Faculty of Science and Engineering

Master of Pharmacy
MPharm (Hons)

City Campus COURSE GUIDE 2015/6
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About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

| Please enter the contact details for your Personal Tutor for your future reference: |  
| The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |  
| Your local Academic Faculty Office is: | Faculty of Science and Engineering, Mi154, Wulfruna Campus, 01902 322129 |
| Your Student Centre (Here to Help) is: | MI024, MI Building, Wulfruna Campus or log a call on E:vision |

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Mr A. Hindle, Course Leader (Alan.Hindle@wlv.ac.uk)

Course Management and Staff Involved with the Course

Prof Stephen BRITLAND: Room No. MA125c Tel: 01902 322140
HEAD OF SCHOOL OF PHARMACY
Subject Specialism: Pharmacology
Research Expertise: Biotechnology

Mr Alan HINDLE: Room No. MA123 Tel: 01902 322125
PHARMACY COURSE LEADER
Group Role: Principal Lecturer for Accreditation and Professional Development
Subject Specialism: Clinical pharmacy
Research Expertise: Clinical pharmacy practice; pharmacy education

Mr David GAY: Room No. MA124a Tel: 01902 321387
YEAR 1 TUTOR; FITNESS-TO-PRACTISE LEAD
Group Role: Community Pharmacy Practice
Subject Specialism: Law and ethics
Research Expertise: Pharmacy education

Mrs Anne NOOTT: Room MA124a Tel: 01902 322196
YEAR 2 TUTOR; PRE-REGISTRATION LEAD CONTACT
Group Role: Senior Lecturer in Pharmacy Practice
Subject Specialism: Hospital/Community Pharmacy; Primary Care
Research Expertise: Reflective practice; Pharmacy education

Mrs Leanne NATION: Room No. MA123 Tel: 01902 322125
YEAR 3 TUTOR
Group Role: Senior Lecturer in Clinical Pharmacy
Subject Specialism: Clinical Pharmacy; evidence-based medicine
Research Expertise: Pharmacy education

Dr Mike DALY: Room No. MA122a Tel: 01902 322125
YEAR 4 TUTOR
Group Role: Lecturer Practitioner
Subject Specialism: Primary Care; public health
Research Expertise: developing computer-based learning; harm reduction associated with long term medical treatment; adverse drug reaction reporting
Dr Steve ANDERSON: Room No. MA122a Tel: 01902 321127
Group Role: Senior Lecturer in pharmacology
Subject Specialism: Pharmacology & physiology
Research Expertise: Pharmacology & cardiovascular research

Dr Armesilla ANGEL: Room No. MA228 Tel: 01902 322382
Group Role: Reader of Pharmacology.
Subject Specialism: Signal transduction pathways
Research Expertise: Molecular pharmacology

Dr Colin A. BROWN: Room No. MA123 Tel: 01902 323502
Group Role: Principal Lecturer for Quality, FSE
Subject Specialism: Receptor Pharmacology.
Research Expertise: Pharmacology of purinergic receptors

Mr Bruce BURNETT: Room MA106 Tel: 01902 322307
Group Role: Clinical Pharmacy Lecturer Practitioner
Subject Specialism: Clinical Pharmacy; Oncology/haematology; Aseptics
Research Expertise: Oncology/haematology

Dr Rebecca BUTLER: Room No. MA106 Tel: 01902 322197
Group Role: Senior Lecturer in Pharmaceutical Chemistry
Subject Specialism: Organic synthesis; pharmaceutical chemistry
Research expertise: Lead compound development; drug discovery

Mrs Sonia CHAND: Room No. MA124a Tel: 01902 325172
Group Role: Clinical Pharmacy Lecturer Practitioner
Subject Specialism: Clinical Pharmacy; Palliative care; aseptics
Research Expertise: Pharmacy education

Mrs Suzanne COOPER: Room No. MA106 Tel: 01902 322815
Group Role: Clinical Pharmacy Lecturer Practitioner
Subject Specialism: Clinical Pharmacy
Research Expertise: Pharmacy education

Dr Jan DALY: Room MA 106 Tel: 01902 321962
Group Role: Senior Lecturer Pharmacy Practice
Subject Specialism: Pharmaceutical calculations; Primary Care
Research Expertise: Harm reduction and safety in long term medicines use; medicines optimisation in the elderly

Dr Mark HEWITT: Room No. MA106 Tel: 01902 321812
Group Role: Lecturer in Pharmaceutics
Subject Specialism: Pharmaceutics & physical chemistry
Research Expertise: Structure-activity relationships, predictive toxicology, approaches to aid acceptance of non-animal testing methods

Prof John HOWL: Room No. MA106 Tel: 01902 321131
Group Role: Professor of Molecular Pharmacology
Subject Specialism: Molecular Pharmacology/Cell Signalling
Research Expertise: Biochemistry and Pharmacology of Peptides and Peptide Receptors

Dr Daron FINCHAM: Room No. MA124a Tel: 01902 322130
Group Role: Senior Lecturer in Biochemistry
Subject Specialism: Membranes
Research Expertise: Membrane transport physiology
Dr Waseem KAJALY: Room No. MA123 Tel: 01902 321139  
Group Role: Lecturer in pharmaceutics  
Subject Specialism: Pharmaceutics; drug delivery  
Research Expertise: Pulmonary drug delivery; Dry powder inhalers, Particle engineering

Ms Michelle KEY: Room No. MA124a Tel: 01902 322567  
Group Role: Clinical Pharmacy Teacher Practitioner  
Subject Specialism: Clinical pharmacy  
Research Expertise: Clinical pharmacy practice

Dr Claire MARTIN: Room No. MA122a Tel: 01902 322149  
Group Role: Senior Lecturer in Pharmaceutics  
Subject Specialism: Pharmaceutical technology, formulation and drug delivery  
Research Expertise: Controlled release drug delivery systems for wound management

Dr Chris McCONVILLE: Room No. MA122a Tel: 01902322615  
Group Role: Senior Lecturer  
Subject Specialism: Pharmaceutics  
Research Expertise: Drug Delivery, Implantable Devices, HIV microbicides, Solubility Enhancement and Controlled release

Ms Jayne NICHOLLS: Room No. MA124a Tel: 01902 322567  
Group Role: Boots teacher/practitioner  
Subject Specialism: Women’s health

Dr Chris J. PERRY: Room No. MA123 Tel: 01902 322152  
PHARMACEUTICAL SCIENCES COURSE LEADER  
Group Role: Senior Lecturer in Medicinal Chemistry  
Subject Specialism: Organic Chemistry/Pharmaceutical Chemistry.  
Research Expertise: Structure/activity relationships. Cytotoxic salicylates and heterocycles

Dr Ayesha RAHMAN: Room No. MA124a Tel: 01902 322347  
Group Role: Senior Lecturer in Pharmaceutical Microbiology  
Subject Specialism: Pharmaceutical Microbiology  
Research Expertise: Genomics applied to antimicrobial drug development and discovery

Prof Paul RUTTER: Room No. MA106 Tel: 01902 322173  
Group Role: Professor of Pharmacy Practice  
Subject Specialism: Pharmacy Practice  
Research Expertise: Patient self care; Pharmacy education

Dr Steve SAFRANY: Room No. MA123 Tel: 01902 322291  
PHARMACOLOGY COURSE LEADER  
Group Role: Reader in Biochemical Pharmacology  
Subject Specialism: Biochemical Pharmacology  
Research Expertise: Sigma receptors, cell signalling, signal transduction, inositol phosphates and lipids, nudix hydrolases

Ms Emma SMITH: Room No. MA124a Tel: 01902 325172  
Group Role: Clinical Pharmacy Lecturer Practitioner  
Subject Specialism: Clinical Pharmacy  
Research expertise: Pre-registration pharmacist training

Prof James TANG: Room No. MA123 Tel: 01902 322080  
HND PHARMACEUTICAL SCIENCE COURSE LEADER  
Group Role: Professor of Pharmaceutics  
Subject Specialism: Physical Chemistry/Pharmaceutics
Research Expertise: Polymers and drug delivery

Dr Sarah BROWN: Room No. MA118 Tel: 01902 321126
Group Role: Junior Lecturer/Demonstrator - Pharmaceutical Science
Subject Specialism: Cell and molecular biology
Research Expertise: Cancer studies

Mr Abhishek GUPTA: Room No. MA118 Tel: 01902 322673
Group Role: Junior Lecturer/Demonstrator – Pharmaceutical Science
Subject Specialism: Pharmaceutical science
Research Expertise: Novel methods of drug delivery

Mrs Baljit MATTU: Room No. MA010 Tel: 01902 322773
Group Role: Senior Pharmacy Practice Technician
Subject Specialism: Dispensing practice

Mrs Janine RIDGE: Room No. MA010 Tel: 01902 322773
Group Role: Principal Pharmacy Practice Technician
Subject Specialism: Aseptic practice

If you are interested in becoming a Student Representative for your course or Faculty, please contact the Faculty Student Support Team, MI155, MI Building, fsestudentsupport@wlv.ac.uk 01902 322129

The Faculty of Science and Engineering has a team dedicated to assisting students with additional support requirements:

Gillian Conde, Faculty Enabling Tutor, MA209, MA Building, 01902 321153, G.L.Conde@wlv.ac.uk

Katie Wood, Faculty Enabling Tutor, MI122, MI Building, 01902 321845, K.Wood@wlv.ac.uk

Student Voice
The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
As a result of student feedback we have made the following improvements/changes to this course:
- Improved the level of support for developing skills in numeracy and the application of number when performing pharmacy calculations
- Ensured additional tutorial support is available for self-study topics delivered by Team-based Learning
- Encouraged students to develop their own mechanism for assessing the contributions of their peers towards the Team-based Learning group effort

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term ‘contact hours’ refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

The Wolverhampton Graduate
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect
on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Mr Alan Hindle, Course Leaden

The educational aims of the course are:

The MPharm course at Wolverhampton aims to produce pharmacy graduates who are highly equipped to enter, and successfully complete, the pre-registration training year; and to meet the needs of the profession, future employers and, most importantly, patients. The friendly and supportive environment in which you will study focuses on developing the right knowledge, skills and attributes to equip you on your learning journey. As you progress, you will become an independent learner who is adaptable, self-aware and inherently capable of developing the profession and going on to enjoy successful and rewarding career in your chosen area of pharmacy. The programme itself is highly clinical and patient-focused, benefiting from our significant links with, and employment of, practitioners who have experience of working in the various sectors of the profession. The traditional disciplines of science and practice which underpin pharmacy are taught as an integrated whole using a thematic, rather than a subject-based, approach. This is achieved by organising your study around, patient, medicine or professionally orientated themes which transcend the traditional pharmacy subject areas. Content is then revisited each year at increasing levels of complexity as you become more equipped to apply and integrate the knowledge and skills which you develop along the way. We particularly emphasise:

- the clinical pharmacotherapeutic management of minor and major disease based on the underpinning actions, effects and properties of drugs
- the development and use of medicines from drug entities
- the development of interpersonal, writing and research skills needed to optimise medicines use and development
- the development of professionalism
The course learning outcomes are:

The course seeks to produce pharmacy graduates who are fit for purpose to enter pre-registration training/professional practice. They will be equipped with the knowledge and skills required to meet the needs of patients and the profession. Wolverhampton MPharm graduates will be independent thinkers and effective team workers who are adaptable and self-aware.

During your studies at Wolverhampton you will be expected to:

- understand, apply and critique the scientific principles of health, disease and the drug entity to the design, development and uses of medicines in patients;
- understand roles and functions of pharmacists and their place within the healthcare team;
- develop and apply appropriate skills and attributes required for the professional practice of pharmacy;
- utilise and critically evaluate scientific and healthcare information and data in order to inform change in practice and knowledge.

These will be achieved through the following learning activities:

The new Wolverhampton MPharm programme involves the introduction of innovative, contemporary teaching approaches, including Team-based Learning and Case-based Learning. These teaching methods are designed to maximise your engagement and satisfaction with the course. They will help you to apply acquired knowledge and skills to realistic pharmacy scenarios, enhance your critical thinking skills and enable you to work effectively in team environments. Class time will be ‘quality time’ that is much more focussed on interaction and feedback. What’s more, the important knowledge you will need at each stage will be much more likely to be committed to long-term memory making you better equipped to deal with exams and other assessments both here and when you leave us to enter the pre-registration stage of your training.

You will approach the syllabus content through various thematic ‘strands’ that will run across each stage (year) of the programme, drawing together the different concepts as you approach the themes. The subject matter and themes will then be revisited each year in increasing levels of complexity to help you assimilate and understand the material to the right level. Each year there is at least one strand that develops your learning, study and professional skills in order to help you to apply the knowledge you will assimilate. You will also undertake organised, structured placement visits in the workplace setting, have interactions with patient and carer visitors to the University, and experience interprofessional learning with students and tutors of other health professions. All of these experiences will focus on the application of knowledge and skills and your demonstration of professional behaviours, attitudes and values.

The following paragraphs summarise the strands and subject matter that you will engage with during each stage (year) of the programme:

At stage 1 scientific and practice knowledge and skills are developed using four strands which integrate related disciplines or tasks. The Molecules, Cells and Systems strand introduces the biochemical building blocks of life, the structure and function of eukaryotic and prokaryotic cells and human anatomy and physiology. Processes associated with these cells and systems are compared and contrasted in both health and disease. The Introduction to Drugs and Medicines strand covers the basic principles of drug discovery and development and provides you with an understanding of organic and physical chemistry, and the pharmacological principles pertinent to medicinally important molecules. The Pharmacists, Patients and Medicines strand explores how pharmacists use their expert knowledge of medicines, health and the disease for the benefit of patients and the population through exploration of pharmacists’ roles and how medicines are distributed and handled in patient-facing settings. Concurrently the Informed Pharmacy Learner
strand aims to introduce and develop university-level skills, techniques and attributes including, laboratory, communication learning and study skills. In stage 1 cross-strand integration of content will be achieved using basic prescription and patient examples and through introductory workplace experiences.

In stage 2 three strands are incorporated. Medicines in Development and Use builds on the fundamental principles of drug action and handling, molecular biology, microbiology, physiology, pharmaceutical chemistry and physicochemical science covered at stage 1. The strand explores how drugs are developed into medicines and how they act and interact within specific body systems. It provides a comprehensive overview of the current usage of drugs and where the next generation of therapies is likely to come from. The prediction of drug actions and effects in body systems and their uses will be exemplified using example multiple item/single condition prescriptions and uncomplicated case studies. Principles of drug mechanisms of action, drug design, delivery, packaging, handling and dosage forms as well as analytical techniques pertinent to the characterisation and development of drugs is covered. Clinical and Professional Skills for Pharmacists introduces the skills required to apply to knowledge of medicines and to optimise their use in patients. The strand focuses on safe systems of working and governance, professional responsibility and accountability, and ethical practice. It also develops your skills in consultation, case history analysis, higher order prescription analysis and introduces the strategies used to rationalise and optimise medicines use and patient care. Selected examples of disease topics will be used to exemplify these skills in preparation for stage 3. The Applied Pharmacy Learner strand develops your reflective learning skills and your awareness of evidencing competencies in the meeting of standards. Study skills covered incorporate more complicated calculations, further development of the retrieval and interpretation of academic papers, scientific writing, presenting skills, effective team working, and interprofessional working with students of other health professions. You are also introduced to research methodologies and paradigms pertinent to pharmacy.

Stage 3 incorporates two strands. The Therapeutic Management of Patients strand revisits the range of conditions in the major body systems covered in stage 2 but with a focus on their diagnosis and therapeutic management. You will consider rational drug choice based upon clinical evidence and patent factors and characteristics; and also health promotion. Concurrently you will apply knowledge of advanced drug development processes from discovery through to use in patients. This includes complex drug delivery technologies: the development and uses of biological treatments; and pharmacogenetics, pharmacogenomics and personalised medicine. In the Established Pharmacy Learner strand study skills are further enhanced by considering more advanced communication and consultation techniques, research methodologies pertinent to pharmacy; and by undertaking effective team-working in an interprofessional setting. At the conclusion of this stage you will have developed a full appreciation of reflective practice through portfolio building and the presentation of evidence of learning to meet standards.

Stage 4 incorporates three strands. Frontiers in Pharmacy focuses on research and development. It considers public and population health, health policy and the roles of medicines and pharmacists in meeting these agendas. Building upon the paradigms then methodologies considered at stages 2 and 3 respectively, research and critical analysis skills are applied to an extended project and there will also be an extended piece of work focussing on developing initiatives in pharmacy. Effective Patient Management builds on clinical therapeutics covered in stage 3 by introducing you to increasingly complex scenarios, cases and prescriptions that require higher level pharmacist input. These include patients with altered drug handling states, patients with multiple disease states, patients with additional counselling or drug administration requirements and prescribing-related queries. You will be expected to utilise higher-level interpersonal and written communication skills to deal with scenarios involving patients, health professionals and drug use. The Accomplished Pharmacy Learner considers more challenging consultation scenarios and calculations, and will develop coaching, teaching, management and leadership skills. You will be required to demonstrate that you are an accomplished reflective practitioner with the necessary skills, knowledge and attributes to meet the GPhC’s standards for pharmacy graduates and that you are ready to enter their pre-registration year.
Assessment methods

The course offers a varied diet of assessments which are staged appropriately across and upwards through the programme. Our emphasis is not only to make judgements on your performance but also to use assessment to support and develop your learning. The assessments you will encounter fall in to three main categories:

- **Diagnostic**, which look backwards to provide information on your competencies or difficulties,
- **Formative**, to provide feedback with a view to enhancing your learning, and
- **Summative**, to gauge the extent to which criteria or outcomes are met and provide a final mark.

Our teaching methods place a significant emphasis on spending classroom time in providing diagnostic and formative assessment and feedback. This is designed to help you to reach your full potential and perform to the best of your ability in the subsequent summative assessment. For example, Team-based Learning’s continuous tests provide initial diagnostic information followed up with further learning and formative feedback. Many of our competency-oriented assessments are also preceded by mock opportunities to provide you with formative feedback and we run various online testing methods and interactions.

In the earlier stages of the course you will undertake continuous TBL testing and application exercises. These are followed up with formal examinations which test your application of the knowledge and concepts studied within the contexts of the various themes. There are also various practical challenges and tests, and role-plays. As you progress through the course assessments will exemplify the professional roles of pharmacists as you consider clinical cases, medicines development processes and literature reviews. The styles of these types of assessment take the form of written reports, presentations, role-plays and group work. In the final stage of the course the assessments closely simulate real-life, professional functions. These will include undertaking projects and evidenced-based report writing, developing services and handling challenging simulated patient and clinical scenarios. Throughout the course you will also keep a portfolio which supports and evidences your learning and that ultimately enables you to show how you meet the required competencies. In addition to the portfolio other regular annual assessments will ensure that you can effectively perform pharmaceutical calculations and that you declare your ongoing fitness to practice as a pharmacy student.

**Important: Team-based learning (TBL) continuous assessment:**

The TBL method involves continuous assessment throughout the year. A ‘Continuous TBL Assessment’ is associated with most of the strands running in the earlier and intermediate stages of the course. These assessments are indicated in the relevant stage (module) guides. As you study you will be awarded marks cumulatively and, by the end of each year, you must have achieved a minimum overall score in order to pass the applicable strand ‘Continuous TBL Assessment’. This means that on-going attendance, engagement and participation are crucial to your success.

Whilst you are entitled to three sit attempts for every assessment in the course the opportunity to undertake the regular in-class TBL assessments only occurs once per year. As such, if you fail a year’s ‘Continuous TBL Assessment’ as a result of an inadequate cumulative mark, the next opportunity to take this assessment will occur throughout the next academic year. Furthermore, in accordance with the special academic regulations for the MPharm (see below), you will not be able to proceed to the next stage of the course without passing all of the assessments for that year and this includes the ‘Continuous TBL Assessment’.
********Please see Academic regulations (below) for information on absence as it relates to TBL/continuous assessment.********

**Blended learning**

In 2008, the University adopted a Blended Learning Strategy that promotes the integration of technology supported learning. We believe this will improve the employability and, digital literacy, of our students and the effectiveness and efficiency of our learning and teaching practice. The University offers six blended learning entitlements have been incorporated in this course as follows:

<table>
<thead>
<tr>
<th>Entitlement</th>
<th>Approach in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists</td>
<td>All relevant teaching and learning materials for the stage will be available on WOLF. Folders will be created for each of the strands within the stage.</td>
</tr>
<tr>
<td>2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
<td>Formative assessment strategies are in place throughout the course, both within, and across, levels of study from Stages 1-4. These are designed to enable you to develop your knowledge and learning practice. A number of these will be incorporated within the team-based learning and case-based learning approaches which requires the implementation of technologies to provide feedback. Peer and tutor feedback will also be a major feature of the ePortfolio in each year's skills module.</td>
</tr>
<tr>
<td>3. have opportunities to collaborate on line with others in their learning cohort;</td>
<td>The use of WOLF and other on-line resources is an integral part of the course design strategy. In many areas of the course group working with peers will promote learning effort and achievement of the learning outcomes. WOLF course cafes will feature heavily in the programme. As stated in 2. above, peer collaboration will feature in the development of the learner ePortfolio</td>
</tr>
<tr>
<td>4. have the opportunity to participate in electronic Personal Development Planning (ePDP);</td>
<td>Personal development planning and continuing professional development is an integral part of the educational ethos of the course. Students will be required to develop an electronic portfolio of reflective evidence to support their personal development throughout all levels of the course, and the meeting of GPhC's professional standards. The ePortolio will guide students' learning and development as independent, reflective learners.</td>
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<tr>
<td>5. submit all appropriate assessments online;</td>
<td>Except where paper-based submissions are necessary, all coursework submissions will be electronically submitted</td>
</tr>
<tr>
<td>6. opportunities to engage in interactive learning during all face-to-face sessions.</td>
<td>The programme requires that students become active learners. Consequently, interactive engagement is encouraged and required for students to derive maximum benefit from their learning opportunity. Active learning through discussion and problem solving is a particular feature of the team-based and case-based learning methods that feature in the course. Practical,</td>
</tr>
</tbody>
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workshop, tutorial and placement-based delivery styles will support the application of skills using acquired knowledge.

The course is accredited, endorsed or approved (depending on the professional body requirements)

**General Pharmaceutical Council (GPhC) Accreditation**

The GPhC is the regulator for pharmacists, pharmacy technicians and pharmacy premises in Great Britain. It monitors and re-accredits all UK pharmacy programmes on a six-year cycle. The MPharm programme at Wolverhampton forms the first four years of pharmacist training which, on graduation, is followed by a one-year period of pre-registration training which is administered, and also examined, by GPhC. To enter the pre-registration year you must have successfully completed an accredited MPharm degree. Furthermore, the GPhC has produced standards for pharmacist initial education which must be adhered to by universities in order for their MPharm degrees to become accredited. As you study you will become aware of many of these additional standards including those which require more stringent pass requirements for certain assessments that relate to patient safety, and those which concern the circumstances surrounding student progression to the next stage (see academic regulations below).

**Contact Hours**

At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

**External Examiners**

For the academic year 2014-2015 four external examiners share responsibility for the MPharm programme. Currently these are:

Dr Jackie Willis, University of Hertfordshire, pharmacology
Dr Laura Waters, University of Huddersfield pharmaceutics/chemistry
Dr David Allison, University of Manchester, microbiology
Dr Gaynor Bresnen, Liverpool John Moores University, pharmacy practice/therapeutics

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our
assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

**Academic Regulations**
This course follows the University's academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

**Exam Regulations**
The University also have regulations that specifically cover examinations. Exam Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

**Undergraduate Integrated Master Degree in Pharmacy (with Honours)**

<table>
<thead>
<tr>
<th></th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree</td>
<td></td>
<td>4 years</td>
<td>Note: You must complete your MPharm and pre-registration year, and then pass your pre-registration assessment within 8 years of enrolment on to the degree under the ‘8 year rule’</td>
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<table>
<thead>
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<tr>
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</table>

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure. However, the ‘8-year rule’ of the professional body indicated in the table above applies in all cases.

There are a number of exceptions to the normal University regulations which apply to the MPharm in order to meet the requirements of the professional body, the General Pharmaceutical Council as follows. The key differences between the MPharm and many other programmes within the University are that:

- there are no modules, only 120-credit stages. Each stage will have numerous assessments which you must pass. Some of these assessments relate to patient safety and must be passed at a higher thresholds than the University norms;
- all assessments in a stage must be passed before you can proceed to the next in order to preserve the integrated nature of the course. This includes assessments which are zero-
weighted i.e. that do not contribute to the overall year’s mark but which you must nevertheless pass. You cannot trail assessments in to the next year;

- there will be no compensation or condonation for any assessment. All must meet the required pass mark;
- notwithstanding extenuating circumstances, a maximum of three assessment attempts is permitted against any assessment, including the original first attempt;
- it is not possible to re-take a stage (year)
- transfer of credits from other courses is not permitted in order to preserve the integrated nature of the course.

Continuous assessments

The MPharm comprises numerous assessments which are continuous in nature and which, if missed, could affect your achievement and progress on the course. If you become ill or experience problems which are likely to affect your studies you must, in the first instance, inform your personal tutor.

In the case of team-based learning the best 80% of TBL cycles will count towards the final mark which is calculated at the end of the academic year in the Semester 2 assessment week. If you are likely to be absent for four or more weeks over the course of the academic year your performance on TBL will be compromised. Therefore you should gather and carefully retain evidence which would support a later claim for extenuating circumstances against TBL. You must discuss all absences with your personal tutor. Absences of more than four consecutive weeks will normally require you to take a formal ‘leave of absence’ from your studies. In the 120-credit integrated MPharm, this may mean that you need to wait until the same point of the next academic year in order to recommence your studies.

The full regulatory exceptions applying to the MPharm are detailed in full as follows:

The course will be regulated under Section Q (Integrated Masters) of the current Academic Regulations of the University of Wolverhampton (2013), with the following exemptions:

Section Q1.3: A sandwich option will not be offered

Section Q3.2; Q6.5: 10 year option for part time study not relevant – the General Pharmaceutical Council (GPhC) allows a maximum of 8 years between initial registration on the MPharm and final registration as Pharmacist

Sections Q3.4, Q6.5: Part time options do NOT apply due to GPhC regulations

Sections Q4.2, Q4.3; Sections D2.2, D3.8, D3.9, D3.10, D3.11 will NOT apply: Compensation or condonation is not permitted at any level. In order to ensure horizontal and vertical integration of all stages (years) they must be passed at the minimum required level in line with expectations outlined in GPhC Standard 5.9: “condonation and compensation should be extremely limited if they are permitted at all.”

Section D2.2 marking “pass” thresholds will not apply to certain patient safety-related assessments within the programme. These will be required to be passed at a higher level than the University norm and/or the normal University marking schemes will not apply. In some cases, when patient safety is compromised, marks will be removed to ensure that a pass cannot be achieved. These exceptions meet GPhC Standard 5.10 which stipulates that “marking criteria must be used for all assessments and all pass criteria must reflect safe and effective practice”. Higher pass mark thresholds will be clearly highlighted alongside the assessment descriptions in the relevant module guides.

Sections Q6.1 to Q6.4 will NOT apply to the MPharm (Hons) award. This meets GPhC accreditation standard 5.9 which stipulates that “trailing should be extremely limited, if permitted at all.” In addition, to ensure that all of the GPhC’s Standard 10 learning outcomes are met, students must pass ALL assessments within a given stage in order to progress from one level to the next and to receive the final MPharm (Hons) award. Students who pass all weighted assessments at any given stage but fail to pass certain ‘professional’ assessments that are zero-weighted will be
eligible to receive an alternative intermediate award as detailed above. However, such awards are not recognised by the GPhC for the purposes of registration as a pharmacist.

Section A.3.1, A3.8 and A3.10: Exemption to permit the introduction of single 120-credit years (modules) with a corresponding increase in the numbers of learning outcomes and assessments which will be proportionate i.e. there will be no more than 12 summative assessments per year. This is required to meet the previously set GPhC condition on integrating the programme across all of the traditional cognate disciplines of pharmacy.

Section A3.7a and b: All years (modules) will be ‘custom’ in their delivery to support the continual development and assessment of the theme areas across and throughout each academic year, thus supporting integration; and there will be no postgraduate block for this integrated masters degree programme. The custom block approach will also permit the diet of assessments within each year to be distributed appropriately across various University assessment and teaching weeks.

Section D3.3: Due to the configuration of the programme in to four 120-credit module-free stages the usual University retrieval and retake arrangements that apply to modular courses will not be able to be applied in a way which meets the regulator’s requirements for an integrated professional course. Therefore students will, instead, be permitted to undertake an additional (i.e. third) sit opportunity for each summative assessment within a given 120-credit stage but here will be NO possibility of retaking a stage (year) if that third and final attempt is failed in respect of any assessment. This meets GPhC accreditation standard 5.9 which stipulates that “extended resit opportunities and other remedial measures should be extremely limited, if they are permitted at all” and it also facilitates the configuration of the programme in to module-free years to support integration. Note: Students who have been granted extenuating circumstances would still be permitted to take a third resit opportunity at the next available opportunity in line with regulation D4 but they must not proceed to the next year until the entire year has been passed.

Section Q8.4: No APL from previous study or transfers from internal courses with credit will be permitted in order to ensure that all stages within the proposed new course remain horizontally and vertically integrated.

Section D.7.1 An aegrotat degree of MPharm will NOT be awarded

Sections D4 and Q4. A “fit to sit” policy will apply to assessments against which extenuating circumstances which have been granted. The General Pharmaceutical Council (GPhC) stipulates that, on MPharm degrees, “extended resit opportunities and other remedial measures should be extremely limited, if permitted at all”. Additionally, in its pre-registration assessment (professional exam), the GPhC operates a “fit to sit” policy. Candidates who have declared extenuating circumstances but subsequently go on to sit the assessment to which those circumstances applied are, by taking it, declaring themselves “fit to sit” the assessment, regardless of their previous extenuation. The University is keen to ensure that students are able to progress through the MPharm course at an appropriate rate for a professional course; and that they are prepared for the assessment conditions which they will be subject to after graduation. As a result, “fit to sit” also applies to assessments on the MPharm. If you have been granted extenuating circumstances you should only submit or sit the assessment if you are confident that your performance will not be affected by those extenuating circumstances. You must understand that in submitting or sitting the assessment you are declaring that you are “fit” and your circumstances will not be taken into consideration should you perform poorly or fail in the assessment.

Course Information

As a course which leads to a career in a healthcare profession, entry to and completion of the MPharm imposes professional and ethical requirements on you. Before final acceptance onto the course you are required to complete a Disclosure and Barring Service (DBS) check to establish whether, or not, you have a criminal record. You are also required to complete and pass an Occupational Health Check and you must make annual declarations about your character and health at the beginning of each academic year.

The professional nature of the course also necessitates that you comply with codes of conduct and ethics derived by the University and by the GPhC. You are expected to develop professional attitudes to both learning and practice as a pharmacy student, with ‘fitness to practise’ being...
monitored and assessed throughout the course. Attending the various teaching sessions available and proactively engaging in all the learning-related activities provided is both necessary and expected. As a trainee healthcare professional, you must understand and practice concepts of ‘lifelong learning’ and ‘continuing professional development’ (CPD), and provide evidence that you meet these requirements. Through an annual portfolio and other competency-based assessments you will ultimately demonstrate that you meet the GPhC’s outcome standards for pharmacy graduates.

The General Pharmaceutical Council, in conjunction with the Council for Healthcare Regulatory Excellence (CHRE), has recommended the introduction of a requirement for all UK pharmacy undergraduates to undergo a DBS check. As an applicant to the University you made a declaration on your application form in response to a question pertaining to criminal convictions. It is possible that a particular criminal conviction or caution could jeopardise your ability to continue on the course, undertake a pre-registration placement or register as a pharmacist. You are advised to inform the University if you have had a past, unspent criminal conviction or caution, or if you have been cautioned or convicted of a criminal offence since your original declaration was made.

YOU MUST UNDERTAKE YOUR DBS CHECK. PLEASE CHECK YOUR INDUCTION PROGRAMME FOR FURTHER DETAILS. YOU WILL NOT BE ALLOWED TO PROCEED ON THE COURSE WITHOUT ONE. YOU WILL BE REQUIRED TO BEAR THE COST OF THE CRB CHECK.

Occupational health checks
Due to the extensive patient contact which will take place in hospitals during the course, you are required to pass a compulsory occupational health check that we organise in conjunction with a local hospital trust. You will be required to bear the costs of the assessment including any associated interviews, consultations, immunisations and treatments that may be required for you to pass. If you are not up to date with your immunisations or if you have any current or previous medical conditions, we recommend that you consult your doctor now so that he/she can advise you of any likely problems that may jeopardise your ability to pass an occupational health assessment.

Code of Conduct and Fitness to Practise
As a student embarking upon the MPharm degree you are starting the process of becoming a healthcare professional, with specific roles and responsibilities towards patients, members of the public and other healthcare workers. Ultimately, when you have completed your training, you will enter the profession of Pharmacy (as a Pharmacist) and you will be expected to undertake your subsequent career in a professional manner, being subject to the additional responsibilities incumbent upon a member of a healthcare profession. This means that everything you do during your life may have a bearing on your practice as a professional pharmacist, and may call into question your suitability and fitness to practice as such.

In order to prepare you for this ongoing process we will introduce you to the ‘Code of Conduct for Pharmacy Students’ and ‘Fitness-to-Practise Procedures’ throughout your period of study at the University. You will also be required to sign up to a learning partnership (tutor-student learning contract) and abide by the ‘Placement Code of Conduct’. You will be expected to abide by the various codes, procedures and terms and your fitness to practise will be assessed throughout the course.

Code of Conduct
The Code of Conduct for Pharmacy Students is a separate document, which we will provide you with a copy of. You will be expected to confirm both that you have understood its contents, and that you agree to abide by the Code throughout your stay at the University.

Briefly, the Code identifies the following seven principles:
1. Make the care of patients your first concern
2. Exercise your professional judgement in the interests of patients and the public
3. Show respect for others
4. Encourage patients to participate in decisions about their care
5. Develop your professional knowledge and competence
6. Be honest and trustworthy
7. Take responsibility for your working practices

**Fitness to Practice**

As a student training to become a registered healthcare professional it is your responsibility to ensure that you are fit to practise your profession. This means not only that you are academically competent, but also that you are a suitable person to act as a healthcare professional, and that you do not have any health-related problems that would impair your ability to act as a pharmacist.

Your fitness to practise could be called into question if your behaviour or health raises a serious or persistent cause for concern about your ability or suitability to continue on the course. This includes, but is not limited to, the possibility that you could put patients, the public, yourself or other students or staff at risk, and the need to maintain trust in the profession.

The Health and Social Care Act (2008) imposes a duty on us to confirm that you are fit to practise and we have a fitness to practise procedure to enable us to do so. As part of this procedure, before starting your course, you are required to make a declaration to the effect that you:

- have no criminal convictions, penalty notices or cautions;
- have not had any adverse judgements made against you by any professional body;
- do not suffer from any condition or illness that might impair your ability to practise.

You will also be asked to reconfirm this declaration each year whilst you remain on the course. Declarations to the contrary will be referred in accordance with the University’s Student Fitness to Practise Policy.

You are reminded that your place on the course is subject to satisfactory Criminal Record and Occupational Health checks.

The school’s fitness to practise procedure sets out in detail how we will deal with you if your fitness to practise is called into question. The effects of this will be explained to you in classes. The procedure can be found on the University website at: [http://www.wlv.ac.uk/Default.aspx?page=6932](http://www.wlv.ac.uk/Default.aspx?page=6932).

You will be required to read the procedure and confirm that you have understood its implications and that you agree to be bound by it.

**********Academic misconduct definitions and penalties as they apply generally across the University are described later in this guide. However there are certain implications for students on the MPharm**********

Given the integrated and professional nature of the MPharm programme, sanctions for academic misconduct will vary from the University norms that apply to module-based courses.

**Support for learning**

A wide range of support for learning will be available to you. Generic support will include the use of central services such as FSE’s Faculty Office (Student Support), for general enquiries, and the City Campus Learning Centre. The Learning Centre will provide library facilities as well as electronic and literature search resources and runs specific academic study skills sessions for students.
The development of study skills and clinical skills is a major feature of the course and are these are embedded within the programme. The ‘learner’ strands in each year and the additional **Clinical and Professional Skills for Pharmacists** strand in stage two seek to develop both study and clinical/professional skills and are described in more detail above.

Outside of the formal strand-based teaching students will be signposted to ‘drop-in’ opportunities at the Learning Centres. For more specific support, you will be able to contact your personal tutor and subject-specialist strand tutors through the online Student Appointment Management System (SAMS) booking and recording system.

**Distinctive features of the course**

The Wolverhampton MPharm is a contemporary, patient-focused and clinical course which aims to develop the knowledge and skills that you will need to build a successful career in your chosen area of pharmacy. A team of expert academic pharmacists and scientists have developed the programme and, along the way, we have consulted with employers, practicing pharmacists, patients, carers and students in order to make sure that the product you are investing in is of the highest possible standard and relevance.

At Wolverhampton our smaller cohort sizes and extensive use of practitioners and educators from the different pharmacy sectors provide you with a more interactive learning experience that puts your learning fully in to context. Our placements and simulations are aligned carefully with the material you cover in class and they are staged in a way which helps you gradually build up confidence as the years progress. Our theme-based approaches to teaching cross over the traditional pharmacy disciplines such as pharmacology, pharmaceutical chemistry, pharmaceutics and pharmacy practice. This helps you to integrate your studies and make the links between the different aspects of theoretical content and its application to the world of work.

Of particular note is the introduction of **Team-based Learning** (TBL) and **Case-based Learning** (CBL) as the principal methods of delivery and assessment. TBL is employed in the early to intermediate stages of the course. It not only supports your transition to graduate level study but it has also been shown to enhance levels of attainment in subsequent tests, examinations and coursework. CBL will develop your knowledge and skills to the highest level by focusing on cases which draw together underpinning knowledge. At Wolverhampton our assessments become increasingly applied and competency-focused as you progress through the course, allowing you to engage with “real world” assessments and provide you with the very best preparation for the future.

Our graduates are renowned for their high level clinical and communication skills. Through our teaching and learning approaches you will become a much sought, rounded professional: communicator, carer, lifelong learner, team-worker, problem solver, critical analyser and change-maker. We have no doubt that Wolverhampton graduates will go on to enjoy a successful and rewarding career in pharmacy.

**Personal Tutor**

When you join the University you will be given a **Personal Tutor**. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

**Academic Misconduct**
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit the Learning Centre or our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the [Student’s Union website](http://www.wlv.ac.uk/studentsunion)
- Book a Skype appointment with study skills adviser or joint the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.

Defining Academic Misconduct

Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

Plagiarism
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

Collusion
Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

Plagiarism Detection
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

Penalties
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

Anonymous Marking
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

*****Implications for the MPharm*****

Given the integrated and professional nature of the MPharm programme, sanctions for academic misconduct will vary from the University norms that apply to module-based courses.

Course Structure for Undergraduate courses

Full-time study equates to: 120 credits each academic year
In order to achieve integration of the course content, in line with GPhC requirements, you are required to sit integrated 120 credit modules (stages) in each year of the course on a full time basis. There are no optional modules or alternative routes to achieving the final MPharm (Hons) award.

**Part-time:** normally modules worth no more than 80 credits each academic year (not applicable to MPharm).

### Level 4

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<td>Core 4PY019</td>
<td>Pharmacy Stage 1</td>
<td>Incorporating thematic strands:</td>
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<tr>
<td></td>
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<td>• Molecules, Cells and Systems</td>
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<tr>
<td></td>
<td></td>
<td>• Introduction to Drugs and Medicines</td>
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<tr>
<td></td>
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<td>• Pharmacists, Patients and Medicines</td>
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<td>• The Informed Pharmacy Learner</td>
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### Level 5

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<td></td>
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<td>• Medicines in Development and Use</td>
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<td></td>
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<td>• Clinical and Professional Skills for Pharmacists</td>
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### Level 6

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<td>• The Therapeutic Management of Patients</td>
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### Level 7

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<td>• Frontiers in Pharmacy</td>
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<tr>
<td></td>
<td></td>
<td>• Effective Patient Management</td>
</tr>
<tr>
<td></td>
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<td>• The Accomplished Pharmacy Learner</td>
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### Module Description (Year 1)

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<tbody>
<tr>
<td>Credit value 120</td>
<td>Pre-requisites None</td>
</tr>
<tr>
<td>Co-requisites None</td>
<td>Prohibited combinations None</td>
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</table>
Module description:

Year aims. Students will:

- understand the fundamental scientific principles of health and disease as applied to drugs and medicines
- understand the physico-chemical basis of pharmacotherapy
- understand the role of a pharmacist

By the end of Pharmacy Stage 1 the student will develop the fundamental knowledge and skills required to commence the level 5 stage of the spiral curriculum: cellular and biochemical systems, anatomy, physiology, patients, pharmacists and medicines, and effective and professional undergraduate study. These concepts and topics are accommodated across four thematically derived strands:

1. *Molecules, Cells and Systems*: This strand introduces the biochemical building blocks of life, the structure and function of eukaryotic and prokaryotic cells and human anatomy and physiology. Processes associated with these cells and systems are compared and contrasted in health and disease.

2. *Introduction to Drugs and Medicines*: This strand introduces the basic principles of drug discovery and development and will provide students with an understanding of the organic and physical chemistry, and the pharmacological principles, pertinent to medicinally important molecules.

3. *Pharmacists, Patients and Medicines*: The strand explores how pharmacists use their expert knowledge of medicines, health and the disease for the benefit of patients and the population through exploration of pharmacists’ roles and how medicines are distributed and handled in patient-facing settings.

4. *The Informed Pharmacy Learner*: The strand aims to develop fundamental skills, techniques and attributes that are pertinent to the study and practice of pharmacy.

Assessment

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<th>Description</th>
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<tr>
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<tr>
<td>2 ItD&amp;M Examination</td>
<td>20%</td>
</tr>
<tr>
<td>3 PP&amp;M Examination</td>
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<tr>
<td>4 Team Based Learning</td>
<td>30%</td>
</tr>
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<td>5 Coursework</td>
<td>5%</td>
</tr>
<tr>
<td>6 Portfolio</td>
<td>10%</td>
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<tr>
<td>7 Professional Conduct</td>
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<td>8 Calculations Examination</td>
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University Academic Calendar
A pdf copy of the academic calendar which applies to years 2014-18 can be downloaded from the following hyperlink: University Academic Calendar.

Timetables
Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.
Where to get help with your course

Skills development and academic support are embedded across the course through our teaching methods and by the inclusion of learner strands at each stage. We routinely use the WOLF virtual learning platform and the University’s electronic portfolio as the mechanisms by which support is provided.

We encourage you to make active contributions and to ask questions at appropriate points during classes. Outside of this time, your first port of call for study-related queries should be the WOLF course café electronic forum. This is the mechanism by which most general problems are addressed. You are also able to book appointment meetings with staff members using our SAMS electronic appointment booking system.

Ordinarily, a subject-related issue should be directed at the demonstrator, if applicable, and then to the lecturer concerned. Assessment-related queries should be directed towards the strand leader, where applicable, or the year tutor and then to the course leader. You will be told who these staff members are during the induction week each year.
Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

**Administration queries:** enrolment, extensions, extenuating circumstances, Leave of Absence, Course transfer, etc

**Support for Study Skills**
- W: [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

**Module related queries**
- Module guide (on WOLF)
- Module Leader or Tutor

**Academic and Course related queries**
- Personal Tutor
- Course Leader
- Head of Department (by email)

**IT Problems**
- W: [www.wlv.ac.uk/ITServices](http://www.wlv.ac.uk/ITServices)
- T: 01902 32(2000)

**Who to Contact for help when you are studying on campus**

**Financial advice**
- W: [www.wlv.ac.uk/moneymatters](http://www.wlv.ac.uk/moneymatters)
- E: money@wlv.ac.uk
- T: 01902 32(1070)

**Special Needs (Students with disabilities)**
- Special Needs Tutor or Student Enabling Centre
- W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

**Personal Issues**
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: [www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

**Independent academic, financial, international and housing advice**
- Students’ Union Advice and Support Centre
- W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)

**Extensions, Extenuating Circumstances and Leave of Absence**
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.
Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

*****Implications for the MPharm*****

Given the integrated and professional nature of the MPharm programme, students who have been granted extenuation (and need to re-sit certain assessments), or who take leave of absence, are likely to be required to wait until the next academic year in order to re-join the programme at the point at which they were halted (see also continuous assessment above).

It is essential that you consult your personal tutor as soon as you are aware that your continuous and regular attendance on the programme is likely to be at risk.

“Fit to sit” policy:

The General Pharmaceutical Council (GPhC) stipulates that, on MPharm degrees, “extended resit opportunities and other remedial measures should be extremely limited, if permitted at all”. Additionally, in its pre-registration assessment (professional exam), the GPhC operates a “fit to sit” policy. Candidates who have declared extenuating circumstances but subsequently go on to sit the assessment to which those circumstances applied are, by taking it, declaring themselves “fit to sit” the assessment, regardless of their previous extenuation.

The University is keen to ensure that students are able to progress through the MPharm course at an appropriate rate for a professional course; and that they are prepared for the assessment conditions which they will be subject to after graduation. As a result, “fit to sit” also applies to assessments on the MPharm. If you have been granted extenuating circumstances you should only submit or sit the assessment if you are confident that your performance will not be affected by those extenuating circumstances. You must understand that in submitting or sitting the assessment you are declaring that you are “fit” and your circumstances will not be taken into consideration should you perform poorly or fail in the assessment.

Health & Safety issues
Your health and safety is of great importance to us. Laboratory work cannot be undertaken until you have passed an online health and safety assessment at the beginning of your course. This forms part of your annual fitness to practise assessment and you will be required to undertake health and safety training updates if required. Relevant health and safety information for practicals is provided prior to each session or series of sessions and you are required to follow the given procedures. Similarly, placement health and safety information is provided in advance and you must abide by the requirements provided.

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

Progression for Further Study
After you have completed your pre-registration year you may soon wish to consider embarking on further professional development. To that end we offer an accredited pharmacist prescribing qualification and postgraduate certificate and a number of postgraduate and doctoral level awards in pharmacy and healthcare related areas. Staff members are always keen to maintain links with our graduates and provide advice and support on your ongoing careers development.

Alumni
We’re proud of your success. Be proud of your connection with us.

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.

Our MPharm alumni who undertaking their pre-registration studies are cordially invited to access additional support we offer to recent graduates. We aim to make your transition into working life as seamless as possible and to ensure your success in the General Pharmaceutical Council’s registration assessment.
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