

BSc Clinical Pharmacy Handbook 2025-2026

Description



BSc CLINICAL PHARMACY HANDBOOK

2025-2026

Division of Pharmacy and Optometry

School of Health Sciences

Faculty of Biology, Medicine and Health

WELCOME TO PHARMACY

Welcome to the 5-year articulated degree Bachelor of Clinical Pharmacy programme hosted by China Pharmaceutical University (CPU) and the University of Manchester (UoM). May we take this opportunity to offer our congratulations on your success in the recent examinations and wish you well during your time with us in the United Kingdom (UK) – we especially look forward to meeting you in person when you join us in the Division of Pharmacy and Optometry at UoM. We hope that your time on the programme, including your stay in Manchester, will be rewarding, not only in the academic areas but also due to your participation in any extra-curricular activities associated with CPU and UoM and the regions in which these universities are based.

The purpose of this handbook is to bring together information to help you answer queries that you might have about the 5-year BSc in Clinical Pharmacy programme. **The handbook focuses on your studies during years 3 and 4 of this programme at UoM and provides some general information about the Division of Pharmacy and Optometry at UoM.** Please get in touch with CPU to learn more about your studies during years 1, 2 and 5 of the programme. We have tried to answer all the questions relevant to studying in this course (and specifically at UoM), but if you feel that any critical information

has been omitted, please let us know.

As with any publication of this type, all the information contained was correct at the time of compilation. Although not anticipated at this stage, it may be necessary to make changes as the year progresses. Where there is such a need, you will be informed.

Professor Kaye Williams â?? Head of Division



Dr Susan Cochran â?? Programme Lead for Pharmacy (Years 1 and 2)



Mrs Victoria Tavares â?? Programme Lead for Pharmacy (Years 3 and 4)





1. GENERAL INFORMATION

1.1 Staff List and contact details

ACADEMIC STAFF

Name	Email address
Professor Zeeshan Ahmad Reader in Pharmaceutical Science	zeeshan.ahmad@manchester.ac.uk
Professor Darren Ashcroft	darren.ashcroft@manchester.ac.uk
Professor Sam Butterworth	sam.butterworth@manchester.ac.uk
Professor Li-Chia Chen	Li-Chia.Chen@manchester.ac.uk
Professor Aleksandra Galetin	Aleksandra.Galetin@manchester.ac.uk
Professor Alison Gurney	Alison.gurney@manchester.ac.uk
Professor Jason Hall	Jason.Hall@manchester.ac.uk

Professor Mike Harte	Michael.Harte@manchester.ac.uk
Professor Jayne Lawrence	Jayne.Lawrence@manchester.ac.uk
Professor Andrew McBain	Andrew.Mcbain@manchester.ac.uk
Professor Jo Neill	Joanna.Neill@manchester.ac.uk
Professor Anna Nicolaou	anna.nicolaou@manchester.ac.uk
Professor Amin Rostami-Hochaghan	Amin.Rostami@manchester.ac.uk
Professor Alberto Saiani	A.Saiani@manchester.ac.uk
Professor Ellen Schafheutle	ellen.schafheutle@manchester.ac.uk
Professor Ian Stratford	Ian.Stratford@manchester.ac.uk
Professor Kaye Williams Head of Division	Kaye.Williams@manchester.ac.uk
Enas Al-Ani Lecturer	enas.al-ani@manchester.ac.uk
Dr. David Allison Reader	David.Allison@manchester.ac.uk
Dr. Harmesh Aojula Senior Lecturer	Harmesh.Aojula@manchester.ac.uk
Ms Neetu Bansal Lecturer	neetu.bansal@manchester.ac.uk
Caroline Barrett Senior Clinical Tutor	caroline.barrett-2@mft.nhs.uk
Dianne Bell Senior Lecturer	dianne.bell@manchester.ac.uk
Jonathan Berry Lecturer	jonathan.berry@manchester.ac.uk
Dr. Elena Bichenkova Reader	Elena.V.Bichenkova@manchester.ac.uk
Alan Bloomer Lecturer	alan.bloomer@manchester.ac.uk
Dr. Richard Bryce Reader	Richard.Bryce@manchester.ac.uk
Dr. Cyril Bussy Lecturer	cyrill.bussy@manchester.ac.uk
Dr. Richard Campbell Senior Lecturer	richard.campbell@manchester.ac.uk

Dr. Susan Cochran Programme Director	susan.cochran@manchester.ac.uk
Dr. Costas Demonacos Senior Lecturer	Constantinos.Demonacos@manchester.ac.uk
Dr. Ben Dickie Senior Lecturer (Neuroimaging)	ben.dickie@manchester.ac.uk
Mohamed Elsayy Lecturer	mohamed.elsawy@manchester.ac.uk
Dr. Katie Finegan Senior Lecturer	K.G.Finegan@manchester.ac.uk
Dr. Sally Freeman Reader	Sally.Freeman@manchester.ac.uk
Miss Sarah Hafeez Lecturer in Pharmacy Practice	Sarah.hafeez@manchester.ac.uk
Ali Hindi Lecturer	ali.hindi@manchester.ac.uk
Miss Yun-Ting (Joyce) Huang Lecturer in Pharmacy Practice	joyce.huang-2@manchester.ac.uk
Mrs. Jenny Hughes Senior Lecturer	Jenny.k.hughes@manchester.ac.uk
Dr. Gavin Humphreys Senior Lecturer	gavin.humphreys@manchester.ac.uk
Ireny Iskandar Lecturer	ireny.iskandar@manchester.ac.uk
Dr. Sally Jacobs Lecturer	sally.r.jacobs@manchester.ac.uk
Akhil Jain Lecturer	akhil.jain@manchester.ac.uk
Shreena Joshi Pradhan Lecturer	Shreena.joshi@manchester.ac.uk
Dr. Richard Keers Senior Lecturer	richard.keers@manchester.ac.uk
Ms. Sarah Knighton Senior Clinical Lecturer	sarah.knighton@manchester.ac.uk
Dr. Ayse Latif Lecturer	ayse.latif@manchester.ac.uk
Dr. Ruth Ledder Senior Lecturer	ruth.ledger@manchester.ac.uk

Dr. Andrew Leech Senior Lecturer	andrew.leach@manchester.ac.uk
Dr. Penny Lewis Senior Lecturer	penny.lewis@manchester.ac.uk
Dr. Esnath Magola Senior Clinical Lecturer	esnath.magola@manchester.ac.uk
Andrew Mawdsley Senior Lecturer	andrew.mawdsley@manchester.ac.uk
Diane Mitchell Senior Clinical Tutor	diane.mitchell@cmft.nhs.uk
Kate Oates Senior Clinical Tutor	kate.oates@cmft.nhs.uk
Dr. Kayode Ogungbenro Senior Lecturer	kayode.ogungbenro@manchester.ac.uk
Harsha Parmar Senior Lecturer	Harsha.Parmar@manchester.ac.uk
Dr. Jeff Penny Senior Lecturer	Jeff.Penny@manchester.ac.uk
Dr. Alain Pluen Senior Lecturer	Alain.Pluen@manchester.ac.uk
Dr. Hiran Prag Lecturer in Clinical Pharmaceutical Science	hiran.prag@manchester.ac.uk
Sadia Qayyum Lecturer	sadia.qayyum@manchester.ac.uk
Mrs Anuja Rajput Lecturer in Pharmacy Practice	Anuja.rajput@manchester.ac.uk
Mary Rhodes Senior Lecturer	Mary.Rhodes@manchester.ac.uk
Dr. Daniel Scotcher Lecturer	daniel.scotcher@manchester.ac.uk
Dr. Victoria Silkstone Reader	victoria.silkstone@manchester.ac.uk
Victoria Tavares Senior Lecturer and Deputy Programme Director	Victoria.tavares@manchester.ac.uk
Kirsty Worrall Teaching Practitioner	kirsty.worrall@manchester.ac.uk
Mrs Fatima Zulfiqar Lecturer	fatima.zulfiqar@manchester.ac.uk

PROFESSIONAL SERVICES STAFF

Grant Boyle Divisional Operations Manager	Grant.boyle@manchester.ac.uk
Paula Lee Academic Group Administration Manager	Paula.lee@manchester.ac.uk
Glenys Fry Academic Group Administrator	glenys.fry@manchester.ac.uk
Sarah Fairhurst Academic Group Administrator	sarah.fairhurst@manchester.ac.uk
Michelle Riddehough Academic Group Administrator	Michelle.riddehough@manchester.ac.uk
Alyssa Piasecki Academic Group Administrator	Alyssa.piasecki@manchester.ac.uk

TECHNICAL STAFF

Karen Purcell Senior Technician (Teaching)	Karen.purcell@manchester.ac.uk
--	--------------------------------

Pharmacy Ground floor Sara Evans Technician (Teaching)	sara.evans@manchester.ac.uk
--	-----------------------------

Pharmacy Ground floor Mark Oldfield Technician (Teaching)	mark.oldfield@manchester.ac.uk
--	--------------------------------

Ground Floor G SUGT PSS Mr Anthony Steel Technical Manager	Anthony.steel@manchester.ac.uk
---	--------------------------------

1st Floor 1SUGT Nicola Steel Deputy Technical Manager	nicola.steel@manchester.ac.uk
1st Floor 1SUGT	

Mrs Dawn Rearden
Deputy Technical
Manager

dawn.rearden@manchester.ac.uk

Ground Floor G SUGT

[intense_snippet snippet_id=â?•12830â?³ snippet_title=â?•SHS TLSE inboxesâ?•]

1.2 Examination and Teaching Timetables

1.2.1 Examination Timetables

There are three examination periods each academic year:

- Semester 1 Examinations
- Semester 2 Examinations
- Resit Examinations

You must ensure that you are available during all examination periods, including the resit period. Exams can fall at any point within an examination period, so this should be taken into account when arranging holidays/jobs. Failure to present for resit examinations may prevent you from continuing on the course.

Information on the exact dates, times, and locations of your individual examinations is provided directly to students by the University Examinations Office. Your individual exam timetables, for centrally timetabled exams, can be accessed via the Student Portal:

[Exams | Exam Timetable | The University of Manchester](#)

You are responsible for checking your exam timetable, reporting any errors and ensuring that you attend the correct exams.

The Exam Timetables are produced using dedicated software for which the overarching factor is the production of a timetable with no, or as few as possible, student clashes. While attempts are made to ensure that students have a spread of examination dates throughout the examination period, in many cases this is not possible given the institutional constraints on the numbers of examination venues that are available, the number of examinations that are scheduled to take place and the options available to students on any particular programme of study. Therefore you should expect to have some exams on consecutive days and, potentially, have more than one examination within a single day.

1.2.2 Teaching Timetables

All students have access to a personalised timetable through the [Publish timetable app](#), which is also linked through your [My Manchester](#) account.

A brief guide on using Publish is available [here](#).

It is your responsibility to check your timetable on a regular basis to ensure you are accessing the most up to date information, as changes may occur due to unforeseen circumstances.

You will have classes in lots of different building across the campus so please familiarise yourself with the locations using our interactive [Campus Map](#).

The following lecture theatres, laboratories and tutorial rooms are located within the Stopford Building. Please note that you will need your student ID card to gain entry to the Stopford Building:

- Lecture Theatres 1, 2, 3, 4, 5, 6
- Interprofessional Education Suite (IPE Suite) (Room G.183)
- Peter Noyce Clinical Skills Suite (Room G.123)
- Teaching Labs: G SUGT Pharmaceutical Skills Suite (Room G.229/G.226)
- The Training Room (G.223)
- The Project Room (G.382)

1.3 Learning Resources

1.3.1 Library

[The University of Manchester Library](#) provides you with the resources and support you need throughout your degree programme. The Main Library will house all of the essential textbooks whilst the Alan Gilbert Learning Commons provide a 24/7 learning environment in addition to study skills workshops. The Library also has an extensive collection of eBooks, databases and journals available online.

The My Library tab in [My Manchester](#) has quick links to all of the Library's resources and services available to students.

The [My Learning Essentials](#) page of the Library website has links to all of the Library's online resources and services available to students.

Getting Started

Here is all the information you need to [get started with the Library - a guide to using the Library for students](#)

You will need your student card to access all library sites around campus. Many of our services and resources also require you to confirm that you are a registered student. This authentication can be your student card, the ID number on the card, your Library PIN, the central username and password you use to log on, or a combination of these.

The Library provides a search facility to [access resources](#), whether it is books, digitised readings, journal articles or websites.

Each course unit in Canvas includes an online reading list, so you can quickly check availability and directly access e-books, digitised chapters and e-journals, or articles.

The Main Library

[The Main Library](#) holds the principal collection of books and journals available.

The Main Library offers group study rooms, individual study space options and computer clusters. WiFi is available throughout the building and a cafe lounge can be found on the ground floor. The Library has long opening hours and extends these during exam periods. Please check [Locations and Opening Hours](#) for full details.

The Alan Gilbert Learning Commons

[The Alan Gilbert Learning Commons](#) is a state-of-the-art learning environment with 24/7 opening hours throughout term-time. The Learning Commons has flexible open learning spaces with multimedia facilities, computer clusters and 30 bookable group study rooms with whiteboards and media screens.

Please check [Locations and Opening Hours](#) for full details.

There is a series of training workshops covering a variety of academic and transferable skills hosted in the training room at the Learning Commons. These workshops include training on revision/study skills, note-taking and other topics and have been developed by Learning Commons staff in partnership with other teams across the University. Full details of training sessions are available in the [My Learning Essentials Calendar](#).

My Learning Essentials

[My Learning Essentials](#) is the Library's comprehensive programme of online resources, workshops and drop-ins designed to support you in your personal and professional development.

Workshops and drop-ins are held throughout the year and include special sessions during exams and the summer. The online resources are available at all times, providing flexible support for your development from undergraduate to postgraduate level and beyond.

Full details of workshops and online resources can be viewed on the [My Learning Essentials website](#).

The My Learning Essentials programme is run by The University of Manchester Library in collaboration with other services across campus.

Textbooks and other requirements

Included in most of the unit descriptions and on the Canvas sites for each unit are the textbook(s) recommended for the unit, and any other special requirements. You are advised not to purchase textbooks until the Unit Coordinator has had a chance to discuss these with you, and perhaps show you samples – sometimes there is a choice of recommended texts, depending on the other units that you are taking. Copies of all recommended texts are in The University of Manchester Library and multiple copies are available for overnight loan.

Where no recommended reading list has been provided in the unit description or on Canvas, it can be assumed that there are no set texts that cover the unit or that would be useful to read before the unit begins, and that reading material will be recommended once the course has started.

1.3.2 The Stopford Library

[The Stopford Library](#) is a smaller site library for Medicine, Dentistry, Pharmacy and Biological Sciences and holds multiple copies of all new editions of core and useful texts. Full details of what is available can be found using [library search](#) or asking a member of customer service staff. In addition to books, Stopford Library also has half skeletons and iPads available for loan.

The Stopford Library also has a computer suite, Wi-Fi and 6 group study rooms with a large table and 14 chairs, a 32 inch LCD monitor and a large whiteboard. Bookings can be made at the customer service desk in the Stopford Library.

Please check [Locations and Opening Hours](#) for full details on opening hours and facilities.

1.3.3. Pharmacy Student Space (Pharmily)

On the ground floor of the Stopford Building there is a dedicated pharmacy student space where you can socialise, relax or study (Pharmily space). You can also access kitchen facilities here. This space is located next to the Clinical Skills Suite (CSS). There is also a Multifaith room available for student use within the Pharmily space.

1.3.4 Social Media

Please follow us on social media:

Twitter handle is @UoMMPharm

Instagram is @manchester_mpharm

1.4 Brief History of Pharmacy at the University of Manchester

Although classes in Pharmaceutical Chemistry were being conducted in the Medical School at Manchester by John Dalton as early as 1824, and courses in pharmaceutical subjects were for a time available to Owens College around 1869, the present Pharmacy School of the University was not established until 1883^[1]. In that year a pharmacist, W. Elborne, was appointed Assistant Lecturer in Materia Medica and Pharmacy, working under D.J Leech, then Professor of Materia Medica and Therapeutics. The prospectus for 1884 offered full-time day courses extending over two academic years in addition to part-time evening courses in preparation for the examinations of the Pharmaceutical Society. In 1904, Pharmacy was added to the list of subjects which could be presented for both honours and ordinary degrees, and the July 2004 graduation celebrated 100 years of Pharmacy graduates from Manchester.

During the period from 1904 up to the Second World War, the number of students taking the degree was small, the majority registering for the shorter courses for the qualifying examinations of the Pharmaceutical Society. In 1928 the University purchased the Manchester College of Pharmacy, a very successful privately owned Division of Pharmacy and Optometry, and amalgamated it within the University. Mr. Harry Brindle, who had been the Principal of that private school, became in 1946 the first Professor of Pharmacy at Manchester. This appointment was co-incident with the recognition of an independent Department of Pharmacy.

The growth in the proportion of degree students increased, and by 1959 all undergraduates were reading for a Pharmacy Degree. In 1962, the Pharmacy Department transferred from the Faculty of Medicine to the Faculty of Science. In 1970, a thorough review of the undergraduate syllabus was undertaken, and a three-year honours BSc programme introduced with the cessation of the four-year programme. The first year group of students to take the new BSc programme graduated in 1974. New laboratories for Pharmaceutical Chemistry, Pharmacognosy, and some areas of Pharmaceutics were provided, together with seminar rooms, and a common room.

Further developments in the undergraduate curriculum and the refurbishment of lecture theatres and laboratories have taken place in the period since 1974. In 1997 the 4-year MPharm programme started with the first group graduating in July 2001. In 2000 the School transferred back to the Faculty of Medical and Human Sciences (formerly the Faculty of Medicine, Dentistry, Nursing & Pharmacy). In October 2004 the Victoria University of Manchester and UMIST merged to form The University of Manchester.

In 2006/07, the School moved into a refurbished part of the Stopford Building. In August 2016 the Faculty of Medical and Human Sciences merged with the Faculty of Life Sciences to form the Faculty of Biology, Medicine and Health, which you are now a member of. Constant change is required if the School is to maintain its place as a leader in the field of undergraduate and postgraduate pharmaceutical education.

In 2021, the first students enrolled on a historic joint 5-year BSc in Clinical Pharmacy programme based on an exciting collaboration between the China Pharmaceutical University (CPU) and the University of Manchester. Students like you who enter this programme complete years 1, 2 and 5 with CPU and join the Division of Pharmacy and Optometry at the University of Manchester for years 3 and 4. After successfully completing the programme, students leave with a BSc in Clinical Pharmacy degree from the University of Manchester and a BSc degree from CPU.

[\[1\]](#) 1. Robinson, B. *The History of Pharmaceutical Education in Manchester*, Robinson (1986)

1.5 Health and Safety in the Division of Pharmacy and Optometry

Policy

Health and Safety at the University of Manchester is subject to the provisions of the Health and Safety at Work Act. As a responsible body, the University actively promotes good practice in all

areas relating to health and safety and it is a policy to do all that is reasonably practicable to ensure a safe and healthy working environment for staff, students and any other person who may visit. All schools in the University must conform to the University's arrangements to implement its health and safety policy which is approved by the University's Health, Safety and Wellbeing Committee. The policy and arrangements chapters are published on the Safety Services webpages (<https://www.healthandsafety.manchester.ac.uk/policy/arrangementschapters/>).

Many issues of health and safety are specific to a school or an area of the University. Responsibility for ensuring that proper procedures are in place to provide a safe and healthy working environment for staff and students is devolved to the Head of the Division who has appointed a Divisional Health and Safety Committee, and safety advisors to manage this responsibility and formulate local policy on all health and safety matters.

Your Obligation

By Law, it is the duty of every student whilst on University premises to:

- Take reasonable care for the health and safety of themselves and of all other people whose health and safety may be affected by their actions or omissions.
- Co-operate with members of staff who have responsibility for specific safety duties so the University can meet its obligation to comply with health and safety legislation and implement health and safety policies.
- Not interfere with or misuse, intentionally or recklessly, anything provided in the interest of health, safety and welfare.
- Use any protective equipment issued to you which will reduce the risk of an accident and promote a safer environment.

Division of Pharmacy and Optometry

It is the policy of the Division of Pharmacy and Optometry to promote awareness of health and safety issues **for all activities related your course and student experience**. Information relating to safety will be given to you in a lecture at the start of the semester. You will also be required to complete satisfactorily an online health and safety course and will receive a sheet titled 'Statement to all undergraduate students from the **Divisional Health and Safety Committee**'. This gives general guidelines on health and safety together with other related information. You will be asked to sign a return slip stating that you have read and understood this information, undertake to work within these guidelines and comply with any safety instructions given to you. Some key safety points are given below for reference and to act as a reminder that health and safety issues must be given the highest priority at all times during the programme.

There is a need for continuous safety awareness and the importance of implementing health and safety measures (e.g. the wearing of safety glasses) must be stressed at all times. At the commencement of each undergraduate practical class, information about the particular hazards associated with the exercises will be made available to students together with the appropriate preventative measures. Some classes are exempted from the need to wear safety glasses and the class organiser will inform you of this fact.

Timetabled practical classes are arranged as part of the BSc Clinical Pharmacy degree programme. To ensure that a safe working environment is maintained, undergraduate students are not allowed to work in laboratories outside timetabled class hours unless they have permission from the class organiser.

During their programme, undergraduate students may be expected to carry out project work in recognised research laboratories. This work will be supervised by a named member of staff who will discuss with the student all aspects of safety relating to the project. At the commencement of the project and at all stages of the work, the particular safety hazards and appropriate preventative measures must be the subject of discussion between the student and the supervisor.

During laboratory-based practical work students must ensure that they:

- Are aware of the known properties of material and /or equipment being used.
- Know what to do in case of an accident.
- Are compliant with safety rules and regulations.
- Provide clear information about the action to be taken if equipment is left in operation unattended.
- Have taken all possible precautions to reduce hazards to a minimum.

If you fail to comply with any health and safety instructions you will not be allowed to enter laboratories to continue with your laboratory work until you undertake to comply consistently with all health and safety requirements.

Points of Information

Students should be appropriately dressed to be in the laboratory (No shorts, open-toe shoes, baseball caps or low-necked tops) and laboratory coats **must be** worn at all times during practical classes. They should **NOT** be worn outside the laboratory or in the common room.

Outdoor coats, large bags etc. are not allowed in laboratories. They should be stored in a locker. In the interest of safety and security, any items left unattended will be removed.

Eating and drinking is strictly forbidden in all laboratory areas.

The use of mobile phones is not allowed during most classes – please turn them off before entering a class. In some sessions the lecturer may ask students to use their mobile device as part of the teaching and learning, on these occasions use to aid learning is permitted.

First Aid

Staff trained in First Aid are available and will respond in the case of an accident. On every occasion, an accident form must be filled in and sent to the University's Safety Services.

Fire Alarm

If the fire alarm sounds **YOU MUST** evacuate the building as quickly as possible. **DO NOT** re-enter the building until told to do so by a University Security or Fire Evacuation Marshall. **DO NOT** re-enter a practical class until told to do so by a class supervisor.

Fire alarm systems in the Stopford Building are tested every Tuesday at 8.30am. Fire alarm test times are different in other University buildings and information relating to these can be found on fire notices which are usually posted next to fire extinguishers. These notices also contain information about designated assembly points outside the building in the event of an alarm. You are advised to familiarise yourself with the escape route and assembly points for each building in which you attend lectures, tutorials and practical classes.

The purpose of these guidelines is to provide general information so that students work in as safe an environment as possible and the risk of an accident is reduced to a minimum. However, it should be stressed that no system is foolproof and students must assure themselves that they are aware of the likely risks involved in any practical work and gain the necessary proficiency to minimise the possibility of an accident. **There is no substitute for common sense, care and attention.**

Pregnancy and Maternity

If you become pregnant during your studies it is vital that you speak to your Academic Advisor **as soon as possible**. The purpose of the discussion is a) to provide you with appropriate support and guidance and b) consider any health & safety risk assessments. After your discussion with your Academic Advisor, they will approach the relevant person to arrange a risk assessment.

1.6 Annual GPhC Standards and Criminal Record Declaration

Students are required to complete an annual declaration stating they are aware that they must meet the General Pharmaceutical Council's *Standards for pharmacy professionals* at all times. All students must complete this satisfactorily at the start of each year to commence placements. The declaration will be via an online survey on Canvas. Students **MUST** declare any ongoing investigations, reprimands, cautions or convictions (including any that will be filtered from the Police National Computer) to the Programme Team within ten working days. It is inappropriate to wait for the annual declaration to disclose these matters.

1.7 Additional costs

The Division works hard to ensure that this programme can be completed without significant additional study costs over and above the tuition fee for the programme. The two areas where additional costs can be incurred are travel and reading. In both of these situations the Division seek to ensure that additional costs are kept as low as possible. The University defines low cost as an annual cost which is no more than 1% of the annual home undergraduate fee.

Where possible the Division will attempt to make core readings accessible to students via the Library, either digitally or for loan. There are a limited number of core texts that may be required by students. The Division have attempted to keep this list to a minimum including only those texts which are used extensively in more than one unit or in more than one academic year and that are not available

electronically. This list is reviewed annually by the Teaching Governance Committee.

A great strength of the Manchester programme is the number of placements that are provided and we believe this invaluable experience in community and hospital pharmacy will benefit students in the long term. Students will have to travel to placements in Greater Manchester and occasionally further than this, as part of this programme and students will be responsible for meeting these travel costs.

Students experiencing financial hardship (in excess of that expected of a typical student, supported by evidence), may apply in confidence. A small level of financial support may be available towards placement travel costs (with receipts), on a case by case basis.

1.8 Whistle blowing

The Standards for Pharmacy Professionals directs students to “speak up where we have concerns or when things go wrong”. Whistle blowing involves informing others if you believe poor practice could impact on the safety or care of others. All health care professionals have a duty to take action if they believe the safety of others could be comprised as a result of poor practice. If you believe you have witnessed poor practice of a healthcare team or a student, which could impact on the safety of others then you should follow the flowchart below.

Have you witnessed bad or poor practice with the potential to lead to harm to a patient, a member of the public, a fellow student or a member of staff? If you have, you should present the information to the appropriate person depending on where it happened (see below).

- Suppose it occurred in a hospital (e.g., Manchester University NHS Foundation Trust, Northern Care Alliance NHS Foundation Trust). In that case, you should report to the clinical tutor and the Division Clinical Placement Lead.
- Suppose it occurred in the University or another setting. In that case, you should report it to either the Head of Division, the BSc Clinical Pharmacy Programme Director or Manager, or the Practice Placement Lead.

2. PROGRAMME OVERVIEW

This is an articulated articulated degree Bachelor of Clinical Pharmacy programme (2+2+1) involving a collaboration between the University of Manchester (UoM) and China Pharmaceutical University (CPU). Students will benefit from studying both in China and in the UK.

The first two years of the 5-year programme are taught in China by the CPU and UoM staff. After successfully completing these first two years, students will then study at the UoM in years three and four. In year five, students will return to China, where they will get the opportunity to put their skills into practice in Chinese healthcare settings. After completing the programme, students will receive two BSc degrees, one from the University of Manchester and one from China Pharmaceutical University.

Students completing this articulated degree will benefit from a world-class pharmacy programme at UoM driven by our research and teaching excellence. This programme integrates science, practice and Inter-professional Education. We also offer clinical placements each semester for students to get hands-on clinical practice skills and learn from different healthcare professionals in the UK.

2.1 Articulated degree BSc Clinical Pharmacy Programme Aims and Objectives

Aims

This programme aims to produce pharmacy graduates committed to life-long learning who will have sufficient understanding of the principles and techniques of pharmaceutical sciences and clinical therapeutics from expertise in the UK and China and can communicate and deliver pharmaceutical care as part of a patient-centred approach to medicines optimisation.

Objectives

The Articulated Degree BSc Clinical Pharmacy Programme aims to fulfil a range of objectives listed below:

- To cultivate talents by utilizing the excellent educational resources from both parties,
- To develop internationally recognised talents with innovative high-level abilities,
- To support the delivery of high-quality pharmaceutical care,
- To promote the development of Clinical Pharmacy at both parties,
- To improve student's:
 - Solid professional foundation,
 - Advanced academic knowledge and
 - Strong professional capabilities.

2.2 Articulated Degree BSc Clinical Pharmacy Programme Specification

The BSc Clinical Pharmacy programme specification in the UG Pharmacy Community space on SharePoint focuses on Years 3 and 4, which are held at UoM. This is updated annually.

2.3 Articulated Degree Programme Structure

The University of Manchester components (Years 3 and 4) of the articulated degree BSc Clinical Pharmacy degree are organised modularly following the principles for modular degree programmes

approved by the Senate. Each course unit has a credit rating, and students are expected to study and pass 120 credits each year of the programme. The credit rating system and assessment procedure are detailed in Section 4 of this document.

2.4 Changes in Curriculum

To ensure that we deliver an up-to-date curriculum during years 3 and 4 of the articulated degree programme that reflects current knowledge in scientific and therapeutic principles and prepares students for current pharmacy practice, the Division of Pharmacy and Optometry occasionally has to change the programme content and structure. These changes can be minor or major.

Students who interrupt their studies or cannot progress from one academic year to the next within the same calendar year may face consequences if there have been curriculum changes. There may be occasions where students are required to complete units or parts of a unit in a different order than others or to complete units or parts of a unit from an earlier academic year if teaching content has moved. The Division of Pharmacy and Optometry will deal with these situations on a case-by-case basis when they affect study during years 3 and 4 of the BSc Clinical Pharmacy programme.

2.5 Articulated Degree BSc Clinical Pharmacy Course Units taught at UoM/by UoM staff

Below is a list of the current course units for the 3rd and 4th year of the BSc Clinical Pharmacy programme. For 1st and 2nd year course units, please refer to your documentation from CPU – brief descriptions only for those units delivered by UoM staff are provided here. Course unit outlines for units studied at UoM during years 3 and 4 will be available in Canvas – relevant course unit space at the start of the academic year.

Year 1 (study at CPU)

PHAR10900 Introduction to the Pharmacist

PHAR10800 Introduction to Public Health and Research Skills

PHAR10190 Introduction to Communication Skills and Clinical Pharmacy Practice (1)

Year 2 (study at CPU)

PHAR20170 Medical Biochemistry

PHAR20180 Pharmaceutics

PHAR20800 Introduction to Communication Skills and Clinical Pharmacy Practice (2)

PHAR20900 Introduction to Communication Skills and Clinical Pharmacy Practice (3)

PHAR20160 Introduction to Basic Pharmacokinetics

PHAR20700 International Student Experience Programme

Year 3 Summer (study at CPU, but marks contribute toward Year 3 UoM BSc)

PHAR30701 Medical Ethics

PHAR30702 Clinical Problem Solving

Year 3 (study at UoM)

PHAR10000 Health & Safety

PHAR20010 SWAPS Academic Advisor Tutorials

PHAR22001 Immunity, Infection and Respiratory Systems

PHAR22002 Cardiovascular System

Year 4 (study at UoM)

PHAR33001 Endocrine and Musculoskeletal Systems

PHAR33002 Brain and Neurotransmission

PHAR30270 SWAPS Academic Advisor Tutorials

Year 5 Summer (study at CPU and marks contribute to year 5 BSc at CPU)

PHAR40700 Healthcare Leadership

PHAR40800 Pharmacoepidemiology

PHAR40900 Pharmacoeconomics

2.6 Continuing Professional Development (CPD)

What is CPD?

The aim of CPD at undergraduate level is to improve your capacity to understand what and how you are learning and to review, plan and take responsibility for your own learning. This will help you to:

- Become a more effective, independent and confident self-directed learner
- Understand how you are learning and relate your learning to a wider context
- Improve your general skills for study and career management
- Articulate your personal goals and evaluate progress towards their achievement
- Develop a positive attitude to lifelong learning

How will the CPD scheme operate?

The ability to reflect on learning and practice and to use these reflections to inform personal professional development is a fundamental skill that all healthcare professionals require. At least one assessment per year throughout years 3 and 4 of the BSc programme at UoM will be devoted to your professional development. You should reflect upon your own progress and development, identify your own strengths, pinpoint areas for improvement and decide upon a plan of action which can achieve those improvements. There are a variety professional development activities used in the BSc Clinical Pharmacy including CPD records and reflective account of practice which you need to complete. Over the period of your degree, you will be building up a portfolio of your development which will be very useful in helping you develop your CV for job applications and for the interview itself.

For each CPD activity, you should follow the guidance on Canvas and record your learning using the standardised forms. Use the example CPD records provided and discuss with your academic advisor and your peers to help you become familiar with the process of recording your professional development.

2.7 Book Lists

The books required for each year of the programme are listed in the course unit outlines on Canvas.

Reading matter is classified as either *directed reading* and it is deemed essential that you read those texts to gain a full understanding of the subject, or *recommended texts* which contain additional information that you will find useful in your studies.

Directed reading material listed for each course unit is potentially examinable. Students should therefore endeavour to make sure that they read and familiarise themselves with the selected material. Recommended reading is for additional information only and will not be examined unless specifically stated.

We do not expect students to purchase all books listed in the directed reading lists. All of these books are available in the University Library and many of the books are available electronically via the library. We would advise students to consider purchasing those books not available electronically that are either used extensively in a single unit or are used in more than one unit.

The PASS Scheme holds a second-hand book sale in semester 1 although care should be taken to ensure that the edition being sold is appropriate.

2.8 Integrated Assessment

When pharmacists are practising it is vital that they can apply their knowledge and skills from the different units of their studies. The Division have introduced integrated examinations in Years 3 and 4 of the BSc to promote the integration and application of learning. To support students mastering the integration of material the Division have introduced Enquiry Based Learning (EBL) into year 3 and year 4. The EBL provides students with the opportunity to work in teams to integrate and apply knowledge and skills and to receive feedback on their performance.

What is EBL?

EBL offers many advantages over traditional didactic teaching. There is some evidence that it encourages greater student participation in learning at a much earlier stage in the process and encourages the application of concepts.

EBL involves students learning together in small groups and is an approach based on self-directed enquiry. Students use a 'trigger case' to identify a number of lines of enquiry, for which they are responsible for exploring. The use of lectures, practical classes and clinical placements can support students as they explore their topics. Students can draw on their existing knowledge and identify new learning needs.

The 'trigger case' could be presented to students in lots of ways. For example, a clinical patient scenario, or a drug development meeting. Students might even run a teaching session for their class and tutors! How students deliver the findings of their enquiry to the class can be creative. For example, a group presentation, video or poster.

2.9 Pharmaceutical Calculations

During each stage of the BSc Clinical Pharmacy programme, you will be introduced to various calculations that pharmacists regularly undertake linked to the units you are studying. The overall aim of calculations in the BSc is that by the time you graduate, you will be able to deal with calculations you may encounter in practice competently. You will have seen similar examples during the BSc in most of the calculations you will come across in practice. However, this may not always be the case. So, it is vital that you also develop your numeracy skills to confidently deal with any new types of calculations you may have to perform.

Although most students enrolled on the BSc will already have excellent mathematical skills, we recognise that there will be quite a wide variation in ability. Therefore, your existing skills will be assessed regularly throughout the programme. You will receive pharmaceutical calculations self-study materials each year with an associated self-test on Canvas. This is in addition to all the unit-specific calculations you will be undertaking.

You will also undertake a calculations assessment each year, in which you will be required to achieve a minimum mark of 80%. There will be one opportunity to re-sit the calculations assessment each year; any subsequent attempts will be at the discretion of the Board of Examiners.

3. REGULATIONS FOR THE B.Sc. CLINICAL PHARMACY DEGREE YEARS 3 and 4 ?? UNIVERSITY OF MANCHESTER

3.1 Submission of Coursework and Deadlines

Coursework submission deadlines will be published to you through Canvas at the start of each semester. Please ensure that you make a note of these dates and times, as there are strict rules for the submission of all assessed coursework. The majority of coursework will be submitted electronically via the relevant course unit space on Canvas. Each course unit has an assessment link and instructions which will be available within each submission area.

Coursework may only be submitted once the annual academic malpractice online learning and declaration have been completed. The deadline for completion of the online learning is week 6, semester 1. All assessed work must be submitted by the deadline given. You should be aware that submission deadlines are in UK local time and it is your responsibility to ensure that you check relevant time zones. You are strongly advised not to leave submission until the last few minutes before the deadline in case uploading times are slowed. **Material submitted at 14.01 for a 14.00 deadline will be classed as late.**

Electronically submitted coursework must be prepared using either Microsoft (e.g. Word, PowerPoint, Excel) or Adobe software. Documents submitted using any other packages (including those created using Apple software) cannot be read once uploaded to Canvas. **Submitting work in an unreadable format will result in a mark of zero. Please see the list of acceptable file types and sizes [here](#)**

YOUR NAME MUST NOT APPEAR ANYWHERE on the coursework, unless you are told otherwise, as it will be marked anonymously. Your Student ID is the number that appears on the front of your library card. All pages should be numbered, starting from the title page.

For some units, you may be asked to submit hard copies of coursework assignments. In such instances, you will be notified of the procedures for this in advance via e-mail.

Please be aware that staff will not read drafts of assessed work. However, you will have opportunities to ask for guidance via dedicated Discussion Boards and/or Drop-In Sessions. You should also take the opportunity to raise any queries or concerns about specific assessments during teaching sessions.

If there is a problem which prevents you submitting the assessment on time you must bring this to the attention of the Assessment and Progression Administrator promptly and before the assessment submission date. Depending on the length of time you require to complete the assessment you will then

need to apply for an extension of up to a maximum of one week for circumstances such as acute illness (see paragraph on Extensions for full details). If you are experiencing longer term problems you should follow the mitigating circumstances route.

Our Faculty eLearning team can help you with queries relating to eLearning applications such as Canvas, and provide support to enhance teaching and student learning. Also see their [Canvas Support Website](#) for more information:

The below [Policy on Submission of Work](#) for Summative Assessment on Taught Programme sets out the main arrangements for students submitting assessment on taught programmes. It includes information about Disability Advisory and Support Services (DASS) automatic extensions, late submission and plagiarism detection.

Please refer to the [SHS Handbook](#) for more information.

3.2 Attendance monitoring and Student Ill Health

Students are expected to attend all scheduled teaching and learning sessions in every year of study, unless alternative arrangements or flexibility in attendance has been agreed for individual students, if unavoidable circumstances such as illness prevents you from attending, or if absence has been authorised. This includes both on-campus teaching as well as online/blended, distance, or remote learning modes of delivery.

If you are unable to attend a teaching session you should inform the lecturer/instructor in the first instance to catch up on missed learning and for support with teaching materials. For absences of 1-2 days, you do not need to tell the Student Support and Wellbeing Team.

If you expect to miss one or more full weeks of teaching, you must notify the Student Support and Wellbeing team on shs.attendance@manchester.ac.uk, as well as your Academic Advisor. Please provide a reason for this to help the team provide appropriate guidance and signposting as required. You may want to consider applying for [mitigating circumstances](#) if your absence impacts on any assessments, which the Student Support and Wellbeing team can support you with.

Attendance is monitored through the SEaTS system. You should have this downloaded to your phone or laptop to check in during teaching sessions, or make your session instructor know if you cannot check in. For further information about the system, please see the [SHS Student Information site for Attendance](#) on SharePoint.

The MPharm programme require a minimum overall attendance of 80% which is part of the accreditation documentation with the GPhC. Continued attendance below this level may lead to referral to the Concern Review Panel or Support to Study and the eligibility to resit assessments.

3.3 Professional Behaviour/Fitness to Practise/Standards for Pharmacy Professionals

The Standards for Pharmacy Professionals published by the General Pharmaceutical Council (GPhC) applies to pharmacists, pharmacy technicians and pharmacy students in Great Britain. These standards apply to you as a student in the BSc in Clinical Pharmacy programme, even though your future professional practice as a pharmacist will be in China, where you will also be subject to the standards from professional bodies or other organisations.

You should be aware that the GPhC Standards cover behaviour on the course and in your personal life during your years of study at UoM. Your behaviour on and off the BSc course could have an impact on your fitness to practise as a pharmacist. This means, for example, that you have a duty to report to the University any criminal investigations, criminal charges, criminal convictions, cautions or penalty notices for disorder within 10 working days. Criminal offences, particularly those involving dishonesty, or the use of drugs or alcohol, are likely to raise questions about an individual's fitness to practise as a healthcare professional.

You should note that the Standards cover not just behaviour, but also your own health. This means that you have a duty to seek and follow advice from a suitably qualified professional about your health, and you should not rely on your own or another student's assessment of the risk posed to patients (in particular, but also staff and fellow students) by your poor health. This is particularly important if you have, or suspect you have, a serious condition that could be passed on, or if you are receiving treatment that could affect your judgement or performance. Students should be willing to seek medical or occupational health advice, or both, and be referred for treatment and to engage in any recommended treatment programmes.

If you have any concerns about the Standards or your fitness to practise you should either discuss this with your academic advisor or access one of the support mechanisms listed in this handbook (see section 5).

The GPhC Standards are reproduced below. They are also available on the UG Pharmacy Community SharePoint Space and the General Pharmaceutical Council website:

https://www.pharmacyregulation.org/sites/default/files/standards_for_pharmacy_professionals_may_2017

General Pharmaceutical Council Standards for pharmacy professionals, May 2017

Introduction

1. Pharmacy professionals (pharmacists and pharmacy technicians) play a vital role in delivering care and helping people to maintain and improve their health, safety and wellbeing. The professionalism they demonstrate is central to maintaining trust and confidence in pharmacy.
2. Patients and the public have a right to expect safe and effective care from pharmacy professionals. We believe it is the attitudes and behaviours of pharmacy professionals in their day-to-day work which make the most significant contributions to the quality of care, of which safety is a vital part.
3. The standards for pharmacy professionals describe how safe and effective care is delivered through person-centred professionalism. The standards are a statement of what

people expect from pharmacy professionals, and also reflect what pharmacy professionals have told us they expect of themselves and their colleagues.

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

The standards for pharmacy professionals

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

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

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

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

The standards and pharmacy students and trainees

9. The standards for pharmacy professionals are relevant to all pharmacy students and trainees while they are on their journey towards registration and practice. The standards explain the knowledge, attitudes and behaviours that will be expected of students and trainees if they apply to join the register.

10. They should be interpreted in the context of education and training and used as a tool to prepare students and trainees for registration as a pharmacy professional.

11. Pharmacy students and trainees should consider the standards as they move closer to registration and professional practice, and should read them alongside other relevant documents that are provided by initial education and training providers.

The standards and registration

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

Applying the standards

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

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

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

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

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

1 Provide person-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

2 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

3 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

4 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

5 Use 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

6 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

7 Respect and maintain the 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

8 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

9 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

General Pharmaceutical Council (GPhC)

General Pharmaceutical Council

25 Canada Square

London

E14 5LQ

0203 713 8000

info@pharmacyregulation.org

www.pharmacyregulation.org

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

Council of University Heads of Pharmacy (CUHOP), <http://www.cuhop.ac.uk/>

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

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

Pharmaceutical Society of Northern Ireland (PSNI), <http://www.psni.org.uk/>

Royal Pharmaceutical Society (RPharmS) <http://www.rpharms.com>

Scottish Public Services Ombudsman, <http://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)

Further information on fitness to practise can be found:

David T, Schafheutle E, Hall J. What 'fitness to practise' means for schools and students' behaviour? *Pharmaceutical Journal* 2009; 282: 623-624

<http://www.pjonline.com/>

3.4 Pharmacy Education Standards

As part of the education standards for registration as a pharmacist, the General Pharmaceutical Council (GPhC) has identified outcomes that all pharmacy graduates must achieve. The BSc Clinical Pharmacy programme is based on the Master of Pharmacy (MPharm) programme, which assesses these outcomes throughout. The BSc programme assesses these same outcomes but with modifications to account for the two-year period of study here at UoM (compared to four years of study on the MPharm) and differences in pharmacy practice between the UK and China.

The GPhC outcomes are assessed at four increasingly challenging competence levels, starting at 'knows', where students must demonstrate their underpinning knowledge. They then progress through 'knows how' and 'shows how' to 'does', where students need to demonstrate they can perform a skill in practice repeatedly.

The list of GPhC outcomes for their most recent 2021 standards for the initial education and training of pharmacists can be found via the following link: <https://www.pharmacyregulation.org/initial-training>

3.5 Progress Committee

The Progress Committee considers the progression of all students. Students that are in danger of not satisfying the BSc Clinical Pharmacy assessment regulations, as detailed in Section 4 of this handbook, may be called up for interview following the January examination period.

The student may choose to be accompanied by a current member of the University, which includes staff, fellow students or a member of the Students Union. The purpose of the Committee is to provide a fair and transparent mechanism for considering such matters, to provide support and to reach a decision based upon evidence presented to it.

3.6 Reporting bullying, harassment, discrimination

The University believes that bullying, harassment, sexual harassment, and discrimination are never ok. All staff, students, and visitors to our campus can report something anonymously or get support from an advisor. Full details can be found at: <https://www.reportandsupport.manchester.ac.uk/>

4. ASSESSMENT DURING BSC CLINICAL PHARMACY PROGRAMME YEARS 3 AND 4 AT THE UNIVERSITY OF MANCHESTER

Regulations

The University of Manchester Undergraduate Taught Degree Regulations ([October 2020](#)) will apply to years 3 and 4 of the BSc Clinical Pharmacy unless otherwise stated. Examples of deviations from University Regulations include compensation, carry forward of fails, resit rules and units considered 'special regulation'. A summary of the regulations that apply are as follows:

4.1. Basic Principles

The basic principles agreed for the degree structure are as follows:

- (1) Bachelor's Honours degree and Ordinary Bachelors degree programmes last for three years and entail an accumulation of 360 and 300 credits, respectively.
- (2) A normal workload in one year for a full-time student involves completing course units totalling 120 credits, usually distributed equally as 60 credits per semester (though students may take units in any given semester amounting to 70 credits).
- (3) Candidates are required to have attended satisfactorily in each of the two years (years 3 and 4 of the Articulated-degree) a programme of approved course units including lectures, tutorials, workshops, and laboratory classes selected in consultation with the Programme Director of the BSc Clinical Pharmacy.
- (4) Candidates must present themselves for assessment, which may, if required by the Examiners, include a practical and/or oral examination, as follows:
 - During the third year of the BSc Clinical Pharmacy, examinations in the course units studied in Semesters 1 & 2

- During the fourth year of the BSc Clinical Pharmacy, examinations in the course units studied in Semesters 1 & 2.

4.2. Award Framework

- Award of the Diploma of Higher Education requires 240 credits (with 120 credits via AP(E)L from Articulated-degree Programme Years 1-2 (CPU) plus 120 credits from UoM during Year 3), with at least 90 credits at FHEQ level 5 (Articulated-degree Programme Year 3) or above.
- Award of the Ordinary Degree of Bachelor for a programme of standard length (three years full-time study or its part-time equivalent) requires 300 credits, with at least 60 credits at FHEQ level 6 (Articulated-degree Programme Year 4) or above.
- Award of the Degree of Bachelor with honours for a programme of standard length (three years full-time study or its part-time equivalent) requires 360 credits, with at least 90 credits at FHEQ level 6 (Articulated-degree Programme Year 4) or above.
- For further information concerning the award of the CPU BSc degree, please see the relevant CPU regulations.

4.3. Assessment and progression at the University of Manchester

4.3.1. Transition rules for students from CPU to UoM (BSc Clinical Pharmacy Articulated-degree Programme Year 2 to Year 3)

According to the agreement signed by CPU and UoM (Entry Requirements), students entering the BSc Clinical Pharmacy Articulated Degree Programme must meet the requirements below:

(1) Obtain qualifying scores for entry into CPU on the national or provincial college entrance exam of the People's Republic of China.

(2) Before entering UoM for study in Year 3 of the articulated-degree programme:

- Students must complete the first two years of the jointly recognised curriculum at CPU (all courses must be completed with a passing grade of 60%).
- Students must submit certificates of proficiency in English: certificates of IELTS or other equivalent English language tests. Students must achieve an overall IELTS score of 6.5 or above with a minimum score in each of the sub-tests of 6.0. The date of the IELTS (or equivalent) must be within two years of the start of the beginning of the academic year when students come to Manchester (i.e. Within two years of the September start date for year 3). Students should also check the current equivalence of other English qualifications on the University website as these can vary.

4.3.2. Accreditation of Prior and Experiential Learning – AP(E)L

Following the successful completion of Years 1 and 2 of this Articulated-degree programme at CPU, this will be considered equivalent by the University of Manchester toward 120 credits, which can be considered for AP(E)L for the University of Manchester BSc degree. These AP(E)L credits may then be used in contribution to the University of Manchester BSc Clinical Pharmacy award (360 credits total, of which UoM awards at least 240 credits). Students may also receive a Diploma of Higher Education award (240 credits) if they exit the programme following Year 3, provided they have been awarded at least 120 credits from UoM. A maximum time limit of 5 years should apply between the BSc in Clinical Pharmacy award and consideration of AP(E)L.

4.3.3. The Pharmacy – Preparation for Practice Exam

In Years 3 and 4 of the BSc there will also be a compulsory timetabled – Preparation for Practice Exam at the end of semester 1 (previously called the Progress Test). This exam must be passed in year 3 and 4. The paper assesses ethics, common conditions and clinical pharmacy, with content appropriate to your year of study and previous years of study (including units taught by Manchester staff in China in years 1 and 2). The pass mark for the – Preparation for Practice Exam is 40%. Please see course unit specifications for further details.

4.4 Compensation for Failure at the University of Manchester

Students must either pass each individual component that is reported to Examination Board or be eligible for compensation in any failed components to progress.

The pass mark for assessments in the BSc Clinical Pharmacy is 40% unless otherwise stated for individual units or assessments. Compensation can be applied to units or credit bearing components other than e-Portfolio assessments, which are assessed as pass/fail, provided the following criteria have been met.

Year 3 of the Articulated-degree

The lowest compensatable mark is 30% in year 3 of the Articulated-degree Programme at UoM. A maximum of 40 credits can be compensated if scores for credit-bearing components fall between 30-39% other than e-Portfolio assessments (which are assessed as pass/fail). As this programme consists of 2 x 60 credit units, the credit rating of the individual components will be used to determine eligibility for compensation. Compensated units/assessments will keep the original mark, which is used in the weighted average of the final classification /award calculation.

Special compensation

No resit assessments are normally allowed in year 4 of the BSc Clinical Pharmacy Articulated-degree programme held at UoM, with the exception of e-Portfolio assessments, which are considered as pass/fail. Instead, – special compensation may be applied whereby the following considerations may be made for degree classifications:

- When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award special compensation for up to 40 credits at level 6 of a Bachelors degree programme for any failed unit, providing they meet the following criteria:
 - Has passed at least 80 credits at the level of the award.
- When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award special compensation for up to 60 credits at level 6 of a Bachelors degree programme, for any failed unit, providing they meet the following criteria:
 - Has passed at least 60 credits at the level of the award. However, there is a penalty applied due to the failure of more than 40 and up to 60 credits and the student will have the classification reduced to the classification below that which would have been awarded on the basis of the weighted average for the programme.
- When considering classifications for a third-class degree, an Examination Board may award special compensation for up to 60 credits at level 6 of a Bachelors degree programme for any failed unit, providing they meet the following criteria:
 - Has passed at least 60 credits at the level of the award.

Where special compensation is given, this is for credit only and the original unit marks are recorded and used to calculate the degree classification. If “special compensation” is applied, the original marks obtained in the first attempt will be used for the degree classification.

Ordinary Degrees can be awarded at the end of the programme of study where a student has obtained 300 credits, 60 of which must be at the level of the qualification (FHEQ level 6). Special compensation does not apply to Ordinary degrees. Students on BSc Clinical Pharmacy programme have 120 credits from years 1 and 2 at China Pharmaceutical University which count towards the UoM degree.

4.5. Resit Regulations at The University of Manchester

The pass mark for assessments in the BSc Clinical Pharmacy is 40% unless otherwise stated for individual units. The passmark for special regulation assessments may vary depending on the assessment and be communicated in advance to students.

Resits are not an automatic right. Examination Boards have the right to refuse an individual student a resit opportunity if there is documented evidence that work and/or attendance have been unsatisfactory and if the student has received a formal warning and has not shown significant improvement. An Examination Board may allow a student one attempt per unit at the referred (resit) assessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances. Additional attempts at assessment due to mitigating circumstances, known as “Deferrals”, are considered a first attempt and no cap is applied.

Resit assessments are capped at the lowest compensable pass mark (usually 30%) unless the first attempt mark was between 30-39%, in which case the original mark is taken forward (if the resit assessment is passed).

Students must pass at least 40 credits on the first attempt in Year 3 of the Articulated-degree Programme at UoM, including any compulsory units as specified by the Division of Pharmacy and

Optometry, to be eligible for resit attempts. As this programme consists of 2 x 60 credit units, the credit rating of the individual components will be used to determine eligibility for resits. Where a student has failed more than the required credits on the first attempt or fails to meet progression requirements after compensation or reassessment, the Examination Board has the following options:

- Exit the candidate from the degree programme.
- Allow the opportunity for the student to apply to re-take the academic level (year)*

*Examination Boards are permitted to decide on academic grounds when deciding whether or not a student is academically suitable to repeat the entire level of study. The outcome of this decision is also subject to insufficient teaching capacity.

The Examination Board will not permit students to carry any credits from year 3 to year 4 of the articulated-degree programme due to the added burden this places upon students and staff.

Students who cannot attempt one or more examinations because of illness or other good cause may be provided a later opportunity to sit the examinations as a first attempt, provided that strong third-party supporting evidence has been submitted (see section 3.5 on Mitigating Circumstances). This will normally be at the next scheduled sitting of the exam. Students who fail at a delayed first attempt may be provided with a resit opportunity at the discretion of the Board of Examiners.

Compensation can be applied to resit examinations in year 3 provided students meet the requirements for compensation described in Section 4.4 (other than e-Portfolio assessments which are assessed as pass/fail).

A student in year 3 of the BSc articulated degree programme who fails a course unit examination in January and is permitted a resit will have to do it the following August when the resit of the second semester is also held. The marks obtained initially will be used to calculate the overall mean for the year.

Resits are not permitted in Year 4 of the Articulated-Degree Programme at UoM except for failed e-Portfolio assessments (classified as Pass/Fail).

4.6. Carry Forward Marks and Degree Classification

The UoM Bachelor's degree classification will be decided using weighted Years average based on the following contributions (carry forward):

- **120 credits via AP(E)L** for Articulated Degree BSc Clinical Pharmacy Years 1+2 (based at CPU). This is for credit only; the marks obtained do not count towards the UoM BSc degree classification.
- **33%** for the Articulated Degree BSc Clinical Pharmacy Year 3 and
- **67%** for the Articulated Degree BSc Clinical Pharmacy Year 4.

Marks for individual course units that are carried forward will be the marks gained at the **first attempt** (carry forward marks from resit assessments will be capped at 30% unless first attempt marks were in

the compensation zone).

The normal honours classification thresholds and boundary zones will apply in the determination of the degree awarded, i.e.,

<i>Threshold</i>	<i>Classification</i>	<i>Boundary Zone</i>
70%	1 st Class Honours	68.0 – 69.9
60%	2:1 Honours	58.0 – 59.9
50%	2:2 Honours	48.0 – 49.9
40%	3 rd Class Honours	37.0 – 39.9

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above must be considered for the higher award as long as the following are satisfied.

Consideration of bachelor degree students within the boundary zone by mark distribution: a student with an overall mark which is within 2% below of the 2:2, 2:1 and 1st classification boundaries (i.e. 48.0 to 49.9, 58.0 to 59.9 and 68.0 to 69.9) will be considered for promotion to the upper classification. To be promoted to the upper classification, **at least 80 credits in the final year** must be in the upper classification. As this programme consists of 2 x 60 credit units, the credit rating of the individual components will be used to determine eligibility for promotion.

Exit Awards

A third-year BSc Clinical Pharmacy student who fails after reassessment to achieve 120 credits and pass all compulsory professional components at UoM will be unable to progress to the fourth year of the BSc programme and will be excluded. The student may be able to apply for a transfer to an alternative programme at CPU. In such cases, students should discuss whether or not they are eligible with CPU.

A fourth-year BSc Clinical Pharmacy student who fails to achieve the required credits to obtain a degree classification according to section 4.4 above will be awarded an appropriate exit award. Exit awards will be considered in line with University Undergraduate Degree Regulations (Sept 2012): <https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/>

4.7 Writing up Practical Reports

It is vital that you learn to present your practical reports in a logical and comprehensive fashion. The official record of your experimental work is your laboratory notebook. It must be complete and dated. Similarly, if you work in a hospital or community pharmacy you need to keep your paperwork up to date and in one place and you must never use information which could identify a patient, such as name, hospital or NHS number, or date of birth. Bits of paper and odd notes are not acceptable. In this series of practical classes you must therefore:

1. Include all your rough notes in your report. Make sure that your name is written clearly on the cover. Index and number the pages
2. Write the name of the experiment and the date on a new page at the beginning of the class. Write all your rough notes (observations, results, and rough graphs) here.
3. Think about what you are doing. If a result seems unreasonable (for example, if you have four points on a straight line and one a long way off) repeat that point. Write all results (good and bad) in your notebook.
4. At the end of the class, write up the experiment neatly on the next few pages and put a single fine line through your rough notes. Index the neat write-up and put a bookmark at the beginning of the write-up to help the demonstrator find it.
5. Remember that your report is a practical write-up, not a textbook. It should be brief, but not obscure. Imagine that you are writing for a graduate-level scientist.
6. In the method section, state what you did. Consider sticking the methods part of the schedule into your book, but if you have to modify the protocol, note it carefully.
7. Tabulate results where appropriate. Write down the result you got, not the results of your friends, or the result the textbook says you should get. Plagiarism and/or the falsification of results are treated as a serious violation of scientific principles and ethics. If you do make a mistake, you should note this and aim to repeat the experiment (if time permits). You will not lose marks by doing this.
8. Keep the discussion brief and do not forget to answer the questions listed in the practical schedule. You are expected to take about 2 hours to complete the report.
9. Make sure your work is handed in on time. Late work will be penalised.
10. An average mark of 40% must be achieved to obtain credits for a practical course.

4.8 External Examiners

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions.

External Examiners' reports relating to this programme will be shared with student representatives at the *Staff Student Liaison Committee (SSLC)*, where details of any actions carried out by the programme team/School in response to the External Examiners' comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners' reports or the process for considering them.

The Subject External Examiners for this programme are

- Professor Anja Mueller, University of East Anglia
- Professor Louise Brown, University College London
- Professor Helen Osbourne, University of Reading

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the UMSU Advice Centre. In cases where a student does contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available for students. If students have any queries concerning this, they should contact their Programme Office (or equivalent).

5. ARRANGEMENTS FOR STUDENT FEEDBACK AND REPRESENTATION

5.1 Student representatives on Division/university committees

Please refer to the [SHS handbook](#) for information.

5.2 Student Surveys

Please refer to the [SHS handbook](#) for information.

5.3 MUPS/BPSA

Membership of the Manchester University Pharmaceutical Society (MUPS) will give you the opportunity to meet pharmacy students from other years of the BSc and MPharm programmes. The varied activities of the society will be explained to you during registration week.

On a national basis, pharmacy students are represented by the British Pharmaceutical Students Association (BPSA). **All students are strongly encouraged to become members.** The BPSA organises inter-college sporting events, and all BPSA members are also members of the European Pharmaceutical Students' Association and the International Pharmaceutical Students' Federation.