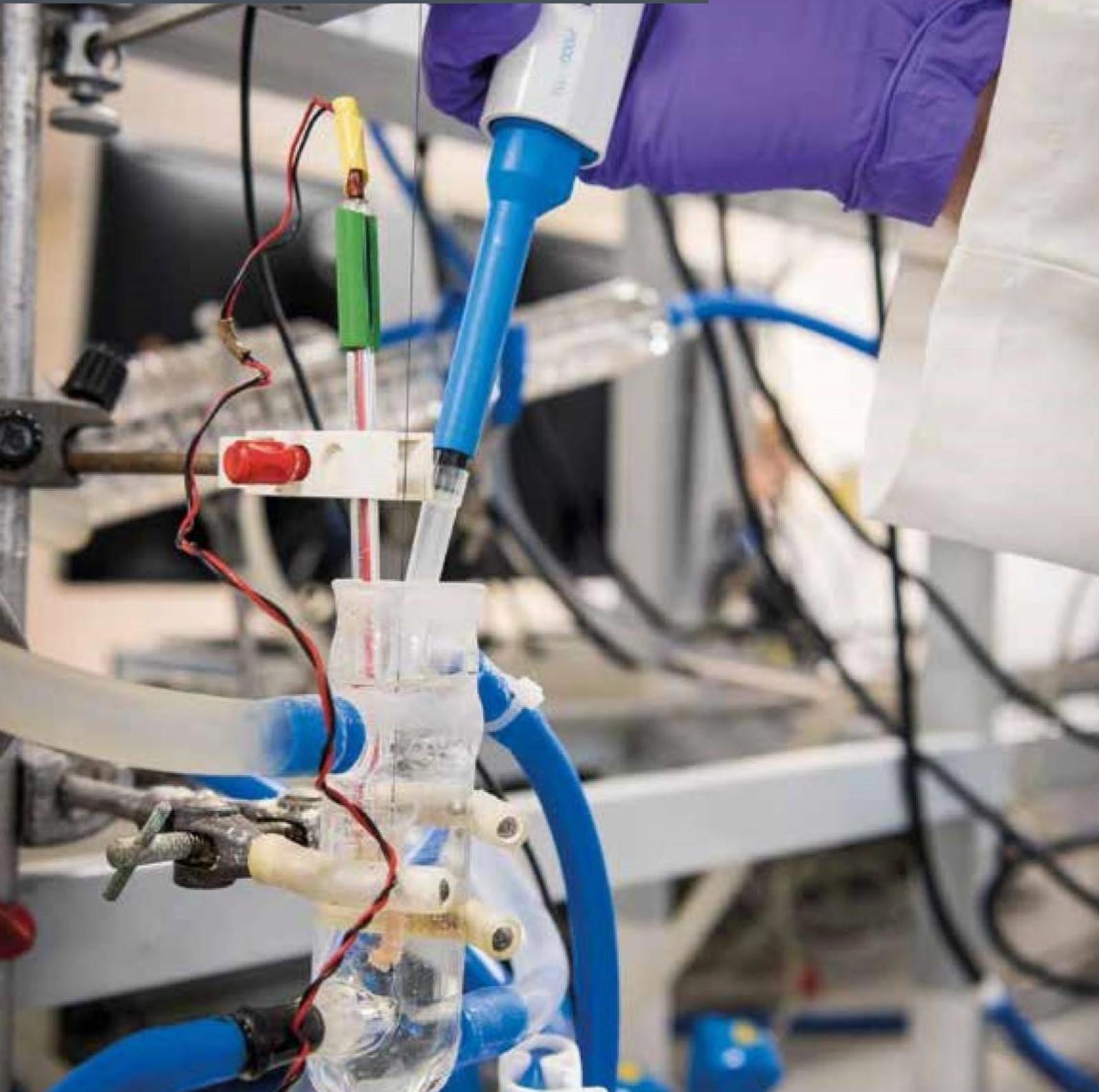# Department of Life Sciences Pharmacology

BSc (Hons) / MPharmacol (Hons)

UNIVERSITY OF BATH

Undergraduate Programme Handbook
2022-23

CONTENTS

ABOUT THIS HANDBOOK

This is the 2022-23 Handbook for all students commencing the BSc (Hons) Pharmacology, BSc (Hons) Pharmacology with Year Long Work Placement and MPharmacol (Hons) Pharmacology with Year Long Work Placement in the academic year 2022/23.

The contents of this Handbook are accurate at the time of publication [September 2022] but information contained within may sometimes be subject to change after this Handbook has been issued.

The Important Links and Information section of this Handbook includes links to information online about both the topics covered in this Handbook and other key topics. It is important that you familiarise yourself with the online information as well as the contents of this Handbook.

Information about the structure of your programme (which units you take when, which units are compulsory etc), as well as key unit information (including learning outcomes, synopsis and assessment), for the upcoming academic year can be found online in the Unit and Programme Catalogues (see **Unit and Programme Catalogues** in this Handbook and www.bath.ac.uk/catalogues). You will also receive details about unit content and assessment via the University's online learning environment, Moodle.

You will be informed, normally by your Director of Studies or Unit Convenor, of any further changes that will affect your programme or a unit.

You will be informed via announcements if any services offered by the University will need to be changed as a result of changing circumstances during 2022/23.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: http://go.bath.ac.uk/regulations and Assessment Regulations: www.bath.ac.uk/corporate-information/new-framework-for-assessment) are the most up-to-date and take precedence over the contents of this Handbook. It is your responsibility to take the time to familiarise yourself with the Regulations.

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, Dr Christine Edmead (prscee@bath.ac.uk), for advice.

IMPORTANT LINKS AND INFORMATION

UNIVERSITY INFORMATION ONLINE

This Handbook is an accompaniment to important information available to all students on the University's website. It is expected that you will familiarise yourself with the online information signposted below.

If you cannot find the information you are looking for in this Handbook or on the web please contact your Director of Studies in the first instance.

SUPPORTING YOU

Student Support Services
https://www.bath.ac.uk/professional-services/student-services/

SU Advice and Support Service
www.thesubath.com/advice

Equality, Diversity and Inclusion
https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/

Advice for specific groups of students:
International students
www.bath.ac.uk/topics/visas
www.bath.ac.uk/guides/student-immigration-appointments-and-drop-in-sessions
www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student
Academic engagement monitoring for Student and Tier 4 visa holders (bath.ac.uk)
Care-leavers
https://www.bath.ac.uk/publications/university-and-leaving-care/
Estranged students
https://www.bath.ac.uk/publications/university-and-estranged-students/
Refugees
https://www.bath.ac.uk/publications/university-and-refugees/
Students with caring responsibilities
https://www.bath.ac.uk/publications/university-and-young-adult-carers/

CORE UNIVERSITY SERVICES / INFORMATION

Dissatisfaction with a University service or facility (Complaints)
www.bath.ac.uk/guides/student-complaints-policy-and-procedure

Health and Safety Wellbeing Service (bath.ac.uk)

Library and Study Spaces
https://library.bath.ac.uk/home
www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city

Skills Support and Development
http://go.bath.ac.uk/my-skills
www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath

Learning Technologies & IT Support
https://www.bath.ac.uk/professional-services/digital-data-and-technology/

Careers Service
www.bath.ac.uk/professional-services/careers-service

Data Protection
www.bath.ac.uk/guides/data-protection-guidance

Pregnancy and maternity
https://www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child/

Disabilities, long-term illness, and specific learning difficulties
http://go.bath.ac.uk/disability-service

Bullying, harassment and victimisation
https://www.bath.ac.uk/campaigns/report-and-support/

SU Code of Practice and membership
www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

SUPPORTING YOUR LEARNING

Your Learning
Students' landing page (bath.ac.uk)

Regulations for students
http://go.bath.ac.uk/regulations

Registration
www.bath.ac.uk/guides/registering-with-the-university

Withdrawing from or suspending your studies
www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university

Placements
http://go.bath.ac.uk/placements-information-for-students

Personal Tutoring
www.bath.ac.uk/guides/personal-tutoring

Units and Programmes Programme & Unit Catalogues - University of Bath
Catalogues
Option choices
How your programme is reviewed and monitored

Student Representation and Engagement
www.bath.ac.uk/campaigns/student-engagement-shape-your-university

Assessment
www.bath.ac.uk/guides/assessment-guidance-for-students
Assessment processes
Understanding your results
External examiners
Supplementary assessment

Academic Integrity
www.bath.ac.uk/campaigns/academic-integrity-training-and-test

Assessment Regulations
www.bath.ac.uk/corporate-information/new-framework-for-assessment
Definitions of assessment terms

Individual Mitigating Circumstances
www.bath.ac.uk/guides/reporting-individual-mitigating-circumstances-to-the-university

Academic Appeals
www.bath.ac.uk/guides/appealing-against-an-academic-decision

DEPARTMENT WELCOME 2022/23

It is a pleasure to welcome you as a new undergraduate member of Pharmacology in the Department of Life Sciences. Whether you are registered on the Masters or BSc programme, my role as Director of Studies for Pharmacology is to ensure that we, as academic staff, do all we can to assist you in obtaining 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, e-tivities and practical classes. In return, we expect you to demonstrate commitment by attending all these classes and be prepared to undertake further independent, self- directed study to support your understanding and learning of the material.

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 during your University study will remain close for the rest of your life.

Work hard and have a great time!

Dr Christine Edmead
Director of studies

ABOUT THE DEPARTMENT 2022/23

The Department of Life Sciences formed in August 2022 from the joining of the Dept of Pharmacy and Pharmacology with the Dept of Biology and Biochemistry. It is currently led by the acting Head of Department, Professor Adele Murrell. 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.

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

Pharmacology student pigeon-holes are located in 5 West Level 3 Foyer and are used 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.

Department Office

Due to the ongoing COVID-19 situation, some staff are still partially working from home and are only on campus on some days. If you want to contact the Departmental UG Programmes Team, you should email pharmadmin@bath.ac.uk in the first instance. When on campus, the team will be located in 4 South room 0.03 until further notice.

KEY CONTACTS/STAFF LIST

Directors of Studies The Director of Studies, Dr Christine Edmead (Pharmacology), is responsible for managing the undergraduate Pharmacology 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 Conveners
A Unit Convener has responsibility for the delivery of all aspects of a unit. This person along with other members of the teaching team will deliver the teaching activities within the unit. If you have problems with the running of a unit you should normally approach the Unit Convener about it in the first instance.

KEY STAFF IN THE DEPARTMENT OF LIFE SCIENCES

Prof Adele Murrell – Acting Head of Department

-        Room: 4 South 0.56 phone: 01225 383583 email: amm95@bath.ac.uk

Dr Christopher Todd – Director of Education

-        Room: 4 South 0.15 phone: 01225 384445 email: 3134bsscmt@bath.ac.uk

Dr Christine Edmead – Pharmacology Director of Studies and Admissions Tutor

-        Room: 7 West 2.11 phone: 01225 383575 email: prscee@bath.ac.uk

Dr Amanda Mackenzie – Deputy Head of Department

-        Room: 7 West 3.10 phone 01225 385796 email: prsam@bath.ac.uk

Dr Daniel Lou-Hing – Technical Manager

-        Room: 5 West 3.39 phone: 01225 384282 email: delh20@bath.ac.uk

Kelly Elice – Programmes Administrator

       Room: 4S 0.03 phone: 01225 384978 email: pharmadmin@bath.ac.uk

Dr Chris Bailey- Pharmacology Placement Tutor

       Room 7 West 3.13a phone: 01225 383935 email: cb304@bath.ac.uk

Kathryn Hood – Placements Administrator

       Room: Wessex House 1.12 phone: 01225 386774 email: adskjh@bath.ac.uk

A comprehensive and up to date list of all Dept of Life Sciences staff can be found here: Department of Life Sciences (bath.ac.uk)

ABOUT YOUR PROGRAMME

This section gives you background information on the Pharmacology degree courses, explains how they are organised, and shows you how the programmes are 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: https://www.bath.ac.uk/catalogues/

SYNOPSIS & ACADEMIC COHERENCE OF PROGRAMME

Pharmacology is the science which seeks to explain how drugs work. This can be at the molecular, cellular, tissue or whole body level, so the pharmacologist will need to understand aspects of several core sciences – chemistry, biochemistry, molecular and cell biology, and physiology.

Putting these together makes Pharmacology a strong candidate for the ideal 'biomedical' or 'life' science. Whether pursuing a career in industrial or academic research, the pharmacologist is a key scientist involved at the forefront of the development of new treatments for both human and animal diseases.

The University of Bath has offered a BSc (Hons) programme in Pharmacology for some 40 years. When introduced, this degree was a pioneer in containing a full year spent on placement in the Research & Development facilities of leading pharmaceutical companies. The opportunity to gain industrial experience has been retained and continues to be a key element of our pharmacology programmes.

The BSc Pharmacology programme is primarily offered as a full-time three-year course for students seeking (or requiring) a less demanding programme and/or a shorter time-frame than our four year Master of Pharmacology programme. It lacks an industrial placement, but individual students may seek approval for a placement from the Board of Examiners for Programmes and thus extend their studies to four years.

The four year Master of Pharmacology (MPharmacol) programme has a compulsory integrated placement in year 3. Students must achieve an overall

stage average of 50% in the first year and 60% in the second year to remain or transfer to the MPharmacol programme. Requests for transfers between programmes should be made to the Director of Studies.

We believe Bath, our Department and our Pharmacology programmes are 'special' for the following reasons:

- A small friendly university in the United Kingdom's only World Heritage City;

- A Department ranked in the top flight both for Teaching Quality and for Research;

- Well-established Pharmacology programmes that are highly rated by employers.

- A long history of close links with the pharmaceutical industry that provide our students with practical experience of the real world.

PROGRAMME AIMS AND LEARNING OUTCOMES

EDUCATIONAL AIMS OF THE PROGRAMME

- to provide a deep-rooted knowledge of the fundamental principles of chemistry, biology and the physical sciences applicable to pharmacology;

- to develop an ability to apply these principles to specific problems in pharmacology;

- to encourage acquisition of specific skills in experimental design, procedures and the analysis of experimental data;

- to provide an understanding of the roles and responsibilities of the pharmacologist;

- to promote development of personal and interpersonal communication skills and the ability to exploit modern information technology;

- to develop the ability to work independently and in a group environment.

INTENDED LEARNING OUTCOMES

These include teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate.

Knowledge and understanding:

1. A systematic understanding of the core sciences - chemistry, cellular and molecular biology - essential for the foundation of an effective career as a pharmacologist, or in an alternative science-based discipline.

2. A deep understanding of physiology, pathology and pharmacology appropriate to studies of the molecular basis of disease processes and the mechanisms of action of drugs.

3. A comprehensive understanding of the roles and responsibilities of the pharmacologist in the pharmaceutical industry.

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

Assessment methods include: written examinations, essays, project and practical reports and oral presentations.

Intellectual skills for MPharmacol students:

1. An ability to deal with complex issues both systematically and creatively, and to assemble, assimilate and analyse critically a range of information including both scientific data and library-based material.

2. An ability to apply acquired scientific understanding effectively in any chosen branch of pharmacology, and to set your knowledge of pharmacology in a wider scientific context.

Teaching and learning methods include: workshops, seminars, practicals, tutorials, research projects.

Assessment methods include: written dissertations, oral presentations, research project, written examinations.

Intellectual skills for BSc students:

1. Conceptual understanding that enables you to analyse and solve problems effectively in pharmacology.

2. An ability to apply your knowledge and understanding to new areas of study, such as to carry out projects.

Teaching and learning methods include: workshops, seminars, practicals, tutorials, research projects.

Assessment methods include: essays, oral presentations, research project, written examinations.

Professional Practical Skills for MPharmacol students:

1. A comprehensive understanding of practical techniques giving the ability to design and to undertake appropriate laboratory-based experimentation safely and effectively.

2. An understanding of research ethics as applied to pharmacology.

Teaching and learning methods include: practicals, workshops, Home Office Licence training.

Assessment methods include: practical reports, laboratory competence, research project, placement report.

Professional Practical Skills for BSc students:

1. An ability to deploy accurately a broad range of practical skills to permit the undertaking of appropriate laboratory-based experimentation safely and effectively.

2. An understanding of research ethics as applied to pharmacology.

Teaching and learning methods include: practicals, workshops, Home Office Licence training. Assessment methods include: practical reports, laboratory competence, research project.

Transferable/Key Skills for MPharmacol students:

1. The ability to work effectively both in an independent manner through self-direction in planning and implementing tasks, and also as a member of a team following discussion and agreement of procedures.

2. The ability to disseminate information effectively both orally and in written form, to specialist and non-specialist audiences.

3. The independent learning ability required for continuing professional development. Teaching and learning methods include: seminars, lectures, tutorials, practicals.

Assessment methods include: seminar delivery, oral presentations, poster presentation, research project, dissertations, placement report.

Transferable/Key Skills for BSc students:

1. The ability to work independently and as part of a team.

2. The ability to manage your own learning and to make use of scholarly reviews and primary scientific literature.

3. An ability to communicate information effectively to both specialist and non-specialist audiences.

4. The learning ability needed to undertake appropriate further professional training.

Teaching and learning methods include: seminars, lectures, tutorials, practicals.

Assessment methods include: oral presentations, poster presentation, research project.

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure for your programme year for 2022/23 can be found in the 2022/23 Unit and Programme Catalogues (see below). This is where you find important information on which units you are taking in which semester

The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change.

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The academic year is organised into two fifteen-week semesters, each composed of eleven teaching weeks followed by periods of revision and assessment. Semester 1 begins in September/ October, and Semester 2 starts in February with the usual Christmas, Easter and Summer vacations. Degree programmes at Bath are modular, and students are required to study a number of modules or units in each semester. As students complete each unit, they will be awarded the associated 'credit' (compatible with the European Credit Transfer System). Each unit is worth 3-12 credits with a full year of study consisting of 60 credits.

A high level of integration between the various units and themed areas is ensured by using Moodle as a Virtual Learning Environment (VLE), and by the inter-disciplinary nature of the teaching teams in all areas of the programme. The relevance and currency of the material taught on the Pharmacology programmes is maintained by regular consultation with an external Pharmacology Advisory Panel which includes scientists from the pharmaceutical industry.

In Year 1, the Pharmacology programmes offer units in the basic biological, chemical and physical sciences. This enables students with different A level or other qualifications to 'catch up' in some subjects whilst continuing to make progress across the curriculum. In particular, the Department offers additional support in Biology and Mathematics for those students lacking a formal qualification in this area. Exercises in basic mathematics also form part of the first semester to enable everyone to undertake calculations with greater confidence. A specific introduction to Pharmacology forms part of both semesters in Year 1, covering practical laboratory techniques and statistical analysis of data for undertaking more advanced work later on, and on the role of the pharmacologist.

The linked subjects of Physiology, Pathology and Pharmacology cover the core material of all pharmacology degree programmes. Our approach provides an integrated view of drug action linked to normal and disease-related functions of the major organ systems of the body. All major aspects are covered in Years 1 and 2 to give all students sufficient background for their industrial placement. Students may select specific areas for more advanced study in the final year. Particular attention has also been paid to the impact of molecular and cellular biology in pharmacology. Thus this theme develops from Year 1 (The Healthy Body) through Year 2 (receptors, cell signalling) to the final year where Molecular Pharmacology and other more advanced options are available.

The acquisition of strong practical laboratory skills is essential for a pharmacology graduate. Thus, many units include practical classes, both to teach transferable skills such as writing reports and to illustrate aspects of lecture content.

For MPharmacol students:

Students will develop the ability to work 'independently' with supervision, and in small groups, through seminar units and project work, and practical classes, workshops and tutorials. For example, communication skills start in Year 1 with essays and laboratory reports and progress in Year 2 through preparing given topics for short (10 min) group oral presentations to your peers. These form the introduction to more formal individual 10-minute presentations (in the style of British Pharmacological Society communications) that are part of the placement. Following the placement, final year MPharmacol students undertake an extensive individual research project presented as a grant proposal application, supervised by research-active staff in pharmacology. Seminar and public engagement units in the final year encourage students to acquire and present larger quantities of information in a coherent and structured way. Data manipulation and interpretation are taught through practical classes, projects and specific course-work exercises requiring critical analysis of the results section of a research publication.

Master of Pharmacology	
Programme code:	USPA-AKM02
Programme title:	MPharmacology (hons)
Award type:	Full-time thick sandwich
Award title:	Master of Pharmacology with Honours
Mode of Attendance:	Full-time
Length:	4 Years
State if coexistent M-level programme:	
State any designated alternative programme(s):	USPA-AKB02
Approving body and date of approval:	Faculty of Science Teaching and Quality Committee (July 2009)

For BSc students:

Students develop the ability to work 'independently' with supervision, and in small groups, through seminar units and project work, and practical classes, workshops and tutorials. Final year students undertake an extensive individual research project, supervised by research active staff in pharmacology. For students who have not undertaken a laboratory-based placement, the project constitutes the laboratory research element of the programme. Seminar or public engagement units in the final year encourage students to acquire and present larger quantities of information in a coherent and structured way. Data manipulation and interpretation are taught through practical classes, projects and specific course-work exercises requiring in-depth analysis of the results section of a research publication.

BSc Programmes in Pharmacology	
Programme code:	**USPA-AFB02**
Programme title:	**BSc (hons) Pharmacology**
Award type:	Full-time programme
Award title:	Bachelor of Science in Pharmacology with Honours
Mode of Attendance:	Full-time
Length:	3 years
State if coexistent M-level	USPA-AKM02 (MPharmacol)

programme:	
State any designated alternative programme(s):	
Approving body and date of approval:	Faculty of Science Teaching and Quality Committee (July 2009)
Programme code:	**USPA-AKB02**
Programme title:	**BSc (hons) Pharmacology with Industrial Placement**
Award type:	Full-time with industrial placement
Award title:	Bachelor of Science in Pharmacology with Honours
Mode of Attendance:	Full-time
Length:	4 years
State if coexistent M-level programme:	USPA-AKM02 (MPharmacol)
State any designated alternative programme(s):	
Approving body and date of approval:	Faculty of Science Teaching and Quality Committee (July 2009)

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all years of your programme as well as details about individual units for the current academic year.

The Catalogues also provide links to the relevant areas of the University's assessment regulations, showing how these are applied to this programme of study.

For the online Catalogues, please refer to **Important Links and Information** in this Handbook. See also the section in this Handbook on **Assessment.**

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.

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.

YOUR LEARNING

Having received feedback from our current students and teaching staff about their experience of blended learning in 2020-22, our approach in 2022/23 aims to keep the best of what we've put in place successfully over the last academic year. We are committed to providing a high-quality learning experience that is rich and varied, whilst ensuring we can be flexible if required by government restrictions.

Your learning will consist of structured activities – both in person teaching on campus, and structured online learning delivered through the University's virtual learning environment – as well as independent learning.

Online activities may include following a recorded lecture, or other learning materials, or joining a timetabled live interactive session through Teams or Zoom.

If the UK government restricts how we can deliver your course through social distancing measures or a lockdown, we are able to move all your learning online.

Information on IT support and key software for this academic year is available online.

DEPARTMENT HEALTH AND SAFETY

Statement of Intent

A concern for health and safety is an integral part of the management of the Department of Life Sciences. 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 responsibility for safety in the Department is the Head of Department, Professor Adele Murrell.

Safety-related duties in 5 West and 7 West have been delegated to the following persons:

Safety Liaison Officer:	Dr Daniel Lou-Hing 5W 3.39
Radiological/Laser Liaison Officer:	Dr Sara Shariki, 5W 3.39
Chemical Liaison Officer:	Dr Tim Woodman, 5W 3.4
Microbiological Liaison Officer:	Dr Sara Shariki, 5W 3.39
Electrical Safety Testing:	Mr Stephen Phillips, 5W 3.28
Appointed First Aiders:	Sara Shariki, Daniel Lou-Hing or call Security, ext. 666.

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 <u>must</u> 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 university 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 5W/ 7W 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 handbooks.

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: [Insurance Services (bath.ac.uk)](bath.ac.uk)

Further Safety Information

Further safety information can be found on the back of laboratory doors, where key information is summarised. Further information on the following is available from the safety officers:

- 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 Life Sciences 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:- o Recorded material shall be obtained and processed fairly, lawfully and in accordance with this Code of Practice.

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- o Recorded material shall be held lawfully and only for the purposes of this Code of Practice.
- o Recorded material shall not be used or disclosed for any purpose or in any manner which is incompatible with this Code of Practice.
- o Recorded material shall be adequate, relevant and not excessive in relation to the purposes set out in this Code of Practice.
- o 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.

- o 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 A3sized 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 students using the PPS 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.

YOUR TIMETABLE

Using MyTimetable, you can access your personal timetable and download it into an electronic calendar.

Your teaching on campus and any Live Online Interactive Learning (LOIL) sessions you may have will show in your timetable. Links to LOIL sessions can also be accessed through the relevant unit page on the University's online learning environment, Moodle.

When you start your units, you will be able to access associated online material at a time that suits your schedule.

MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected in MyTimetable.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

PHYSICAL STUDY SPACE – 2022/23

As in previous years, you will be able to book study space on campus and in the city for individual or group study. Information on how to book is available online. Please refer to **Important Links and Information** in this Handbook.

OPTION CHOICES

Information about how and when to choose your option units can be found online. You will receive an email notification at the relevant point in the year when online unit selection is available. If you want to discuss your option choices, please contact your Director of Studies.

PLACEMENT SUPPORT

The University is committed to enhancing students' vocational outcomes and learning experiences by supporting placements. We have a dedicated placements team to support and guide you through the process of applying for, securing and successfully completing a placement.

The contact details for your Placements Tutor and Placement Administrator can be found in the 'key contacts' section at the start of the handbook.

Before going on placement you will receive a University Placement Handbook containing generic advice and information for whilst you are on placement. You will receive programme specific information directly from your Department.

If you are on a placement of one semester or longer in the UK you can normally expect to be visited by staff, in person or remotely, at least once during your placement. If you are on a placement overseas, staff will either visit, where practical, or arrange an alternative way of keeping in contact.

During the placement, you will be expected to complete the Personal Objectives and Learning Outcomes forms (POLO) or equivalent (which helps you to structure your placement objectives and personal development) and the Goals, Objectives and Learning form (GOLF), where applicable, for assessing your performance against these objectives.

A re-induction activity will be conducted to welcome you back from placement and update you on any changes that may have occurred at the University during your time away.

The MPharmacol programme has an integrated placement in year 3, which contributes 34% to your final degree. Students undertake an individual research laboratory-based placement in a pharmaceutical company, research laboratory or another academic institution in the UK or overseas. Assessment of the placement takes place through a written laboratory report, oral presentations and a viva voce. Students also complete two pieces of extended coursework whilst on placement. Securing a placement is the responsibility of the student but extensive support is provided in helping you to find and secure a placement position.

BSc students can apply to undertake a placement year so extending their studies to four years. The BSc placement offers greater flexibility in that in addition to laboratory-based projects, students can also apply for non-laboratory placements in the pharmaceutical or related industries such as marketing, scientific communication, data analysis or regulatory affairs. The placement does not contribute marks towards the degree but is included on the final transcript subject to completion of a satisfactory placement report.

At the commencement of the final year, students returning from placement present their work at a one-day placement conference for academic staff, placement supervisors and fellow students.
A re-induction activity will be conducted to welcome you back from placement and update you on any changes that may have occurred at the University during your time away.

UNIT AND PROGRAMME CHANGES 2022/23

All programme and unit changes are managed through formal University processes. This is to ensure that changes are academically appropriate, properly supported and are made in a way that safeguards the interests of students.

We continually look for ways to develop and improve our programmes, aimed at enhancing your learning experience and maintaining high academic standards and quality. Such changes could be, for example, to update content to reflect latest developments in a particular field of study, or to respond to student feedback on delivery and/or assessment. 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. The need to adapt to circumstances created by the global pandemic was a significant example of this.

This could also be for reasons such as:

- the accrediting body requiring changes to be made to the course, or,
- being unable to run an option unit because too few students selected it.

When this happens, we always try to ensure that the impact on students is minimised and that those affected are informed of the changes at the earliest opportunity.

Information on how we assure the quality and standards of your programme of study is available online. Please refer to **Important Links and Information** in this Handbook.
online. Please refer to **Important Links and Information** in this Handbook.

GIVING FEEDBACK ON YOUR PROGRAMME TO THE UNIVERSITY

The University is committed to continually improving its practice and aims to engage students as active partners in their education (Education Strategy 2016-21). The three main ways in which your feedback will be sought will be through:

- Staff / Student Liaison Committees (SSLCs)
- surveys and evaluations
- the Students' Union.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ASSESSMENT

Full information is available online. For signposts to important information on many aspects of assessment, please refer to **Important Links and Information** in this Handbook.

Exam-based assessments during the 2022/23 academic year may be in person or online formats. More information on assessment arrangements for this year, including online assessment, will be provided via the University webpages and updated as necessary.

SUBMISSION DEADLINES

You will be informed of the deadline to submit your assessment by the unit convenor, verbally, via unit handbooks and also published under the assessment sections on the Moodle unit pages. Work will be returned in feedback sessions or feedback uploaded to Moodle.

LATE SUBMISSION OF COURSEWORK

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. 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 on the university web pages [QA16 Assessment, Marking and Feedback (bath.ac.uk)](#).

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.

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.

FEEDBACK ON ASSESSMENT

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and 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 exam-type assessment, you may receive general feedback relevant to all who took the assessment 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 2022-23

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.

The Director of Education 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 Education 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 Education, 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 conveners 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. 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 conveners will be responsible for providing generic feedback on written examination papers, and coursework 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

Assessment Method	How Feedback is Provided	Timing of feedback
End of Semester written examination	Generic feedback by Unit Convener to whole cohort	Within two weeks of publication of results in SAMIS
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
Formative group oral presentations	Group written feedback to a marking scheme template provided by Personal Tutor	Within seven days of presentation
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 provides you with 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

The University has a wide range of resources available to you to help you understand academic integrity and enhance your academic writing and practice.

It also has in place an Academic Integrity Test you are required to take and pass (the pass mark is 85% but you can take the test as many times as you need to). You will not be able to progress beyond the next progression point in your studies until you pass this test.

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 in the first instance.

When you submit assessment, 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 a plagiarism detection service (currently Ouriginal), which searches the web and databases of reference material and content submitted by other students, to identify duplicated work. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement
The Plagiarism Detection Service (Ouriginal) 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) and may make, or authorise third parties to make, copies of any such work for the purposes of:

1) assessment of the work
2) comparison with databases of earlier work or previously available works to confirm the work is original
3) 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.

Assessment offences – penalties
Any student who is found to have used unfair means in an assessment procedure will be penalised. 'Unfair means' here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means 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. You have the right to appeal against the outcome of the investigation.

Important information on academic integrity, the Plagiarism Detection Service, assessment offences and penalties, and support, as well as the Academic Integrity Test itself, is available online. Please refer to **Important Links and Information** in this Handbook.

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT
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 about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

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 assessment where practicable. 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 academic appeal can only be made in relation to a confirmed result (see the section in this Handbook on **Academic Appeals**).

Scaling: 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. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

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

Once a year, the External Examiners will provide a written report. University staff, including the Head of Department and Director of Studies, will look at these reports and a response will be made to the External Examiner's comments. External Examiner reports and responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

The External Examiner for your programme is :

- Professor Adriano Rossi (University of Edinburgh)

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 **Academic Appeals** and **Dissatisfaction with a University Service or Facility** (**Complaints)** give some more information about the University's procedures for student complaints and academic appeals. The University's mechanisms for student representation are designed to enable students to engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

Prizes: Prizes may be added to or subtracted from depending upon sponsor activity over the next 4 years. The list reflects the prizes for previous years and a similar range of prizes is expected to be offered in future years.

Year 1: The Heptares Prize – Best Overall Student
Year 2: The RenaSci Prize – Best Overall Student
Final Year:
- The GlaxoSmithKline Prize – Best Overall Student
- The AstraZeneca Prize – Best Project (PA40130/ PA30055/ PA30149)
- The Crescendo Prize – Best Placement Report (PA30126/ PA20122)
- The UCB Prize – Best Placement Presentation (PA30126/ PA20122)

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 and 2; less so in final year.

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, 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

MCQ summative assessments set in Pharmacology normally conform to a set pattern in which each question has a choice of five alternatives. For some questions there will be a single correct answer and for others multiple options may be correct (see examples below).

At the time of publication of this handbook the policy for marking of MCQ questions (e.g. whether to adopt negative marking/ adjusted marking) is under review. You will be informed of the adopted policy prior to the examination period.

General format for MCQ

The following examples cover many of the MCQ formats used in departmental examinations.

Example 1: ONE CORRECT ANSWER

All of the following act by affecting ion channels in the cell membrane EXCEPT:

   A. *calcium entry blockers acting on cardiac muscle cells*

   B. *barbiturates acting on neurones within the central nervous system*

   C. *adrenaline acting on smooth muscle cells of airways*

   D. *benzodiazepines acting on neurones within the central nervous system*

   E. *local anaesthetic agents acting on sensory nerves*

Example 2: TRUE/ FALSE STATEMENTS

Read the following statements about mitochondria, and then answer the question.

   1. *Mitochondria take in oxygen and release carbon dioxide.*

   2. *Mitochondria are enclosed by two membranes, the outer one of which is highly folded.*

   3. *ATP is synthesised from ADP in mitochondria.*

4. Mitochondria are thought to be derived from photosynthetic bacteria.

5. Mitochondria are found in all aerobic procaryotes.

Which ONE of the following is correct?

    A. Statements 1 and 3 are false

    B. Statements 4 and 5 are true

    C. Statements 2 and 4 are false

    D. Statements 2 and 3 are false

    E. Statements 1 and 5 are true

Example 3- MULTIPLE CORRECT ANSWERS

Which of the following pathways are essential for the initiation of actin myosin contraction in skeletal muscle?

Select one or more alternatives

A. motor nerve stimulation

B. sodium efflux at the motor end plate

C. activation of DHP receptors

D. inhibition of ryanodine receptors

E. activation of voltage gated ion channels

Example 4: DEEPER REASONING QUESTIONS

Each of the following questions consists of two main parts – a statement and a reason for that statement. Answer each question as follows:

    A. If the statement and the proposed reason are both true and the reason is a correct explanation of the statement.

    B. If the statement and the proposed reason are both true but the reason is not a correct explanation of the statement.

    C. If the statement is true but the proposed reason is false.

    D. If the statement is false but the proposed reason is an accepted fact or principle.

    E. If the statement and the proposed reason are both false.

Question: Sulphasalazine is an effective anti-rheumatic drug BECAUSE it contains an antibiotic within its structure (answer B.)

Short Answer Questions

Short answer questions are worded such that they can be answered in around 15-20 minutes, depending on the exam format. Take note of the instructions given in each question - e.g. 'Briefly outline', 'or 'using an annotated diagram' or illustrate with specific examples are chosen deliberately to encourage you to summarise key concepts and specific applications.

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.

Assessment of practical laboratory skills

Many aspects of Pharmacology involve laboratory-based, experimental science, and all degree programmes place considerable emphasis on the development of practical skills. These should progress from following clearly prescribed instructions in Year 1 to more open-ended practical classes in Year 2 in preparation for the industrial placement in Year 3. Further information on the Pharmacology placement is available in the Placement Guidelines handbook.

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, per PowerPoint slide, 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

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.

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.

The full NFAAR-UG, a student introduction to it, and definitions of terms used in it, are available online. Please refer to **Important Links and Information** in this Handbook.

YOUR PROGRAMME AND HOW YOU ARE ASSESSED

Within a 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 there may also be optional units (i.e. those units students may choose from a range of options).

In the Programme and Unit Catalogues, 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.

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.

The rules differ slightly between 'Coexistent Master Programmes' (which lead to a Master's degree but have an associated programme leading to a Bachelor's degree) and other programmes.

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 (and, in a Coexistent Master programme, reach any OSA requirement set in addition), you will progress (or, after the final stage, be recommended for an award).

If you fail a large number of units (or, in a Coexistent Master programme do not reach any OSA requirement set in addition), 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 a unit 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 a unit marginally (i.e. achieve 35%-39%), this may be able to be condoned and 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.

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 Programme and Unit Catalogues. 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.

Academic year dates, including the supplementary assessment period, can be found online. See **Important Links and Information** in this Handbook.

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

More information on arrangements for the 2022/23academic year will be provided via the University webpages and updated as necessary.

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:
- if you fail supplementary assessment badly, you will fail the stage
- if you fail supplementary assessment 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).

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).

ACADEMIC APPEALS

If you wish to submit a request for an academic appeal you should refer to Regulation 17 (Conduct of Student Academic Reviews and Appeals), which outlines the process and grounds for an appeal against formal Board of Studies decisions.

You are also strongly advised to read the online guidance on Appeals provided by the Academic Registry.

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

CORE UNIVERSITY 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 are strongly advised to read them carefully as they contain a lot of important information.**

For a link to the full Regulations for Students, see **Important Links and Information** in this Handbook.

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. Your username also forms your email address (**username@bath.ac.uk**).

The University will often communicate with you about a range of important matters requiring action from you, including registration, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University regulation 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.

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

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. Information on opting out of this membership, and the Code of Practice for the Students' Union, are available online. Please refer to **Important Links and Information** in this Handbook.

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website (see **Important Links and Information** in this Handbook).

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

ACADEMIC ENGAGEMENT MONITORING FOR STUDENT AND TIER 4 HOLDERS

Guidance and requirements on academic engagement for students who are Student and Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Student and Tier 4 visa holders**, and information on when and how to request an authorised absence, are available online. Please refer to **Important Links and Information** in this Handbook.

CHANGE IN YOUR CIRCUMSTANCES

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online (see **Important Links and Information** in this Handbook).

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, 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.

The financial implications of withdrawing from the University or suspending your studies can be significant. See **Important Links and Information** in this Handbook.

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 Student or a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme. See **Important Links and Information** in this Handbook.

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.

DISSATISFACTION WITH A UNIVERSITY SERVICE OR FACILITY (COMPLAINTS)

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. The University is committed to continuing review and improvement, and seeks regular feedback from students. There are student representatives on the University's formal decision-making committees who can raise issues so that they can be dealt with promptly. The University is also committed

to providing an environment within which students are encouraged to raise any matters of concern in an informal manner as soon as they arise. This often removes the need for formal complaints.

It is expected that most complaints can be resolved at an early stage by discussing the matter informally at a local level. If you have a problem concerning the University, you should bring the matter to the attention of an appropriate member of staff, who will aim to resolve it by informal discussion. If you have attempted to resolve matters informally but are not satisfied with the outcome, you may elect to proceed to the next stage by submitting a formal complaint. You may also submit a formal complaint if the issue involved is too complex or serious for informal resolution.

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**. 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.

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this Handbook on **Academic Appeals**.

The University recognises that making a complaint can be stressful. Students are therefore advised to seek advice and support before making a complaint, from Student Services, or from the Students' Union Advice and Support Centre, whose advice is independent of the University.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.