

**Strathclyde Institute of Pharmacy & Biomedical
Sciences**

**MPharm Student Handbook
Session 2018/2019**

Years 2 – 5

John Anderson Campus Map

You can view maps and search for buildings at <http://www.strath.ac.uk/maps/>

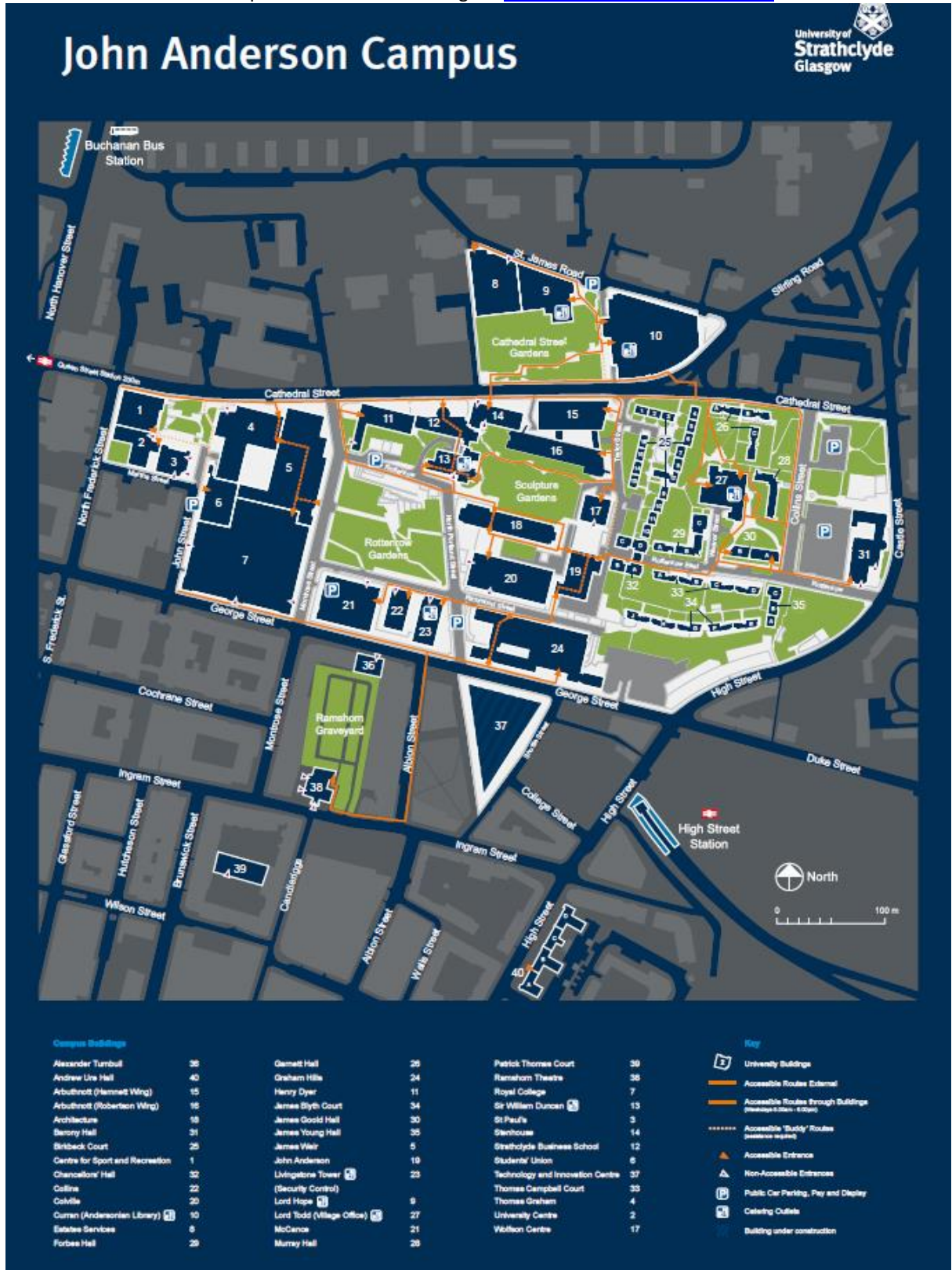


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MPHarm Handbook

About This Handbook

We hope that the Handbook will not only inform but also encourage and inspire you to explore the University fully and to make use of the opportunities that you are offered as students of this University.

It is important that you read this Handbook and keep it where you can find it because you will need to make use of the information it contains throughout your course. If you have any questions that this Handbook does not answer, please contact any member of academic, administrative or secretarial staff. We may not always know the answer but we can generally point you in the right direction.

Additionally, we may contact you by e-mail. It is therefore important that you **check your Strathclyde e-mail account every day for new messages.**

The information contained in this handbook was accurate at the time of publication. However, minor changes will inevitably occur and you must therefore **check the news on MyPlace regularly** (<http://myplace.strath.ac.uk>) or student notice boards and to listen carefully to announcements in classes.

Strathclyde Institute of Pharmacy & Biomedical Sciences
September 2018

SIPBS
Departmental Office
Level 3, Robertson Wing
161 Cathedral Street
GLASGOW, G4 0RE

Students should expect to be in attendance during the semesters specified below and must not take any holidays in term-time including during the examination period.

REGISTRATION

Main Registration Period Starts Monday 10th September 2018
Main Registration Period Ends Friday 14th September 2018

FIRST SEMESTER

First Semester Teaching Starts Monday 10th September 2018

UNIVERSITY CLOSED

Monday 24th September 2018 (Local Holiday)

First Semester Examination Period Starts Monday 3rd December 2018
First Semester Examination Period Ends Friday 14th December 2018

UNIVERSITY CLOSED

Saturday 22nd December 2018 to Wed 2nd January 2019 inclusive

SECOND SEMESTER

Second Semester Teaching Starts Monday 7th January 2019

Spring Vacation Monday 1st April to Friday 12th April 2019

Second Semester Examination Period Starts Monday 15th April 2019

OSCEs Monday 15th April to Thursday 18th

UNIVERSITY CLOSED

Good Friday Friday 19th April 2019
Easter Monday Monday 22nd April 2019

Student-Staff Committee – Semester 1 14 October & 17 November 2018
Student-Staff Committee – Semester 2 TBC

Deadline to Enrol for Graduation Friday 3rd May 2019

UNIVERSITY CLOSED Monday 6th May 2019

Second Semester Ends Friday 17th May 2019

UNIVERSITY CLOSED Monday 27th May 2019

BOARDS OF EXAMINERS

Final Year Exam Board Wednesday 22nd May 2019
General Board TBC – June 2019

RESIT EXAMINATIONS

Starts: Wednesday 31st July 2019
(normally two weeks duration)

Introduction to the University of Strathclyde

The University of Strathclyde is a large and complex organisation. Its main functions are to teach and to undertake research in a wide variety of academic disciplines. There are close to 1000 academic staff and 15,000 students. To help you orientate yourself we included important information in this handbook.

University admissions and student registration is dealt with centrally via Student Experience & Enhancement Services (SEES) where the Science Faculty contact is Mrs Margaret White.

The University has four faculties (Science; Engineering; Business; Humanities & Social Sciences). These are groups of departments in related areas. The Executive Dean of each Faculty is responsible for matters of the Faculty, and he is supported by Vice-Deans, with responsibility for Academic, Research and Knowledge Exchange matters.

The Faculty of Science

There are six departments in the Faculty of Science, including the Strathclyde Institute of Pharmacy & Biomedical Sciences (SIPBS).

For the Science Faculty, the relevant people are:

Dean:	Professor Iain Stewart
Vice-Dean for Academic Affairs:	Dr Debra Willison
Faculty Manager:	Ms Bronagh Dallat
Assistant Faculty Officer:	Mrs Christine Dowds

Strathclyde Institute of Pharmacy & Biomedical Sciences

The Strathclyde Institute of Pharmacy & Biomedical Sciences (SIPBS) is the largest department within the Faculty of Science at the University of Strathclyde. The Master of Pharmacy (MPharm) degree is delivered by staff in SIPBS. The staff in SIPBS also conduct research and teach a range of other degree courses at both undergraduate and postgraduate levels, in addition to delivering the MPharm degree.

Our aims are to provide excellence in teaching, and to carry out high quality research in the pharmaceutical and biomedical sciences. The Institute has over 80 members of academic staff, who are supported by research, technical, administrative and secretarial staff. Most academic staff are actively involved in research programmes as well as teaching.

The Strathclyde Institute of Pharmacy & Biomedical Sciences is run by a management group comprising a Head of Institute and a number of senior academic staff who take responsibility of particular activities within the department (Teaching, Research, Safety, Finances). The staff directly involved in the management of MPharm teaching are:

Head of Institute	Professor Robin Plevin
Head of Teaching	Dr Anne Boyter
MPharm Director	Dr Anne Boyter

The MPharm Course

The Undergraduate Curriculum – an Overview

Aims of the programme, graduate attributes & teaching philosophy

Pharmacists are experts in medicines, from manufacture to use, with a commitment to improving people's lives by assuring the safety, quality, efficacy and cost-effectiveness of therapies through pharmaceutical care.

The aim of the MPharm ...

... is to equip graduates with the knowledge, skills, attitudes and behaviours needed for careers in all branches of pharmacy, and in all aspects of the profession. The programme is research- and practice-led. To facilitate learning we work in partnership with our students and healthcare professionals through a curriculum that integrates the science and practice of pharmacy in a patient and public-focused manner. Our graduates will take the profession forward by participating in and using research to deliver new medicines, better medicines and better use of medicines.

The Strathclyde MPharm graduate attributes

Our graduates will be outstanding pharmacy professionals who are experts in medicines, safe and effective practitioners, and able to maintain and improve their professional performance.

Our graduates will be outstanding pharmacy professionals who are ...

- **experts in medicines**
 - with a clear understanding of the nature of drug targets and the mechanisms of drug action;
 - with a clear understanding of medicines development, formulation and manufacture;
 - with a clear understanding of how treatment may be optimized to maximize health benefits while minimizing adverse effects;
 - with the ability to validate therapeutic approaches and make legal and ethical supplies of prescribed and over the counter medicines to patients and the public.
- **safe and effective practitioners**
 - able to assess and solve complex problems relating to both individuals and populations using evidence-based approaches;
 - able to use their knowledge and experience to implement health policy, and develop public health through effective health promotion;
 - able to develop and manage the safe and effective systems needed to deal with risk in pharmacy practice and delivery of pharmaceutical services;
 - able to communicate knowledge effectively and appropriately to, and work directly with patients and the public, involving patients in decisions about and maximizing benefit from their medicines;
 - confident, able to show leadership and take informed decisions independently, and in collaboration with other healthcare professionals and pharmaceutical scientists.

- **able to maintain and improve their professional performance**
 - by having high professional and ethical expectations of themselves and their colleagues, behaving with integrity and respecting diversity;
 - by appreciating the need to maintain their knowledge and understanding of future developments in pharmacy practice and pharmaceutical sciences through continuing professional development.

Our teaching philosophy ...

- **Student learning is central to the MPharm**
Students must be engaged in their own learning, developing as independent critical thinkers who will be safe and effective graduates able to develop continually throughout their careers.
- **Student learning must develop through the accumulation of knowledge as well as the development of skills and competencies**
The curriculum is a balance of course content, actions and experiences. The acquisition of knowledge must involve students developing their capacity to learn from primary materials (including reading matter and lecture content); communicate what they have learnt to others; and to reflect on what they are learning. Analysis, criticism and synthesis are core academic attributes that all students must acquire and develop, using evidence to come to rational decisions. The development of skills and competencies – competencies being more than skills, requiring understanding and judgement – must move students to being experienced and capable practitioners, able to do not just what they have already acquired but to apply these skills and competencies to new and developing situations.
- **Feedback is central to learning**
Feedback must occur not only as a post-assessment review but as a mechanism during the course to facilitate learning – feedback should reinforce success and help eliminate future error.
- **Assessment must be aligned with the intended learning outcomes**
It must support learning. How we teach and support students learning should never encourage "learning to pass the test".
- **Teaching methods must be reviewed and revised annually.**
They must take account of changes in society – we are engaging students for whom information technology and social media are second nature.
- **The relationship between staff and students must be one of mutual respect.**
Staff must recognize that students will become professionals who will be their equals, but this cannot detract from the fact that staff are experts in their disciplines. The relationship between staff and students should be mentor–mentee.
- **The curriculum delivered should equip students for a range of careers.**
The MPharm programme is self-evidently one that is intended to deliver new professionals but the knowledge, skills and competencies that students develop are transferable and must prepare them for a raft of other careers should they choose not to become pharmacists.

Teaching Methods in the 2015 MPharm

The curriculum has been designed around body systems, diseases and patient management therefore the teaching has been designed with knowledge and practical application at the forefront. For all classes the emphasis is on each students' learning – the intention is always to engage students such that they take control of their learning, whether in a formal setting such as a lecture or practical class, or informally in their own individual or groups studies.

In the classes “*Normal Function of...*” and “*Management of ...*” where the focus is on students acquiring knowledge (knows and knows how) the main teaching methods are lectures, where knowledge and concepts can be described and discussed, supported by workshops and tutorials, where the knowledge and concepts acquired in class and from independent reading can be further explored. In the “*Being a Pharmacist*” classes where the focus is on practical application of knowledge (shows how and does) the main teaching methods are workshops & tutorials, laboratories & practicals, interprofessional learning, experiential learning and reflection on experiential learning.

Lectures

Introductory and overview lectures will be delivered to provide basic content, key concepts and lead reference material relevant to class. In addition, dissemination of key objectives and tasks associated with workshop activities will be carried out during lectures. Lectures will be interactive, featuring for example class engagement through personal response systems

Workshops/Tutorials

Students will develop their learning via workshops and tutorials. The format of these will vary depending on the context. Used in support of the lecture classes these might involve small group discussions and plenary presentations for example; used in support of the “*Being a Pharmacist*” classes they might involve using expert patients, actors, computer simulations, scenarios, evidence-based medicine and reference materials (with which they will be expected to become familiar in advance of classes). Communication skills will develop through oral reporting, reflective discussion, report writing and presentations.

Laboratories / Practical

Laboratories and practicals will be used to support the theory described in the lectures and to allow students to contextualise their learning and encounter other examples. The laboratories and practicals will also allow the students to develop skills in formulation, dispensing accuracy and clinical checking.

Interprofessional Learning

Students will develop their communication skills through the application of their knowledge to problems related to patient management and prescribing working with other healthcare professionals.

Experiential Learning

Students will get the opportunity through the tasks set to develop their skills in the environment in which they will ultimately practice.

Reflection on Experiential Learning

Students will lead tutor-facilitated discussions on the practical experience during the hospital and community placements.

Assessment in the MPharm

Principles of Assessment

- i. **The purpose of assessment is to support learning**
The primary purpose of assessment is not to rank-order students but to support learning (Dannefer & Henson 2007). Assessment should allow students to see what they have mastered and what needs further attention. The culture in SIPBS must be one in which students gain knowledge, understanding and skills rather than one that encourages "learning-to-pass-the-exam". For staff it is important to ... "generate engagement with learning tasks without generating piles of marking" (Gibbs & Simpson 2004).
- ii. **Constructive alignment and intended learning outcomes (ILOs)**
There must be a clearly described relationship between the ILOs, methods of teaching, feedback and the assessment programmes that are appropriate to the level of study.
- iii. **Testing knowledge, skills, performance, professionalism**
Assessment must be designed specifically for purpose and assist in demonstrating achievements in respect of Miller's four levels – knows, knows how, shows, does (Miller 1990). Equally, if achievements are not made assessment must be robust enough to discriminate accurately between those students who should pass and those who should not. Core knowledge and skills must be assessed, but not all material necessarily needs to be examined in and of itself – core competencies must be examined; beyond these assessment is a sampling exercise.
- iv. **Integration in the MPharm**
Teaching delivered in the MPharm programme is designed to be integrated – it is interdisciplinary, with the borders of specific disciplines lost, and transdisciplinary in that students are able to learn from application in the real world. (Harden 2000). This has to be reflected in assessment where students need to be able to go beyond compartmentalization in demonstrating what they know and can do.
- v. **Marking at the borders**
This is critical, especially in a discipline that involves patient safety: does the assessment discriminate between those students who have learned adequately at the level appropriate to the year of study and those who have not?
- vi. **Examination blueprinting**
This describes the process of developing an overview of which assessment methods are used in which classes and for what purpose, in order to make sure that assessment is appropriate for level of study and that students with different aptitudes for different forms of assessment are able to demonstrate excellence – and for the MPharm it allows clarity over assessments that test different levels of Miller's triangle.
- vii. **Equality and diversity**
It is important in teaching and assessment to be sure that the material under study is appropriate and does not favour one group of students over another; and teaching and assessment should balance examples drawn from a broad range of possibilities.

Marking & Standard Setting

- i. **Setting questions for examinations. Questions** should always be approved by a course team rather than by an individual; and all questions (including batteries of, for example, MCQs) should be reviewed by an external examiner. Indicative answers (see below) should be prepared and reviewed at the same time. In many cases it will be possible to draw on a battery of prepared questions for which there are normative data such that questions can be set that are expected to be progressively more challenging based on previous students' performance.
- ii. **SIPBS staff and students, and our accrediting body, must have confidence that the marks assigned for work are appropriate.** The award of marks should be:
 - **Transparent:** *with clear criteria against which the work is judged; students must know what the assessment procedures are.*
 - **Reliable:** *assessment must be an accurate reflection of student performance such that independent examiners both reach the same conclusion.*
 - **Valid:** *the examination must match the learning objectives.*
 - **Objective:** *assessment must be clear and free from bias.*
 - **Outcome based:** *in the context of the MPharm degree, assessment must provide – at a standard appropriate to the level of study – assurance that a student is a safe and effective practitioner.*
- iii. **Standard setting** can be understood as a simple question: *how is it determined that a particular element of work is worth the mark given?* Standard setting in SIPBS does not involve fitting all marks to a predetermined, normally distributed, grade curve such that a fixed proportion of students achieve particular grades; neither does it involve item-specific standard setting (such as the Angoff method: Angoff [1971]).
- iv. **Many tests of complex calculation or knowledge allow for accumulation of marks on an objective basis.** The questions set in an examination should show an incremental level of difficulty to discriminate between students with different aptitudes and abilities.
- v. **For qualitative work (such as essays, dissertations, reports) the normal standard setting methodology is that every student's work is assessed individually using criterion referenced standards.** This determines whether a student knows enough (or has acquired skills) for a particular purpose. The assessor determines the level of performance required of students but must be able to specify what this is in advance of the examination (for example using indicative answers; see below). Effective marking must reflect the ILOs of the teaching.
- vi. **Aggregation of marks** typically works formulaically – particular weights given to different elements of an exam. Note that when there are specific competency based elements it is important to be clear about what can be aggregated and what cannot: if there are specific things that must be passed they should not be aggregated with other material.
- vii. **Clarity of marking criteria: any examiner should come to the same conclusion as any other.** Factorized grade descriptors aid objectivity in marking: if it is possible for a discursive piece of work to be factorized into elements these can be individually tested and a composite mark (which need not be algorithmic) derived. Such descriptors enable both staff and students to be clear about what is required of a good piece of work. In marking scripts, the factorized grade descriptors can be used with annotation of the script to highlight where strengths and weaknesses lie in relation to the descriptors – *"this is what I was looking for; this is how well you achieved it; and here are examples of how well or not the work shows it"*.

- viii. **Marking at the pass / fail border** should always be subject to scrutiny before a final decision on the award of a mark. Students whose overall mark for a class is on the border must be subject to scrutiny by at least two independent members of staff to be confident that the correct decision has been reached. Patient safety is of special concern here – where assessments are dealing directly with material that involves patient safety the pass / fail border must absolutely discriminate that which is safe from that which is not..
- ix. **Indicative answers** must be prepared when questions are set to create clear marking guides; external examiners should normally have sight of these. These should not be used formulaically – an answer that does not conform to expectation but which is nevertheless good and answers the question set should be credited appropriately. Indicative answers also provide resilience – if a question setter is unavailable to mark, someone else can do so with confidence. (Note: the term indicative answer is preferred to model answer, which carries an expectation of one answer being right.)
- x. **Timing of assessment:** end of class examinations may or may not be used; they may be combined with mid-term examinations (which also have a formative function) and with continuous assessment. Where appropriate all assessment may be through continuous assessment.
- xi. **Types of assessment** must reflect the ILOs and the knowledge and skills that are supposed to be developed at that level of study. Summative assessment goes towards determining progression and/or degree classification. *Formative assessment* – including students' peer assessment – is used for developmental purposes. As with all forms, formative assessment must be related to the course ILOs and it is expected that all of the ILOs for a class will be subject to some form of formative assessment – this might be (for example) an online quiz, or questions set in class for which personal response systems would be used. Formative assessment does not automatically require a formal exam. *Summative assessment* for a class might be all of one type or blended (see blueprinting, above). It also has formative function, but end of class summative assessment will only be of value in regard to the next class a student will take rather than supporting learning during the class. Assessments might include, among other things:
- **Unseen essay examinations**
Tests students' ability to recall and manipulate knowledge, make calculations and construct arguments, usually in the absence of any supporting information available at the time of testing. Open book exams allow students to take prescribed material into the examination to support them in answering questions they have not seen.
 - **Seen essay examinations**
The exam conditions and functions are as above, but either the questions are all published in advance of the test or a text is given in advance that will be addressed in the exam; seen examinations give students' the opportunity to reflect on the material before the exam.
 - **MCQs**
Typically tests of knowledge using recognition memory through selection of a single best answer. It is also possible to construct tests of logic – both either/or as well as more fuzzy logic tests: which is the best response of several that are all plausible. Here potential answers to a single question could include options that are explicitly wrong and options that are "good, better, best" credited differentially to reward students who make the best response.
 - **Extended matching questions (EMQs)**
Developed for use in medical education, these offer students a suite of potential answers and a series of scenarios with a rubric such as "For each of the following presentations, select the most appropriate treatment from the list. Each option may be

used once, more than once or not at all." EMQs provide a test of diagnostic reasoning.

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<https://www.medschools.ac.uk/our-work/assessment/msc-assessment-alliance>>

- **Short notes**
Including responses to brief case studies or vignettes as well as direct questions that require a response: typically tests of knowledge recall and understanding – the identification of key information in a concise manner.
- **Objective Structured Clinical Examination (OSCE)**
Typically tests of clinical skills across a number of stations, the outcomes of which are aggregated. If there are core competences being tested they should not be aggregated with non-core material – these should be explicitly examined alone.
- **Objective Structured Practical Examinations (OSPE)**
As above, but practical skills rather than clinical.
- **Coursework**
Work done by students outside formal examination settings: essays, lab reports, reflections, placement reports and might include formats such as poster, multimedia and so on. These might be brief exercises through to substantial dissertations that provide all the marks for a class. Smaller items can be accumulated into a portfolio of assessments that develops over a semester or more.
- **Projects**
Can include inter alia empirical work, literature analysis, data analysis or a piece of professional practice.
- **Groupwork**
It might be the case that work is done in groups rather than individually. This might involve students working together and submitting individual reports or submitting a single group report. Credit may if desired be given for the effort put in by individuals (based on staff / student perceptions or on data such as log in time / frequency).
- **Online assessment**
Can either be work done online and remotely – such things as quizzes, typically used for formative assessment – or can involve the use of terminals in exam halls in which essays, short notes or MCQs are done at a workstation (avoiding issues of identity fraud).

Marks Rescaling & Adjustment

- i. **Compensation** is accepted by the University around clear criteria. However, in the MPharm – a degree that forms part of professional registration – it is not acceptable to condone failure. If the material being studied required assessment it must be an integral part of professional development. It must necessarily be passed at the prescribed standard, not failed and condoned by work in another part of the course. There will be no compensation in the MPharm curriculum for students starting from AY 2014/15.
- ii. **Marks rescaling refers to the systematic adjustment of the distribution of marks for a class.** Any manipulation of marks must be equitable and transparent: students and external examiners should understand under what circumstances it could be appropriate and what methods would be used. External examiners must be informed when marks adjustment has been proposed in any year and must approve it. Rescaling is done to correct specific problems in assessments:
 - *It is not used to inflate or deflate marks artificially – rather, it is done to correct aberrant distributions, typically to extend the range of marks (at both ends of the distribution).*
 - *It is never done for individual students' work, only for classes as a whole.*

- *The rank order of students must be preserved.*
 - *It does not change the pass / fail border – this should be an anchor point in rescaling because of the attention already paid to it.*
 - *It is not fitting to a curve.*
- iii. **If teaching and assessment are well thought out there should be no need to adjust marks but there are occasions when it might be required. What is outlined here represents a contingency for use in the event of unexpected events.** Marks rescaling might be though appropriate:
- *Where fewer than 5% or more than 30% of students have obtained a mark of 70% or more.*
 - *Where the highest mark awarded is less than 70%.*
 - *Where there is very strong bunching around 55% (80% or more of marks 50–60%).*
 - *Where a class has a large, unexpected and inexplicable failure rate out of step with all the other classes.*
- iv. **The following are forms of marks adjustment for a class:**
- v. **Stretching or compressing the range:** This can be done (at the top of the range, bottom or both) using simple arithmetic – by for example fixing a point in the distribution (typically the pass / fail border) and then incrementally adding to or subtracting from the grades above or below.
- vi. **Changing the shape of marks distribution:** various mathematical transformations will do this. If there is an unexpected distribution (bimodal for example), linear (Euclidean) transformation can be used to stretch and shift. This might be used when the range of marks is too restricted or extended (in one or other direction, or both). Cubic or quadratic transformations will have other effects on smoothing unexpectedly crazy distributions.
- vii. **Marks adjustment might apply to a particular element in an assessment.** This might be done:
 When multiple markers have been used to mark a single question, the distribution of marks given by each must be examined and anomalies corrected (unless there is *a priori* reason to believe that the different markers should produce different marks distributions).

 When there are problems with a particular question that skews overall distributions. If and only if it could be shown that the question or its assessment was flawed in some way, it would be appropriate to consider adjusting the marks for that question, or discounting it. In this case it is possible that the rank order of students, and the numbers passing / failing would be changed. Internal approval from HoI must be sought to do this, and external examiners must be consulted about it. A principle of no detriment to students should apply.

Feedback

- i. **Feedback is mandatory. It is fundamental to any form of learning. The most important feedback is that which occurs during learning** (temporal contiguity). Review of performance after the course has finished, while valuable, can only help performance in subsequent courses.
- ii. **What is included?** Feedback includes written commentaries on submitted work and the discussion around it as well as discussions in lectures, tutorials, seminars and lab classes. It can be actively supported by learning technologies such as personal response systems. If there are multiple assessments through a semester, feedback should be delivered in

- time for students to benefit from it in their next assignment.
- iii. **Feedback, assessment criteria and intended learning outcomes** must bear a clear and obvious relationship to each other.
 - iv. **Expectations for feedback must be realistically managed:** written feedback for a class of 200 students can differ from that given to a small group. Quantity of feedback and speed-of-return must be made explicit at the outset and agreements about return time met. It is possible to give advance generic feedback ("*typical errors include*") based on marking a proportion of the total.
 - v. **Generic feedback** can be of significant value, in that it can allow students to contextualize their performance in relation to that of others. However, this does not substitute for individually tailored feedback.
 - vi. **Feedback must be properly targeted to be of maximal benefit.** Specific, concrete examples should be highlighted within the student's work to demonstrate any strengths or weaknesses referred to in feedback.
 - vii. **Key features of feedback are that it is ...**
 - **Understandable:** put in plain English or specialist terminology appropriate to level of study;
 - **Credible:** making realistic assumptions about students' performance;
 - **Sufficiently detailed:** allowing for improvement in the next assignment;
 - **Constructive:** supporting students and helping them to create better work in future;
 - **Legible:** such that students can digest it.
 - viii. **Access to feedback** must be considered in the context of Equality & Diversity: it is never appropriate to use a method of delivery that is inaccessible to some students. Face-to-face feedback is valued by students but various media can be used to support good feedback. Written feedback should be delivered and accessed through MyPlace whenever possible.
 - ix. **Peer assessment** within a class has a strong element of feedback allowing students to understand the assessment process and how both it and the feedback derived from it supports learning.

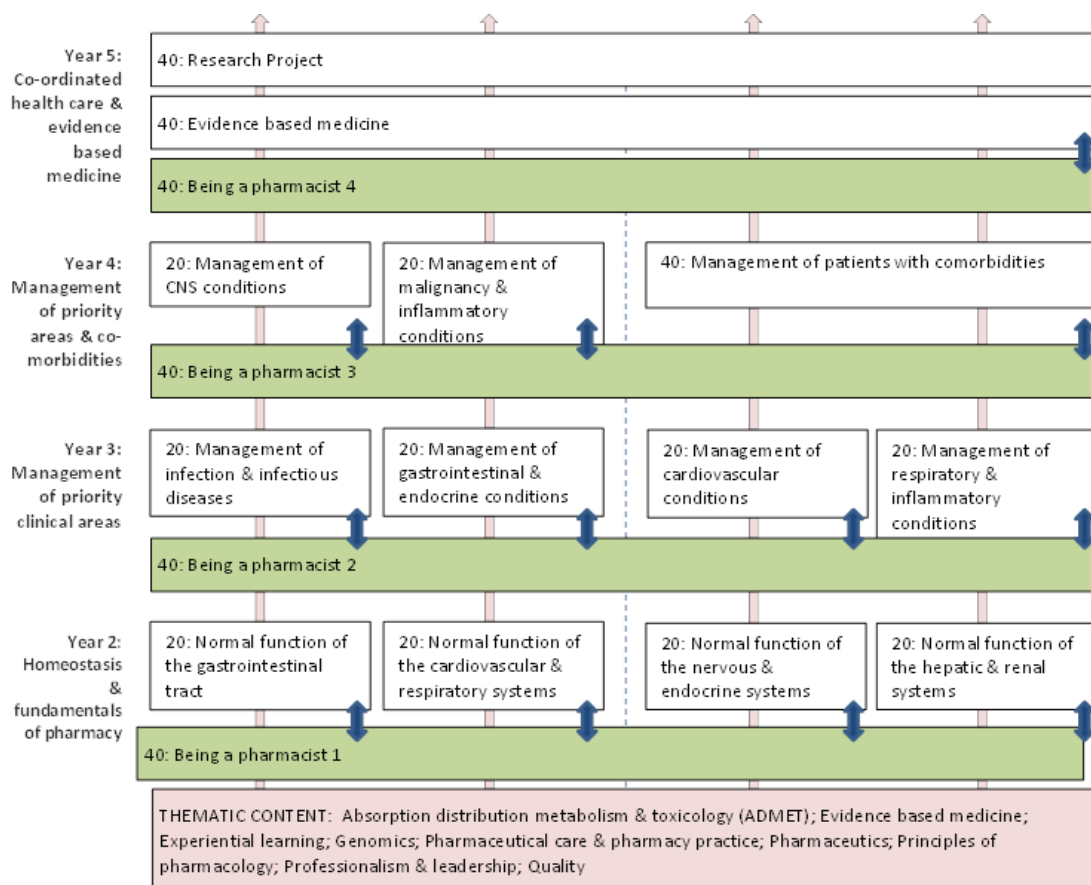
Classes

Personal Skills and Development

Personal Development Planning (PDP) is about making the most of your experiences on the MPharm and this may involve developing your personal skills and confidence, taking up a new activity or planning your first steps on a chosen career path.

To do this successfully, an online resource is available for you to undertake your Personal Development Planning. This portfolio will also be used to allow your reflections from experiential learning or other tasks to be completed. This is embedded within the Being a Pharmacist (BaP) class in each year.

The programme



Year 2

Year coordinators – Ms Derna Campbell, RW501H ext 2450 derna.campbell@strath.ac.uk
& Dr Amanj Kurdi, RW501M ext 2181 amanj.baker@strath.ac.uk

Classes

Semester 1

MP 221	Normal Function of the Gastrointestinal Tract	20 credits	Level 2
MP 222	Normal Function of the Cardiovascular & Respiratory systems	20 credits	Level 2

Semester 2

MP 223	Normal Function of the Nervous & Endocrine Systems	20 credits	Level 2
MP 224	Normal Function of the Renal & Hepatic Systems	20 credits	Level 2

Both Semesters

MP 220	Being a Pharmacist 1	40 credits	Level 2
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Normal Function of the Gastrointestinal Tract 20 Credits – Semester 1 (weeks 1 – 6)

Class Coordinator: Dr Hilary Carswell (HW425, ext. 4956) hilary.carswell@stath.ac.uk

Normal Function of the Cardiovascular & Respiratory Systems 20 Credits – Semester 1 (weeks 6 – 11)

Class Coordinator: Dr Susan Currie (HW 424, ext. 2405) susan.currie@strath.ac.uk

Normal Function of the Nervous & Endocrine Systems 20 Credits – Semester 2 (weeks 1 – 6)

Class Coordinator: Professor Luke Chamberlain (HW 410, ext.3719) luke.chamberlain@strath.ac.uk

Normal Function of the Hepatic & Renal Systems 20 Credits – Semester 2 (weeks 6 – 11)

Class Coordinator: Dr Philipp Seib (RW 501I, ext. 2510) philipp.seib@strath.ac.uk

Being a Pharmacist 1 40 Credits – Semesters 1 & 2

Class Coordinator: Ms Derna Campbell, RW501H ext 2450 derna.campbell@strath.ac.uk & Dr Amanj Kurdi, RW501M ext 2181 amanj.baker@strath.ac.uk

Year 3

Coordinator – Dr Paul Coats (HW425, ext 5790) paul.coats@strath.ac.uk

Classes

Semester 1

MP 321	Management of Infection & Infectious Diseases	20 credits	Level 3
MP 322	Management of Gastrointestinal & Endocrine conditions	20 credits	Level 3

Semester 2

MP 323	Management of Cardiovascular Conditions	20 credits	Level 3
MP 324	Management of Respiratory & Inflammatory Conditions	20 credits	Level 3

Both Semesters

MP 320	Being a Pharmacist 2	40 credits	Level 3
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Management of Infection & Infectious Diseases 20 Credits – Semester 1 (weeks 1 – 6)

Class Coordinator: Dr Veronique Seidel (HW311, ext 2751) veronique.seidel@strath.ac.uk

Management of Gastrointestinal & Endocrine Conditions 20 Credits – Semester 1 (weeks 6 – 11)

Class Coordinator: Dr Robert Drummond (RW601K, ext 2027) robert.drummond@strath.ac.uk

Management of Cardiovascular Conditions 20 Credits – Semester 2 (weeks 1 – 6)

Class Coordinator: Dr Susan Chalmers (RW419A, ext 4976) s.chalmers@strath.ac.uk

Management of Respiratory & Inflammatory Conditions 20 Credits – Semester 2 (weeks 6 – 11)

Class Coordinator: Dr Paul Coats (HW425, ext 5790) paul.coats@strath.ac.uk & Dr Katy McIntosh (HW412, ext 4738) kathryn.a.mcintosh@strath.ac.uk

Being a Pharmacist 2 40 Credits – Semesters 1 & 2

Class Coordinator: Dr Paul Coats (HW425, ext 5790) paul.coats@strath.ac.uk

Year 4

Year Coordinator – Mr Ian Towle, AB 401H ext 4788 ian.towle@strath.ac.uk

Semester 1

MP 421	Management of Malignancy & Inflammatory Conditions	20 credits	Level 4
MP 422	Management of Central Nervous System Conditions	20 credits	Level 4

Semester 2

MP 423	Management of Patients with Co-Morbidities	40 credits	Level 4
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Both Semesters

MP 420	Being a Pharmacist 3	40 credits	Level 4
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Management of central Nervous System Conditions 20 Credits – Semester 1 (weeks 1 – 6)

Class Coordinator: Dr Trevor Bushell (RW601K, ext 2856) trevor.bushell@strath.ac.uk

Management of Malignancy & Inflammatory Conditions 20 Credits – Semester 1 (weeks 6 – 11)

Class Coordinator: Dr [Luis Bimbo](mailto:luis.bimbo@strath.ac.uk) (RW401F Ext 2865) luis.bimbo@strath.ac.uk

Management of Patients with Co-Morbidities 40 Credits – Semester 2 (weeks 1 – 11)

Class Coordinator: Ms Louise Evans (RW501H ext 4981) louise.evans@strath.ac.uk

Being a Pharmacist 3 40 Credits – Semesters 1 & 2 (weeks 1 – 11)

Class Coordinator: Ms Derna Campbell (RW501H ext 2450) derna.campbell@strath.ac.uk

Year 5

Year Coordinator – Dr Chris Prior, RW 601F, ext 2459 c.b.prior@strath.ac.uk

Both Semesters

MP 507	Research Project	40 credits	Level 5
MP 520	Being a Pharmacist 4	40 credits	Level 5
MP 521	Evidence Based Medicine	40 credits	Level 5

Research Project – 40 Credits – Semesters 1 & 2

Class Coordinator: Dr Charles Kennedy (RW601, ext 2664) c.kennedy@strath.ac.uk

Being a Pharmacist 4 – 40 Credits – Semesters 1 & 2

Class Coordinator: Mr Ian Towle (AB401H, ext 4788) ian.towle@strath.ac.uk

Evidence Based Medicine – 40 Credits – Semesters 1 & 2

Class Coordinator: Dr Chris Prior (RW601F, ext 2459) c.b.prior@strath.ac.uk

Timetables

The Timetabling & Room Booking team is part of Estates Management – this team are responsible for the publication of the University teaching timetables. Please note that all timetables are provisional and subject to constant change – therefore, please check daily.

All timetables are electronic and you will find your timetable on the following web-link: <http://www.strath.ac.uk/timetables/>. Individual timetables are also available on the university app. These must be refreshed regularly.

University of Strathclyde Academic Calendar 2018-19

Date Week Commencing	University & Timetabling System Weeks	University Holidays	Academic Calendar
Mon 30/07/2018	1		Resit Exams
Mon 06/08/2018	2		Resit Exams
Mon 13/08/2018	3		Resit Exams
Mon 20/08/2018	4		
Mon 27/08/2018	5		
Mon 03/09/2018	6		
Mon 10/09/2018	7		Welcome and Development Week
Mon 17/09/2018	8		Wk 1 Semester 1
Mon 24/09/2018	9	Mon 24.09.18	Wk 2
Mon 01/10/2018	10		Wk 3
Mon 08/10/2018	11		Wk 4
Mon 15/10/2018	12		Wk 5
Mon 22/10/2018	13		Wk 6
Mon 29/10/2018	14		Wk 7
Mon 05/11/2018	15		Wk 8
Mon 12/11/2018	16		Wk 9
Mon 19/11/2018	17		Wk 10
Mon 26/11/2018	18		Wk 11
Mon 03/12/2018	19		Semester 1 Exams
Mon 10/12/2018	20		
Mon 17/12/2018	21		Christmas Vacation
Mon 24/12/2018	22	Mon 24.12.18 to	Christmas Vacation
Mon 31/12/2018	23	Wed 02.01.19	Christmas Vacation
Mon 07/01/2019	24		Consolidation and Development Week
Mon 14/01/2019	25		Wk 1 Semester 2
Mon 21/01/2019	26		Wk 2
Mon 28/01/2019	27		Wk 3
Mon 04/02/2019	28		Wk 4
Mon 11/02/2019	29		Wk 5
Mon 18/02/2019	30		Wk 6
Mon 25/02/2019	31		Wk 7
Mon 04/03/2019	32		Wk 8
Mon 11/03/2019	33		Wk 9
Mon 18/03/2019	34		Wk 10
Mon 25/03/2019	35		Wk 11
Mon 01/04/2019	36		Spring Break
Mon 08/04/2019	37		Spring Break
Mon 15/04/2019	38	Fri 19.04.19	Semester 2 Exams
Mon 22/04/2019	39	Mon 22.04.19	
Mon 29/04/2019	40		
Mon 06/05/2019	41	Mon 06.05.19	
Mon 13/05/2019	42		
Mon 20/05/2019	43		
Mon 27/05/2019	44	Mon 27.05.19	
Mon 03/06/2019	45		
Mon 10/06/2019	46		
Mon 17/06/2019	47		
Mon 24/06/2019	48		
Mon 01/07/2019	49		
Mon 08/07/2019	50	Fri 12.07.19	
Mon 15/07/2019	51	Mon 15.07.19	
Mon 22/07/2019	52		

Course Contact Information – MPharm Management Committee

The Head of Institute, Professor Robin Plevin, liaises with the General Pharmaceutical Council (GPhC), the Royal Pharmaceutical Society (RPS) and other regulatory and professional organisations. Day-to-day management of the MPharm degree programme is under the control of the MPharm Course Director, who chairs an MPharm Management Group comprising the following individuals:

MPharm Director	Dr Anne Boyter
Deputy Director	Mr Ian Towle
Head of Institute	Professor Robin Plevin
Director of Teaching	Dr Anne Boyter
Advisor of Studies and Year Coordinators	
Year 2	Ms Derna Campbell & Dr Amanj Kurdi
Year 3	Dr Paul Coats
Year 4	Mr Ian Towle
Year 5	Dr Chris Prior
MPharm Administrator	Ms Carol Barnett
Experiential Learning Coordinator (Hospital)	Mr Ian Towle
Experiential Learning Coordinator (Community)	Mr Ian Towle
Careers Coordinator (Year 4)	Mr Ian Towle
Experiential Learning Administrator	TBC
Technician Representative	Mrs Lynne Kernweiss
Patient Representative	TBC
Admissions Selector	Dr Alan McCrudden
Honorary Appointments coordinator	Dr Gazala Akram
Equality & Diversity Officer:	Professor Susan Pyne
Student representatives	all student representatives on the Student Staff committee

Additionally, all classes within the MPharm degree programme have a Class Coordinator, detailed in earlier sections of this Handbook.

For general enquiries, not related to individual classes or academic matters the first point of contact is the MPharm Administrator, Carol Barnett (carol.barnett@strath.ac.uk; ext 2863).

MPharm Student Staff Committee

The MPharm Student Staff Committee meets twice each semester. The dates are listed at the front of the book.

Remit of the Committee

Remit

The remit of the Student Staff Committee is to provide an opportunity for discussion of current learning, teaching and assessment issues. This includes particularly:

1. to ensure student satisfaction with all aspects of the delivery of the MPharm
2. to maintain effective and constructive dialogue between students and staff
3. to develop themes of enhancement and engagement with students

Composition

The composition of the Student Staff Committee will be:

- student representatives for all four degree programmes at all year levels (normally two students from each year)
- the MPharm Director
- the Year Coordinators
- the MPharm Administrator or deputy (who will also clerk the meeting)

The committee will normally be chaired by one of the student representatives.

Membership 2018/19

Student representatives for all four degree programmes at all year levels. Each year should elect its representatives by week 2 of semester 1 and inform the MPharm Administrator

Year 2	2 students
Year 3	2 students
Year 4	2 students
Year 5	2 students

The MPharm Director

Dr Anne Boyter

The Year Coordinators

Ms Derna Campbell & Dr Amanj Kurdi	Year 2 Coordinator
Dr Paul Coats	Year 3 Coordinator
Mr I Towle	Year 4 Coordinator
Dr Chris Prior	Year 5 Coordinator

The MPharm Administrator

Ms Carol Barnett

Matters raised by class representatives should reflect general opinions and views of the student body as a whole – class representatives have to take the responsibility to canvass opinion. Class representatives can ask staff to make some time available towards the end of a lecture for this purpose. Staff are aware of this practice and are willing to co-operate if given some notice.

What's Involved in Being a Course Rep?

You will have to attend student-staff committees, twice a semester, and course rep training, which will be held on a Wednesday afternoon, led by the Students' Association, in Semester 1. Good course reps will make sure that their fellow students know who they are and how to contact them. As a course rep, you can also access advice and support all year round from the Democratic Services Co-ordinator at the Students' Association.

To enable more effective communication between student representatives, the students they represent and the University, the university has established a dedicated student area on the Academic Office website (<https://www.strathunion.com/voice/studentreps/>), which will hold the contact details of student reps. It is therefore a condition of selection as a student rep that you consent to your contact details being available in this manner.

The student representatives on the MPharm SSC are also members of the MPharm Management Committee and are invited to all meetings.

How Do I Get Involved?

In the first 2 weeks of Semester 1, staff will ask for volunteers to serve as course reps. You'll probably get asked in lectures or laboratories but, if not, contact any staff member to find out how to stand. Any student can stand as a course rep, and you'll usually serve for one year.

What's In It For Me?

As well as having the opportunity to make a meaningful contribution to SIPBS, you can really change things that annoy you and your fellow students. Being a rep also looks great on your CV – it gives you the chance to build up your communication skills, gain confidence speaking in public and show you can get changes past the university bureaucracy. It also shows your achievements aren't just academic – something employers are definitely looking for.

Student Support & Feedback

Personal Development Advisors

Personal Development Advisors

All students have a Personal Development Advisor (PDA) who is a member of academic staff of SIPBS. The function of the Personal Development Adviser is to be a helpful and approachable contact who will:

- provide general advice about the University and the MPharm course
- clarify expectations/responsibilities
- help with Personal Skills Development and self-reflection
- monitor performance across the year and give developmental feedback
- encourage reflection and planning
- be available to give advice on particular problems if they arise and to put the student in touch with the specialised services of the University
- write references for the student for job applications.

You can request a meeting with your PDA at any time. To get in touch with your PDA, you should send an e-mail or telephone (direct line is 0141 548 followed by extension number) or go to his/her office.

Advisees can request a change of PDA from the person they are initially assigned. Any requests should be directed to Miss Carol Barnett, MPharm Administrator.

If you are worried about anything at all, **do not wait**; go and speak to your PDA, or if they are not available the Year Coordinator. The problem may be resolved by discussion with your PDA, or they will put you in contact with the appropriate experts in the University. You can also find resources and support relating to university life on <http://www.studentminds.org.uk/resources.html> or you can contact Student Counselling (see page 31) .

What if I have a problem with my studies?

- If you have any questions about your **curriculum**, you should contact your Advisor of Studies who is also the year coordinator (see page 23).
- If you have a specific problem with a particular aspect of a **class**, contact the lecturer or demonstrator concerned. You may also wish to speak to the Class Coordinator identified on the Class Descriptor on MyPlace. The MPharm programme has Year Coordinators (see page 23 of this handbook) who can also deal with problems related to individual Classes.
- If you have a more general academic problem, then talk to your assigned Personal Development Advisor.

You should also check the following link: <http://www.strath.ac.uk/staff/policies/academic/>

How can I express my opinions on the course?

The MPharm programme has a Student-Staff Committee. You can give your views to your class representatives, who will bring them to the meetings.

We also use feedback questionnaires on a regular basis. We need your comments if we are to improve your learning experience – you are active participants in your education here. SIPBS is committed to taking students' views into account; for example, student assessment of classes is an important part of the review procedures and students' views are regularly presented to the MPharm Course Management and the Institute Teaching committees. This process is helped enormously by students assessing the various classes at different points throughout the academic year.

The student representatives on the Student Staff Committee are also invited to all MPharm Management Committee meetings. Our students' views on how our curriculum develops are essential.

Each semester we also hold student forum which any students can attend and as a group speak directly to the MPharm Director.

Staff Student Support

<i>University Student Support Services</i>	
Contact	Information
<p>Accommodation Office (Residence Services) Tel: 548-3453 Village Office https://www.strath.ac.uk/studywithus/accommodation/</p>	<p>University flats, halls of residence on and off campus. Information on tenancy agreements and the private rented sector.</p>
<p>Careers Service Tel: 548-4320 Level 5, Livingstone Tower https://www.strath.ac.uk/studywithus/careersservice/ Anna Selwood is the Careers Adviser to the Faculty of Science. You will get to know her through Careers talks during the year in the Department and through events, and activities, in the Careers Service that we encourage you to attend from Year 2. Anna has a Facebook page (sciencecareersanna) where she shares information, and opportunities, of relevance to students and graduates of the Faculty of Science.</p>	<p>Advice and info on: career choice and job search techniques Part-time and vacation work Career options with your degree Further study and funding Graduate employers – vacancies CVs and applications Interview technique</p>
<p>Centre for Sport and Recreation Tel: 548-2446 Cathedral Street www.strath.ac.uk/sport</p>	<p>Sports Hall, well equipped fitness suite, free weights room, squash courts, swimming pool, sport fields, fitness classes, sports coaching, health information, fitness testing, lifestyle consultations.</p>
<p>Chaplaincy 548-4144 Level 2 of the Graham Hills 50 George Street. http://www.strath.ac.uk/chaplaincy/</p>	<p>Meeting place for people of all faiths and none. Space to study, eat at the café, relax and worship.</p>
<p>Disability Service Level 4, Graham Hills Building Tel: 548-3402 Minicom: 548-4739 disabilityservice@strath.ac.uk http://www.strath.ac.uk/disabilityservice/</p>	<p>Advice and support for students with disabilities – temporary or permanent; appropriate technology, special exam arrangements, needs assessments and associated funding.</p>
<p>International Office Level 1, McCance Building, 16 Richmond Street Tel: 548-5875 infoandadvice@strath.ac.uk tier4@strath.ac.uk https://www.strath.ac.uk/sees/infont/</p>	<p>Advice and support to international students including student visa extensions, immigration advice, advice on working in the UK, general welfare issues</p>

<p>Libraries Tel: 5483701 http://www.strath.ac.uk/library/</p>	<p>Lending and reference, electronic info sources, software packages, audio visual, photocopying, braille facilities, discussion space. Wheelchair access.</p>
<p>Mature Students' Association www.strathstudents.com/msa</p>	<p>Information and support for Mature Students.</p>
<p>Student Business Tel: 5483165 McCance Building studentbusiness-science@strath.ac.uk http://www.strath.ac.uk/sees/</p>	<p>Student Business deals with admissions, registration, student records, exams and graduation. They provide academic regulations relating to exams and progress. Student Business is central to student administration. PEGASUS is a Web based information system at: www.pegasus.strath.ac.uk</p>
<p>Student Counselling Service Tel: 548-3510 Level 4, Graham Hills Building student-counselling@strath.ac.uk http://www.strath.ac.uk/studentcounselling</p>	<p>Confidential service offering individual counselling, on personal, academic and welfare matters. Personal Development and Group Sessions are also offered, e.g. stress/relaxation</p>
<p>Student Finance Office Level 1, McCance Building financial-support@strath.ac.uk http://www.strath.ac.uk/studentfinancialsupport https://www.strathunion.com/advice/money/studentfinance/</p>	<p>UK students: funding problems, Hardship Funds/Mature Students Bursary Fund, hardship loans, emergency loans, other funding sources, money advice and welfare benefits.</p>
<p>Students' Association (also known as USSA or the Union) 90 John Street GLASGOW, G1 1JH Tel: 0141-567-5000 https://www.strathunion.com/</p>	<p>Advice and support available in Ask4 Service, level 4 of the Union building. Student development and volunteering opportunities available in various departments. Clubs, sports and entertainment.</p>
<p>Student Complaints https://www.strath.ac.uk/contactus/complaintsprocedure/</p>	<p>Advice and support to students who may have encountered problems.</p>

Student Representation and the Students Union

Student representation and the University of Strathclyde Students' Association (USSA)

USSA provides support for student representatives elected by their peers. Student representatives participate in the MPharm Student Staff Committee and the MPharm Management Group (MPMG). Training of Student Representatives, conducted by USSA, will normally take place in Weeks 4 and 5 of each semester.

How can I meet pharmacy students from other years in a social setting?

There are various joint educational/social activities for pharmacy students. The West Central Scotland Local Practice Forum of Royal Pharmaceutical Society welcomes students to its meetings. Additionally, there is the Pharmacy Club, the British Pharmaceutical Students' Association (BPSA), the Strathclyde University Pharmaceutical Students' Association (SUPSA) and the Student Pharmacological Society. We would strongly encourage you to become involved in the activities of these groups.

British Pharmaceutical Students Association

Founded in 1942, the British Pharmaceutical Students' Association (BPSA) is the only organisation that solely represents pharmacy students and pre-registration trainees across Great Britain. Currently, the Association has approximately 15,000 members, representing more than 97% of pharmacy students in the Schools of Pharmacy in Great Britain, as well as pre-registration trainees. As the official student organisation of the Royal Pharmaceutical Society, the BPSA aims to promote the interests and welfare of pharmacy students and pre-registration trainees. The BPSA regularly represents students' and trainees' views in the wider pharmacy media, by writing consultation responses, in meetings with individual stakeholder organisations, in publications and in its reports. As well as representing pharmacy students and pre-registration trainees, the BPSA aims to educate, support, and entertain its members. They also organise a comprehensive range of events and services throughout the year, so there is something for everyone to get involved in. The flagship event of the Association each year is Annual Conference with this April marking the 77th Annual Conference. Annual Conference is a great way to get involved with the BPSA; networking with peers and potential employers from across the country and discussing and debating policy (from internal matters, to current issues in pharmacy, and issues that impact you as a trainee pharmacist) that will be acted on by the Executive. Attending Annual Conference also enables delegates to elect the new Executive for the coming year, and of course, have fun at the social events held every evening.

- The 77th Annual Conference is to be held at Nottingham University from 14th – 21st April 2018. For more information on the Annual Conference please contact Hieu Huynh and Chloe Lim Xiu Yu, the Annual Conference Organisers, by email at conference@bpsa.co.uk or visit the website: <https://www.bpsa.co.uk/conference>. Annual Conference promises to be great fun with a whole week of debate, education, drinks, laughter, networking, memories and more.

There are also conferences held in the Northern Area throughout the year. These will be based at each University in the Northern Area and the Strathclyde University Conference will be on the evening of Monday the 22th of October. This will involve networking, training, soft skill classes and talks from Pharmacy professionals. Tickets will go on sale in the coming weeks and details on how to purchase them will be distributed by the Northern Area Coordinator, Andrew Moy, and BPSA National Representatives. Keep an eye out for further

information as this will be an interesting and useful event specifically aimed at your School of Pharmacy.

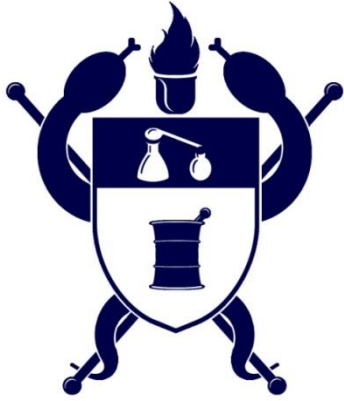
- There will also be a conference at Robert Gordon University on Monday the 19th of November, which you may wish to attend, on a similar theme. Details of other conferences at Newcastle and/or Sunderland Universities will follow after Christmas and are also available to attend.

For any further information on our Northern Area events please contact Andrew Moy, the Northern Area Coordinator, by email at northernac@bpsa.co.uk or visit the BPSA website where details of area events will be posted nearer the time.

As an undergraduate you will get FREE joint BPSA and Royal Pharmaceutical Society Membership which gives you access to your professional body, including substantial support resources, such as free online access to Medicines, Ethics and Practice (the MEP, a core resource for Pharmacists) and the use of a dedicated telephone support service alongside many other resources.

Other opportunities that the BPSA provide include:

- Opportunity to be involved in student exchange programmes (<http://www.bpsa.co.uk/student-exchange-programme>)
- Additional membership to the European Pharmaceutical Students' Association (EPSA) and International Pharmaceutical Students' Federation (IPSF) allowing you to network with your global peers
- Various competitions, with some great prizes to be won (<http://www.bpsa.co.uk/category/competitions>)
- Free indemnity insurance and legal support for the duration of your undergraduate training and pre-registration year (from the Pharmacists' Defence Association)
- Access to BPSA publications to keep you up to date with all things Pharmacy. The opportunity to write pharmacy related content that could be read by up to 15,000 of our members. Email publications@bpsa.co.uk to find out more and/or to be added to our content call mailing list.
- Professional Development Scheme, the BPSA's version of Continuing Professional Development (CPD). Attending a conference, entering a competition, attending a Royal Pharmaceutical Society event or completing a CPD article in the Future Pharmacist magazine earns you a Professional Development Point (PDP). Each time you earn 5 PDP points, you may be considered for a Professional Development Certificate (PDC). Participation in the Scheme demonstrates your commitment to CPD, a mandatory requirement for all the registered pharmacists, and to your future profession right from the beginning of your career. For more information visit (<http://www.bpsa.co.uk/professional-development-scheme>)



British Pharmaceutical Students' Association

Strathclyde University Pharmaceutical Students' Association

The Strathclyde University Pharmaceutical Students' Association (SUPSA) represents the views of pharmacy students. It is affiliated with the BPSA as well as being a member of the General Committee of Clubs and Societies in the Union here. The main aim of having our own association is to bring together pharmacy students from all years of the MPharm course and to encourage more socialising and interaction across years within the MPharm.

The committee is comprised of president, vice-president, treasurer, secretary and about two representatives from each year as well as two BPSA representatives for Strathclyde. If you would like further information or wish to become a representative for your year then please send an e-mail to Strathclyde@bpsa.com

Communication

E-mail

At the start of your course you will be given a University of Strathclyde email address. This is the address that all academic and administrative staff will use to contact you, for example if changes are made to rooms or timetables. It is therefore important that you **check your Strathclyde e-mail** account on a **daily** basis for new messages.

MyPlace – Virtual Learning Environment (VLE)

MyPlace is the Virtual Learning Environment for all undergraduate and postgraduate students at the University of Strathclyde. It can be accessed directly (<http://myplace.strath.ac.uk>) or via PEGASUS (<http://pegasus.strath.ac.uk>) (detailed below).

MyPlace is the electronic gateway to information on all aspects of your degree, including Class Descriptors, on-line teaching materials (PowerPoint presentations, hand-outs, lecture notes, and self-assessment quizzes). Details of assessment and discussion groups, as well as information on room and timetable changes will be posted on MyPlace. It is vital that you check this site **at least daily**, to ensure that you do not miss important details and changes.

For further information/assistance, please follow this web-link – <http://support.myplace.strath.ac.uk/?cat=85>

Please note: MyPlace is strictly monitored to make sure that no abusive or offensive personal material is posted. Culprits may have their access restricted.

PEGASUS

PEGASUS (Portal Engine Giving Access to Strathclyde University Systems) is used by the University to communicate important information to staff and students

Functions for Students on PEGASUS:-

- **Personal Details** – view, check, amend name, address and emergency contact details;
- **Examination Timetable** – dates, times, places of scheduled exams;
- **Questionnaires** – get your say when feedback requested, give your opinion in surveys, vote in polls;
- **Request Certificates** – for council tax, statement of student status;
- **Announcements** – keep up to date with the latest news for you;
- **Special Requirements** – check the special arrangements which have been recommended for you;

Computer Regulations

Students are reminded that they are bound by the University Computer Regulations. These require that students DO NOT reveal their account details to anyone else.

Questions for Staff

You can seek information and/or advice in a number of ways. If your enquiry relates to a specific class you should e-mail the Class Coordinator directly. Academic staff will be happy to discuss any queries you have with the class content. If you wish to see a member of staff you should first e-mail them. Contact details for all members of staff involved in the delivery of the MPharm programme appear in this handbook. The Class Coordinators should be informed of any general problems and absences.

Students can also seek advice from their appropriate Year Coordinator or their Personal Development Adviser.

Change of Address

Students are required by Regulation 6.4.9 to keep Student Business informed of their current addresses, both permanent and term-time.

MyPlace (VLE)

MyPlace is the learning system used across the University. You will find your online material uploaded here and activities associated with your classes. MyPlace is used extensively and you will be able to see messages posted relating to your classes, upload your online assignments, you will see your online class assessment marks here. You will require to [login](#) with your [DS username and password](#) to view your classes.

Each page will contain names of the class co-ordinator, staff teaching on class, class test/assessment/exam information (past papers) – links to useful information. You will also find a running order of the class, which will inform you what topics are being discussed in each week and details of class assessments etc will also be listed.

Visit - <http://classes.myplace.strath.ac.uk/> to access the MyPlace home page.

PRS lectures

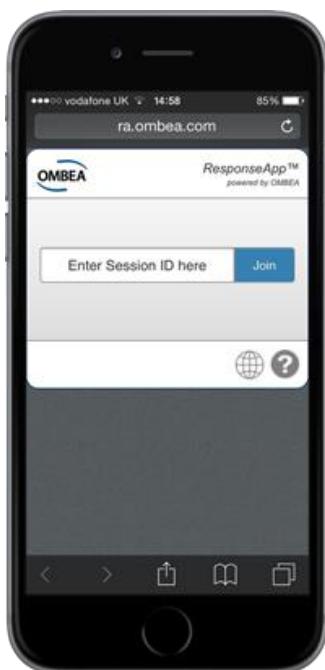
SIPBS is making wider use of technology in support of learning so that students' can map their knowledge and understanding throughout the year on a class by class basis.

The tools that the Institute will employ are personal response systems (PRS). Staff will make use of software (e.g. FLOW, Textwall, PollEverywhere, and Socrative) although our preferred system is OMBEA – instructions below for your attention. During the session, you might be doing a multiple choice test, short answers, true/false questions etc. This might test your understanding as you progress through a lecture, or it might be used to give you targets during a tutorial. Sometimes it can be adapted to be a peer review system – where you can vote on the quality of a group's presentation. If you are a first year, you will be using this in your induction week for the 'Treasure Hunt'.

Once you have joined, the questions are sent to your phone for your response, there is no cost associated with this task and all data is treated anonymously. If you send a text you will be charged your normal text rate.

OMBEA - How to Get Connected

1. Participants can respond using any web-enabled device, such as an iPhone.
2. Launch a new internet browser window.
3. In the web address bar they should type ra.ombea.com.
4. The ResponseApp page loads up and will ask you for the Session ID. The 6 digit Session ID will be provided by your lecturer.
5. Participants enter the Session ID and click **Join**.



Student Questionnaires

Student Class Evaluation

The University requests student feedback relating to all taught classes – student class evaluations. These are normally issued via MyPlace at the end of semester 1 and semester 2 teaching. You will receive a message/email from MyPlace to confirm when they are available for completion.

We value your comments. SIPBS is committed to taking students' views into account; for example, student evaluation of classes is an important part of the review procedures and students' views are regularly presented to the MPharm Management Group (MPMG) and the Institute Teaching, Learning and Assessment Committee (TLAC). This process is helped enormously by students assessing the various classes at different points throughout the academic year.

MPharm Regulations

Degree Examinations

The timetable for degree examinations is compiled by the Examinations Section in Student Business. Normally timetables for the December, April-May and August diets are published by the University in November, March and July respectively. When ready, the timetables appear on PEGASUS. Please note that changes can occur to the exam timetable after publication, therefore, you should check PEGASUS regularly.

Students must **NOT** arrange holidays during the period of exam diets. The dates for 2018-19 are:

First Semester: 3rd to 14th December 2018

Second Semester: 15th April to 17th May 2019

Resit Diet: 31st July to 13th August 2019

If you think that you will have difficulties with your exams it is important that you contact the Year Coordinator and the MPharm Administrator as soon as possible. You should not attempt exam(s) that you are unfit to complete.

Students who have missed examination(s) must submit a medical certificate within 7 days clearly stating the dates in which you were incapacitated. If you are unable to obtain a certificate within this period, the MPharm Administrator should be informed immediately.

You must contact Miss Carol Barnett, MPharm Administrator:

- at least 2 weeks before any examination if you have special needs, or
- to arrange to sit resit examinations abroad. (This may be possible in exceptional circumstances, but the candidate is responsible for all associated arrangements and costs. Examinations in the December and April/May diets must be taken in the University, as well at any diet).

Degree examinations are held in December and April/May, and resit examinations in August. Other examinations may be held from time to time.

Important Notes

The pass mark for level 2 to 4 classes is 40%.

The pass mark for level 5 classes is 50%.

MPharm students will normally **only** be permitted to **resit examinations once in years 2, 3, 4 & 5** resulting in a total of **two attempts for each examination**, with the exception of **MP220, MP320, MP420 and MP520** where there are no resits. Any student who fails to progress in the MPharm may be eligible to transfer to a Joint Honours course.

There is **no** compensation for classes failed in the MPharm.

Use of Calculators in MPharm Class Tests and Degree Exams

Electronic calculators can only be used in examinations where express permission has been granted. Where calculators are allowed in examinations, the SIPBS policy in relation to the use of calculators is set out below.

1. Students are only allowed to use calculators that **do not have**
 - programmable facilities
 - graphical display facilities
 - facilities that permit storage or communication of information.
2. Class Coordinators will decide and communicate to students whether calculators are required.
3. It is the student's responsibility to confirm whether calculators can be used in tests/exams.
4. Any student who already owns or intends to buy a calculator that has any of the above prohibited features will need to obtain a suitable model for use in tests/exams.
5. Students must not bring into an examination or assessed test any calculator that is not permitted.
6. It is solely the student's responsibility to ensure that they have a permitted calculator and sufficient batteries for the tests/exams.
7. Students will not be permitted to share calculators in tests/exams.

Use of dictionaries in exams

Students whose native language is not English are permitted to use English/native language translation dictionaries in University examinations (except language exams). These dictionaries will be subject to scrutiny by the Invigilator in Charge of each examination. Please note that neither medical dictionaries nor electronic dictionaries are permitted in examinations.

Use of the BNF in exams

Students are expected to have an up-to-date copy of the BNF for teaching and learning events. Students are not permitted to bring their BNF into any exam. If portions of the BNF – for example asthma guidelines – are required these will be provided with the exam paper. This is in line with the GPhC registration assessment. For the OSCE a BNF or BNFC will be provided at the stations where it is required.

Conduct at Examinations

Conduct at examinations is covered by Regulation 4 in the University Calendar. The MPharm Programme additionally has its own guidelines for examinations. Students should note the following.

1. University anonymous answer books will be used. Students should ensure that they complete the front page details correctly and stick down the fold over section. Students should answer each question in a separate book. Students who require additional pages will be given a second book.
2. Students should bring their registration card only to the exam. Where the use of calculators is approved, the invigilators are authorized to carry out random checks on them.
3. The process of invigilation will be thorough. Invigilators have authority to carry out random checks on the answer books.

We realise that steps such as random checks of answer books may be disturbing to students, but we are anxious to ensure that unfair means are not used in the examinations. Students are reminded that leniency has not been shown in the past and will not be shown to individuals found using unfair methods: all cases will be referred to the Senate Disciplinary Committee.

Past Exam Papers

SIPBS does not release past papers for the MPharm exams although sample questions may be posted on MyPlace.

External Examiners

In addition to internal quality control of our examination process we also have four external examiners appointed from other Schools of pharmacy to externally validate our processes. For session 2018 – 19 they are:

Professor Eamonn Peter Kelly

Professor of Molecular Pharmacology
University of Bristol

Professor Dai John

Professor of Pharmacy
Cardiff University

Dr Francesca Grecco

Associate Professor of Drug Delivery
University of Reading

Dr Sally Freeman

Reader in Organic/Medicinal chemistry
University of Manchester

University Marking Guides

University Marking Guide 2018 – 2019 (Level 1 – 4 Classes)

MARK	ASSESSMENT CRITERIA
80 – 100	<p>Truly Exceptional/Outstanding demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • wide appropriate knowledge, understanding and insight (and where appropriate effective project work) and shows evidence of reading and thought beyond required/guided reading • contains particularly appropriate examples and a high standard of writing and communication • appropriate use of references • <i>The best that can be expected under examination conditions at this stage of a candidate's career.</i>
70 – 79	<p>Excellent demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • wide appropriate knowledge, understanding and insight (and where appropriate effective project work) and shows evidence of reading and thought beyond required/guided reading • contains particularly appropriate examples or a high standard of writing and communication • appropriate use of references.
65 – 69	<p>Comprehensively good demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • wide appropriate knowledge and understanding (and where appropriate effective project work) • contains either no lapse in detail or limited evidence of appropriate reading beyond required/guided reading • a high standard of writing and communication
60 – 64	<p>Comprehensively good demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • wide appropriate knowledge and understanding • contains the occasional lapse in detail and no evidence of appropriate reading beyond required/guided reading
55 – 59	<p>Incomplete but generally good demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • sound knowledge and understanding of essential material (and where appropriate essential project skills) • general accuracy with occasional mistakes or uncoordinated use of information
50 – 54	<p>Incomplete but generally good demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • sound knowledge and understanding of most of the essential material (and where appropriate essential project skills) • general accuracy with occasional mistakes and uncoordinated use of information
45 – 49	<p>Rather weak but satisfactory demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • basic sound knowledge and understanding (and where appropriate basic project skills), but • some non-critical omissions • weaknesses of logic and/or evidence • poor but adequate presentation

40 – 44	<p>Rather weak but satisfactory demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • basic sound knowledge and understanding (and where appropriate basic project skills), but • some non-critical omissions and/or mistakes • illogical in parts and/or lack of evidence • poor but just adequate presentation
30 – 39	<p>Very weak and unsatisfactory demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • lack of substance but contains some relevant information that may be out of context but demonstrates some understanding (and where appropriate some project work completed under supervision) • serious omissions and/or mistakes • illogical and serious lack of evidence • lack of familiarity with the subject of assessment and/or assessment vehicle
20 – 29	<p>Clear failure in demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • some attempt to answer the question • some key words or phrases • serious errors and/or illogicality
10 – 19	<p>Clear failure in demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • little or highly inadequate attempt to answer the question • a few key words or phrases • serious errors and/or illogicality
1 – 9	<p>Utter failure in demonstration of learning outcomes that shows</p> <ul style="list-style-type: none"> • no hint of understanding but containing 1 or 2 keywords or phrases • serious errors and/or illogicality
0	No relevant work submitted for assessment

University Marking Guide 2018 – 2019 (Level 5 Classes)

Mark %	Descriptor
70 -100	<u>Truly Exceptional/Outstanding</u> demonstration of learning outcomes
60 - 69	<u>Comprehensively Good</u> demonstration of learning outcomes
50 - 59 Pass	<u>Generally Good</u> demonstration of learning outcomes
40 - 49 Fail	<u>Minor Weaknesses</u> in learning outcomes
01 - 39	<u>Major Weaknesses</u> in learning outcomes
0	No relevant work submitted for assessment

The learning outcomes are defined within each class descriptor.

General Essay Marking Guide

Question Marker's Initials Mark

General Comments:

Grade %	0	20 +	40 +	50 +	60 +	70 +
Content	Failure to discuss any appropriate material. OR copying* from other sources (even if source is cited). Failure to cite all sources.	Minimal reliance on relevant material. Material described with little detail.	Major omissions in relevant material. Errors in description of material.	Presents the major points in outline. None of the central material is linked to theory.	Wide reading of appropriate sources. Covers all the major aspects of the question. Can link arguments to theory.	Wide reading of appropriate sources. Good selection of source material and clear evidence that arguments are linked to theory
Factual accuracy	Little or no accurate material	Many Substantive errors	Some substantive errors	Occasional substantive errors	Only minor errors.	No substantive errors, few minor errors.
Relevance	Little or no material relevant to the question	Most of the material irrelevant to the question	Much of the material irrelevant to the question	Some material irrelevant to the question	Little material irrelevant to the question	No or very little material irrelevant to the question
Organisation and coherence	No organisation of material	A list of disjointed material that does not amount to a coherent argument or thesis	The outlines of an argument, but mostly a list of material with no development of ideas	Some development of an argument, but often disjointed and some listing	For the most part, clear and well-structured with the argument or central thesis well developed	Argument or central thesis generally well structured, well developed and sustained throughout, leading to well-argued conclusion
Precision of expression	Absence of scientific precision in the use of terms and concepts	Widespread failure to use terms and define concepts precisely	Some instances of scientific precision in the use of terms and concepts, but predominant sloppiness and redundancy	Adequate precision in overall terms, but still widespread instances of sloppiness and redundancy	General use of precise scientific language with few instances of sloppiness or redundancy	Generally clear analytic use of language, with precise use of concepts and negligible redundancy of expression.
Critical evaluation	No valid evaluation of evidence	Widespread lack of evaluation	Trivial or underspecified criticisms (e.g. 'need more research') and illogical reasoning	Raises some issues but displays some illogical reasoning or triviality	Identifies all the main issues relating to topic/evidence/methodology. Shows signs of independent evaluation	Sound and thorough evaluation of theory. Any evidence of original thought a bonus given special merit.

This sheet is for guidance for markers to enhance consistency in evaluations. It is not intended to indicate an overall grade by application of weighted averages – sections will be weighted differently in the final determination of the overall grade, and furthermore this weighting might vary according to the nature of the specific project.

*In some cases, the nature and extent of plagiarism will not merely attract a failing grade, but will also require referral to the Head of Institute.

The MPharm Course Regulations

The university regulations for the MPharm Degree can be found on the webpages at <http://www.strath.ac.uk/sees/educationenhancement/qualityassurance/universityregulations/>

Please go to section 12.22 MPharm in Pharmacy

Progression to Subsequent Years of Study

Board of Examiners

Decisions on your progress are taken by The Board of Examiners, which meets in June, and for students who have to re-sit examinations, in September. The Board of Examiners will make one of the following decisions:

- P** A clear **Pass**. The student has no re-sits and should proceed to the next year of study.
- MP** **May Proceed (September Board only)**. The student may proceed to the next year of the course, but should take re-sits in those classes which he or she has failed.
- WD** **Withdraw**. The student will be instructed to withdraw from the course.
- Transfer** This decision may be accompanied by a recommendation that the candidate is transferred to Joint Honours course.
- R** **Re-sit** (June Board only). The student should take re-sit examinations in August, after which a decision will be made on possible progress to the next year of study.
- DNP** **Do Not Proceed** (September Board only). The student has not satisfied the requirements for progress to the next year of the course and will be required to enter academic suspension. The student may take re-sit examinations in the coming Session.

Attempt Discounted means that the student's attempt in a degree examination has been nullified and he/she is allowed to sit the exam again as a first attempt. In this case any coursework that contributes to the degree exam mark will be counted.

Reattend means that this student has to reattend the entire year. If he/she has passed classes from that particular year, these will be retained.

Registered with Attendance means that the student is allowed to attend specific classes.

In addition to making one of the decisions above, the Board may decide either

- to **caution** a student whose performance has been poor, in which case, the Faculty Officer or other attending administrator will inform the student that this poor performance gives cause for concern, and advise him or her to consult their Counsellor

or

- to **warn** a student that he or she has exhausted their final attempt at a class and will have just one further opportunity to obtain a pass.

Voluntary Suspension

If a student feels that their studies have been affected by personal or medical matters they can apply to go into Voluntary Suspension normally for a whole session.

Follow this link for the application form for voluntary suspension -

<http://www.strath.ac.uk/sees/studentpolicies/policies/attendance/absenceandvoluntarysuspension/>

Students Returning From Voluntary/Academic Suspension

If a student is returning from voluntary or academic suspension, you **must** contact relevant Class Coordinators and MPharm Director to ensure that you are registered for the correct classes.

The Credit Mark Average Scheme (CMA)

The University Compensation Scheme

Neither the CMA scheme nor the university compensation scheme is applicable to the MPharm where all classes must be passed at an acceptable standard.

Calculation of Final Year Mark

Guidelines for the MPharm (Integrated Masters) Exam Board

Computation of the Board Mark

Board mark = (level 11 (5) CWA x 0.75) + (level 10 (4) CWA x 0.25). The Final Class Mark is rounded to an integer but the computation uses decimal data.

The Level 11 (5) mark is the credit weighted mean for the following classes.

Compulsory Classes	Level	Credits
MP 520 Being a Pharmacist 4	5	40
MP 521 Evidence Based Medicine	5	40
MP 507 Research Project	5	40

The level 10 (4) mark is the credited weighted mean of the following classes (the computation uses integers for class marks and the first attempt at each degree examination).

Compulsory Classes	Level	Credits
MP 421 Management of Malignancy and Inflammatory conditions	4	20
MP 422 Management of CNS conditions	4	20
MP 423 Management of Patients with Co-morbidities	4	40
MP 420 Being a Pharmacist 3	4	40

Compensation

There is **no** compensation for classes in the MPharm

Decision on Award

To qualify for the award of the degree of MPharm in Pharmacy, a student must have accumulated no fewer than 600 credits from the course curriculum.

Board Mark	Decision
50 – 59 (with no level 4 class mark less than 35% and no level 5 class mark less than 45%).	Award of MPharm (Pass)
60 – 69 (with no level 4 class mark less than 35% and no level 5 class mark less than 45%).	Award of MPharm (Merit)
70 and above (with no level 4 class mark less than 35% and no level 5 class mark less than 45%).	Award of MPharm (Distinction)
Board mark \geq 50% but a fail in a level 5 class	Resit classes and the degree subsequently awarded will be on the basis of candidate's first attempt at the final year examinations.
Board Mark less than 50%	Award of the degree of BSc Honours in Pharmaceutical Sciences or degree of BSc in Pharmaceutical Sciences subject to relevant Course Regulations

Protocol for borderline students

A student whose Board Mark is 49, 59 or 69 will have their Board Mark raised to 50, 60 or 70 respectively subject to the following criterion.

- If the CWA of the level 5 classes is equal to or higher than 50, 60 or 70, depending on the borderline in question.

Final examinations for the MPharm degree are normally only held once in each academic session at the April/May diet (unless the relevant Board of Study decides otherwise).

Personal (Mitigating) Circumstances Committee

SIPBS has a Personal (Mitigating) Circumstances Committee (PCC) and students who believe medical or other circumstances have affected their performance on the course, need to make a written statement to that effect, so that circumstances can be considered in confidence by the Board of Examiners. Full details of the PCC can be found at: <https://www.strath.ac.uk/sees/studentpolicies/policies/appealscomplaintsdiscipline/personalcircumstancesprocedure/>

Students who wish to have their mitigating circumstances taken into consideration by Examination boards **must notify Student Experience** and provide **independent supporting evidence** such as:

- Confirmation from a medical practitioner (usually a UK registered medical practitioner within the locality of your registered term time address);
- A copy of a death certificate or other related document;
- A police incident number notification;
- A letter of confirmation from an academic member of staff, Hall Warden, Chaplain or other religious leader, the Student Advisory and Counselling Service, ASK or other appropriate independent third party (preferably not a relative or friend).

Please follow this link to complete the form:

http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/PersonalCircumstancesForm_Aug2013.pdf

Boards will **normally require a medical certificate from your UK registered medical practitioner for absence from examinations**, but if this cannot be provided for good and proper reasons, then the Board will need to see a letter of confirmation from an independent third party (preferably not a relative or friend).

If you do not notify Student Business (Sciences) that you want mitigating circumstances to be considered and fail to provide independent supporting evidence, mitigating circumstances will not normally be considered. **It is your responsibility to notify Student Business and to organise and provide supporting evidence.** Notification and support evidence can be submitted through the Personal Circumstances section on PEGASUS. Hard copies of original supporting evidence should also be submitted to Student Business (Science).

Please ensure that you also submit a copy of all documentation to Ms Carol Barnett.

If you are unable to upload the supporting evidence you should take it to Student-Business, in person.

Claims must be submitted within five working days of the end of the examination diet. Failure to submit your mitigating circumstances within five working days will normally render them inadmissible in the event of a subsequent academic appeal.

Student Appeals

Appeals Procedure

All students have the right to appeal against an assessment, progress or award of the Board of Examiners. You should, however, note that there are time limits on appeals and that an appeal will not normally be heard unless you undertake appeal proceedings while still a student at the University (i.e. before you graduate).

The MyPlace communication from Student Business informing the student of the decision of the Board of Examiners will specify a deadline for submission of an appeal. All appeals, together with supporting documentary evidence, should normally be lodged in writing with the appropriate Faculty Officer no later than this deadline.

Students who believe they may have grounds for an appeal against the Board of Examiners should submit appeals, in the first instance, to science-appealscomplaints@strath.ac.uk along with supporting documentation.

Appeals pro-forma can be found at <http://www.strath.ac.uk/studentlifecycle/appeals/>

What are the grounds for appeal?

All appeals against a decision of a Board of Examiners must be made on at least one of the following grounds:

- that there were procedural irregularities in the assessment process;
- inadequate assessment, prejudice or bias on the part of the examiners; and/or
- medical, personal or other circumstances affecting the student's performance of which the examiners were unaware at the time of the assessment.

An appeal submitted by the appropriate deadline will normally be heard within 30 working days of its receipt by the Faculty of Science (Room 5.25 Royal College Building, 204 George Street, Glasgow G1 1XW).

If an appeal is not upheld the appellant has the right of appeal to the Senate. Senate appeals should be addressed to the Governance, Management and Policy Team, University of Strathclyde, McCance Building, 16 Richmond Street, Glasgow, G1 1XQ.

Appeals against the exercise of academic judgement will not be heard. If you do not understand why you have received a lower mark than expected, you should contact the Year Coordinator or the class coordinator for the class and ask for feedback on your performance.

Prizes

There are a number of prizes for all years in the MPharm.

Year 2 prizes

James Taylor Prize for the best student in Year 2 of the MPharm course

James L Paterson prize for the best student in Being a Pharmacist 1 in Year 2 of the MPharm course.

The Muirhead Scholarship for the best female student in Year 2 of the MPharm

Year 3 prizes

The James Taylor Prize for the best student in Year 3 of the MPharm

The James Taylor prize for student with the best overall mark in the Management of ... classes in Year 3 of the MPharm course.

The Muirhead Scholarship for the best female student in Year 3 of the MPharm

Year 4 prizes

The Lloydspharmacy Prize for the best student in Year 4 of the MPharm course

The Muirhead Scholarship for the best female student in Year 4 of the MPharm course

The James Taylor Prize for the best student in Year 4 of the MPharm course

The James Taylor Prize for the best student in the Management of ... classes in Year 4 of the MPharm course

The James Taylor Prize for the best student in Being a Pharmacist 4 in Year 4 of the MPharm course

Year 5 prizes

Royal Pharmaceutical Society award for the best student on the MPharm Degree registerable in GB

The Roger Wadsworth prize for the best performance in the final year project

The James Taylor Prize for a distinguished student in the final year of the MPharm course

The Suresh Madhok Prize for achievement by a student in the final year of the MPharm course

Dean's Certificates

The Dean recognises exceptional performance each academic year by the issue of a Dean's certificate to the best students in the Faculty from years 2, 3 and 4.

Professional Matters

Disclosure Scotland & Fitness to Practise

Disclosure Scotland & the Protecting Vulnerable Groups Scheme

All MPharm students are required to register with the Protecting Vulnerable Groups (PVG) Scheme. This will normally be carried out at entry to the MPharm. Entering the PVG scheme means that you will be registered with Disclosure Scotland and that when you change employer or take up employment you will need to obtain a scheme record update. The enhanced disclosure associated with the PVG scheme contains all conviction information, spent and unspent, and any other non-conviction information considered to be relevant by the police or other Government bodies.

All new MPharm students will need to register with the PVG scheme. Students who have received a Disclosure Scotland certificate during their time on the MPharm will not need to enter the PVG scheme at this stage but will be required to enter the PVG scheme by their employers when they start pre-registration training.

Any students who have registered with the PVG scheme before starting at the University of Strathclyde will need to obtain a scheme record update. Details of the PVG scheme will be supplied to Year 2 students in the first week of semester 1.

Overseas students will be asked to provide a certificate of good conduct from local authorities at the start of the course and may be required to enter the PVG scheme at some point in the course or at the start of pre-registration employment.

Interprofessional Learning and Practice Experience

At various points during the MPharm degree you will be engaged in both interprofessional learning and practice experience visits. At all times during these activities students must remember that they are subject to the Standards for Pharmacy Professionals.

During practice experience visits students will be expected to dress and conduct themselves in an appropriate and professional manner. More details of the interprofessional learning and practice experience will be provided by the relevant class coordinators.

Fitness to Practise

All undergraduate Pharmacy students in Great Britain are subject to Fitness to Practise regulations as required by the General Pharmaceutical Council (GPhC), the statutory regulator for pharmacy. Fitness to Practise applies to you as you are studying for a degree which enables you to become registered with the GPhC and call yourself a pharmacist, thus there are professional responsibilities associated with studying for this degree.

The Strathclyde Institute of Pharmacy & Biomedical Sciences has a responsibility to ensure that you are safe to practise as a pharmacy undergraduate and that you have the best chance of registering as a pharmacist. Fitness to Practise is one way that we can help to do this by identifying and dealing with concerns raised early in your degree course so that, in

the unlikely event that concerns are raised that may prevent you registering with the GPhC, you can be given suitable help and advice.

Your responsibilities are set out in the Standards for Pharmacy Professionals, which is included in this handbook, which applies in all areas of your life both in and outside the University and term time; in other words, at all times.

Any Fitness to Practise concerns raised either by the student themselves, an employer, a member of university staff, by another student or as a result of a placement will be treated in the strictest of confidence. If you think that you have any Fitness to Practise concerns these should be raised in the first instance with the department's Fitness to Practise Coordinator (Dr Anne Boyter (anne.boyter@strath.ac.uk, ext 4594)).

All students have a responsibility to make themselves aware of the University's regulations for Fitness to Practise as well as the Procedures for a Committee on Fitness to Practise which can be found on MyPlace.

The Fitness to Practise Procedures and Committee are separate from the University of Strathclyde disciplinary procedures. A student can be referred to both the Senate Discipline Committee and the Fitness Practise Committee as long as these referrals do not occur simultaneously.

Standards for Pharmacy Professionals

Introduction

Your pharmacy course is preparing you to enter a profession. Pharmacy is one of the registered healthcare professions, and carries both privileges and responsibilities. As a pharmacy student you must demonstrate you are able to exercise those privileges and bear those responsibilities. This means you must conduct yourself professionally at all times. The *Standards for Pharmacy Professionals* apply to you from the first day of your course to the day you leave the profession. The *Standards for Pharmacy Professionals* apply both on and off campus. Remember that wherever you are, you are representing the profession of pharmacy and your university. All the standards are equally important.

Pharmacists in Northern Ireland register with the Pharmaceutical Society of Northern Ireland and must abide by its *Code of Ethics*. When you become a pharmacist in Northern Ireland, it will apply to you.

It is a requirement that your school has fitness to practise procedures for pharmacy students. If you do not abide by the *Standards for Pharmacy Professionals* you may be subject to those procedures.

Standards for Pharmacy Professionals

Introduction

The General Pharmaceutical Council (GPhC) standards for pharmacy professionals apply to all registrants – pharmacist and pharmacy technicians – and to all students registered on an MPharm degree and all pre-registration trainees. Full details of the standards can be found at

https://www.pharmacyregulation.org/sites/default/files/standards_for_pharmacy_professionals_may_2017_0.pdf.

The information below is taken from this document – with the permission of the GPhC – and summarises the standards.

Standards for Pharmacy Professionals

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

Pharmacy professionals must:

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

Standard 1 Pharmacy Professionals must provide patient-centred care

Applying the standard

Every person is an individual with their own values, needs and concerns. Person-centred care is delivered when pharmacy professionals understand what is important to the individual and then adapt the care to meet their needs – making the care of the person their first priority. All pharmacy professionals can demonstrate 'person-centredness', whether or not they provide care directly, by thinking about the impact their decisions have on people.

There are a number of ways to meet this standard, and below are examples of the attitudes and behaviours expected. People receive safe and effective care when pharmacy professionals:

- obtain consent to provide care and pharmacy services
- involve, support and enable every person when making decisions about their health, care and wellbeing
- listen to the person and understand their needs and what matters to them
- give the person all relevant information in a way they can understand, so they can make informed decisions and choices
- consider the impact of their practice whether or not they provide care directly
- respect and safeguard the person's dignity
- recognise and value diversity, and respect cultural differences – making sure that every person is treated fairly whatever their values and beliefs

- recognise their own values and beliefs but do not impose them on other people
- take responsibility for ensuring that person-centred care is not compromised because of personal values and beliefs
- make the best use of the resources available

Standard 2 Pharmacy professionals must work in partnership with others

Applying the standard

A person's health, safety and wellbeing are dependent on pharmacy professionals working in partnership with others, where everyone is contributing towards providing the person with the care they need. This includes the person and will also include other healthcare professionals and teams. It may also include carers, relatives and professionals in other settings – such as social workers and public health officials.

There are a number of ways to meet this standard and below are examples of the attitudes and behaviours expected. People receive safe and effective care when pharmacy professionals:

- work with the person receiving care
- identify and work with the individuals and teams who are involved in the person's care
- contact, involve and work with the relevant local and national organisations
- demonstrate effective team working
- adapt their communication to bring about effective partnership working
- take action to safeguard people, particularly children and vulnerable adults
- make and use records of the care provided
- work with others to make sure there is continuity of care for the person concerned

Standard 3 Pharmacy professionals must communicate effectively

Applying the standard

Communication can take many forms and happens in different ways. Effective communication is essential to the delivery of person-centred care and to working in partnership with others. It helps people to be involved in decisions about their health, safety and wellbeing. Communication is more than giving a person information, asking questions and listening. It is the exchange of information between people. Body language, tone of voice and the words pharmacy professionals use all contribute to effective communication.

There are a number of ways to meet this standard and below are examples of the attitudes and behaviours expected. People receive safe and effective care when pharmacy professionals:

- adapt their communication to meet the needs of the person they are communicating with
- overcome barriers to communication
- ask questions and listen carefully to the responses, to understand the person's needs and come to a shared decision about the care they provide
- listen actively and respond to the information they receive in a timely manner
- check the person has understood the information they have been given
- communicate effectively with others involved in the care of the person

Standard 4 Pharmacy professionals must maintain, develop and use their professional knowledge and skills

Applying the standard

People receive safe and effective care when pharmacy professionals reflect on the application of their knowledge and skills and keep them up-to-date, including using evidence in their decision making. A pharmacy professional's knowledge and skills must develop over the course of their career to reflect the changing nature of healthcare, the population they provide care to and the roles they carry out.

There are a number of ways to meet this standard and below are examples of the attitudes and behaviours expected. People receive safe and effective care when pharmacy professionals:

- recognise and work within the limits of their knowledge and skills, and refer to others when needed
- use their skills and knowledge, including up-to-date evidence, to deliver care and improve the quality of care they provide
- carry out a range of continuing professional development (CPD) activities relevant to their practice
- record their development activities to demonstrate that their knowledge and skills are up to date
- use a variety of methods to regularly monitor and reflect on their practice, skills and knowledge

Standard 5 Pharmacy professionals must use their professional judgement

Applying the standard

People expect pharmacy professionals to use their professional judgement so that they deliver safe and effective care. Professional judgement may include balancing the needs of individuals with the needs of society as a whole. It can also include managing complex legal and professional responsibilities and working with the person to understand and decide together what the right thing is for them – particularly if those responsibilities appear to conflict.

There are a number of ways to meet this standard and below are examples of the attitudes and behaviours expected. People receive safe and effective care when pharmacy professionals:

- make the care of the person their first concern and act in their best interests
- use their judgement to make clinical and professional decisions with the person or others
- have the information they need to provide appropriate care
- declare any personal or professional interests and manage these professionally
- practise only when fit to do so
- recognise the limits of their competence
- consider and manage appropriately any personal or organisational goals, incentives or targets and make sure the care they provide reflects the needs of the person

Standard 6 Pharmacy professionals must behave in a professional manner

Applying the standard

People expect pharmacy professionals to behave professionally. This is essential to maintaining trust and confidence in pharmacy. Behaving professionally is not limited to the working day, or face-to-face interactions. The privilege of being a pharmacist or pharmacy technician, and the importance of maintaining confidence in the professions, call for appropriate behaviour at all times.

There are a number of ways to meet this standard and below are examples of the attitudes and behaviours expected. People receive safe and effective care when pharmacy professionals:

- are polite and considerate
- are trustworthy and act with honesty and integrity
- show empathy and compassion
- treat people with respect and safeguard their dignity
- maintain appropriate personal and professional boundaries with the people they provide care to and with others

Standard 7 Pharmacy professionals must respect and maintain a person's confidentiality and privacy

Applying the standard

People trust that their confidentiality and privacy will be maintained by pharmacy professionals, whether in a healthcare setting – such as a hospital, primary care or community pharmacy setting – in person, or online. Maintaining confidentiality is a vital part of the relationship between a pharmacy professional and the person seeking care. People may be reluctant to ask for care if they believe their information may not be kept confidential. The principles of confidentiality still apply after a person's death.

There are a number of ways to meet this standard and below are examples of the attitudes and behaviours expected. People receive safe and effective care when pharmacy professionals:

- understand the importance of managing information responsibly and securely, and apply this to their practice
- reflect on their environment and take steps to maintain the person's privacy and confidentiality
- do not discuss information that can identify the person when the discussions can be overheard or seen by others not involved in their care
- ensure that everyone in the team understands the need to maintain a person's privacy and confidentiality
- work in partnership with the person when considering whether to share their information, except where this would not be appropriate

Standard 8 Pharmacy professionals must speak up when they have concerns or when things go wrong

Applying the standard

The quality of care that people receive is improved when pharmacy professionals learn from feedback and incidents, and challenge poor practice and behaviours. This includes speaking up when they have concerns. At the heart of this standard is the requirement to be candid with the person concerned and with colleagues and employers. This is usually called the 'duty of candour' – which means being honest when things go wrong.

There are a number of ways to meet this standard and below are examples of the attitudes and behaviours expected. People receive safe and effective care when pharmacy professionals:

- promote and encourage a culture of learning and improvement
- challenge poor practice and behaviours
- raise a concern, even when it is not easy to do so
- promptly tell their employer and all relevant authorities (including the GPhC) about concerns they may have
- support people who raise concerns and provide feedback
- are open and honest when things go wrong
- say sorry, provide an explanation and put things right when things go wrong
- reflect on feedback or concerns, taking action as appropriate and thinking about what can be done to prevent the same thing happening again
- improve the quality of care and pharmacy practice by learning from feedback and when things go wrong

Standard 9 Pharmacy professionals must demonstrate leadership

Applying the standard

Every pharmacy professional can demonstrate leadership, whatever their role. Leadership includes taking responsibility for their actions and leading by example. Wherever a pharmacy professional practises, they must provide leadership to the people they work with and to others.

There are a number of ways to meet this standard and below are some examples of the attitudes and behaviours expected. People receive safe and effective care when pharmacy professionals:

- take responsibility for their practice and demonstrate leadership to the people they work with
- assess the risks in the care they provide and do everything they can to keep these risks as low as possible
- contribute to the education, training and development of the team or of others
- delegate tasks only to people who are competent and appropriately trained or are in training, and exercise proper oversight
- do not abuse their position or set out to influence others to abuse theirs
- lead by example, in particular to those who are working towards registration as a pharmacy professional

Useful contacts and further reading

If you are unsure about how this *Standards for Pharmacy Professionals* applies to you as a pharmacy student, contact a member of the pharmacy staff where you are studying.

General Pharmaceutical Council (GPhC)

25 Canada Square
London
E14 5LQ

0203 713 8000

info@pharmacyregulation.org
www.pharmacyregulation.org

Useful organisations

British Pharmaceutical Students' Association (BPSA) – <http://www.bpsa.co.uk/>

Pharmacy Schools Council (PhSC) – <http://www.pharmacyschoolscouncil.ac.uk/>

MPharm Student Code of Conduct: a Literature Review (Schaufheutle et al on behalf of the Royal Pharmaceutical Society of Great Britain, 2009)

Office of the Independent Adjudicator for Higher Education (OIAHE), www.oiahe.org.uk/
(Higher Education complaints in England and Wales)

Pharmaceutical Society of Northern Ireland (PSNI) – www.psni.org.uk/

Royal Pharmaceutical Society (RPS) – www.rpharms.com

Scottish Public Services Ombudsman - www.spsso.org.uk/

(Higher Education complaints in Scotland)

Standards of conduct, ethics and performance (General Pharmaceutical Council, 2010)

Student Fitness to Practise Procedures in Schools of Pharmacy (General Pharmaceutical Council, 2010)

For detailed information on student support, health and safety requirements, fitness to practise procedures, dress codes, rules and regulations and other course information contact your university.

Registration as a Pharmacist

The General Pharmaceutical Council (GPhC) is the regulator for pharmacists, pharmacy technicians and registered pharmacy premises. To work as a pharmacist and to call yourself a pharmacist, you must be registered with the GPhC. Part of the registration requirements of the GPhC are education requirements and the GPhC has agreed that there should be completion time limits for anyone entering pre-registration from 2011 onwards. This applies to everyone studying an accredited MPharm degree. The reason for the time limit is to ensure the link between your course and pre-registration training is preserved and that your knowledge and skills are current when you apply to register.

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

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

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

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

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

This list is not exhaustive.

Extenuating circumstances does not include:

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

This list is not exhaustive.

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

Should you require further information on the GPhC's education and training requirements for initial registration please contact the GPhC. Contact details can be found on the GPhC's website: www.pharmacyregulation.org.

Correct Use of Name

You should ensure that when registering for graduation or pre-registration or any formal document, that your name and surname should be exactly as it is on your birth and/or marriage certificate.

Summer Placements Programmes

Summer Placement Programmes are a great way to start your pharmacy career by gaining practical experience of pharmacy and an insight into the role of a pharmacist. These can be undertaken in the community, hospital or industrial sector though the industrial places are very rare.

Summer Placement Programmes put into practice your University knowledge and also helps you to learn new skills. It also means that you will be in an excellent place to make decisions about your future career when it comes to the time to make the decision about where you would like to complete your preregistration year.

Summer placement programmes can be undertaken at the end of year 3 or 4. They can be a real advantage in the pharmacy practice elements of the course if you have had some pharmacy experience during your summer months

How do I apply?

Watch out for posters/My Place email messages giving details of either presentations from different employers or details how and when to apply.

University Policies

Equality and Diversity

Equality and Diversity

The University of Strathclyde is committed to achieving and promoting equality of opportunity in the learning, teaching, research and working environments.

We value the diversity of our students and support the development of mutual respect and positive relations between people.

The University has in place an [Equality Policy](#), [Disability Policy](#) and [Equality Outcomes](#) which meet the requirements the Equality Act 2010.

You are advised to familiarise yourself with the University approach to equality and diversity and relevant developments and information by visiting the website:

www.strath.ac.uk/equalitydiversity/equalityinformationforstudents/

It is important that you understand your rights and responsibilities. Any discriminatory practice, including cyber bullying, on your part may lead to the University initiating disciplinary action.

If you have any queries please bring these to the attention of staff or the University's Equality and Diversity office.

Email: equalopportunities@strath.ac.uk

Telephone: 0141 548 2811

www.strath.ac.uk/equalitydiversity/

Equality, Diversity and Inclusion (E, D & I) for Students Online Training Module

As part of your PDP, all students are required to complete the Equality, Diversity and Inclusion Online Training Module.

This is part of MP220 for all Year 2 students. **All students need to complete this online training module.**

Failure to complete the course will be regarded as a failure to complete required components of the relevant class (Year 2, MP202) and will result in you being 'Not Qualified'.

You will only need to complete the E, D & I course **ONCE** throughout your time at the University.

Please follow this link –

<https://classes2018-2019.myplace.strath.ac.uk/course/view.php?id=23107>

and log in with your unique University user name and password.

The course takes the form of several screens of information which will take approximately 30 - 60 minutes to read through. These are followed by a few multiple choice questions to complete. Your score will be displayed at the end.

We will check your completion of the course, which is COMPULSORY. You should complete the course by Thursday 31st January 2019. Reminders will be sent from time to time, if needed.

If you experience any problems accessing the course, please contact philip.brown@strath.ac.uk who will be able to assist you.

Athena SWAN

The University currently holds a Bronze [Athena SWAN](#) award, recognising our commitment to advancing women's careers in science, technology, engineering, maths and medicine (STEMM) employment in academia.

The Athena SWAN Charter has been developed by the Equality Challenge Unit to encourage and recognise commitment to combating the under-representation of women in STEMM research and academia.

If you would like any additional information, please contact the Equality and Diversity office and see this page - <https://www.strath.ac.uk/equalitydiversity/genderequalityandathenaswan/>.

Students with Disabilities

Students with disabilities

The University is committed to providing an inclusive learning and working environment for disabled people.

If you have, or think you have, a disability we encourage you to disclose it as soon as possible. Declaring your disability will enable you to access any additional support that you may need and help to ensure you become a successful student. The information you provide will be treated as confidential and will not be shared with other staff without your consent.

It is essential that students who think that they will require special exam arrangements make an appointment with the Student Adviser (Disability Service) to discuss these arrangements, and that they do so **at least two months prior to their first diet of exams**, so that there is ample time to supply written evidence of the need for these special arrangements. Students should note that if they have a requirement for special arrangements for exams, they must also inform Miss Carol A Barnett, MPharm Administrator, **at least 2 weeks before each exam** so that the necessary arrangements can be made.

- **The University has a responsibility for your safety and wellbeing while you are attending classes. To enable the Institute of Pharmacy and Biomedical Sciences to fulfil this obligation it is essential that you inform the MPharm Administrator of any disability, allergy or condition that might affect your safety or wellbeing, particularly in laboratories.**
- If you suffer from haemophilia or epilepsy you must inform the MPharm Administrator so that those with whom you work may be made aware of the

disability and make appropriate arrangements. If you are colour blind, or if you know that you are hypersensitive (or allergic) to any particular substances, you must tell the MPharm Administrator so that the correct precautions may be taken.

The University has a dedicated Disability Service that offers specific advice, information and assistance to disabled students, including information on the Disabled Students Allowance (DSA). Further information is available from the website:

www.strath.ac.uk/disabilityservice/

In addition, each academic Department has at least one Departmental Disability Contact (DDC), who acts as a first point of contact for disabled students. The Departmental Disability Contact list is available on the website at: www.strath.ac.uk/disabilityservice/ddc/

Please inform your course tutor, the DDC and a member of the Disability Service of your needs as soon as possible. The Disability Service will then formally communicate your needs to your Department/ School.

Email: disabilityservice@strath.ac.uk

Telephone: 0141 548 3402

www.strath.ac.uk/disabilityservice

Issues with Physical Access on campus

If you experience an issue with physical access anywhere on campus, please email: physicalaccess@strath.ac.uk where a member of Estates staff will be able to help

Classroom Protocol

At the University we are committed to providing a safe learning environment where dignity is respected and discrimination or harassment, including cyber bullying does not occur on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and socio-economic background. No student should intentionally be made to feel threatened or excluded from class participation.

You are reminded of your responsibility to show respect to fellow classmates and staff by remembering the following protocol for the duration of your studies:

- Attend all scheduled lectures/ seminars and/ or practical sessions such as labs, including any additional learning and teaching sessions.
- Arrive on time and remain in class until the end of the session. If you need to leave early for any reason, please notify the tutor at the beginning or prior to the class.
- Do not disrupt the class by habitually coming in late or coming and going from the classroom during the session. Students arriving late, without justified reasons, may be refused entry.
- Refrain from consistently interrupting another speaker and listen to the ideas of others with respect. Do not be rude or make personal attacks on individuals during group discussions.
- Inform and establish consent of the tutor if you wish to record the lecture. The recording must be used only for personal study.

- Do not bring food into the classroom, other than for medical reasons, e.g. diabetes. Beverages may be permissible at the tutor's discretion if the room utilisation rules allow.
- Inform tutors of specific requirements for example the need to perform prayers for practising students of diverse faiths.
- Seek consent of students and staff before taking any photos, audio or visual recordings in the classroom. These must not be shared on any social network sites without permission.
- At any course related external visit you are acting as ambassadors of the University and are reminded to act as such.
- Refrain from smoking on premises as this is prohibited in all University buildings.
- Follow emergency instructions and health and safety procedures.
- Should you have any concerns please bring them to the attention of your tutor and/ or appropriate University staff.

Race Equality Policy

The University of Strathclyde believes strongly in the principle of equal treatment between persons, irrespective of racial or ethnic origin and values, and recognises that a diverse staff and student group contributes to its continued achievement of excellence in teaching and research.

Discrimination on grounds of race is unacceptable, and everyone who has the ability and the desire to pursue education should have the chance to do so regardless of their race.

The University's Race Equality Policy forms part of the University's policy on equal opportunities for staff and students, and sets out our aims to tackle racial discrimination and take active steps to promote equality of opportunity and good race relations among its staff and students and members of the public who come in contact with the institution.

The Race Equality Policy is available on the University's web-site at <http://www.strath.ac.uk/staff/equalitydiversity/>

General Data Protection Regulation

In keeping with University policy with regard to the Data Protection Act, the results of class and degree examinations within the MPharm programme will be available only to individual students and no list of marks will be posted.

A system of electronic access to examination results ensures that a student will only be able to access her/his own results. You will be able to access your results through PEGASUS and MyPlace.

Dignity & Respect Policy

The University of Strathclyde is a community within which all staff, students and visitors are valued for their contribution. It is the University's expectation that all staff, students and visitors participate in the life of the University in a manner which ensures that everyone that they encounter as a member of this community is treated with dignity and respect. In particular members of the University community are expected to uphold the core values of respect for others and equality of opportunity, openness, integrity and honesty.

Please see below link for further details:

<http://www.strath.ac.uk/media/ps/humanresources/policies/DignityandRespectPolicy.pdf>

Attendance & Performance

Students are reminded that as they are training for a professional qualification, a high standard of personal conduct is expected of them at all times, both on and off campus. This includes regular attendance at all class events.

University Calendar Regulation 15.1.12 - A student who, in the opinion of the Head(s) of the Department(s) (or nominee(s)) offering a class, does not satisfy the requirements as to attendance and to performance and having been informed in writing, shall not be entitled to take the examinations in the subject of that class and shall be so informed. The names of such students shall be reported immediately to the relevant Board of Study. A student may subsequently be permitted by the Course Director (or nominee) to take the examination in the subject of the class at the next available opportunity subject to satisfactory completion of appropriate course work.

Students have an obligation to inform the University (Student Business-Science) at the first reasonable opportunity of any medical or other circumstances which might adversely affect their attendance, performance and/or ability to study.

SIPBS (The Department) will monitor the attendance of students at lectures and in laboratory classes and workshops. If you are absent on 2 occasions in a semester (regardless of reason), your PDA will be informed and you will be required to attend a meeting with them to discuss your absence. Any student who fails to attend on 5 separate occasions during a semester without a valid reason will be asked to explain their absence to the Year coordinator or MPharm Director. A student who consistently fails to attend may be asked to reattend.

Attendance at all lectures, workshops and laboratory sessions is **compulsory** for MPharm students. However, there may be circumstances that are out with student's control which lead to absence e.g. medical/family circumstances or travel disruption. In **all** cases of absence, students must complete a self-certificate and submit this to Ms Barnett.

NB Failure to do so may lead to students' being Not-Qualified to sit/submit coursework or degree exams in line with the university Calendar Regulations.

Do not sign anyone else's name on class registers. Anyone found doing so, may be referred and considered for Fitness to Practice proceedings.

TIER 4 STUDENTS

For all of our international students' on a Tier 4 VISA, attendance is closely monitored by the University, throughout the duration of your studies. For Tier 4 students to remain compliant with their Tier 4 VISA and for the University to comply with our Tier 4 sponsor license, we will collect data electronically and manually that relates to a student's engagement with their studies and use of University facilities including library, computing and some online services and, in some cases, attendance at laboratory classes, lectures, tutorials, class tests and examinations.

It is important that you check your Strathclyde email account regularly as you may receive communication inviting you to report, in person to confirm your continued engagement. You must respond and attend if you receive, please ensure that you bring along your

matriculation (registration) card. You are also required to notify the department (Mrs Jacqui Miller) if you are ill or need to miss a class for any other reason. It is also important that you notify Mrs Jacqui Miller if you intend to leave the University for any reason (returning home, holidays etc.).

Please note that students who fail to attend will receive an 'Amber' email, then a 'Red' email. Failure to comply will result in the University contacting the United Kingdom Borders Agency (UKBA).

ABSENCE FROM CLASSES

For absences of seven days or less:

The self-certification convention applies where there is absence from classes or tutorials for seven or fewer consecutive University teaching days. The self-certification form, available from Registry, should be completed and forwarded to Registry-Science for noting in your file.

For absence of more than seven days:

Where sickness results in absence of more than seven normal University days, you are required to submit a medical certificate to Registry-Science who will then inform the relevant Department and, if the absence continues for fourteen days or more, will also inform the relevant grant-awarding body.

ABSENCE FROM EXAMINATIONS AND CLASS TESTS

For absences from an examination, class test or inability to complete assessed coursework:

The self-certification convention does not apply. If you are absent from a formal examination or class test, or fail to submit a prescribed assignment on time because of illness, you **must** submit a medical certificate. **Examination Boards will not take account of special pleading on the grounds of illness unless the plea is accompanied by the appropriate medical certification / death certificate of relative.**

Students with difficulties that are likely to disrupt their studies for an extended period of time should consider entering voluntary suspension and discuss this with either the appropriate Year Coordinator, MPharm Director or their Personal Development Advisor.

Students who have missed class(es) or examination(s) must submit a medical certificate within 7 days clearly stating the dates in which the student was incapacitated. If a student is unable to obtain a certificate within this period, the MPharm Administrator should be informed immediately.

Student Conduct

Safety in Laboratories

The safety of people in their places of work is regulated by law (Health and Safety at Work Act, 1974). People whose work involves handling hazardous materials also are protected by the Control of Substances Hazardous to Health Regulations (1989). For the purposes of legislation, students are considered to be employees of the University. These laws oblige the employers (The University) to ensure that their buildings, laboratories, apparatus, and experimental procedures are safe, and to ensure that all of these are inspected regularly. The employer also is required to ensure that people handling hazardous materials are informed of their properties and of the proper methods of using them. Moreover, the law requires students to conduct themselves and their work in a safe and responsible manner.

To minimise the risk of accidents in laboratories, you must obey a few simple rules:

- students must not enter laboratories whilst under the influence of alcohol or drugs unless they have been prescribed by a physician. If you suspect that anyone is under the influence of anything please advise a member of staff immediately.
- do not enter a laboratory until a demonstrator is present;
- wear a laboratory coat and safety glasses;
- if you wear contact lenses, please use safety glasses too;
- do not eat, drink, smoke or apply cosmetics in laboratories;
- obey instructions given by hazard warning signs;
- coats, bags etc must not be brought into the laboratory and must be placed in a locker whilst you are in the laboratory;
- mobile phones must not be taken into a laboratory.

Before embarking on any new course of laboratory work, the demonstrator, in the introductory talk, will remind you of considerations of safety:

- follow the experimental instructions closely and read the section in your laboratory manual dealing with the properties of hazardous materials used in the experiments. If you are in doubt about these consult a demonstrator;
- do not pipette by mouth, use a pipette filler;
- use fume cupboards for manipulating volatile materials.

Special safety instructions will be issued in laboratories where you encounter special hazards. In Pharmaceutical Microbiology you will handle microorganisms. The demonstrator will issue these special instructions.

Mobile Phones and Portable Music Players in Laboratory Classes

Strathclyde Institute of Pharmacy and Biomedical Sciences (SIPBS) has a strict policy regarding portable electronic devices and laboratory classes. Students are not permitted to bring mobile telephones or portable music players into any laboratory class. All such devices should be left in the student's locker outside the laboratory. It is not sufficient for the student simply to have the device switched off. This policy is necessary for two reasons of safety: (i) the devices are distracting and a lack of concentration can compromise student safety and (ii) there is significant risk of contamination of the device (either biological or chemical) and this could lead to student health implications.

Any student who repeatedly breaks this rule will be reported to the Head of Teaching in SIPBS, who will contact them to obtain an explanation for their behaviour. If it is necessary for a student to make a telephone call during a laboratory class then they should speak to the member of academic staff in charge of the laboratory session, explaining the nature of the emergency and requesting permission to leave the laboratory to make the call.

Pregnancy

It is imperative that you advise Dr Anne Boyter, MPharm Director, if you are pregnant as there are health and safety issues that need to be considered particularly when working in the labs. There are also forms that are required to be completed.

Fire

Familiarise yourself with the fire regulations (escape routes etc) for the area of the building where each laboratory is located. The evacuation alarm for The John Arbuthnott Building (also known as SIBS) is a loud wailing siren. Once you are outside the building ensure that you stand in a safe place while waiting for permission to re-enter the building.

Accident

If an accident occurs in a laboratory, summon the assistance of a demonstrator at once so that the most appropriate action can be taken without delay.

No Smoking Policy

Your attention is drawn to the No Smoking Code of Practice. Smoking is not permitted in the University premises. You are asked to comply with this Code. Full details of University Policy can be found at <http://www.strath.ac.uk/wellbeing/lifestyle/smoking/>

Feedback Provided By Academic Staff to Students

Within the MPharm programme, academic staff will provide students with advice or commentary on many pieces of student work. The purposes of this feedback are:-

- to provide students with examples of the correct format and content of specific types of work
- to help students understand the levels of achievement expected
- to assist students to improve competence by practice

To achieve these objectives, various types of feedback have been developed, as appropriate for particular classes:-

1. Individual feedback. This is feedback on a specific student's piece of submitted work. It might be given as notes written on an essay returned to the student, or using an electronic feedback generator, or in the form of a computer program that give the correct answer.
2. Group feedback. This is feedback given to the whole class or to a group of students together. The group feedback usually explains common errors or may give the correct answers to problems. This type of feedback may be delivered in the style of a lecture, or via e-mail to the class or through information uploaded onto 'MyPlace'.
3. Generic feedback. This is advice and information to allow students to assess their own work. It includes explanations of the meaning of marks, marking guidelines, worked examples or model answers. This will be provided in the class notes or on MyPlace.

University Policy and Procedure for Late Submission of Coursework

The University have produced a Policy and Procedure for Late Submission of Coursework effective from 01 August 2018 – see extract below. For the full policy and procedure, please select the links below -

<https://www.strath.ac.uk/staff/policies/academic/>

https://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Policy_and_Procedure_for_Late_Submission_of_Coursework_Final_2018.pdf.pagespeed.ce.Kz4LhBtJRh.pdf

In fairness to all students, the submission dates published must be strictly adhered to. Coursework is deemed to be late when it is submitted after the published deadline without an agreed extension, and in the absence of exceptional circumstances.

Only in exceptional circumstances, such as family bereavement, serious illness or hospital treatment / operation, the year coordinator may accept that a student has a reason to submit assignments late. **Please note that any request must be made in writing (which includes email) before the assessment deadline to the relevant Year Co-ordinator.**

It should be noted that, unless stated otherwise in the class descriptor, the Department will therefore adopt the following Penalties on a sliding scale system for late submission of coursework:

- Coursework that is submitted late, but within 24 hours of the submission deadline will be subject to a 10 point deduction on the percentage mark being applied to the original mark.
- For each subsequent day that a coursework is submitted late up until four working days after the deadline, a penalty of 5 percentage point deduction per day will be applied to the original mark.
- The maximum number of percentage points that can be deducted for late submission is 25.

All Departments/Schools should normally set a Monday midday deadline for the submission of coursework. Where the submission deadline is not set for a Monday, for example on bank holidays, the submission window should be adjusted accordingly; for example, a Tuesday deadline would result in the submission window extending to 16.00 on the following Monday.

- Assessments submitted after the Monday midday deadline without an approved extension will be subject to penalties on a sliding percentage scale.
- Penalties will be applied to late submitted assessments up until Fridays at midday, and assessments submitted after 16.00 on Fridays will receive a mark of zero.
- **'Working days' means Monday to Friday inclusive, excluding public holidays and University closure days.**

Example	Day of submission	Penalties applied
1.	Late submission between Monday and Friday midday, student has an approved extension	No penalty to be applied.
2.	Late submission on Monday, student has communicated unforeseen exceptional	No penalty to be applied.

	circumstances before 16.00	
3.	Late submission on Monday, student has no approved extension and there has been no contact from student communicating unforeseen exceptional circumstances	10 percentage point penalty applied to original mark, unless the penalty reduces the student's mark to below 40% (UG) or 50% (PG), in which case the mark is capped at 40% (UG) and 50% (PG)
4.	Late submission on Tuesday before midday, student has no approved extension and there has been no contact from student communicating unforeseen exceptional circumstances	10 percentage point penalty applied to original mark, unless the penalty reduces the student's mark to below 40% (UG) or 50% (PG), in which case the mark is capped at 40% (UG) and 50% (PG)
5.	Late submission on Tuesday after midday, student has no approved extension and there has been no contact from student communicating unforeseen exceptional circumstances	15 percentage point penalty (10 points for first day, 5 points for second day), unless the penalty reduces the student's mark to below 40% (UG) or 50% (PG), in which case the mark is capped at 40% (UG) and 50% (PG)
6.	Wednesday submission after midday, student has no approved extension and there has been no contact from student communicating unforeseen exceptional circumstances	20 percentage point penalty (10 for first day, 5 for second day, 5 for third day), applied to original mark, unless the penalty reduces the student's mark to below 40% (UG) or 50% (PG), in which case the mark is capped at 40% (UG) and 50% (PG)
7.	Thursday submission after midday, student has no approved extension and there has been no contact from student communicating unforeseen exceptional circumstances	25 percentage point penalty (10 for first day, 5 for second day, 5 for third day, 5 for fourth day), applied to original mark, unless the penalty reduces the student's mark to below 40% (UG) or 50% (PG), in which case the mark is capped at 40% (UG) and 50% (PG)
8.	Friday submission <u>before</u> midday, student has no approved extension and there has been no contact from student communicating unforeseen exceptional circumstances	25 percentage point penalty (10 for first day, 5 for second day, 5 for third day, 5 for fourth day), applied to original mark, unless the penalty reduces the student's mark to below 40% (UG) or 50% (PG), in which case the mark is capped at 40% (UG) and 50% (PG)

9.	Friday submission <u>after</u> midday, student has no approved extension and there has been no contact from student communicating unforeseen exceptional circumstances	A mark of zero will be applied to the work.

ROLES AND RESPONSIBILITIES

Staff are responsible for:

- Ensuring this policy is implemented consistently across courses; and
- Using records of late submission to identify students who may require support.

Students are responsible for:

- Understanding the requirements of individual assessments, and actively engaging with assessment tasks by devoting appropriate time and effort;
- Finding out where, how and when work is provided;
- Communicating to staff any personal circumstances that are negatively impacting their studies via the processes outlined in the Personal Circumstances and Academic Appeals Procedure; and
- Requesting extensions to the deadline for coursework submission in line with the Policy on Extensions to the Submission of Coursework.

Disruption of Classes

Disruptive behaviour during classes will not be tolerated. This includes not only talking, deliberately making a noise or using a mobile phone, but also anything which interferes with the learning experience of others present. If you ignore a request from academic staff to cease this form of behaviour, your name will be reported to the MPharm Director. You may be asked to leave the lecture room.

If the offence is repeated, the MPharm Director will consult with Head of the Strathclyde Institute of Pharmacy and Biomedical Sciences and ask you to attend an interview. Your conduct may then be referred to the Senate Disciplinary Committee and / or result in Fitness to Practise proceedings.

You should be aware of the following University Ordinances:

Ordinance 12.4:

Any member of the academic staff may, if he/she deems it necessary, require any student who is guilty of disorderly or improper conduct in a lecture room or laboratory to withdraw from the room for the day, and shall forthwith bring the offence to the notice of the Head of the Department concerned or to his/her depute.

Ordinance 12, 2:

The Principal may, at his absolute discretion, suspend any student from attendance at any class or classes or exclude any student from the University or its precincts, and shall report every such case to the Court and the Senate at their next meetings.

Academic Dishonesty

The University regards plagiarism, cheating and other forms of academic dishonesty as extremely serious. Possible penalties include:

- resubmission of course work
- recording a mark of zero for the assessment
- referring the case to the University's Senate Disciplinary Committee
- delay in Graduation
- all subsequent submissions, including exam papers, being scrutinised
- expulsion from the University

The severity of the offence will determine the severity of the penalty.

In addition to the above, for all instances of academic dishonesty a copy of the University's Academic Dishonesty Report Form will be completed and submitted to Student Business for inclusion in the student's records. This form will be completed and submitted irrespective of whether or not the incident is referred to the University's Senate Discipline Committee. The University's Policy and Procedures for dealing with academic dishonesty are available for inspection at:

<https://www.strath.ac.uk/sees/studentpolicies/policies/appealscomplaintsdiscipline/academicdishonestyguidance/>

The student is responsible for ensuring their own academic honesty and not committing plagiarism. Uncertainty or ignorance of what constitutes plagiarism will not be accepted as a defence or plea in mitigation.

Plagiarism

Within SIPBS the MINIMUM penalty for a student found guilty of committing plagiarism will be to record a mark of zero for the entire piece of coursework assessment, regardless of the extent of the copying. MORE SERIOUS CASES OF PLAGIARISM WILL BE RECOMMENDED FOR MORE SEVERE PENALTIES. You could be hauled up for Fitness to Practice in these cases.

Plagiarism is the offence of attributing someone else's work to your own name. In this context "someone else's work" refers to **all** published material and **any** material available from the internet, regardless of source.

Note that if you knowingly allow another student to copy from you, you will be regarded as guilty of collusion.

You are advised to regard published material as being there to help you, not to write the assignment for you: that has to be your own. However much you are informed by what you have read, your response to the topic set must be written in your own words.

Examples of plagiarism which apply both to conventional sources and information downloaded from the internet are:

- inclusion of more than a single phrase from another's work without the use of quotation marks and appropriate acknowledgement of source;
- summarising another's work by changing a few words or altering the order of presentation without acknowledgement;
- copying another's work;

- use of another's ideas without acknowledgement or the presentation of works as if it were the student's own work when it is substantially the ideas of another.

If you feel it would be helpful to use another author's own words to illustrate a point you wish to make, be sure to use quotation marks and to reference the author clearly. You should also clearly reference:

- assertions of fact that cannot be presumed to be common knowledge;
- paraphrases of other writers' statements;
- opinions and generalisations derived directly from other writers;
- borrowed tables and diagrams (for which the source is usually written underneath the table or diagram).

If you are unclear about how to reference material, you should consult the lecturer who set the assignment.

For all submitted pieces of work students must include and sign the following statement:

"I declare that, except where specifically indicated, all the work presented in this report is my own and I am the sole author of all parts."

Work submitted for assessment is liable to be checked electronically for copying from other sources. This may be done immediately, or at a later date. The University has access to the Turnitin plagiarism prevention website (www.turnitin.com) and staff and students can use this facility to check coursework for plagiarism at any time. Additionally, all students will be asked to submit at least one piece to this site early in the academic session to help develop an understanding of what constitutes plagiarism. If there is a problem with plagiarism on this first occasion, the student will be asked to revise and resubmit their coursework. All subsequent coursework submissions will be treated as final and any plagiarism detected in these will lead to a penalty being applied

Details of how and when to use the Turnitin plagiarism prevention website will be provided through individual class information.

Misconduct in Examinations

All jackets / coats, bags, books, study aids and class notes must be left at the back or front of the exam hall. All mobile phones must be switched off and left in your bag/coat. If any of these items are found with a student during the exam this may be considered as an attempt to cheat and will be reported to the Head of Teaching.

At the beginning of the year, before class tests and exams you are assigned a seat number which you must sit at for all assessments. Failure to do so will be considered as an attempt to cheat.

The only items you should have on your desk are matriculation card, pens/pencils etc (no pencil cases allowed) and approved calculator (for certain exams only). If other items are allowed the class co-ordinator will notify you in advance of the examination.

Examinations

Students are expected to work totally independently in examinations, even when they are of the “open book” type. This means that you should not attempt to communicate during the course of an examination (in the examination hall or elsewhere) with another person orally, electronically or in writing, nor should you copy material prepared by another person.

Similarly, you should bring with you to the examination only material that is explicitly permitted by the lecturer who set the examination or aids which are permitted by University regulations.

Students must write clearly in ink”. If the script is illegible, the student can only be marked for the sections that can be read. The onus is on the student to write clearly.

Assignments

Assignments are expected to be the original work of the individual submitting them. In particular, you must avoid committing either plagiarism or collusion.

Failure to behave in this expected way will lead to a penalty being imposed.

Others examples of academic dishonesty include:

- *cheating in written examinations*: illicit copying or communicating; possession of prohibited materials;
- *false candidature*: being replaced by a false candidate or impersonating a candidate;
- commissioning, stealing or acquiring and submitting an assignment done by another person as the student's own work;
- *duplication*: the inclusion in coursework of material identical or substantially similar to material which has already been submitted for another assessment within the University;
- *false declaration*: making a false declaration in order to receive special consideration by an Examination Board or to obtain extensions to deadlines or exemption from work;
- *falsification of data*: presentation of data in laboratory reports, projects, etc., based on work purported to have been carried out by the student, which have been invented, altered or copied by the student.

Anyone discovered to have behaved in any such way will be penalised.

Study Skills Service

The Study Skills Service works with students to enhance their learning. We can offer practical advice and support to help you study more effectively. We do this through one-to-one consultations, workshops and self-access materials. We offer advice on:

- organisation and self-management
- reading and note taking
- academic writing
- critical analysis and evaluation
- editing and reviewing
- exam preparation and performance
- assessments and feedback

For further information, please check following website:

<http://www.strath.ac.uk/studyskills/> or email: studyskills@strath.ac.uk

Miscellaneous Information

Printing Credits

All students are entitled to a quota of pages to print in the CAL labs: 300 in years 2 to 4. For Year 5, the quota is 450 pages.

If you experience any problems, please contact SIPBS IT, who will be able to assist you (email michael.mcglone@strath.ac.uk / telephone 0141 548 4032).

Additional print credits can be purchased (at an additional cost to you = £5 per 100 credits) via the online shop using the following link –

<http://onlineshop.strath.ac.uk/browse/product.asp?compid=1&catid=189>

Credits will be added to your account, normally within 2 working days of making payment.

Student Common Room

Students should note that they are not allowed to eat or drink in the lecture theatres or the Robertson Wing. However, there are designated social areas in the Hamnett Wing where students can meet and eat/drink.

Class Assessments Clashing With Religious Observance

It is the responsibility of students to advise the MPharm Administrator at the start of each semester of any religious events that could clash with class tests/exams.

Jury Duty

If for any reason you are selected for jury duty, you should contact Carol Barnett, MPharm Administrator, (carol.barnett@strath.ac.uk) immediately. If appropriate, the Department will write a letter to the Sheriff Court requesting that you be exempt. For the department to produce the letter, we require your University matriculation number, year of study, the date you have been selected for jury, citation number and address of the Sheriff Court. Please note, however, that the Department cannot make any guarantees that you will be exempt from jury duty.

Submission of Assignments

All coursework should have a cover page with your name (unless stated otherwise), matriculation number, class code, title, declaration and date with signature. You are required to staple it in the upper left corner. Please note that neither the Reception nor Office staff will provide a stapler – it is your responsibility to have one. We do not accept paper clips. Please **do not** put coursework in plastic folders. All assignments should be submitted in the metal cabinets located in the Hamnett Wing behind the Social area on the ground floor. Make sure you only place it in a metal cabinet appropriately labelled for your specific assignment.

Feedback on Assessments

Students can expect to receive feedback on assessment that will allow them to improve their work. This may include:

- Specific comments on the strengths and weaknesses of the students work
- General feedback given to the whole class that outlines common faults

You will also receive the class standard deviation and the average class mark, this information will be posted on the relevant class MyPlace page along with your class assessment/test results.

SIPBS aim to return assessed work to students within two weeks of the submission date. However, this may not always be possible. Students should contact the relevant class co-ordinator if they have any queries on the return of their work.

Examinations Outwith the University

If you are an overseas student and have *resit* exam(s), provided it is not Being a Pharmacist classes, you can request permission to sit it in your home country. However, you are required to send a request to the Department who will then request permission from Central Administration. You will be responsible for contacting British Council or a recognised university in your country and pay all expenses incurred with the exam (e.g. courier, room hire, invigilator). Please note that the exams must be conducted at the same time as in the UK.

Exemptions

Exemptions are not permitted in the MPharm.

Social Media

The MPharm has its own twitter feed (@StrathMPharm) which we will use to send information to students to compliment what is available on MyPlace. Students should be aware that they are preparing for entry into a profession and their use of social media should reflect the professional nature of their degree. Some employers may check social media pages as part of screening applicants. Be aware of what you post on social media and please use it responsibly.

Student Cards

During the enrolment process you will be given a student ID card which will be valid for your duration of studies. You will have to produce this card to verify that you are a fully enrolled student of the University and to enable you to gain access to the Library. You will also be required to present this card when sitting your examinations.

If you misplace this card you are required to obtain a replacement. Students requiring a replacement student card should complete the form (link below) and hand it to the CASH OFFICE, Level 1, McCance Building with the fee of £12.00. The Cash Office will issue a receipt, stamp the form and return it to the student. The Student should then take the form to Student Business (Registry) between 10.00am and 4.00pm Monday to Friday where a new student card will be issued.

You can obtain the form here - www.strath.ac.uk/studentlifecycle/replacementstudentcard/

Student Carers

Please see our [Student Carers Policy](#) which highlights our commitment to supporting student carers and provides information on the support the University can offer to students with caring responsibilities. Check link:

<https://www.strath.ac.uk/sees/wideningaccess/gettingin/informationforstudentcarers/>

Paid Employment

The University recognises that an increasing number of full-time students require to undertake paid employment outside the University. Students who undertake paid employment are reminded that attendance at formal University classes is compulsory and must take priority over any other commitments. Additionally, the University guidance is that

no more than 15 hours of paid employment should be undertaken in any week, with a reduced commitment around degree examination diets.

Provisional Marks

Please note on PEGASUS under your curriculum where there is an asterisk against a mark implies that they are provisional and have not yet been approved. The Exam Board will confirm the marks in June. Students should not contact the Department until after the Exam Board has confirmed the marks and there is no asterisk against your mark.

Graduation

Awards Ceremonies (or Congregations) are held in June/July and November each year. All students hoping to graduate or be presented MUST enrol to graduate by completing a form and paying the appropriate fee (£35 to graduate in person; £20 to graduate "in absentia"). Details of the ceremonies and enrolment forms are usually available from Student Business in March each year –<http://www.strath.ac.uk/graduation>

If for any reason you are required to resit a final year class and, if you have already registered for the graduation, you do not require to register again. However, if you are no longer planning to attend in person you need to advise Student Business so that alternative arrangements can be made for the dispatch of your certificate. Please note that you will only be awarded your degree at the date of the Graduation so no certificate can be issued before this date and neither can the transcript.

Transcripts

Prospective employers and other institutions may require students to provide a more detailed confirmation of their award than their degree parchment. Students can request transcripts via the Online Shop. Up to 3 transcripts can be purchased for £10 – each additional transcript costs £1. For further information, please follow the link: <http://www.strath.ac.uk/transcripts/>

Building Prefix

Each building has an alphabetic code, the first digit tells you the floor of the building and then the final two digits are unique to the room (e.g. if your class is in JW309, you need to go to Level 3 of the James Weir Building).

Building Prefix	Building Name
AR	Architecture Building
CL	Collins Building
CU	Curran Building
CW	<i>(Strathclyde Business School)</i> Cathedral Wing
GH	Graham Hills Building
HD	Henry Dyer Building
HW	Hamnett Wing, SIPBS Building
JW	James Weir Building
JA	John Anderson Building
ZZ	John Anderson Campus
AB (RW)	John Arbuthnott Building Robertson Wing <i>(Departmental Office)</i>
HW	SIPBS, Andrew Hamnett Wing <i>(SIPBS Main Reception & Cal-Lab)</i>
LT	Livingstone Tower
LH	Lord Hope
MC	McCance Building
RC	Royal College Building
WD	Sir William Duncan Building
SW	<i>(Strathclyde Business School)</i> Stenhouse Wing
SB	Strathclyde Business School
TG	Thomas Graham Building
UC	University Centre
WC	Wolfson Centre

Staff Contact Information

Staff Involved in Teaching the MPharm Degree

You will find all staff information, research areas etc listed on the SIPBS web-page =

<http://www.strath.ac.uk/sipbs/>

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	0141-548		
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