



UNIVERSITY OF
BATH

Faculty of Science
Department of Life Sciences
MPharm Pharmacy
Programme Handbook
2022/23



This Handbook is available in alternative formats. Please contact the Pharmacy Programmes Administrator (pharmadmin@bath.ac.uk) if required.

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ABOUT THIS HANDBOOK

This is the 2022-23 Handbook for all students commencing the Master of Pharmacy (MPharm) programme 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 contain links to information about the topics 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 **The Bath MPharm** has been designed as a continuous programme to meet the requirements of patients and the public, and the needs of students entering the profession of pharmacy and to equip them for current and future patient-facing roles, to provide the basis for employment in other areas, e.g., industry or regulatory affairs, or to provide a foundation for future study leading to a higher degree by research. The programme is designed as a spiral curriculum in which material is revisited in more complex ways as the course progresses. The emphasis in year 1 is in providing a detailed understanding of how the healthy body functions, an introduction to the science underpinning the development of medicines, and the basics of patient consultation skills. Years 2 and 3 covers an integrated systems-based approach to the pharmaceutical management of disease. The spiral curriculum progress from the end of year 3 when more complex disease states and multi-morbidities are considered in an integrated approach.

Year 1 of the Bath MPharm programme is foundational and provides a transition from A Level, or equivalent, to university study and provides students with a sound basis in the pharmaceutical sciences whilst learning the role of the pharmacist in practice. This enables student pharmacists with different A level or other qualifications to achieve a common standard of level of performance before progressing onto subsequent years. In particular, the Department offers additional classes in Biology for students lacking a formal qualification in this area.

Exercises in basic mathematics and statistics also form part of the first semester to enable everyone to undertake numerical calculations with greater confidence. Additional support is provided both within the MPharm programme and by the University's MASH (Mathematics and Statistics Help) initiative, and more generally through the University's Academic Skills Centre.

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

Further integration in year 1 is supported by problem-based learning, facilitated by Personal Tutors. 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.

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, please contact your Director of Studies, Mrs Angela Mitchell (prsamm@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.



CORE UNIVERSITY SERVICES AND INFORMATION

Student Support Services

<https://www.bath.ac.uk/professional-services/student-support/>

Students' Union Advice and Support Service

www.thesubath.com/advice/

Personal Tutoring

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

Student wellbeing

<https://www.bath.ac.uk/guides/engagement-monitoring-for-student-wellbeing/>

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

IT advice, guidance, and support

www.bath.ac.uk/professional-services/digital-data-and-technology/

Careers Service

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

Health and Safety

www.bath.ac.uk/guides/student-health-and-safety
www.bath.ac.uk/guides/be-safe-on-campus-and-in-bath/

Equality, Diversity, and Inclusion

www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/

Updating your personal details

www.bath.ac.uk/guides/keep-your-contact-details-up-to-date/
www.bath.ac.uk/guides/change-your-name-gender-and-pronouns-as-a-current-student/

Data Protection

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

Tackling harassment: support and report

www.bath.ac.uk/campaigns/support-and-report/

SU Code of Practice and membership

www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

Climate Action Framework

<https://www.bath.ac.uk/campaigns/climate-action/>

Dissatisfaction with a University service or facility (Complaints)

www.bath.ac.uk/guides/student-complaints-policy-and-procedure

ADVICE AND SUPPORT FOR SPECIFIC GROUPS OF STUDENTS

International students

<https://www.bath.ac.uk/professional-services/international-support-service/>
[https://www.bath.ac.uk/professional-services/student-immigration-service/
www.bath.ac.uk/topics/visas](https://www.bath.ac.uk/professional-services/student-immigration-service/www.bath.ac.uk/topics/visas)
<https://www.bath.ac.uk/publications/student-tier-4-visa-handbook/>
www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student

Care-leavers

www.bath.ac.uk/publications/university-and-leaving-care/

Estranged students

www.bath.ac.uk/publications/university-and-estranged-students/

Disabilities, long-term illness, and specific learning difficulties

<http://go.bath.ac.uk/disability-service>

Refugees

www.bath.ac.uk/publications/university-and-refugees/

Students with caring responsibilities

www.bath.ac.uk/publications/university-and-young-adult-carers/

Pregnancy and maternity

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

SUPPORTING YOUR LEARNING

Your Programme

www.bath.ac.uk/guides/your-programme

Year Dates and Timetables

Changes to programmes and units

How your programme and learning experience are enhanced

Registration

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

Timetabling

www.bath.ac.uk/professional-services/timetabling-and-room-bookings/

Programme and unit catalogue

www.bath.ac.uk/catalogues/

Student Representation and Engagement

www.bath.ac.uk/campaigns/student-engagement-shape-your-university

Regulations for students

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

Exams and assessments

www.bath.ac.uk/topics/exams-and-assessments/

Assessment guidance for students

<https://www.bath.ac.uk/guides/assessment-guidance-for-students/>

Skills Support and Development

<https://www.bath.ac.uk/professional-services/skills-centre/>

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

www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath

Placement handbook (for students on a placement)

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

Withdrawing from or suspending your studies

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

DEPARTMENT WELCOME 2022/23

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

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

Have a great time!



Dr Philip Rogers Director of Pharmacy



ABOUT THE DEPARTMENT 2022/23

The Department of Life Sciences formed in August 2022 from the joining of the Department of Pharmacy and Pharmacology with the Department 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.

E-mail

E-mail 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 e-mail 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

Pharmacy 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 and Director of Pharmacy

The Director of Pharmacy, Dr Philip Rogers, is responsible for managing the MPharm programme including the development of the curriculum and its delivery, quality management and enhancement.

Day-to-day running of the MPharm programme, student support issues, as well as pastoral and welfare care are managed by the Directors of Studies Mrs Angela Mitchell (Years 1&2) and Dr Matthew Jones (Years 3&4).

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 will normally deliver the main lectures within a unit and will normally have prepared the course materials to be delivered within the unit. If you have problems with the running of a unit you should normally approach the Unit 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 383134 email: bsscmt@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 Philip Rogers – Director of Pharmacy

- Room: 5 West 3.42 phone: 01225 384445 email: prspjr@bath.ac.uk

Angela Mitchell – Director of Studies (Year 1&2)

- Room 5 West 3.32 phone: 01225 383290 email: prsam@bath.ac.uk

Dr Matthew Jones – Director of Studies (Year 3&4)

- Room 5 West 2.46 phone: 01225 383829 email: prpmdj@bath.ac.uk

Lyn Hanning – Director of Practice Based Learning

- Room: 5 West 3.27 phone 01225 383780 email: prxlh@bath.ac.uk

ABOUT YOUR PROGRAMME

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

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

Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues: <https://www.bath.ac.uk/catalogues/>

SYNOPSIS & ACADEMIC COHERENCE OF PROGRAMME

Vision

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

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

Values

The Bath MPharm is guided by the following values:

- Patients come first. Patient and public safety is paramount. Patient

and public engagement with our curriculum design, and delivery is essential.

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

The MPharm programme is a full-time four-year course. Subject to the fulfilment of the requirements for foundation year training, the degree is accepted by the General Pharmaceutical Council (GPhC) for the purpose of statutory registration as a Pharmacist.

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

The Bath MPharm programme is designed as a fully- integrated interdisciplinary programme, which builds on the Department’s strong foundations, built around contemporary cutting-edge science informed by research in the pharmaceutical sciences and pharmacy practice. The Bath MPharm is a spiral curriculum, where subject matter is dealt with in an increasingly more complex way as the programme progresses. There is an emphasis on the student’s ethical and moral formation to provide a sound foundation from

¹ *The NHS Constitution. (Department of Health, 2015)*
www.gov.uk/government/uploads/system/uploads/attachment_data/file/480482/NHS_Constitution_WEB.pdf

which to make ethical decisions in professional practice. Students are also encouraged to take responsibility for their own continuing professional development; and are supported to do this using learning activities which model this reflective developmental approach, aided by use of the same recording software as used by practising pharmacists and by e-portfolio. Practice-based learning is embedded in all stages of the programme. Specialised integrated units (SIUs) provide the student with practical experience of working with patients through periods of specialist practice-based experience, patient-led workshops, and simulations using both professional actors and a robotic patient simulator. Students participate in inter-professional learning with medical, nursing, social work and psychology students. This increases the student pharmacist's awareness of the roles of other members of the healthcare team in providing patient care and ensuring patient safety. Ultimately it enables students to understand better the role of the pharmacist and the contribution that they make to the team; to facilitate teamwork between undergraduate MPharm students and other trainee health care professionals in improving patient outcomes; and to engage students in a variety of learning activities with other trainee healthcare professionals such that learning is enhanced through their interactions with others.

Our MPharm students are strongly encouraged to join the RPS as student members, also as members of the British Pharmaceutical Students Association (BPSA), and to participate in educational events delivered by the RPS locally. We ensure that our teaching is at the forefront of current practice through meetings with pharmacists working in the community, hospitals, universities and the pharmaceutical industry to inform curriculum development.

PROGRAMME AIMS AND LEARNING OUTCOMES

After completing the MPharm you should meet the following course intended learning outcomes:

1. Demonstrate the values, attitudes and behaviours expected of a pharmacist to recognise and define actual or potential problems, including ethical dilemmas, suggesting, justifying and evaluating resolutions based on evidence, your pharmaceutical knowledge, the law and current professional standards.
2. Critically appraise and apply evidence-based knowledge of the pharmaceutical and clinical sciences, and the practice of pharmacy, to improve the health and wellbeing of patients and the public through safe and effective practice in the clinical, scientific and industrial arenas.
3. Apply methodologies relevant to pharmaceutical, clinical and health services research to design, implement and evaluate small scale research projects.
4. Work autonomously to prioritise tasks, completing them within agreed deadlines, exemplifying self-direction and originality in tackling and solving problems, working within legal and ethical constraints as necessary.
5. Identify and prioritise your own continuing professional development needs, based on self-reflection, evaluation and feedback from others, and subsequently produce your own personal development plans.

6. Communicate information orally, in written and in digital forms both to specialist and non-specialist audiences including patients, members of a pharmacy team and other healthcare professionals.
7. Employ effective team-working, leadership and management skills, including the use of quality improvement techniques.
8. Manage resources to provide safe and effective patient care, including the maintenance of accurate and comprehensive records.
9. Supply, produce and administer medicines in accordance with pharmaceutical knowledge, current relevant medicines legislation and codes of professional conduct and practice, interpreting and clinically evaluating prescriptions and other orders for medicines.
10. Diagnose, manage, and prescribe for common disease presentations within a structured consultation framework, supporting the safe and effective use of medicines whilst respecting individual patient needs and differences.
11. Meet all the learning outcomes currently specified by the General Pharmaceutical Council in the Standards for the initial education and training of pharmacists.

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure of your programme year for 2022/23 can be found in the 2022/23 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct for teaching being delivered in 2022/23 at the time of publication. Programmes and units may be subject to reasonable change (see **Unit and programme changes** in this Handbook). A process of Curriculum Transformation and migration to

Information on later years of your programme will be provided separately.

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

Year 1 of the Bath MPharm programme is foundational and provides a transition from A Level, or equivalent, to university study and provides students with a sound basis in the pharmaceutical sciences whilst learning the role of the pharmacist in practice. This enables

student pharmacists with different A level or other qualifications to achieve a common standard of level of performance before progressing onto subsequent years. In particular, the Department offers additional classes in Biology for students lacking a formal qualification in this area.

Exercises in basic mathematics and statistics also form part of the first semester to enable everyone to undertake numerical calculations with greater confidence. Additional support is provided both within the MPharm programme and by the University's MASH (Mathematics and Statistics Help) initiative, and more generally through the University's Academic Skills Centre.

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

Further integration in year 1 is supported by problem-based learning, facilitated by Personal Tutors.

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all 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 your 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**.

For those of you studying on the MPharm, programme details are as follows:

Master of Pharmacy	
Programme code:	USPA-AFM03
Programme title:	MPharm
Award type:	Master of Pharmacy with Honours
Award title:	Master of Pharmacy
Mode of Attendance:	Full time
Length:	4 Years
State if coexistent M-level programme:	
State any designated alternative programme(s):	
Approving body and date of approval:	Faculty of Science Teaching and Quality Committee (June 2015), GPhC (April 2016)

PROFESSIONAL BODY ACCREDITATION

This programme is accredited by the [General Pharmaceutical Council](#).

For more information, please see their webpages.

VISITING EXCHANGE STUDENTS

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

Tutor Support

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

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, Dawn Hallett, is located in Wessex House 1.13 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 from 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.

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 have access to drop-in and bookable study space on campus and in the city for individual or group study. Information on how to book and any usage guidelines or requirements are available online. Please refer to **Important Links and Information** in this Handbook.

STUDENT EXCHANGE/STUDY ABROAD

There is an option for some MPharm students to complete the first semester of year 4 at an exchange university overseas to complete their final year research project.

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 minimized 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.

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 (The University of Bath Strategy 2021 to 2026). 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.

STUDENT FITNESS TO PRACTISE

Following comprehensive review of the regulation of health professionals, and students studying degree programmes leading to professional registration, the GPhC adopted new Standards for pharmacy professionals³, including student pharmacists that came into force in May 2017. **You are subject to these standards as MPharm students, so make sure you read and understand them well!**

STANDARDS FOR PHARMACY PROFESSIONALS

Introduction

'Pharmacy professionals' (pharmacists and pharmacy technicians) play a vital role in delivering care and helping people to maintain and improve their health, safety and

wellbeing. The professionalism they demonstrate is central to maintaining trust and confidence in pharmacy.

Patients and the public have a right to expect safe and effective care from pharmacy professionals. We believe it is the attitudes and behaviours of pharmacy professionals in their day-to-day work which make the most significant contributions to the quality of care, of which safety is a vital part.

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

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

The Standards for Pharmacy Professionals

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

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

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

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

The Standards and Pharmacy Students and Trainees

The standards for pharmacy professionals are relevant to all pharmacy students and trainees while they are on their journey towards registration and practice.

The standards explain the knowledge, attitudes and behaviours that will be expected of students and trainees if they apply to join the register.

They should be interpreted in the context of education and training and used as a tool to prepare students and trainees for registration as a pharmacy professional. Pharmacy students and trainees should consider the standards as they move closer to registration and professional practice and should read them alongside other relevant documents that are provided by initial education and training providers.

The Standards and Registration

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

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

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

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

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

The Nine Standards

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

Pharmacy professionals must:

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

DISCLOSURE AND BARRING SERVICE (DBS) CHECKS

You will be required to undergo an enhanced Disclosure and Barring Service (DBS) check at the start of your studies (Semester 1, Year 1) before you commence clinical placements. If the results of this check show that you have a spent or unspent criminal conviction, caution, reprimand or warning that is deemed unacceptable under the General Pharmaceutical Council's (GPhC) [Fitness to Practise policy](#), then you may be required to withdraw from your programme.

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

Further information:

www.gov.uk/government/organisations/disclosure-and-barring-service

UNIVERSITY OF BATH FITNESS TO PRACTISE POLICY

MPharm students are subject to this policy. Please check online for the most up to date version of this policy at www.bath.ac.uk/publications/fitness-to-practise-policy

1. Introduction

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

1.2 Fitness to Practise procedures are necessary:

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

1.3 The University has in place procedures for dealing with cases where a student's behaviour falls below the standards expected or where a student's health may be a

cause for concern. These are a student [Fitness to Study Policy](#) as Appendix 2 of the Regulations and [Disciplinary Procedures](#). The Regulations also set out procedures for academic misconduct.

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

2. Fitness to Practise

- 2.1 The policy applies to students on the specified programmes whose qualification will lead directly into professional practice and for whom there are academic, behavioural and health requirements which must be met in order to demonstrate their fitness to practise. Whilst the requirements of the Regulators vary, the University is in each case required to assess the suitability of a student for professional registration and practice.
- 2.2 The grounds on which a student may be subject to review will be those set out in a code of conduct (or other similar documentation) from the relevant professional regulator but will generally include:
- * Criminal conviction, caution, reprimand or penalty notice of disorder or equivalent
 - * Drug misuse or alcohol dependency
 - * Aggressive, violent or threatening behaviour
 - * Persistent inappropriate behaviour
 - * Cheating or plagiarism
 - * Dishonesty or fraud, including dishonesty outside the professional role
 - * Unprofessional behaviour
 - * Health concerns or lack of insight or management of these concerns.

This list is not exhaustive.

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

- develop and use their professional knowledge and skills for the benefit of those who seek their professional services.
 - maintain good professional relationships with others; and
 - act in a way that promotes confidence and trust in the profession.
- 2.4 A student's fitness to practise is called into question when their behaviour or health raises a serious or persistent cause for concern about their ability to continue on a course. This includes, but is not limited to, the possibility that they could put at risk patients, the public, other students or staff, and the need to maintain trust in the profession. Action taken in response to fitness to practise concerns will have regard for the need to protect both the public and the student; there are also implications for the student's future registration and their licence to practise.
- 2.5 The University will check on admission and at other points during the programme of study that a student is demonstrating fitness to practise. These checks will verify appropriate health and good character. When considering whether a student's fitness to practise is impaired, the University may take into account: the seriousness of the behaviour in question, patterns of behaviour, the maturity of the student and year of study, the likelihood of repeat behaviour and how well the student might respond to support and remediation.
- 2.6 The University will publicise what help may be available to students who will be encouraged to seek assistance and advice at an early stage of any problems. [Student Support](#) offer a wide range of help and advice
- The University will also take account of the requirements of the Human Rights Acts, the Equality Act and other relevant legislation, particularly the need to make reasonable adjustments, including at any hearings under this policy.
- 2.7 It is important that students have opportunities to seek support for any matter before it becomes a fitness to practise concern. The use of support and informal action will be considered in the first instance where minor offences come to light. In these circumstances, the student will be advised of the nature of the concerns and offered help from a member of staff having responsibility for their programme (such as a Personal Tutor or Director of Studies). Members of staff may consult Student Services for guidance. Any member of the Department providing support or pastoral care for a student must inform the Director of Studies / Programme Leader and Head of Department if there is a reasonable belief that the student's behaviour or health raises, or may raise, fitness to practise concerns, or poses a risk to other students, staff, patients or the public.
- 2.8 Health can affect a student's fitness to practise. Students are encouraged to register with a local GP (whether at the University's Medical Centre or elsewhere) and other healthcare professionals as appropriate. Where mental illness or other

serious health or disability concerns become an issue, the student is strongly encouraged to seek specialist intervention to address the situation.

- 2.9 Where a student receives a conviction or police caution or becomes listed on any of the barring lists, the student must disclose this immediately to the Director of Studies / Programme Leader, who may seek advice about the significance of any such conviction or caution or barring. On certain programmes, students are obliged to complete an annual self-declaration to the Department. Any false or inaccurate statements on self-declaration forms or failure to disclose an offence or relevant medical condition may be grounds for a fitness to practise investigation.
- 2.10 An individual shall not be involved in the investigation or consideration of a particular case if for them to do so would present a conflict of interest.

3. Initiation of the Policy

- 3.1 Any cause for concern or complaint relating to a student's fitness to practise should be notified to the Director of Studies / Programme Leader.
- 3.2 On receipt of a formal complaint or a significant concern about a student, the Director of Studies / Programme Leader may consult with the Head of Department, other appropriately qualified professionals or the Regulator to establish the significance of the complaint/concern. S/he will also ensure that appropriate pastoral support is offered. If the Head of Department considers that an investigation is warranted, s/he will nominate an Investigating Officer, who will be a member of university staff but will not be the student's Personal Tutor or involved in their pastoral care. The Investigating Officer will gather factual evidence about the complaint/concern, which may include:
- * obtaining a written report in respect of the concern about the student's professional suitability and fitness to practise
 - * contacting members of staff, students or other relevant individuals for comments
 - * interviewing relevant individuals, including the student him/herself
 - * ascertaining whether the matter could reasonably be resolved informally.
- The Head of Department will inform the Regulator of the investigation where this is required by the Regulator.
- 3.3 The Investigating Officer will prepare a written report detailing the evidence obtained normally within two weeks and submit it to the Head of Department. The Head of Department will establish whether there is a prima facie case to answer in respect of fitness to practise. The Head of Department will then notify the student in writing, normally within seven days, whether the case is to be dismissed or otherwise dealt with.
- 3.4 Where evidence is available at the time of the complaint being submitted or concern raised, there may be no need for an investigation. In addition, the Head of Department may ask the Vice-Chancellor (advised by the Vice-President (Student Experience)) to consider whether interim suspension of the student pending further

action is appropriate, including from university accommodation. Normally no student shall be suspended by the Vice-Chancellor unless s/he has been given the opportunity to make representations in person or, where authorised, in writing to the Vice-Chancellor. Where a decision to suspend a student is taken, it shall be reviewed every four weeks in the light of any other developments. The Head of Department will inform the Regulator of the suspension and any sponsoring body or employer where this is required by the Regulator.

- 3.5 Where a student on a programme of study to which this policy applies has been subject to a period of suspension on health grounds reached by mutual consent, the decision as to whether to permit the student to return to study will normally be made according to this Fitness to Practise Policy.
- 3.6 When information is collected in connection with a fitness to practise allegation, it should be made clear that the information will be shared with the other parties to the case and may be passed to third parties, such as the Regulator or the police, if necessary (for example, where a duty of care exists, or threat of serious harm can be prevented). The information will otherwise be treated as confidential. Any exchange of confidential information should, wherever possible, be with the knowledge and consent of the student in question.

4. Convening of the Fitness to Practise Panel

4.1 Membership

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

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

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

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

The Panel will be serviced by a secretary, who will be the Faculty Co-ordinator or other individual identified by the Chair.

4.2 Role of the Panel

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

4.3 Notice of Hearings

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

4.4 Postponement of Hearings

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

4.5 Adjournment of Hearings

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

5. Conduct of Meetings

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

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

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

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

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

5.6 The student will be informed that s/he is entitled to be accompanied, assisted or represented by another person at the hearing, who may be a legal representative.

The name and capacity of the person accompanying the student should be notified to the Secretary to the Panel at least 4 working days before the hearing.

- 5.7 The student may exercise their statutory right to have a public hearing. Were a student to elect for a public hearing, then provision will be made to protect the confidentiality of third parties.
- 5.8 In the absence of the student without explanation, the Panel shall proceed with the hearing.
- 5.9 When the Chair is satisfied that the Panel has completed its hearing and given the student a full opportunity to present his/her case, the student and all non-Panel members (other than the Secretary) shall withdraw and the Panel will discuss the findings.
- 5.10 Possible outcomes of hearings include:
- (1) the case is dismissed
 - (2) the student receives a warning as there is evidence of misconduct or that a significant health problem exists but the student's fitness to practise is not impaired to a point of requiring a sanction
 - (3) the student's fitness to practise is judged to be impaired and they receive a sanction. Beginning with the least severe, the sanctions are:
 - a) conditions or undertakings to be completed within a specified timeframe
 - b) withdrawal of the student from the programme of study. The student may then apply to transfer to a programme offering an alternative award not subject to fitness to practise requirements.
 - c) referral of the case to the Vice-Chancellor, with a recommendation that s/he exercise the statutory power to suspend or exclude the student from the University
 - d) referral of the case to the Disciplinary Committee of the Senate, with a recommendation that the statutory power to expel the student from the University be exercised.
- 5.11 The Panel will convey its decision to the student as soon as it has completed its discussions. The decision, together with the reasons underlying it (including any mitigating or aggravating factors) and any timeframe or conditions applying, will be confirmed in writing to the student, Head of Department, the Vice-President (Student Experience) and the Director of the Academic Registry, as well as the Regulator and any sponsoring or supporting employer where a sanction has been imposed, normally within 7 working days of the hearing.
- 5.12 It will be made clear to any student who receives a sanction that they must declare it should they apply to join any programme accredited or otherwise formally recognised by the Regulator or on applying for pre-registration training or registration as a practitioner.

- 5.13 Any student receiving a warning or sanction will be informed of the reasons, its intended purpose, its expected duration and whether or when their fitness to practise will be considered again in a formal hearing.
- 5.14 A record will be kept of all evidence received by the Panel as well as a full set of the notes of the hearing taken by the Secretary to the Panel.
- 5.15 **Standard of Proof**
The Panel shall examine the evidence applying the civil standard of proof and be satisfied on reasonable grounds that the evidence is valid.
- 5.16 **Justice and Fairness**
All hearings shall be conducted in accordance with the principles of justice, fairness and proportionality.
- 5.17 **Fitness to Practise Threshold**
Investigators and Panels should consider whether a student's behaviour or health, or both, raise a serious or persistent cause for concern about their ability to continue on a programme of study or to practise professionally. This includes, but is not limited to, the possibility that they could put patients, the public, other students or staff at risk and/or bring their profession into disrepute.
- 5.18 **Withdrawal of a student**
A student will be advised on withdrawal from an accredited programme of study, whether they will be permitted to resume their studies and under what conditions, or whether they may transfer to a different programme. The Regulator will be informed of a student's withdrawal from a programme.
- 5.19 **Warnings**
Warnings may be issued where a student's behaviour represents a departure from the standards expected. Subsequent incidents will be considered in the light of earlier warnings as patterns of poor behaviour may give rise to more serious concerns about a student's fitness to practise. A warning will normally remain on the student's record until graduation.
- 5.20 **Sanctions**
The purpose of sanctions is to ensure that students whose fitness to practise is impaired are dealt with effectively. In identifying the most appropriate sanction, the Panel should consider whether in its view the student might respond to remediation and has displayed insight into their problems. When a Panel decides to impose a sanction, it will make clear in its determination that it has considered all the options. It will also include a separate explanation as to why a particular length of sanction has been considered necessary.
- 5.21 **Suspension, Exclusion or Expulsion**
If, in the opinion of the Panel, the concerns raised are sufficiently serious as to warrant the consideration of the student's suspension or exclusion, then a recommendation will be made to the Vice-Chancellor for action under Statute 5.6.

Any decision of the Vice-Chancellor to suspend or exclude a student will, where required, be notified to the Regulator and any employer or sponsoring organisation.

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

6. Appeal

- 6.1 A student can use the Student Appeals Policy and Procedure to submit an appeal (within the bounds of that policy) following notification of the outcome of a Fitness to Practise Panel.

7. Record Keeping and Post-hearing action

7.1 Records

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

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

7.2 Monitoring

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

8. Consultation and Monitoring of this policy

- 8.1 This policy will be subject to Equality Impact Assessment.
- 8.2 This policy will be monitored on an annual basis, with reports to the Faculty Boards of Studies.
- 8.3 Consultation with students within the department concerned and with other stakeholders shall take place before this policy is extended to other courses of study.

9. Notification of this policy

- 9.1 This policy will be publicised in Student Handbooks, Programme Specifications and relevant department literature received by students prior to starting their programme of study at the University and annually upon re-registration. Directors of Studies / Programme Leaders and Personal Tutors will draw the attention of students to the policy. It is also accessible via a link from the Student Services website and listed on the University website.

Approved by Senate 1 April 2011

Paragraph 4.1 revised 8 June 2011 and 22 February 2012

Paragraph 5.11 revised 5 February 2014

Appendix revised 5 December 2012

Minor revisions and Appendix revised 16 October 2019

Appeal process revised 1 August 2022

REGISTRATION AS A PHARMACIST

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

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

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

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

The GPhC may consider extending the eight-year maximum time period but only if there are documented extenuating circumstances. Extenuating circumstances can include:

1. Extended periods of illness;
2. Compassionate leave;
3. Maternity/paternity leave;
4. Part time study;
5. Reasonable adjustments to accommodate a disability but only if the reasonable adjustment is agreed in advance;
6. Operational tours with the

Territorial Army. This list is not exhaustive.

Extenuating circumstances do not include:

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

This list is not exhaustive.

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

Should you require further information on the GPhC's education and training requirements for initial registration please contact the GPhC.

www.pharmacyregulation.org

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 must contact the Estates Department to determine whether asbestos is contained within the ceiling void. In addition, the building support columns have been clad in asbestos. This cladding must not be used as a notice board. Any damage to the cladding should be reported to the Department Superintendent immediately.

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

Undergraduate Laboratory Safety

While in the 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 \(bath.ac.uk\)](http://bath.ac.uk/insurance-services)

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: recorded material shall be obtained and processed fairly, lawfully and in accordance with this Code of Practice.

Recorded material shall be obtained and processed fairly, lawfully and in accordance with this Code of Practice.

- Recorded material shall be held lawfully and only for the purposes of this Code of Practice.
- Recorded material shall not be used or disclosed for any purpose or in any manner which is incompatible with this Code of Practice.
- Recorded material shall be adequate, relevant and not excessive in relation to the purposes set out in this Code of Practice.
- Where recorded material is retained for any of the purposes set out in this Code of Practice, the material shall not be kept for longer than is necessary for the purpose for which it is being retained and shall be stored in a secure manner requiring authorised access.
- The Department will ensure that appropriate security measures are taken to prevent unauthorised access to, the alteration of, disclosure or destruction of any recorded material; and to prevent accidental loss or destruction of such material.

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

1. RESTRICTED ACCESS TO FACILITY & RECORDINGS:

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

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

Administrator access will be restricted to a small number of staff that have responsibility for maintaining the integrity of the facility, security of the recordings, setting user permissions

and retrieving data for the purposes of creating learning and teaching materials. These persons will have undertaken training in Data Protection and the use of the SMOT system. This group will consist of the Lead Pharmacy Dispensary Technician and supporting technical and tutor staff.

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

2. SYSTEM TO BE IDENTIFIED TO USERS

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

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

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

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

4. CONSENT TO BE OBTAINED FROM PARTICIPANTS

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

All 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.

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](#).

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

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 the importance of academic integrity and how you can enhance your academic writing and practice.

All students will be unable to progress beyond the next progression point in their studies until they pass the University's Academic Integrity Test. The test has a pass mark of 85% but you can take the test as many times as you need to.

When you submit your 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 text. 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 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.

PENALTIES FOR ASSESSMENT OFFENCES

Academic misconduct can be described as 'the use of unfair means in any examination or assessment procedure'. Any student who is found to have used unfair means and therefore committed an assessment offence will be penalised. Potential types of assessment offence include plagiarism, self-plagiarism, collusion or unauthorised collaboration, contract cheating (including impersonation), fabrication or falsification, or breaching of examination regulations. Penalties for assessment offences depend upon the severity of the offence but may include failure of the assessment, unit or part of a degree, with no provision for reassessment or retrieval of that failure. Severe cases of academic misconduct, for example, contract cheating could 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 assessment 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 several 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 that students should demonstrate in the assessment. 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, re-assessment,

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 (BoS) 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(s) for your programme is (are):
Professor Claire Anderson, University of Nottingham
Profession Sukhi Bansal, King's College London
Professor Katrina Bicknell, University of Reading
Dr Sion Coulman, Cardiff University

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.

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.

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

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

Within each stage of a programme, the contribution of each unit's assessment to the calculation of the Overall Stage Average (OSA) is normally directly proportional to the credit-values of the unit concerned. Placement units form part of a stage and have a credit weighting. Some placement units carry marks and some are just pass/fail. Only enhanced placement units contribute to the Overall Programme Average (OPA) however.

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

If you fail a stage, you will be required either to repeat the entire stage or to transfer to a Designated Alternative Programme (DAP), if one exists, or if you fail very badly, to withdraw

from the University. Where stage repeats are possible within the set limits, the repeating of any stage will be permitted once only.

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

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

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

if you fail any DEUs, you will have to undertake supplementary assessment - unless you have failed so many DEUs that you fail the stage outright

if you fail any non-DEUs badly (i.e., achieve less than 35%), you will have to undertake supplementary assessment - unless you have failed so many units that you fail the stage outright

if you fail only non-DEUs marginally (i.e., achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units and also on your OSA.

CALCULATING YOUR DEGREE OUTCOME

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.

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

(Note, all MPharm units are DEUs)

EXIT AWARDS – CERTHE AND DIPLHE

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

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.

To increase the security of your University account you will need to set up Multi Factor Authentication (MFA) so you can authenticate your identity and access your email.

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

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, and failure to do so may impact on your access to certain University facilities such as Moodle. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register, regulation 1.5 explains that the University reserves the right to terminate the registration of continuing students who do not complete registration in accordance with Regulation 1.1. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees. Please refer to **Important Links and Information** in this Handbook.

ACADEMIC ENGAGEMENT MONITORING FOR STUDENT VISA HOLDERS

Guidance and requirements on academic engagement for students who are Student visa holders, including the University's **Academic Engagement Monitoring Policy for Student 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).

You can make changes to the data that we hold about your identity including your name, gender, title, and the pronouns you use. Please refer to **Important Links and Information** in this Handbook.

If you develop or if there is a change to your disability, impairment, long-term health condition or specific learning difficulty, please get in touch with our Disability Service for advice on the support you may be entitled to.

If you are ill or are likely to be ill for more than three days, you must notify your Head of Department. Where you have a planned absence to undergo medical or surgical procedures that requires time off for more than three days, you can apply for a leave of absence from your Head of Department. Your department can arrange in advance for time off study and may be able to consider other options.

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 Support and Safeguarding 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 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 Support and Safeguarding, 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.