Course Handbook
MPharm (Hons) Pharmacy
Academic year 2018-19
Course Leader: Louise Cogan
School of Pharmacy and Biomedical Sciences
Please read this Handbook in conjunction with the University’s Student Handbook.

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COURSE SUBJECT TO CHANGE

The MPharm (Hons) Pharmacy * is subject to formal course review and reapproval by the University during 2017/18 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2018.

*subject to reapproval
1. Welcome to the course

Welcome to the School of Pharmacy and Biomedical Sciences at the University of Central Lancashire. We hope that you’ll enjoy your studies and experiences in Preston. The Student Handbook brings together information to help you answer queries that you might have about the course. If we have missed something that you think should be included in this Handbook then please let us know.

We want this to be a positive learning experience for you. There will be some very hard work, but we hope that you’ll find it interesting and stimulating, and that you’ll have the chance to enjoy yourself along the way. We believe you can succeed, and we want you to succeed. Staff are here to help you achieve that goal. Good luck!

1.1 Rationale, aims and learning outcomes of the course

The overarching philosophy of the UCLan MPharm (Hons) degree is to produce a graduate equipped with the necessary skills, attitudes and knowledge to enter the preregistration year leading to the eventual registration to the General Pharmaceutical Council (GPhC). The degree is designed to conform to the standards for the initial education and training of pharmacists as prescribed by the regulator, the GPhC.

The pharmacy course has been built around developing graduates who are able to demonstrate six attributes which are of vital importance for you to work effectively within the Pharmacy profession (see later under aims).

The overall principle of the course structure is to increase the complexity of demands made of you and the skills you employ within the course. The early part of the programme will provide you with the foundations so that you can deal with complex issues, which in the latter part of the programme will require you to make informed judgements whilst taking full account of the needs and wants of the patient.

The philosophy of the course is that all teaching is made relevant to Pharmacy. In addition to the experiences you gain within the University, you will also undertake placements within relevant pharmacy environments.

A further, important element of the philosophy of the course is that, in preparation for a life of professional responsibility and continued learning, you need to engage actively with the material contained in the course. You need to take responsibility for your own learning and to develop the skills to find out information yourself. Thus, the approach to your learning will be more student-centred than teacher-centred. As such, you will undertake directed private study to supplement the broad outline provided by lecturers.

The School encourages learning using a range of delivery methods to accommodate the range of preferred learning styles of students.

- Lectures are used to introduce you to new areas, define the scope of topics, communicate information, and explain concepts.
- Seminars are used to develop skills and encourage learning through the application of the concepts covered in lectures or from self-directed learning.
They may also be used to help in the development of other skills e.g. communication skills, literature searching, and analysis and evaluation.

- Practical sessions are employed to reinforce understanding of theory and to develop practical skills.
- Group exercises are used to develop a range of skills, including communication and working with others.
- Case-based learning is used to promote your active participation in determining what you need to learn.
- Blackboard (the E-learning platform used by the University) is used for all modules to provide a framework for the organisation of module materials, and to support your learning.

The aims of the course are:

To produce pharmacy graduates who are competent and ready to assume the role of a pre-registration pharmacist who can demonstrate safe and effective practice within the healthcare team.

To produce graduates who ensure patient safety through professionalism, and by applying their knowledge of public health issues, relevant sciences and information literacy.

To produce graduates who utilise clinical examination skills and evaluate evidence to inform therapeutic decision making to ensure patient safety.

To deliver a graduate who is a:

- **Pharmacy expert**, who will find, integrate and apply pharmacy knowledge, clinical skills and professional attitudes in the provision of patient\(^1\)-centred care;

- **Collaborator**, who works effectively within a patient consultation/encounter, pharmacy team and broader healthcare team to achieve optimal patient care;

- **Communicator**, who effectively facilitates the pharmacist-patient/service-user relationship and the interactions that occur before, during and after the consultation/encounter;

- **Health advocate**, who will responsibly and appropriately use their expertise and influence to advance the health and well-being of individual patients, communities and populations;

\(^1\) The term patient in this document refers to a patient, carer, service user, simulated patient or patient volunteer.
• **scholar**, who demonstrates a lifelong commitment to reflective learning, as well as the creation, dissemination, application and translation of medical and pharmaceutical knowledge;

• **professional**, who is committed to the health and well-being of individuals (including themselves) and society, through legal and ethical practice, self-management, profession-led regulation and high personal standards of behaviour.

The course conforms to the Quality Assurance Agency for Higher Education (QAA) subject benchmark for Pharmacy and the requirements of the GPhC for an accredited MPharm course. In addition the course will provide a curriculum that reflects the changing demands of educational developments and professional requirements through regular quality enhancement reviews.

**Learning Outcomes (these are the things that you should be able to do at the end of the course)**

**In the category of knowledge and understanding, you should be able to do:**

- Recognise when to refer, and be capable of referring, a (simulated) patient to another healthcare professional (HCP).
- Recognise sources of diagnostic and therapeutic error.
- Identify opportunities for health education and health promotion, and educate a (simulated) patient in order to promote healthy lifestyles and to prevent and manage a range of gene-life, environmental, and food-related health problems.
- Formulate, prepare and package products according to the principles of pharmaceutical science.
- Accurately and appropriately perform, and assess the results from, a range of common diagnostic tests.
- Effectively work with other members of the pharmacy team and other HCPs to prevent, negotiate and resolve conflict.
- Recognise and respond appropriately to individual patient health needs and issues of patient care.
- Maintain clear, accurate and appropriate records.
- Signpost patients to relevant local and/or national networks to improve health outcomes.

**In the category of subject specific skills, you should be able to:**

- Optimise medication use for a defined list of common and long-term medical conditions (and for the most commonly prescribed medicines in the UK) through prescription interpretation and verification and patient-centred patient education and/or medication reviews.
- Carry out a patient-centred consultation with a patient in order to:
  - a) apply analytical and/or non-analytical diagnostic reasoning to assess a range of clinical presentations and identify a range of conditions;
  - b) negotiate and achieve a shared decision on the most appropriate management plan (including for a minor ailment);
o c) prescribe/provide, where appropriate, medicines in a safe and
effective manner;
o d) provide guidance to the patient/carer on their course of action should
symptoms persist/change (safety-net).

- Participate effectively and appropriately in a pharmacy and inter-professional
team.
- Manage and maintain safe quality systems for the supply of medicines and
related services.
- Communicate with appropriate HCPs on medication and healthcare issues on
behalf of the patient.
- Develop rapport and trust with patients/service users and carers.
- Accurately and effectively gather information from patients, colleagues/peers
and other professionals.
- Accurately and effectively convey relevant information and explanations (oral
and written) to patients/service users, carers, colleagues and other
professionals, in order to develop a common/shared understanding of issues,
problems and plans.
- Use motivational interviewing to help patients adopt a healthy lifestyle.
- Appropriately advise a patient when to see another HCP in order to improve
their health or prevent health complications.
- Promote the health of individual patients, communities and populations.
- Provide immediate care of medical emergencies, including First Aid and
resuscitation.

In the category of thinking skills, you should be able to:

- Maintain and enhance professional activities through ongoing learning.
- Critically evaluate information and its sources, and apply this appropriately to
practice decisions.
- Facilitate the learning of patients, peers, members of the pharmacy team, and
other HCPs.
- Use current best evidence, conscientiously, explicitly and judiciously, in
making decisions about the care of individual patients.
- Contribute to the development, dissemination, and translation of new
knowledge and practices.

In the category other skills relevant to employability and personal
development, you should be able to:

- Show a commitment to patients, the profession, and society through legal and
ethical practice.
- Recognise own limitations and when to seek assistance from others.
- Demonstrate clinical responsibility as a pharmacist - making care of the
patient the primary concern.
- Develop, monitor and revise a personal development plan reflecting on own
strengths and weakness.
- Demonstrate up-to-date and relevant knowledge.
• Demonstrate professional behaviour including respecting and valuing diversity in the planning and provision of healthcare.
• Manage your own time.
• Accept and respond to constructive criticism from others.
• Reflect on the importance of effective leadership (including dealing with change).
• Evaluate own and colleagues’ performance and respond appropriately using relevant professional codes.
• Keep abreast of current pharmacy-related policy to ensure best practice.
## 1.2 Course Team

General area of staff expertise is indicated. The Course Leader is indicated by CL.

The area of expertise represented by the term Phys/Pharm is Physiology and Pharmacology; and Practice relates to Pharmacy Practice.

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</tbody>
</table>

Use this space to make a note of any Staff or central services that you may use
1.3 Expertise of staff
The academic staff that will be teaching you are all highly qualified and specialists in the areas that they teach. All staff are engaged in research and/or scholarly activity which helps enrich your experiences through the provision of research led and research informed teaching. Many of the staff within the School are practising Pharmacists who bring their practise based expertise to ensure that the development and delivery of the course reflects and extends current practice.

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Course Administration Service provides academic administration support for students and staff and are located in the following Hub which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Foster Building
Forensic and Applied Social Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990 or 01772 891991
email: fosterhub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Staff will use your UCLan email address to communicate with you, so you must check this daily. Staff will normally respond to emails within 2-working days (unless they are on annual leave or are part-time teaching staff; whereby you should receive an automatic reply, which clearly states a return date). Where possible we
will notify you by email of any alterations to classes at least 24hrs in advance of the change taking place.

If you do not get a response in a timely manner, email the member of staff again. If there is still no response and the matter remains unresolved, you should bring this to the attention of another member of staff, such as the Year Tutor or Course Leader, for an ‘action request’. This colleague will then address the matter with the original member of staff.

When emailing staff do ensure that you indicate in the **subject field** the purpose of your email (including the **module number**), e.g. *PJ3300 meeting about case study*. It is important to use your university email account, as emails from external accounts often go to junk.

CC-ing in emails - You are encouraged to send emails directly to the person from whom you want a response from. Where other staff are cc'd into the email, it should be made clear why e.g. I am copying in my course leader so that they are also aware of this situation.

All academic staff have set hours when they are available to students outside of their class contact time. These may be indicated in a number of ways: marked outside their office on signs or under the ‘staff’ section of Blackboard on the relevant module. To request a meeting either sign up on the sheet provided on the office door or email them to request a time.

### 1.7 External Examiner

The University has appointed External Examiners to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of these people, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. **External Examiner reports will be made available to you electronically**. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors.

<table>
<thead>
<tr>
<th>External Examiner's Name</th>
<th>Prof Ian Bates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Professor of Pharmacy Education</td>
</tr>
<tr>
<td>Home institution:</td>
<td>University College London</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Examiner's Name</th>
<th>Dr Claire Martin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Senior Lecturer in Pharmaceutics</td>
</tr>
<tr>
<td>Home institution:</td>
<td>University of Wolverhampton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Examiner's Name</th>
<th>Dr Josie Fraser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Executive Dean, Faculty of STEM</td>
</tr>
<tr>
<td>Home institution:</td>
<td>The Open University</td>
</tr>
</tbody>
</table>

### 2. Structure of the course

#### 2.1 Overall structure

The MPharm course is a 4 year full-time course. The general features of the course, and the modules you will undertake in each year is shown in Figure 1 in Section 2.2.
Year 1 of the course introduces you to the role of the pharmacist and will help you to understand the legal, ethical, professional and governance structures that underpin the practice of pharmacy. This will include the start of your communication skills development, such that you will be able to work effectively with peers, patients, carers and healthcare professionals. In addition to gaining a greater understanding of the role of the pharmacist you will also extend your knowledge of physiological processes, the nature of problems which can arise which affect the functioning of the body and the mechanisms which the body uses to repair itself. Pharmacists are experts in medicines and so this first year will also provide you with an understanding of the steps required from identification of lead compounds through to bringing a medicine to market. It will allow you to gain an understanding of the physicochemical properties of molecules and how this will affect the drugs’ properties. The importance of the formulation of drugs and how this influences the drug’s ability to be absorbed, how it is then distributed throughout the body and it is eventually removal from the body will all be investigated.

In year 2 you will begin looking at organ systems in detail. You will look at particular pathophysiological states, considering their presentation, diagnosis and the mechanisms through which drugs and other treatments can help to reduce the severity/restore functioning. In addition to the positive effects of drugs on a person’s health, side effects of taking drugs will also be explored. This will include looking at appropriate dosage form delivery systems developing the introduction from the first year to more complex forms of delivery. The experiences you will have been introduced to in the first year of the course, interacting with e.g. patients and other healthcare professionals will be extended this year giving you a greater insight into the effect of illness on a patient and how pharmacists can help in their treatment. Pharmacists do not, however, only interact with the unwell, and an important role in looking at promotion of health within the population will also be explored.

Year 3 continues looking at organ systems, utilising the information from the second year to look at clinical management of conditions. Considering the evidence base you will determine the most appropriate regimens to optimise treatment, including those for long term management of patients. The complications and interactions between therapies and conditions will also be explored and how this may need adjustments to be made to treatments whether that may need changes to the drugs used, the dosage or even the formulation of the drugs. You will also gain an appreciation of the specialist requirements for the production of medications to ensure their safety.

Year 4 is designed to encourage you to further develop critical thinking skills. You will be considering management of e.g. cancer patients, and patients with complex needs such as the elderly, pregnant, paediatric or those with multiple pathologies and long term conditions. You will be applying the knowledge and experience you have gained from the previous years of the course and extending it to consider optimisation of treatment for these patients. There is an important emphasis in ensuring that the patient’s wishes are taken into account in any management plan and that you will act as an effective advocate for the patient in all dealings within their care, including representing them, where appropriate to other Health Care Professionals. The experience you will have gained on public health policy and how this impacts on the health of populations will be expanded, looking at how pharmacists can specifically address health protection/prevention, health improvement and service delivery.
Throughout the course and indeed in your professional development, it is important for you to remember that you cannot pigeon-hole areas of the work into “I have done that now”. You will find that you are continually re-visiting material (which you will be expected to update yourself on) and using it in a different context. You will soon realise the integrative nature of your entire programme of study and how the material increases in complexity as the course progresses.

### 2.2 Modules available

**Figure 1: GENERAL FEATURES OF THE COURSE STRUCTURE**
The module codes, titles and sizes and the order in which these modules fit into the scheme of the course is illustrated below.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PJ1300</td>
<td>Journey of a Medicine</td>
</tr>
<tr>
<td></td>
<td>PJ1301</td>
<td>Health and Disease</td>
</tr>
<tr>
<td></td>
<td>PJ1302</td>
<td>Foundations in Pharmacy Practice</td>
</tr>
<tr>
<td>Year 2</td>
<td>PJ2300</td>
<td>System-based Patient Care 1</td>
</tr>
<tr>
<td>Year 3</td>
<td>PJ3300</td>
<td>System-based Patient Care 2</td>
</tr>
<tr>
<td>Year 4</td>
<td>PJ4300</td>
<td>Preparation for Professional Practice</td>
</tr>
</tbody>
</table>
Placements take place in each year of the course and you will be expected to attend for placement anywhere within the North West (including Cumbria) as was detailed to you in the admissions process.

The modules you will undertake within the course are all core modules, which means you will need to successfully complete all modules. In order to progress into the next year of your course you will need to have passed all 120 credits in the current year.

### 2.3 Course requirements

All modules in each year must be passed if you are to proceed into the next year/graduate.

The Pharmaceutical Calculations assessment, which takes place in each year of the course, has a pass mark of 70%.

#### Period of Study

The full-time course must be completed within two academic years of the intended completion date following first registration (i.e. 6 years maximum) as stipulated by the GPhC only in exceptional circumstances can 7 years be considered.

#### Viva Voce Examination

The Assessment Board reserves the right to call any 4th year student for oral examination (viva voce) to help it decide on difficult or borderline cases, or as an alternative or additional assessment where extenuating circumstances have been established. The School will make every possible attempt to contact you, however, it is your responsibility to ascertain whether you are required to attend an oral examination. You should ensure that we have your email address and telephone number. Normally oral examinations will be held within the first two weeks of the end of the second semester and you should bear this in mind when making holiday arrangements.

#### Reassessment

The decision to offer reassessment lies with the Assessment Board and is not an automatic right. The Assessment Board will consider whether work and/or attendance/engagement has been satisfactory in making a decision.

If you are given the opportunity to resit exams or resubmit coursework, then you need to ensure you make yourself available for these re-assessments. Re-assessment weeks are detailed on the academic calendar see Key Dates for your Diary. Note that practical, project or group work that requires supervision generally cannot be reassessed in this manner. In such cases, the reassessment may require repeating the module during the following academic year (which will have a substantial impact on your academic progression) or an alternative form of assessment may be used. You must make yourself available for any resit attempts - being on holiday is not an extenuating circumstance.

A module may only be reassessed once following initial failure.

#### Compensation

Compensation is described in the Academic Regulations as the process by which a student who fails to satisfy some element of assessment is nevertheless recommended for
progression/award on the grounds that the failure is marginal or is offset by good performance in other components of his/her study programme.

The MPharm course does not allow compensation from other modules within the year to permit a failed module to be passed. You will need to pass each module in each year in order to progress/graduate.

**Progression**

Progression from one year to the next on the MPharm course is dependent on you passing all of your modules in a given year. There will be no opportunity to ‘trail a fail’ i.e. carry a failed module over to the following year.

In addition to the above requirements, as a student undertaking this course, you are bound by the Standards for Pharmacy Professionals as specified by the GPhC and subject to the UCLan procedure for the consideration of The Regulations for the Conduct of Students.

Standards for Pharmacy Professionals As a student on the MPharm (Hons) at UCLan you are expected to approach your studies in a professional manner and to behave responsibly at all times.

The General Pharmaceutical Council (GPhC) has published Standards for Pharmacy Professionals see document for full details:: Code of Conduct for Pharmacy Students

These standards are relevant to all pharmacy students whilst they are on their journey towards registration and practice, and will be interpreted in the context of education and training. These are the standards of behaviour that the School expects all students to adhere to during their studies. It is not intended to be over-bearing and, hopefully, it will provide a helpful tool to prepare students for registration as a pharmacy professional, and will ensure a positive experience for everyone.

The Standards for Pharmacy Professionals applies to you as a pharmacy student from the first day of your course, all the way through your professional career, and relates to your behaviour both on and off the University premises. Wherever you are, you are representing the profession of pharmacy and UCLan.

The Standards for Pharmacy Professionals is made up of nine standards, and says that 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
The same nine standards apply to all pharmacists in Great Britain who are registered with the GPhC and who are bound to abide by the Standards for Pharmacy Professionals. The document on the GPhC’s website provides further guidance on these standards. It is important that you take the time to familiarise yourself with the Standards for Pharmacy Professionals in full.

If any concerns arise about your suitability for professional pharmacy training, the School will refer to the Standards for Pharmacy Professionals. The Standards may also be referred to as part of any investigation under the University’s Fitness to Practise procedure (see below).

If you are unsure about how the Standards for Pharmacy Professionals applies to you as a pharmacy student at UCLan or how it relates to other University procedures, please contact your Academic Advisor.

School Fitness to Practise

Pharmacy is one of the registered healthcare professions, and your MPharm (Hons) course at UCLan is preparing you to enter this profession.

The School of Pharmacy and Biomedical Sciences is responsible for ensuring that you are fit to practise as a student on the MPharm (Hons) and that, upon graduation, you are fit to enter preregistration pharmacy training.

Declaration of Good Character and Good Health

The School will, therefore, require information from you about your suitability to undertake the pharmacy course. This will include information about your character, including any criminal convictions or cautions and any fitness to practise/disciplinary proceedings instigated by another regulatory body; and your physical and mental health.

At the time of your enrolment, you will be required to undergo an enhanced Disclosure and Barring Service (DBS) check. Additionally, you will be asked to complete the Fitness to Practise Form, giving information about your good character and health at the time of your application. This form is required to be completed for every year during the period of your studies in the School.

You must also inform the Head of School (or nominee) as soon as possible, if you become subject to any criminal conviction or caution or if you become aware of any other factors relating to your character or health that might affect your fitness to practise.

A criminal conviction will not automatically debar you from the course, however, disclosure is mandatory as pharmacy is one of the registered healthcare professions and is exempt under the Rehabilitation of Offenders Act 1974. The School will make an informed and considered judgement on each individual declaration, in accordance with University procedures and taking account of guidance published by relevant bodies such as the GPhC and the DBS.

If a declaration raises questions about your suitability for professional pharmacy training, the matter may be referred for consideration under the School’s Fitness to Practise procedure.

Procedure for the Consideration of Fitness to Practise

The University operates a number of procedures and regulations which students on the course/applying for entry onto the course, are subject to. These University procedures are the processes initially used by the School should concerns emerge. If, however, any situation arises which is outside the above procedures, but which would affect the student’s
ability to practise as a pharmacist, then the Schools Fitness to Practice procedure would be invoked.

The University **Fitness to Practise** procedure is a mechanism which the School can invoke when students are in breach of university policy and procedures. Ordinarily: a) if a student gains advantage through unfair means (e.g. cheating) then the University’s Academic Regulations (section G7) see [http://www.uclan.ac.uk/aqasu/academic_regulations.php](http://www.uclan.ac.uk/aqasu/academic_regulations.php) are followed. b) If a student is in breach of civil misconduct e.g. disruptive behaviour, then the University’s disciplinary regulations are followed. However, depending on the nature or seriousness of each individual case then the School’s Fitness to Practice can be evoked.

The **Fitness to Practise** procedure is intended to ensure that there is a fair and effective process for addressing any concerns that may arise during the course of your studies, about your fitness and suitability to be a student on the MPharm (Hons). Such concerns may relate to your behaviour, including any criminal activity, or to your physical or mental health, in particular, where there are implications for the safety of others or for your ability to meet the competency standards of the course.

Concerns about your fitness and suitability for preregistration pharmacy training may arise from any source e.g. you, University staff or students, placement staff or other healthcare professionals or authorities, and will be considered by the Head of School (or nominee) in the first instance.

The School will consider any cause for concern with reference to the GPhC’s **Standards for Pharmacy Professionals** see: Blackboard folder MPharm.

If you are worried about any matter that may or has become subject to the **Fitness to Practise** procedure or if you have any questions about the procedure, you should contact your Academic Advisor or Student Services in the first instance. If you become subject to the **Fitness to Practise** procedure, the Students’ Union Advice Centre (e-mail suadvice@uclan.ac.uk) can advise and support you throughout the process.

The University and School’s **Fitness to Practise** procedures comply with the GPhC’s **Guidance on Student Fitness to Practise Procedures in Schools of Pharmacy**.

Please note that the GPhC will not participate in individual student Fitness to Practise cases. If, however, a formal sanction is imposed as the outcome of a Fitness to Practise hearing, the Head of School will be obliged to notify the GPhC (see below). You should, therefore, be aware that your fitness to practise may affect your ability to register and practise as a pharmacist.

**Disclosure of Information**

The University’s on-line enrolment form gives details of the uses and disclosures of the personal information you provide. The following details are of particular relevance to you as a student on the MPharm (Hons).

When delivering the MPharm (Hons) or other courses leading to preregistration training, the School may need to share personal information relating to your academic performance, character, conduct and/or health with relevant external organisations. These may include the GPhC, placement providers, external examiners, future employers (within references), sponsors, the ISA and the UK Border Agency in the case of international students. In addition, withdrawal from the course due to poor standing will result in details being shared across UK MPharm course providers.

You will be informed in the event of any such disclosure(s).
The School will automatically inform the GPhC if any formal sanctions are imposed as the result of a **Fitness to Practise** hearing. You are also obliged to inform the GPhC of any such sanctions and any other factors relating to your character or health, at the time when you come to apply for preregistration training or registration as a pharmacist.

The GPhC will make the final decision in terms of whether you are eligible to preregistration pharmacy training. You need to be aware that any concerns about your fitness to practise may impair your eligibility to register and to practise as a pharmacist.

In addition to the above there are a number of policies and regulations that are specific to the MPharm course and these are detailed in this section. You are expected to be familiar with these regulations and also the Student Guide to Regulations in the University Student Handbook that was issued to you on Enrolment and which is also available in the Blackboard as your course page.

### 2.4 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

### 2.5 Study Time

#### 2.5.1 Weekly timetable

See [Online Timetable](#). Please check this daily for updates as changes may occur throughout term.

#### 2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Your course will run 5 days/week and during that time you will normally have face to face contact with a member of academic staff for approximately 10-15 hours a week in year 1 decreasing in subsequent years as you become more independent in your learning. This contact will be in the form of e.g. lectures, practicals, seminars, workshops etc.

All modules have a Module Handbook and this will provide you with details of the assessment timetable. The Module Handbooks can be accessed via the module space on Blackboard.

#### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities. All attendance data will be entered into and reported via the UCLan Student Attendance Monitoring System (SAM) [http://www.uclan.ac.uk/students/study/attendance_monitoring.php](http://www.uclan.ac.uk/students/study/attendance_monitoring.php)

Please refer to the ‘Regulations for the conduct of students’ for clarification on attendance requirements and penalties:
What if I can't attend for good reason?

Notification of illness or exceptional requests for leave of absence must be made by emailing the Foster Hub (FosterHubattendance@uclan.ac.uk) from your UCLan email address by 9.30am on the morning of your absence to notify us that you will be absent and which modules you will miss.

You will be required to complete a form (which will be emailed to you from Foster Hub or can be found in the Forms folder on your Course area on Blackboard) where you should detail the reason you cannot attend and the classes you will miss and email this back to (FosterHubattendance@uclan.ac.uk).

If your absence is due to illness you will be required to submit a medical note to the Foster Hub for illness over 7 days in duration. Reasons other than sickness must be discussed and authorised in advance with your Course Leader or Module Tutor.

What happens if I miss a lot of classes?

For any module where you have not attended sufficient classes because of illness or other cause you will not be penalised, provided there is acceptable documentary evidence to support the absence(s). However, if there are a significant number of absences then it is unlikely that you will have met the learning outcomes for a module(s). In this case the module assessment board may require you to re-take the module(s) again the following year or recommend that you are withdrawn you from the course.

Please note that in any cases of absence (authorised or otherwise) it is your responsibility to find out what material you have missed, and by negotiation with staff (and perhaps other students) to catch up with your general learning and especially the work required for assessments.

Attendance responsibilities for international students

For students from overseas and non-EU countries it is very important that you understand your responsibilities after enrolling; these are broadly defined as follows:

1. You MUST keep UCLan informed of your contact details at all times; it is your responsibility to inform UCLan if your contact details change. If you do change your term time address and/or phone number please inform the Course Administration Service at the Foster Hub (FB058).

2. You MUST attend your course of study regularly; under the Points Based System (PBS), UCLan is obliged to tell UK Visas and Immigration (UKVI) if you withdraw from a course, defer or suspend their studies, or if you fail to attend the course regularly. If your studies are sponsored by a company or government agency we may have an obligation to provide them with information about your attendance and progression.

3. You MUST comply fully with the working conditions of your visa.
4. You MUST inform UCLan immediately of any change in your personal circumstances (e.g., marriage/civil partnership/cohabitation/birth of a child in the UK; change in dependant circumstances; divorce; dissolution of civil partnership).

The penalties for not complying with the Points Based System (PBS)

Penalties for failing to comply with PBS will be implemented by UKVI and may be severe and long-lasting. Penalties may include your removal from the UK and/or your exclusion from the UK for a number of years.

3. Approaches to teaching and learning
3.1 Learning and teaching methods

The MPharm course requires you to study 120 credits in each of the four years of your course. Each credit has a 10 h workload associated with it. Typically, the year 1 modules (40 credits) will have 100 h contact time over the course of semester one and two e.g. as lectures, practicals, workshops with the rest of the time being spent as your own individual study time (though this will often have elements which your will be required to complete prior to participating in classes). Subsequent years will have less contact time as you work towards becoming a more independent learner. You should note that you will need to pass all modules in order to gain an MPharm degree. No compensation for poor performance in one module will be compensated by good performance in other modules.

Throughout your course, examinations and coursework will be marked as percentages. At the end of each semester these marks will be used to generate overall module marks, which will appear on your profile and transcript. In addition, you will be required to pass some assessments which are not graded (i.e. they are pass/fail). Failure to pass these assessments will prevent you from progressing into the next year/graduating. At the end of your course the module marks will be used to calculate an Average Percentage Mark or APM which will be used to determine your degree classification.

You should note that, whilst you must pass the first year in order to proceed to the second year of your course, the module marks do not count towards to your degree classification. However, experience has shown us that students who do well in the first year have a strong foundation to go on and do well in subsequent years.

The School’s strategy in all of its courses is to promote deep and active learning and to achieve an appropriate balance between the accumulation of subject specific knowledge, the understanding of subject-specific concepts, the application of these, and the development of general skills. The overall strategy is for the development of transferable skills to be encouraged within all modules, with increased emphasis on independent and group work as you progress through your degree. Personal development planning (PDP) and Continuing Professional Development (CPD) leading to employability is both encouraged and required throughout the course. In order to successfully pass each year of the course you will need to develop, at a satisfactory standard, a portfolio which will require you to reflect on your performance and develop and implement action plans to improve your performance. This is embedded within your course and will be aided by the academic advisor system. More details of PDP and CPD are provided in section 3.5.

The School encourages learning using a range of teaching methods to accommodate the range of preferred learning styles of students (see Section 1.2).
You will have an IT induction session during your first week. The University offers IT based electives, outside the course, for you to develop further these skills, and the Library Helpdesk is able to offer personal support to resolve IT-related problems.

Basic IT skills (word-processing, use of email and use of library databases) are developed during Year 1 modules. The majority of submitted coursework is submitted on-line and are expected to be submitted in a word-processed form. The School subscribes to a number of electronic journals, textbooks and on-line services, and you are encouraged to utilise these as part of your studies. You are encouraged to use IT in a variety of ways including email communication and the accessing of important materials on the School's Blackboard space.

By the end of Year 1 you will have developed an understanding of the key concepts relevant to your course and have developed a wide range of relevant graduate skills such as oral and written communication, problem solving, data analysis and presentation. To achieve this, factual information is delivered through directed learning packages (using a variety of formats) and then reinforcing it in classes. The provision of lecture notes and other supporting material will typically be provided in electronic form via Blackboard and a range of material which you will be required to engage with prior to classes.

Modules in years 2, 3 and 4 are still delivered by a mixture of teaching methods, but with an increased emphasis on input from you and your colleagues. Class sessions are used more widely for problem-solving and group work. A range of other skills are developed, e.g. oral skills through discussions and oral presentations. Modules use teaching aids as deemed appropriate by the module teams. These may include videos, e.g. showing an experimental technique; computer aided learning (CAL) packages; and printed material for problems, data manipulation and interpretation, case studies, etc.

Within the MPharm course, skills in carrying out practical work are fostered through laboratory classes with workbook or practical manuals, with safe working practices described. You will undertake practical classes which you will write up in laboratory reports and you will interpret other data. This approach is important in developing the skills of accurate record keeping and evidence based decision making. Workshops which facilitate practical elements within them are also incorporated within your course allowing you to practise skills within various contexts.

3.2 Study skills

Following mathematics and literacy diagnostic tests in the first few weeks of the semester, you may be contacted with regard to additional support which has been identified that would help you strengthen your position in areas that have been indicated as requiring improvement. If you are identified through this process then you will be required to attend additional sessions organised for you. This is designed to allow you to improve your performance in these areas and so permit you to demonstrate your full capabilities elsewhere on the course.

In addition to this the University has an excellent study skills support facility for students called WISER. WISER is an acronym for the two ways in which you may wish to make use of this service.

Walk-In Study Enhancement through Review drop in, one to one tutorial consultations, which is available to all students during term-time. The focus is on specific and individual needs.

Wiser Interactions for Study Enhancement and Review workshops on topics of direct relevance to your study needs. The workshops are not credited and are weekly per semester.
3.3 Learning resources
3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

The library opening times can be accessed at
http://www.uclan.ac.uk/students/study/library/opening_hours.php

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

3.4 Personal development planning (PDP) and continuing professional development (CPD).

You will engage in the PDP process in a variety of ways throughout your time at UClan.

Initiated within the first year will be the start of your development of a PDP/CPD portfolio. Thus you will be introduced to the idea of PDP in the course and you will then collate a portfolio of evidence to demonstrate both your achievement, but also your development. The portfolio will require you to reflect on your performance and goal set to improve your performance as you progress throughout the course. Within this portfolio you will need to gather evidence from work within the course, both formative (where the marks do not contribute to the final grade) and summative assessments (where the marks do form part of the final grade) coupled with, as appropriate, related extracurricular activities.

This evidence will be used to support your reflections of your progress as a learner, looking particularly at the six key attributes of an MPharm graduate; namely Pharmacy Expert, Communicator, Collaborator, Health Advocate, Scholar and Professional; analysing your performance and developing action plans to address any areas of weakness, or build on strengths; thus demonstrating your progression as a prospective pharmacy professional.

The assessment of your portfolio will take place in each year of the course, and you will not be permitted to pass the year if your portfolio is not of a sufficient standard. You will engage in the PDP process in a variety of ways throughout your time at UClan.

Initiated within the first year will be the start of your development of a PDP/CPD portfolio. Thus you will be introduced to the idea of PDP in the course and you will then collate a portfolio of evidence to demonstrate both your achievement, but also your development. The portfolio will require you to reflect on your performance and goal set to improve your performance as you progress throughout the course. Within this portfolio you will need to gather evidence from work within the course, both formative (where the marks do not contribute to the final grade) and summative assessments (where the marks do form part of the final grade) coupled with, as appropriate, related extracurricular activities.
This evidence will be used to support your reflections of your progress as a learner, looking particularly at the six key attributes of an MPharm graduate; namely Pharmacy Expert, Communicator, Collaborator, Health Advocate, Scholar and Professional; analysing your performance and developing action plans to address any areas of weakness, or build on strengths; thus demonstrating your progression as a prospective pharmacy professional.

The assessment of your portfolio will take place in each year of the course, and you will not be permitted to pass the year if your portfolio is not of a sufficient standard.

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at University and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at University:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using an e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

**Careers** offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

In addition to the above, the School organises Career and Pre-Registration Fairs which you are invited to attend and which will enable you to contact employers, possibly organising summer placements, and later helping finding a pre-registration place. The Careers service will also be present at these events to offer advice and assistance to all students.
4. Student Support
We realise that for most of you this can be a daunting time and maybe your first time away from home. We are sure that in the next few days you will make friends with people on your course and this friendship could last for much longer than the few years you will be at UCLan.

On the MPharm course you will be assigned to an MPharm Buddy. This is a student from a later year on the course who you will be able to speak to about your experiences on the course, and support you during this transition to University. Details of the Buddy system are provided in induction week where you will meet your Buddy.

In addition to this you will have an Academic Advisor (detailed below) and there is also a Year Tutor for each year of the course with whom you can communicate and ask advice, as well as the Course Leader.

4.1 Academic Advisors
You will be assigned an Academic Advisor during Induction Week. The Academic Advisor will generally be a member of Academic Staff who has a good understanding of your course (and most probably who teaches a significant amount of the material on your course).

The role of the Academic Advisor is to meet regularly with you and to provide a focal point for academic development, to provide individual feedback on progress, to identify areas needing improvement and discuss strategies for achieving this and to monitor attendance and progress through the course.

The Academic Advisor also gives guidance to students following Assessment Boards. In addition, Academic Advisors should provide personal support, taking account of current problems in the student’s life and be available for informal appointment through email or requests via availability sheets posted on staff doors to provide flexible access. Students are also supported by the Course Leader and Year Tutors.

The School expects undergraduate students to have a number of meetings with their Academic Advisor during Year 1, with further meetings being arranged throughout your time on the course.

When appropriate, your Academic Advisor may well refer you to specialised central University support e.g. WISER, and may liaise with Futures to help provide you with careers guidance.

In addition the Central Administration Hub will work with Academic advisors and will:

a. respond positively to requests from tutees for assistance in understanding School or University procedures, and engage in personal advocacy to support students. Assist returning students with advice and guidance and provide knowledge of the new support available by the university hubs.

b. refer students to the University’s central support services as necessary

c. keep a record of each meeting or significant contact with tutees

d. have regular meetings with academic advisors or anyone the Head of School deems appropriate to support the students

e. monitor student attendance through SAM, keeping a record of withdrawals and exit interviews, alerting appropriate individuals in the schools of any student attendance issues; dealing with stage 1 and stage 2 unfit to study processes (see Regulations for the Conduct of Students).
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d. have regular meetings with academic advisors or anyone the Head of School deems appropriate to support the students

e. monitor student attendance through SAM, keeping a record of withdrawals and exit interviews, alerting appropriate individuals in the schools of any student attendance issues; dealing with stage 1 and stage 2 unfit to study processes (see Regulations for the Conduct of Students).

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

In your School, Dr Lisa Shaw is the point of contact for students with disability. Lisa’s office is Maudland 241, email lshaw1@uclan.ac.uk or phone 01772 895829.
4.3 Students’ Union One Stop Shop
The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Union does and is encompassed by their tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go, pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

It is hoped that your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then your Union’s dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all their (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

5.1 Assessment Strategy
The School recognises the main purposes of assessment as a statement of achievement and of potential. Assessment is continuous and comprises formative and summative methods. Formative assessment encourages the development of personal self-awareness and self-evaluation such that you can instigate corrective change to improve your work. Formative feedback is central to your development from a dependent to independent worker which is at the heart of the course philosophy. This self-assessment begins during year 1 of the course and will be developed throughout the course along with you being required to produce reflective writing of your work and progress. This will include the compilation of your portfolio which you will continue with throughout the course, gathering evidence to support your reflections of your progress as a learner, looking particularly at the six key attributes of an MPharm graduate; analysing your performance and developing action plans to address any areas of weakness, or build on strengths; thus demonstrating your progression as a prospective pharmacy professional.

The nature of formative assessment varies between modules. In some there are short tests or essays, in others there is informal feedback via activities included within seminars, workshops or discussion of experiment results during laboratory sessions.

The summative assessment strategy in each module is designed to test your achievement of the module outcomes. Some assessments are on a group basis, and in this case there may
be included an element of peer assessment. Examinations will take place within each year of the course and will test your ability to apply your knowledge and experience to make informed decisions. Within the final year you will sit an examination which will be in the form of the GPhC’s registration assessment, allowing you to become familiar with the type of question you will be required to answer following your pre-registration training.

In addition, in each year of the MPharm course, there is a pharmaceutical calculations assessment, which is a pass/fail element with a pass mark of 70%. This higher passmark mirrors the GPhC’s requirements for the calculations assessment in the registration assessment (Part 1), which is set at 70% to "ensure candidates are appropriately numerate to practise as a pharmacist" (GPhC Registration Assessment Regulation, section 1.2). The calculations strategy for the MPharm course is based on the tenet of increasing calculation complexity as the course progresses, ranging from straightforward mathematical manipulations in Year 1 to questions requiring multiple steps and in the style of the GPhC registration assessment in Year 4. A consistent pass mark of 70% in the pharmaceutical calculations assessments throughout the course ensures competence at each level and ensures patient safety is not compromised.

Please note, all assessments are extremely important and need to be passed so you should ensure you devote sufficient time to each one and plan your work accordingly.

5.2 Notification of assignments and examination arrangements
Full details relating to the assessment of your course, (including policies on deadlines, penalties for late submission, plagiarism and feedback) can be found in the University Assessment Handbook [http://www.uclan.ac.uk/aqasu/assets/assessment-handbook-current.pdf](http://www.uclan.ac.uk/aqasu/assets/assessment-handbook-current.pdf)

Precise details of the timing and nature of individual assignments will be made available within individual Module Handbooks, provided at the beginning of each semester. At the discretion of the Module Tutor this information may be supplemented with additional detail (including the assessment criteria – if not available in module booklet) which will be given out during taught classes when the individual assignments are set, and well in advance of the submission date.

5.3 Referencing
It is normal School policy to use the Harvard style of referencing. Below are a few examples, you will be given a lot more guidance during your study.

Citing authors in the text:

**Single author:** *S. aureus* is a common commensal of humans (Smith, 2010)

**Two authors:** *S. aureus* is a common commensal of humans (Smith and Jones, 2010)

**Three or more authors:** *S. aureus* is a common commensal of humans (Smith et al., 2010)

**Citations for a reference list:**

5.4 Confidential material
Throughout your time on the course, you will be meeting patients and carers and you will be required to access confidential information. You have an ethical and legal responsibility to ensure that they you do not share confidential material with other people. This includes ensuring the anonymity of individuals and organisations within your assignments.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to complete a declaration indicating that individual work submitted for an assessment is your own. Where it is group work the inclusion of each member of the group on this declaration indicates that all group members are indicating that the work is done by themselves and does not involve plagiarism.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

You will be given more guidance within certain modules during Year 1 and Year 2. To help staff detect plagiarism we use Turnitin software. You will be required to upload your word-processed work, e.g. essay, case study etc to Turnitin, which is available on each module via Blackboard. This will produce a report sheet that determines the level of plagiarism (hopefully very low). Staff will look at this report to help decide if plagiarism has taken place.
On the Course Blackboard site you will be able to put your work through Turnitin checker, which will allow you to see if your work is demonstrating plagiarism which will enable you to learn from any poor practice and rectify it prior to submission.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

At the end of each academic year we review all our modules. During this process we take into account student views, which are discussed at Staff Student Liaison Committee meetings. Following the discussions at Module Review, we may decide, for example to alter
the number and/or type of module coursework assessments. Alternatively we may choose to leave the module as it is for the next academic year.

Should you have any difficulties with your course, then please first see the lecturer involved to try and rectify the situation. If you do not find that this had resolved the issue then please see the module leader. Usually this will sort out any difficulties, however, if you are still unsatisfied you can meet with the year tutor for that year. Following this the Course Leader should be consulted. In this way problems should be able to be resolved quickly by the people best placed to do so, yet allowing you a further voice should you need it.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Students Union will facilitate the meetings. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year):

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, Academic Advisoring arrangements;
• Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

• Any other issues raised by students or staff.

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting.

During induction your course leader will ask you to consider volunteering to be a representative. Representatives are elected each year via the SU. Should you wish to carry out this useful function for further years you will be asked to volunteer and, depending on the number of candidates, you may participate in a voting system to elect the two representatives for that year. Should you choose not to volunteer for a subsequent year you would just not put yourself forward for election.

Meetings will be organised by the SU. The Action List developed from these meetings will be posted on the MPharm Blackboard site and will be updated as appropriate.
8. Appendices

8.1 Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Awarding Institution / Body</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire, Preston Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Pharmacy and Biomedical Sciences</td>
</tr>
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<td>4. External Accreditation</td>
<td>General Pharmaceutical Council (GPhC) proposed</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MPharm (Hons) Pharmacy</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
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</tr>
<tr>
<td>7. UCAS Code</td>
<td>B230</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>March 2016</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td></td>
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</table>
To produce pharmacy graduates who are competent and ready to assume the role of a pre-registration pharmacist who can demonstrate safe and effective practice within the healthcare team.

To produce graduates who ensure patient safety through professionalism, and by applying their knowledge of public health issues, relevant sciences and information literacy.

To produce graduates who utilise clinical examination skills and evaluate evidence to inform therapeutic decision making to ensure patient safety.

To deliver a graduate who is a:
- **pharmacy expert**, who will find, integrate and apply pharmacy knowledge, clinical skills and professional attitudes in the provision of patient-centred care.
- **collaborator**, who works effectively within a patient consultation/encounter, pharmacy team and broader healthcare team to achieve optimal patient care.
- **communicator**, who effectively facilitates the pharmacist-patient relationship and the interactions that occur before, during and after the consultation/encounter.
- **health advocate**, who will responsibly and appropriately use their expertise and influence to advance the health and well-being of individual patients, communities and populations.
- **scholar**, who demonstrates a lifelong commitment to reflective learning, as well as the creation, dissemination, application and translation of medical and pharmaceutical knowledge.
- **professional**, who is committed to the health and well-being of individuals (including themselves) and society, through legal and ethical practice, self-management, profession-led regulation and high personal standards of behaviour.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

A1. Recognise when to refer, and be capable of referring, a patient to another healthcare professional (HCP).
A2. Recognise sources of diagnostic and therapeutic error.
A3. Identify opportunities for health education and health promotion, and educate a (simulated) patient in order to promote healthy lifestyles and to prevent and manage a range of gene-life, environmental, and food-related health problems.
A4. Formulate, prepare and package products according to the principles of pharmaceutical science.
A5. Accurately and appropriately perform, and assess the results from, a range of common diagnostic tests.
A6. Effectively work with other members of the pharmacy team and other HCPs to prevent, negotiate and resolve conflict.
A7. Recognise and respond appropriately to individual patient health needs and issues of patient care.
A8. Maintain clear, accurate and appropriate records.
A9. Signpost patients to relevant local and/or national networks to improve health outcomes.

#### Teaching and Learning Methods

Knowledge and understanding are achieved by lectures, a range of flipped classroom activities which may include: computer-aided learning, video clips, guided reading; seminars; practical classes; and workshops, which will require the students to actively engage in a range of activities. Patient public engagement (PPE), and inter-professional education (IPE) sessions will help the students put their role into a wider context and establish the principle of listening and responding to patients and other HCPs.

#### Assessment methods

Formative assessment will be used to support the students through their learning, allowing them to gain wide-ranging experiences a) to develop their own ability to judge the quality of their output; and b) to consider a wide range of situations from straightforward to complex.

Knowledge and understanding are assessed through a range of summative assessments including written examinations, practical assessments and coursework.

#### B. Subject-specific skills

B1. Optimise medication use for a defined list of common and long-term medical conditions (and for the most commonly prescribed medicines in the UK) through prescription interpretation and verification and patient-centred patient education and/or medication reviews.
B2. Carry out a patient-centred consultation with a patient in order to: a) apply analytical and/or non-analytical diagnostic reasoning to assess a range of clinical presentations and identify a range of conditions;

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2 The term patient in this document refers to a patient, carer, service user, simulated patient or patient volunteer.
b) negotiate and achieve a shared decision on the most appropriate management plan (including for a minor ailment); c) prescribe/provide, where appropriate, medicines in a safe and effective manner; d) provide guidance to the patient/carer on their course of action should symptoms persist/change (safetynet).

B3. Participate effectively and appropriately in a pharmacy and inter-professional team.

B4. Manage and maintain safe quality systems for the supply of medicines and related services.

B5. Communicate with appropriate HCPs on medication and healthcare issues on behalf of the patient.

B6. Develop rapport and trust with patients/service users and carers.

B7. Accurately and effectively gather information from patients, colleagues/peers and other professionals.

B8. Accurately and effectively convey relevant information and explanations (oral and written) to patients/service users, carers, colleagues and other professionals, in order to develop a common/shared understanding of issues, problems and plans.

B9. Use motivational interviewing to help patients adopt a healthy lifestyle.

B10. Appropriately advise a patient when to see another HCP in order to improve their health or prevent health complications.

B11. Promote the health of individual patients, communities and populations.

B12. Provide immediate care of medical emergencies, including First Aid and resuscitation.

### Teaching and Learning Methods

Lectures will introduce key concepts which will be developed within seminars, workshops and practicals. Workshops will be wide-ranging and may require different aspects to be considered to gain a holistic overview of e.g. case studies. Safe working practices including the ability to operate within standard operating procedures are included in all laboratory and dispensing activities. Communication skills are taught from the outset of the course and are continued in subsequent modules, the involvement of patients and IPE will provide the students with experience of interacting with those they may encounter as a pharmacist. This will be enhanced further through the use of experiential placements in a range of pharmacy settings.

### Assessment methods

Formative assessment will be used to support the students through their learning, allowing them to gain wide-ranging experiences a) to develop their own ability to judge the quality of their output; and b) to consider a wide range of situations from straightforward to complex.

Summative assessment of subject specific skills will be through the use of written examinations, practical assessments and coursework.

### C. Thinking Skills

C1. Maintain and enhance professional activities through ongoing learning.

C2. Critically evaluate information and its sources, and apply this appropriately to practice decisions.

C3. Facilitate the learning of patients, peers, members of the pharmacy team, and other HCPs.

C4. Use current best evidence, conscientiously, explicitly and judiciously, in making decisions about the care of individual patients.

C5. Contribute to the development, dissemination, and translation of new knowledge and practices.

### Teaching and Learning Methods

Information retrieval, analysis, interpretation and research skills are acquired and developed throughout the course including through clinically relevant assessments. Evaluation of information is developed throughout the course through the use of initial literature gathering techniques and selection of appropriate elements for incorporation, to high level critical evaluation requiring justification of the decisions taken.

Communication skills are developed in increasingly challenging situations and inclusion of patients/simulated patients and IPE sessions with other HCPs, within sessions enhances the contextualisation of the importance of these skills.

### Assessment methods

Formative assessment will be used to support the students through their learning, allowing them to gain wide-ranging experiences a) to develop their own ability to judge the quality of their output; and b) to consider a wide range of situations from straightforward to complex.

Thinking skills will be summatively assessed through the use of written examinations, practical assessments and coursework.

### D. Other skills relevant to employability and personal development

D1. Show a commitment to patients, the profession, and society through legal and ethical practice.

D2. Recognise own limitations and when to seek assistance from others.

D3. Demonstrate clinical responsibility as a pharmacist - making care of the patient the primary concern.

D4. Develop, monitor and revise a personal development plan reflecting on own strengths and weaknesses.

D5. Demonstrate up-to-date and relevant knowledge.

D6. Demonstrate professional behaviour including respecting and valuing diversity in the planning and provision of healthcare.
D7. Manage own time effectively.
D8. Accept and respond to constructive criticism from others.
D9. Reflect on the importance of effective leadership (including dealing with change).
D10. Evaluate your own and colleagues performance and respond appropriately using relevant professional
codes.
D11. Keep abreast of current pharmacy-related policy to ensure best practice.

**Teaching and Learning Methods**

Wide-ranging opportunities will be provided to the students to gain experience to enhance professional
development. Lectures and directed private study e.g. flipped classroom material and seminars will provide
the framework on which the students can develop these skills. Workshops will also be used to allow the
students to practise some of these skills whilst the experiential placements, will allow the student to gain
greater insight into the different roles of the pharmacist.

**Assessment methods**

Formative assessment will be used to support the students through their learning, allowing them to gain wide-
ranging experiences a) to develop their own ability to judge the quality of their output; and b) to consider a wide
range of situations from straightforward to complex.

Summative assessment will be by a combination of written examinations, practical assessments and
coursework.

**13. Programme Structures***

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
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<tbody>
<tr>
<td>Level 7</td>
<td>PJ4300</td>
<td>Preparation for Professional Practice</td>
<td>120</td>
</tr>
<tr>
<td>Level 6</td>
<td>PJ3300</td>
<td>Systems-based Patient Care 2</td>
<td>120</td>
</tr>
<tr>
<td>Level 5</td>
<td>PJ2300</td>
<td>Systems-based Patient Care 1</td>
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<td>Level 4</td>
<td>PJ1302</td>
<td>Foundations in Pharmacy Practice</td>
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<tr>
<td></td>
<td>PJ1301</td>
<td>Health and Disease</td>
<td>40</td>
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<tr>
<td></td>
<td>PJ1300</td>
<td>Journey of a Medicine</td>
<td>40</td>
</tr>
</tbody>
</table>

**14. Awards and Credits***

<table>
<thead>
<tr>
<th>Level 7</th>
<th>PJ4300</th>
<th>Preparation for Professional Practice</th>
<th>120</th>
</tr>
</thead>
</table>
| Masters Degree | Requires 480 credits including a minimum of: 120 credits at Level 7, 220 credits at Level 6 or above and 360 credits at Level 5 or above
| Level 6 | PJ3300 | Systems-based Patient Care 2 | 120 |
| BSc (Hons) Pharmaceutical Sciences | Requires 360 credits, including a minimum of 240 at Level 5 or above, and 120 at Level 6.
| Level 5 | PJ2300 | Systems-based Patient Care 1 | 120 |
| Diploma of Higher Education in Pharmaceutical Sciences | Requires 240 credits including a minimum of 120 at Level 5.
| Level 4 | PJ1302 | Foundations in Pharmacy Practice  | 40  |
| P1301 | Health and Disease | 40 |
| PJ1300 | Journey of a Medicine | 40 |
| Certificate of Higher Education | Requires 120 credits at Level 4 or above

**15. Personal Development Planning structure**

Students are taught the basis of reflective learning and the requirements of a successful PDP/CPD portfolio
which is evidenced with appropriate material/experiences. This portfolio will be updated and the action plans
reviewed throughout each year of the course, and are assessed on a pass/fail basis within each year, where
feedback will enhance both the students understanding of the process and ensure appropriate elements are
captured and reviewed.

**16. Admissions criteria***

(including agreed tariffs for entry with advanced standing)

*Correct as at date of approval. For latest information, please consult the University’s website.

Entry is only permitted onto year 1 (level 4) of the course.
Entry requirements for those taking A levels*

A-levels: Minimum grades ABB at A2 level including Chemistry and one other Science (Biology, Maths, Physics). A Levels in General Studies and Critical Thinking are excluded from the 'A' levels considered by the School for admission to the MPharm course.

GCSEs: A minimum of 5 GCSE subjects at grade C or above which must include Maths and English.

Entry requirements for graduates*

A 2:2 in a relevant science subject plus appropriate pharmacy work experience.

Whatever the qualification, admission onto the MPharm course is exclusively into year 1, no credit exemption is permitted.

Entry requirements for those taking BTEC qualifications*


Entry requirements for other non-standard routes

**Vocational A-Levels**: One 6-Unit VCE A-Level (AVCE) accepted in place of an academic A-Level. A-Level Chemistry and an A-Level in Biology, Mathematics, or Physics also required. Grades BBB required.

**AVCE**: Double award accepted in Science plus one other A-Level or 6 Unit VCE in a relevant subject. To assist the University a detailed module description should be listed on the UCAS application form.

**Access or Foundation Course**

: 30 out of 45 credits at Level 3, passed with Distinction. Students must also have 15 credits of Chemistry at Level 3 passed with Distinction AND 15 level 3 Distinction credits in another single science subject.

**NVQ**: NVQ3 in Pharmacy Services together with A-Levels in Chemistry (grade B) and at least one other science subject (eg. Biology, Mathematics, or Physics).

**Irish leaving Certificate**: Successful completion of the certificate. ABBBB including Chemistry, Biology, Mathematics, or Physics, along with one further rigorous subject (eg. the sciences listed above, English, or a modern language).

**Scottish Highers**: A minimum of five Scottish Higher subjects with a mixture of grades A and B. Requires combination with Advanced Higher grade B in Chemistry and Biology.

**International Baccalaureate**: Successful completion of the Baccalaureate with an overall grade of 27 with minimum Higher Level grades 6/6/5 from Chemistry and either Biology, Maths or Physics. To assist the University a detailed module description should be listed on the UCAS application form.

**Accepted English Language Qualifications other than stated above**: IELTS at 7.0 (with no individual component less than 6.5), or the corresponding equivalent qualification, plus an interview.

**Supporting Information**

All offers of a place are subject to:
Satisfactory interview
DBS check
Satisfactory health and good character checks

* Please contact Course Enquiries if you would like further clarification on relevant subjects.

17. Key sources of information about the programme

University sources – University & School of Pharmacy and Biomedical Sciences web sites http://www.uclan.ac.uk/courses/mpharm_hons_pharmacy.php University prospectus
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C)</th>
<th>Programme Learning Outcomes</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
</tr>
</thead>
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<tr>
<td>LEVEL 7</td>
<td>PJ4300</td>
<td>Preparation for Professional Practice</td>
<td>C</td>
<td></td>
<td>A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12</td>
<td></td>
</tr>
<tr>
<td>LEVEL 6</td>
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<td>C</td>
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<td>Other skills relevant to employability and personal development</td>
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**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.
19. LEARNING OUTCOMES FOR EXIT AWARDS:

For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: BSc (Hons) Pharmaceutical Sciences

Learning outcomes are taken from the original MPharm outcomes. Thus the numbers have been kept the same to allow clear comparison.

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Recognise when to refer, and be capable of referring, a (simulated) patient to another healthcare professional (HCP).</td>
</tr>
<tr>
<td>A2. Recognise sources of diagnostic and therapeutic error.</td>
</tr>
<tr>
<td>A3. Identify opportunities for health education and health promotion, and educate a (simulated) patient in order to promote healthy lifestyles and to prevent and manage a range of gene-life, environmental, and food-related health problems.</td>
</tr>
<tr>
<td>A4. Formulate, prepare and package products according to the principles of pharmaceutical science.</td>
</tr>
<tr>
<td>A5. Accurately and appropriately perform, and assess the results from, a range of common diagnostic tests.</td>
</tr>
<tr>
<td>A7. Recognise and respond appropriately to individual patient health needs and issues of patient care.</td>
</tr>
<tr>
<td>A8. Maintain clear, accurate and appropriate records.</td>
</tr>
<tr>
<td>A9. Signpost patients to relevant local and/or national networks to improve health outcomes.</td>
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<tr>
<th>B. Subject-specific skills</th>
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<td>B1. Optimise medication use for a defined list of common and long-term medical conditions (and for the most commonly prescribed medicines in the UK) through prescription interpretation and verification and patient-centred patient education and/or medication reviews.</td>
</tr>
<tr>
<td>B2. Carry out a patient-centred consultation with a patient in order to: a) apply analytical and/or non-analytical diagnostic reasoning to assess a range of clinical presentations and identify a range of conditions; b) negotiate and achieve a shared decision on the most appropriate management plan (including for a minor ailment); c) prescribe/provide, where appropriate, medicines in a safe and effective manner; d) provide guidance to the patient/carer on their course of action should symptoms persist/change (safety-net).</td>
</tr>
<tr>
<td>B3. Participate effectively and appropriately in a pharmacy and inter-professional team.</td>
</tr>
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<td>B4. Manage and maintain safe quality systems for the supply of medicines and related services.</td>
</tr>
<tr>
<td>B5. Communicate with appropriate HCPs on medication and healthcare issues on behalf of the patient.</td>
</tr>
<tr>
<td>B6. Develop rapport and trust with patients/service users and carers.</td>
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<td>B7. Accurately and effectively gather information from patients, colleagues/peers and other professionals.</td>
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<tr>
<td>B8. Accurately and effectively convey relevant information and explanations (oral and written) to patients/service users, carers, colleagues and other professionals, in order to develop a common/shared understanding of issues, problems and plans.</td>
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<td>B10. Appropriately advise a patient when to see another HCP in order to improve their health or prevent health complications.</td>
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<td>B11. Promote the health of individual patients, communities and populations.</td>
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<td>C1. Maintain and enhance professional activities through ongoing learning.</td>
</tr>
<tr>
<td>C2. Critically evaluate information and its sources, and apply this appropriately to practice decisions.</td>
</tr>
<tr>
<td>C5. Contribute to the development, dissemination, and translation of new knowledge and practices.</td>
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<th>D. Other skills relevant to employability and personal development</th>
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<td>D1. Show a commitment to patients, the profession, and society through legal and ethical practice.</td>
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D2. Recognise your own limitations and when to seek assistance from others.
D3. Demonstrate your clinical responsibility as a pharmacist - making the care of the patient your first concern.
D4. Use reflection of your own strengths and weakness to develop, monitor and revise a personal development plan.
D5. Demonstrate up-to-date and relevant knowledge.
D6. Demonstrate in your behaviour that you respect and value diversity in the planning and provision of healthcare.
D7. Manage your own time.
D8. Accept and respond to constructive criticism from others.
D10. Evaluate your own and colleagues performance and respond appropriately using relevant professional codes.
D11. Keep abreast of current pharmacy-related policy to ensure best practice.
Learning outcomes for the award of: Dip HE Pharmaceutical Sciences

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Learning outcomes for the award of: Cert HE

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Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the Academic Appeals Procedure. Tuition fees will be charged in accordance with Appendix 2 of our Tuition Fee Policy.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.
1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please see the University’s Data Protection Policy and Privacy Notice or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

2.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here: 
http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources
LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal careerEDGE contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It’s your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

• Bank and Confirmation of Study Letters
• Council Tax Exemption Certificates
• International Student Support
• Library Services and Support
• Printing and Printer Credit
• Student Financial Support
• UCLan Cards
• UCLan Financial Bursary (1st year students only)
• Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.
http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University’s Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students’ Union.
If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities
You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety
As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct
You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.
5. Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what the Students’ Union does and is encompassed by its tag line of *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work whilst you study. Not sure where to go? Pop into the [Opportunities Centre](#) on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union’s dedicated staff team in the [Advice and Representation Centre](#) are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at [www.uclansu.co.uk](http://www.uclansu.co.uk)

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a
course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook)

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year. Further information about the submission process

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
• If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
• Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
• Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled
submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

7.6 Unfair Means to Enhance Performance
The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means'). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:
- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.
In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
   that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice
You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).
The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and/or responses made and/or actions taken as a result of the discussions held. A standard agenda and action grid template will be
used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University’s Student Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.