Bachelor of Pharmacy

Student Handbook Part III
2019
IMPORTANT NOTICES

Official Contact Details via Student Services Online (SSO)
As a student of the University of Auckland, School of Pharmacy, it is your responsibility to regularly check and update your records on Student Services Online, whether it be changes to your name*, addresses (physical and postal), phone numbers and email address.
If you fail to do so, you will miss out on important notices that will affect your learning.

Official University of Auckland Email
It is compulsory that you use the University email (a Gmail-based university email account) for all email communications. Every student is allocated an email address when they enroll at the University. It is your responsibility to ensure you know what your email is, where to find it and to redirect it to an email you check regularly if you do not plan to go to your University of Auckland email account daily.

Your email address is NetID@aucklanduni.ac.nz
(e.g. If your name is Alden Wang your email address will be something like: awan123@aucklanduni.auckland.ac.nz).

More information about your University of Auckland official Email can be found at:
http://www.auckland.ac.nz/uoahome/for/current-students/cs-student-it-essentials/cs-ecmail

*If you wish to be known by another name whilst studying, you must list your preferred name on Student Services Online.
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School of Pharmacy Information

Welcome

Congratulations on successfully advancing to Part III in the Bachelor of Pharmacy programme.

It is an exciting time for pharmacy, as the profession moves to a much greater clinical and patient-orientated role. By the time you graduate and enter the profession, it is very likely that you will provide a much broader range of professional services than at present. The Pharmacy Action Plan developed by the Ministry of Health and incorporated in the Health Strategy provides a much needed focus on potential value to be gained from better use of pharmacies and pharmacists.

The BPharm programme at Auckland commenced in 2000 and has grown and evolved to become recognised, both within and outside the University, as a high quality degree that prepares graduates well for the many challenges of modern professional life. The new curriculum that you are enrolled in is to ensure that it remains a science-based professional degree that produces graduates fit to serve the public of New Zealand.

The School of Pharmacy, and the Faculty of Medical and Health Sciences are very fortunate in having many talented staff who are committed to your success in both research and scholarship. We extend to you a warm welcome and hope that you will enjoy the friendly and supportive atmosphere of the School. We hope that you will find learning with us both enjoyable and rewarding.

Good luck with your studies in 2019!

Associate Professor Jeff Harrison
Head of School of Pharmacy
School of Pharmacy Locations

Grafton Campus

Pharmacy Academic and Admin Staff
FMHS Main Campus
Building 505, Level 3
85 Park Road, Grafton

Pharmacy Technical Staff
FMHS Main Campus
Building 502, Ground floor
Room 009
85 Park Road, Grafton

Pharmaceutical Sciences Laboratory
Building 503, Level 3
85 Park Road, Grafton
Contacting the School

The School of Pharmacy
Faculty of Medical and Health Sciences
The University of Auckland

Physical Address
Building 505, Level 3
85 Park Road,
Grafton
Auckland

Postal Address
Private Bag 92019
Auckland 1142

Phone
If you do not know the extension number: +64(9) 3737599
If you know the extension number: e.g Trudi Aspden extension 83893;
Becomes: +64 9 923 3893 (+64 9 923 + last four digits of extension number)

Facsimile
+64 (9) 3677192

Email
enquiries@auckland.ac.nz

Website

If you require an appointment with any member of staff, you are required to schedule a time to see them. It is ideal that you contact them directly, preferably via email. Please be aware of the fact that staff are busy, regardless of whether it is semester (teaching) time or not and are not always on site. Staff will strive to make themselves available to all students, however, please understand that this may not always be feasible within a 48 hour time frame due to teaching and other academic commitments.

To book an appointment with the Academic Director or Head of School, please email your request to enquiries@auckland.ac.nz.

Please include your Full Name and Student ID Number in the subject field and/or email body of any email communications to staff.
Staff at the School of Pharmacy

ASSOCIATE PROFESSOR JEFF HARRISON  
Associate Professor in Pharmacotherapy  
Head of School  
Extension: 82144  
Email: jeff.harrison@auckland.ac.nz  
Office: Building 505, Level 3, Room number 331A

DR TRUDI ASPDEN  
Senior Lecturer in Pharmacy Practice  
(MAPAS Co-ordinator)  
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Email: t.aspden@auckland.ac.nz  
Office: Building 505, Level 3, Desk 51

Mrs ELIZABETH BANGERA  
Group Services Co-ordinator  
Extension: 86260  
Email: e.bangera@auckland.ac.nz  
Office: Building 505, Level 3, Desk 60

ASSOCIATE PROFESSOR JOANNE BARNES  
Associate Professor in Herbal Medicines  
Deputy Head  
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Mrs DEBBIE BASSETT-CLARKE  
Teacher Practitioner  
Extension: 85696  
Email: d.bassett-clarke@auckland.ac.nz  
Office: Building 505, Level 3, Desk 31
<table>
<thead>
<tr>
<th>Ms EMMA BATEY</th>
<th>Professional Teaching Fellow within C&amp;P Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension: 81197</td>
<td>Email: <a href="mailto:e.batey@auckland.ac.nz">e.batey@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Desk 46</td>
<td>Work days: Monday and Wednesday and half a day from home Desk: 46</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Ms LYNNE BYE</th>
<th>Senior Tutor in Pharmacy Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Experiential Learning Placements</td>
<td></td>
</tr>
<tr>
<td>Extension: 86392</td>
<td>Email: <a href="mailto:l.bye@auckland.ac.nz">l.bye@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Room number 333A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mrs KERYL CUNNINGHAM</th>
<th>Professional Teaching Fellow in Pharmacy Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:keryl.cunningham@auckland.ac.nz">keryl.cunningham@auckland.ac.nz</a></td>
<td></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Desk 45</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DR LOUISE CURLEY</th>
<th>Senior Lecturer in Pharmacy Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension: 82255</td>
<td>Email: <a href="mailto:l.curley@auckland.ac.nz">l.curley@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Desk 42</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ms SHIRLEY FREEMAN</th>
<th>Group Services Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension: 87738</td>
<td>Email: <a href="mailto:s.freeman@auckland.ac.nz">s.freeman@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Desk 61</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Mrs DERRYN GARGIULO</th>
<th>Senior Tutor in Pharmacy Practice</th>
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</thead>
<tbody>
<tr>
<td>Extension: 89321</td>
<td>Email: <a href="mailto:d.gargiulo@auckland.ac.nz">d.gargiulo@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Desk 53</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Miss LYNN GREGORY</td>
<td>Pharmacy Technician</td>
</tr>
<tr>
<td>DR SARA HANNING</td>
<td>Lecturer in Clinical Pharmacy Practice</td>
</tr>
<tr>
<td>Ms PHILIPPA KEAST</td>
<td>Professional Teaching Fellow in Pharmacy Practice</td>
</tr>
<tr>
<td>DR NADIR KHEIR</td>
<td>Academic Director (Postgraduate Courses)</td>
</tr>
<tr>
<td>DR CATHY (DANHUI) LI</td>
<td>Technician</td>
</tr>
<tr>
<td>DR JOANNE LIN</td>
<td>Research Fellow Professional Teaching Fellow in Pharmacy Practice</td>
</tr>
<tr>
<td>Name</td>
<td>Title and Position</td>
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</tr>
<tr>
<td>DR NATALY MARTINI</td>
<td>Senior Lecturer in Pharmacotherapy</td>
</tr>
<tr>
<td>Mrs MAUREEN MCDONALD</td>
<td>Professional Teaching Fellow in Pharmacy Practice</td>
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<tr>
<td>Ms CHRISTINE MILITONI</td>
<td>Pharmacy Technician</td>
</tr>
<tr>
<td>DR MOHAMMED MOHAMMED</td>
<td>Lecturer in Pharmacy Practice</td>
</tr>
<tr>
<td>ASSOCIATE PROFESSOR SURESH MUTHUKUMARASWAMY</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Ms LYNNE PETERSEN</td>
<td>Academic Director</td>
</tr>
<tr>
<td>DR RHYS PONTON</td>
<td></td>
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<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Professional Teaching Fellow</td>
<td></td>
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<tr>
<td>Extension: 87084</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:r.ponton@auckland.ac.nz">r.ponton@auckland.ac.nz</a></td>
<td></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Desk 32</td>
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<table>
<thead>
<tr>
<th>Ms ADELE PRINT</th>
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<tbody>
<tr>
<td>Professional Teaching Fellow</td>
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<tr>
<td>Extension: 86249</td>
</tr>
<tr>
<td>Email: <a href="mailto:a.print@auckland.ac.nz">a.print@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Desk 49</td>
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<table>
<thead>
<tr>
<th>Mrs SANYA RAM</th>
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<tbody>
<tr>
<td>Senior Tutor in Pharmacy Practice</td>
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<tr>
<td>Extension: 82619</td>
</tr>
<tr>
<td>Email: <a href="mailto:sanya.ram@auckland.ac.nz">sanya.ram@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Desk 35</td>
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<table>
<thead>
<tr>
<th>ASSOCIATE PROFESSOR SHANE SCAHILL</th>
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<tbody>
<tr>
<td>Associate Professor in Clinical Pharmacy Practice</td>
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<tr>
<td>Extension: 85226</td>
</tr>
<tr>
<td>Email: <a href="mailto:s.scahill@auckland.ac.nz">s.scahill@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Room number 327B</td>
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<table>
<thead>
<tr>
<th>DR MANISHA SHARMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Lecturer in Pharmaceutical Sciences</td>
</tr>
<tr>
<td>Extension: 81830</td>
</tr>
<tr>
<td>Email: <a href="mailto:manisha.sharma@auckland.ac.nz">manisha.sharma@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Desk 43</td>
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</tbody>
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<table>
<thead>
<tr>
<th>PROFESSOR JANIE SHERIDAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor of Pharmacy Practice</td>
</tr>
<tr>
<td>Research Director</td>
</tr>
<tr>
<td>Extension: 85247</td>
</tr>
<tr>
<td>Email: <a href="mailto:j.sheridan@auckland.ac.nz">j.sheridan@auckland.ac.nz</a></td>
</tr>
<tr>
<td>Office: Building 505, Level 3, Room number 327B</td>
</tr>
<tr>
<td>Name</td>
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<td>-------------------------------------------</td>
</tr>
<tr>
<td>ASSOCIATE PROFESSOR DARREN SVIRSKIS</td>
</tr>
<tr>
<td>DR SACHIN THAKUR</td>
</tr>
<tr>
<td>Ms AMY WEI</td>
</tr>
<tr>
<td>ASSOCIATE PROFESSOR JINGYUAN WEN</td>
</tr>
<tr>
<td>Ms ANGELENE Van der WESTHUIZEN</td>
</tr>
<tr>
<td>Ms SARAH WILKINSON</td>
</tr>
</tbody>
</table>
STEPHANIE YEE
Professional Teaching Fellow

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ASSOCIATE PROFESSOR ZIMEI WU
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Technical Manager

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Mrs GRACE ZHOU
Group Services Administrator

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Email: g.zhou@auckland.ac.nz
Office: Building 505, Level 3, Desk 60

STELLA ZHU
Pharmacy Technician

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Email: s.zhu@auckland.ac.nz
Office: Pharmacology / Pharmacy Lab (Room 350)
3rd floor, Building 502
# Important Academic Dates to Remember

## 2019 Teaching Days Chart

### Summer School 2019 (Semester code: 1190)

<table>
<thead>
<tr>
<th>S+ Week</th>
<th>Teaching Week</th>
<th>Week Beginning</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Special Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Monday 31 Dec 2018</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Summer School begins</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Monday 7 Jan 2019</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Monday 7 January</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Monday 14 January</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Auckland Anniversary Day</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Monday 28 January</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Monday 15 February</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>Monday 4 February</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Summer School lectures end</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>Monday 11 February</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Summer School study break</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>Monday 18 February</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Saturday 16 February</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>Monday 25 February</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Summer School exams begin</td>
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</table>

**Total no. teaching days available in Summer School:** 28

### Semester One 2019 (Semester code: 1193)

<table>
<thead>
<tr>
<th>S+ Week</th>
<th>Teaching Week</th>
<th>Week Beginning</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Special Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>Monday 4 March</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Semester 1 begins</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>Monday 11 March</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Monday 4 March</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>Monday 18 March</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td></td>
<td>Mid-semester break begins</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>Monday 25 March</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Monday 15 April</td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>Monday 1 April</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td>1</td>
<td></td>
<td>Graduation</td>
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<tr>
<td>15</td>
<td>5</td>
<td>Monday 8 April</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>29 April, 1 May, 3 May</td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>Monday 15 April</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
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<td>Easter Monday</td>
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<tr>
<td>17</td>
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<td>Monday 22 April</td>
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<td>18</td>
<td>8</td>
<td>Monday 29 April</td>
<td>1</td>
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<td>Monday 29 April</td>
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<tr>
<td>19</td>
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<td>Monday 6 May</td>
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<td>Monday 6 May</td>
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<td>Monday 13 May</td>
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<td>Monday 13 May</td>
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<td>Monday 20 May</td>
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<td>Monday 20 May</td>
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<tr>
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<td>Monday 27 May</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td></td>
<td>Monday 27 May</td>
</tr>
<tr>
<td>23</td>
<td>13</td>
<td>Monday 3 June</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Monday 10 June</td>
</tr>
<tr>
<td>24</td>
<td>14</td>
<td>Monday 10 June</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td></td>
<td>Monday 10 June</td>
</tr>
<tr>
<td>25</td>
<td>15</td>
<td>Monday 17 June</td>
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<td></td>
<td>Monday 17 June</td>
</tr>
<tr>
<td>26</td>
<td>16</td>
<td>Monday 24 June</td>
<td>1</td>
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<td>1</td>
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<td>1</td>
<td></td>
<td>Monday 17 June</td>
</tr>
<tr>
<td>27</td>
<td>17</td>
<td>Monday 1 July</td>
<td>1</td>
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<td>Monday 1 July</td>
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<tr>
<td>28</td>
<td>18</td>
<td>Monday 8 July</td>
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<td>Monday 8 July</td>
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<tr>
<td>29</td>
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<td>Monday 15 July</td>
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<td>Monday 15 July</td>
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</tbody>
</table>

**Total no. teaching days available in Semester 1:** 59

*Exams are scheduled from Monday to Saturday.

**Note:** The Syllabus Plus (S+) year begins on the Monday of the week that the New Year begins.
## 2019 Teaching Days Chart

### Semester Two 2019 (Semester code: 1195)

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
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- **Total no. teaching days available in Semester 2:** 60
- **Semester 2 begins:** Monday 22 July
- **Mid-semester break begins:** Monday 2 September
- **Mid-semester break ends:** Saturday 14 September
- **Graduation:** Tuesday 24 September
- **Semester 2 lectures end:** Friday 25 October
- **Semester 2 study break begins:** Saturday 26 October
- **Labour Day:** Monday 28 October
- **Semester 2 exams begin:** Thursday 31 October
- **Semester 2 exams end:** Monday 18 November
- **Semester 2 ends:** Monday 18 November

Approved by Senate 27/7/15, revised 30/7/18
General Information and Conduct

Attendance
Attendance at all scheduled classes in courses of the Bachelor of Pharmacy is compulsory. This includes all lectures, tutorials, laboratories, workshops, placements, timetabled visits and clinical/practice activities. If you are absent from a scheduled class, you must provide the School with a medical certificate, or other evidence that supports your reason for absence. Absences at scheduled classes that generate course marks will result in a forfeiture of those marks (zero) unless your absence is accounted for.

You should also remain in Auckland until Wednesday 26th June, Semester 1 and Monday 22nd November, Semester 2. It is in your best interest to make travel plans only during the Mid-Semester and Inter-Semester breaks, as coordinators will not make provisions such as special/alternative assessments and coursework if you are planning to be absent on the date of any assessment or test. Similarly, repeat assessments, where offered, must be attended on the date they are offered. More than 15 minutes late counts as non-attendance. When the class is split into smaller groups, you must remain in your allocated group.

Please note compulsory orientation/module days always occur in the week before the official “semester start dates” published on the main University of Auckland website. Always consult your Course Director or Academic Director if you are planning overseas travel near the beginning or end of semester.

Smart Phones and Devices
Devices such as smart phones, tablets and laptops should only be used in classes for learning purposes as instructed by teachers, tutors and guest lecturers. They are not permitted in the laboratories and formal teaching sessions unless students are instructed to use them for teaching and learning purposes. Any phones being misused will be removed from the owner until the end of the session if it is being used for non-learning related purposes. Repeat offenders may be excluded from classes and this may lead to a fitness to practise investigation. Recording of teaching e.g. lectures, tutorials, is by explicit permission for individual students for personal use only (this includes photographs, audio or video recordings).

You must always check first with teachers or guest lecturers before taking any photos of PowerPoint slides, for example.

Conduct
As student health professionals, you have a responsibility to conduct yourselves appropriately. For certain laboratory classes and other activities there are strict dress codes in place, which you are required to follow to ensure both safety and professionalism. Specific requirements will be detailed at the beginning of each course. We reserve the right to exclude you from classes, should you not follow these guidelines.

Food and drink are not permitted in the School of Pharmacy laboratories and teaching rooms. All safety instructions must be strictly followed. Make sure you are familiar with fire and earthquake drills, evacuation procedures, accident reporting systems, procedures for handling hazardous substances, and so forth. Specific details will be provided at the beginning of each course.
When you are attending teaching sessions off-campus (e.g., placements or inter-professional learning sessions), remember that you are an ambassador for the School, and of the University. Again, you will be provided with instructions for dress and conduct and you will be required to wear your University name badge, and conduct yourself professionally.

**Student Communications using Email Policy**

Student Communications are subject to a University policy*. The policy has been developed to facilitate communication between the University and its students. Email is defined as the official communication channel and is the primary means of sending official communications to students.

*http://www.security.auckland.ac.nz/StudentEmailCommunications.htm

The policy requires students to use the University’s centrally managed email service (EC Mail) and to check this email regularly for official communications from the University.

All enrolled students are provided with a free University student email address (netID@aucklanduni.ac.nz) which is accessible at EC Mail http://www.library.auckland.ac.nz/services/it-essentials/email.

Official email includes, but is not limited to, communications regarding classes, lectures, examinations, assignments, graduation, library and other informational notices.

If a student already has an email account of their own and does not wish to have to check their EC mail account, they can redirect incoming mail in their University of Auckland EC account to their preferred email address using the forwarding facility in EC Mail. Students will need to do this themselves; the University cannot set up the redirection for them. We will only respond to email from your official email address. Please include your legal name (as seen in Student Services Online) and student number in the subject field of any email.

**Messages**

The School will only take/pass on messages to students in cases of extreme emergency. The office will not take routine messages on behalf of students. Likewise, in an emergency, we will contact health professionals and next of kin. General notices to student groups will be sent via their course CANVAS site.

**Safety and Evacuation Procedures**

In the event of a fire or other emergency requiring evacuation, it is important to follow the instructions of the fire warden for the floor in which you are located. The floor wardens for the School of Pharmacy Building 505, Level 3 are Grace Zhou and Elizabeth Bangera. Wardens for the Pharmacy Practice Suite are Amy Wei and Lynn Gregory. The Warden for Pharmalab is Gabriella Blidarean (Pharmacology). Wardens for Pharmaceutical Sciences Laboratory are Cathy Li and Stella Zhu, Building 503, Level 3. Michael Goldthorpe is the Laboratory Manager (ext 85655, email address m.goldthorpe@auckland.ac.nz). If you are asked to evacuate, please leave as soon as you are asked to do so. Do not collect personal items such as backpacks, ring-binders, etc. The assembly point for Building 505, Level 3 is on the landscaped area in front of the main entrance of Building 505. Please follow the directions of the emergency services and wardens. Only once the all-clear has been given by emergency services may you re-enter the building.
Use of English in Classrooms
English is the language of instruction in all Bachelor of Pharmacy classes. In all formal teaching situations we require you to use the English language. This is not intended to be disrespectful of other languages, as we are very supportive of the multicultural background of our student body. Rather, it is to ensure open and clear communication with staff and with each other, and to assist you to meet your learning goals and professional obligations as a pharmacist in training.

Learning Needs
If you have any identified learning needs (such as dyslexia, dyspraxia, autism spectrum disorder, attention deficit disorder) or physical or mental health issues that may impact on your study. We encourage you to meet with your Course Director and/or the Academic Director. Early discussion, confidentially, can enable us to put in plans, and support systems, to help you succeed in your learning in the classroom and while on placements. Please make contact at the start of the semester to arrange a confidential meeting.

Fitness to Practise
A faculty-wide Fitness to Practise Code and Policy guides all decisions and meetings concerning as students’ fitness to practise in the BPharm. This policy and its supporting procedures and guidelines encompass fitness to practise concerns in three areas:

- Health or personal issues
- Professional attitudes
- Issues external to the programme

Concerns in each of these areas are to be classified into one of the following three groups:

- Non-critical
- Critical
- Extraordinarily critical

Find out more about the University of Auckland’s Fitness to Practise Code, Framework and Policy at:
Auckland Pharmacy Students’ Association (APSA)

The Auckland Pharmacy Students’ Association (APSA) is a branch of the Zealand Association of Pharmacy Students. Each year, a group of executive members is elected from the student body. Their main function is to represent Pharmacy students in all aspects of student life and to facilitate social, sporting, cultural and academic activities.

Annual events that are organized by APSA include inter-year sporting competitions, class dinners, pub crawls, sponsor events, pharmacy revue and the formal staff-student Gala ball. These events promote opportunities to meet fellow BPharm students from other years and to enjoy the university years whilst studying hard. A highlight in the APSA calendar is the annual Freshers’ Camp which is held just before semester one and is fully run by the APSA executives. Freshers’ Camp aims to provide the new intake of Pharmacy students with a chance to meet classmates before the academic year starts, plus the opportunity to get to know the executives so they will know a friendly face around campus.

There are two appointed class representatives from each year whose main duty is to represent their class. Representatives need to display leadership, confidence and have good communication skills to be able to articulate to the class about any upcoming events and report problems with courses to relevant staff members. They are expected to attend weekly APSA meetings as well as Staff Student Committee meetings. Being a class representative is an excellent opportunity to witness and partake in the ‘behind the scenes’ of the students’ association, be the voice for your class year and provide the opportunity to associate with teaching staff. An added bonus is that being a Class representative will look good on your CV!

Throughout the year the APSA executives are constantly working to find new sponsors to lower the cost of events. Thus, each year APSA rely heavily on the generosity of sponsors such as various drug and health companies and pharmacies to lower the cost of the events that APSA run. Membership is $25 per year and this entitles you to a bagful of goodies and discounts for all the APSA events throughout the year. Join up and be part of APSA to make the most of your time at Pharmacy School.

Executive members of APSA 2019

President Piyara Perera
Vice President Parsa Hadiyounzadeh
Secretary Alice Yu
Treasurer Dhriti Mehta
Marketing Representatives Patrick Cabasag, Sue In Lee
Social Representatives Karen Lourenco, Taylor Jillings, John Allos
Sports Representatives Yang Gao, Louise Kim
Education Representative Svenja Meissner
Welfare Representative Matthew Sun
Webmaster/Publication Managers Fahd Hussain, Jairah Perida
Grassroots Amy Yip, Nyasha Makunga
MAPAS Teresa Nelson
PSNZ Philip Zhang, Olivia Kim
The development of the Code of Professional Conduct for Pharmacy students

The idea of creating the Code of Professional Conduct for Pharmacy Students was conceived in conjunction with the Director of Experiential Learning Placements arising from feedback from the Pharmacy Council regarding the behaviour of pharmacy students during their placements. This led to the development of the Code of Professional Conduct for Pharmacy Students in 2007. Amendments have been made by successive APSA committees to restructure and improve the existing Code of Professional Conduct. Note: The student body includes APSA executive members and class representatives (15 APSA executives and 6 Class representatives). This is seen to include a fair representation of the Pharmacy student body.

The Code addresses students’ appropriate behaviour and appearance when visiting external sites and undertaking all placements and any other issues deemed relevant. It was believed to be important to develop a Student Code of Professional Conduct for Pharmacy Students so there is a sense of ownership amongst students.

Pharmacists are bound by a Code of Ethics. Pharmacy students are trainee health professionals who assist individuals in ensuring the best use of medications whether it is during their community or hospital placements or during their year of internship or even at their part-time workplace. This Code of Conduct, prepared and supported by Pharmacy students is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacy students during their undergraduate and postgraduate studies and also when out in practice during their placement/internship programmes. These principles, based on honest obligations and qualities, are established to guide pharmacy students in relationships with patients, health professionals, university staff, colleagues and society in a professional and ethical manner.

This Code of Professional Conduct for Pharmacy Students applies to all Pharmacy students at the Auckland School of Pharmacy. While this code is neither intended to establish detailed rules nor is it a code of conduct to cover all eventualities, it does provide peer defined principles and guidelines.

Note that students’ behavior regarding the use of social media is also guided and regulated by the Pharmacy Council of New Zealand’s Social Media Guideline Policy which applies to all pharmacy students.
Code of Professional Conduct

Interaction with Staff, Students, other Pharmacists, Placement Site Supervisors, Patients and Health Consumers

English is the language of instruction in all Bachelor of Pharmacy classes. In all formal teaching situations it is required that students use the English language.

1. Respect
   • Do not discriminate on the basis of sex, religion, race, disability, age or sexual orientation.
   • Respect with tolerance, the religion, culture and customs of others.
   • Refrain from behaviour that includes intimidation, foul language, threats of violence or retaliation.
   • Treat university equipment with respect and do not sit on tables and benches in labs, workshops or lecture rooms.
     o Refer to university staff by their title and last name, not by their first name unless you have been told it is acceptable to do so. If in doubt, address them more formally by their full title and name.
     o E.g. Dr Harrison, NOT Jeff.

2. Honesty
   • Do not knowingly mislead others.
   • Be truthful in verbal and in written communications.
   • Do not cheat, plagiarise, or otherwise act dishonestly.
     o E.g. copying placement activities from one another.

3. Courtesy
   • Take the initiative to identify and help peers who require further assistance
   • Do not abuse special privileges.
     o E.g. making unauthorised phone calls during placements, lectures, workshops.
     o E.g. using photocopying privileges inappropriately (personal use).
   • Do not use cell phones or talk inappropriately during class or lectures.

4. Professional standards
   • Practice clinical virtues, such as caring, empathy and compassion.
   • Fulfill your professional responsibilities conscientiously.
   • Learn from experience and grow from the knowledge gained from errors to avoid repeating them. Everyone makes mistakes.
   • Complete all tasks accurately, thoroughly, legibly and in a timely manner.
     o Includes attending all teaching sessions on time and ensuring you RSVP as soon as possible when required to do so.

5. Responsibility for peer behaviour
   • Do not let inappropriate behaviour from classmates go unchallenged.
     o E.g. Plagiarism should not be tolerated.
   • Report serious breaches of the Code of Professional Conduct to the appropriate person (Academic Teacher, Director Experiential Learning Placements or Academic Director).
     o If unsure, discuss the situation with someone senior.
6. Personal limitations/deficiencies

- Be aware of your personal limitations and deficiencies in knowledge and abilities
  - E.g. know when to ask for supervision, assistance or help.
- Do not engage in unsupervised tasks when you are not adequately trained.
  - Activities during community and hospital placements.

Interaction with Patients in the Community and Hospital Setting

- Treat patients with kindness, gentleness and dignity.
- Respect the privacy and confidentiality of patients.
- Refer to patients by their name, not by their diagnosis or location.
  - E.g. Do not label a patient as a “diabetic” or a “smoker” and instead say “Mrs Jones, who has diabetes”.
- Communicate with your patients in language that a layperson can understand.
- Make patient care decisions based on patients’ needs and desires, not on financial preferences.
- Do not overcharge patients.
  - E.g. charge only for services provided.
- Do not offer patients discounts without proper approval.
- Do not discuss patients or their illnesses with anyone other than the health professional responsible for the patient.

Behaviour in Internship, Placement, and Classroom

1. Behaviour as a professional

- Remember that you are an ambassador for the School of Pharmacy and the University of Auckland.
- Clearly identify yourself to patients, staff and the general public.
  - Always wear your name badge during placements and your internship.
- Dress in a neat, clean, professionally appropriate manner when away from school representing the School of Pharmacy and the Pharmacy profession.
- Do not criticize the decisions of colleagues in the presence of patients or staff even if you know they are wrong.
- Do not abuse alcohol or drugs that could diminish the quality of patient care or your professional performance.
  - E.g. do not go to work or to university with a hangover or under the influence of alcohol and drugs.

2. Behaviour in the classroom

- Be punctual
- Respect others while they are speaking
- Respect students who are trying to participate in the lecture
- No inappropriate talking in lectures
- Participate fully in discussions and learning
- Do not walk out of the lecture halfway through
- No eating during lectures
- Take responsibility for your own learning
- Do not text message or answer cell phone calls during lectures
- Dress appropriately during lectures
- English is the language of communication
3. Behaviour with other professionals
   - Refer to health professionals by their last name and title, not by their first name.
     ○ Good example → Dr Smith, NOT Dr Paul
   - Respect the knowledge and experience of other health professionals.
     ○ They have been practicing for longer and are more experienced than students.

4. Behaviour in the workplace
   - Show willingness to participate in placement tasks.
   - Do not be rude and disrespectful during placements.
   - Treat patients and staff with the same degree of respect you would want them to show you.
   - Do not use offensive or judgmental language, verbally or in writing, when referring to patients or their illnesses during your internship/externship/hospital visits.
     ○ e.g. judging a patient based on their social status or condition.
   - Do not access, or share medical information with anyone except those health care professionals fundamental to the care of the patient or within the context of pharmacy operations.
     ○ For example don’t tell your mates “Bob came in to the shop today and got 5 packs of Viagra!”
   - Obtain patients’ informed consent where necessary
     ○ e.g. If you are going to touch a child to look for something ask for permission from the caregiver first.
   - Do not develop relationships (romantic/sexual) with patients or staff.
   - Report all and only hours worked on employee timecards.
   - During placements do not use the computing software (Toniq, L.O.T.S) for purposes beyond those for which you are authorised.
   - Do not read, delete, copy, or modify another user’s data, information, files from the computer software.
   - Do not intentionally introduce any program or data intended to disrupt normal operations.
     ○ e.g. a computer “virus” into computer software.
   - Endeavor to use dispensary computing resources in an efficient and productive manner.
     ○ Avoid game playing, use of streaming video, printing excessive copies of documents etc.

5. Fitness to Practice Policy
   During 2011 the University approved a Fitness to Practice Policy for BPharm students and this was implemented during 2012. Full details will be provided to students. The relevant regulation can be found in the 2019 calendar under the BPharm regulations.
Illness or Misfortune Processes

Procedures when illness or misfortune affects performance in examinations, tests and coursework requirements is outlined in the following pages.

The University is sympathetic towards students whose performance in assessments is affected by illness or unavoidable misfortune, especially if their previous results are of a high standard. The procedure to be followed varies according to whether the assessment is a major end-of-semester examination, or a less important one such as a mid-semester test or assignment. The following notes are a guide, you should check with staff who are responsible for a particular course such as your Course Director or Module Leader in the first instance. If you are unable to receive the information you need you can contact the Academic Director.

When illness or misfortune affects you from sitting a major examination, or impairs your performance during an exit test or major test

You may apply for an Aegrotat Pass (in the case of illness) or a Compassionate Consideration Pass (misfortune) following the directions in the University Calendar and on the BPharm Portal. The application for Aegrotat or Compassionate Consideration must be made within one week of test/assessment. A medical certificate or other supporting evidence is required and must relate to the actual day(s) of the test(s) affected. Usually you must have seen a health practitioner on the day of the affected test(s).

For more information and application forms please visit: http://www.auckland.ac.nz/uoa/for/currentstudents/academiclife/aegrotatinfo.cfm

If you were unable to attend a final examination because of illness or misfortune, the examiners will recommend (or decline) a pass for that paper based on your performance in coursework (tests and assignments) which you have already completed. They can only recommend an aegrotat or compassionate pass if your coursework is clearly worthy of a pass. Therefore it is important that you are conscientious in your approach to in-course tests and assignments, because the credit you build up there will give the examiners confidence to act in your favour if illness or misfortune occurs near examinations.

Aegrotat or compassionate passes are not available for clinical or practice assessments. Where a student is prevented from undertaking a final clinical or practice assessment it may be possible to arrange an alternative assessment time. Consult the Course Director if you are affected. These processes have strict time requirements; please seek advice as soon as you can.
When illness or misfortune prevents you from sitting a **minor** in-course test, or impairs your **performance** during the test, or prevents you from **handing in an assignment** on time, or prevents you from completing a **Clinical/Practice assessment**

See or contact your Course Director as soon as possible or your Director of Experiential Placements if out on Placement. Depending on the nature of the assessment, it may be possible to arrange for it to be rescheduled or for appropriate credit be given. Please note that non-attendance or non-completion without informing the Course Director or Director of Experiential Placements will result in the forfeiture of marks (i.e. a failure or mark of zero for the assessment or coursework).

**When illness or misfortune affects your study prior to major or minor examinations, tests or coursework assignments**

The Aegrotat and Compassionate pass regulations also apply to students whose study has been seriously affected within the fortnight before tests or examinations. The requirements for a successful application are stringent, and students must have seen a doctor (aegrotat) or counsellor (compassionate) so that the degree of impairment can be properly assessed.

In all situations involving Illness, accidents or family circumstances where your work may be or has been affected, **you are strongly encouraged to discuss these issues in confidence with your Course Director and the Bachelor of Pharmacy Academic Director as soon as possible after the event.**
Academic Misconduct Processes

Misconduct amongst Pharmacy students is rare, reflecting the high calibre and professionalism of our students. However, the potential consequences of being found guilty of academic misconduct are severe and may include exclusion from the University or a fine of up to $2000. As such, it is important to understand what the University deems to be misconduct and how this is managed.

Academic misconduct has been defined to include coursework, assignments and tests as well as examinations. Specifically, this includes but is not limited to:

- plagiarism,
- copying from another student's coursework,
- making up or fabricating data,
- submitting the same or a substantially similar assignment that you have done in more than one course,
- impersonating or knowingly facilitating the impersonation of someone else,
- misrepresenting disability, temporary illness or injury or exceptional circumstances and then claiming special conditions,
- using material obtained from commercial essay or assignment services, including web-based sources.

Where there are exams, tests or assessments that are held in split sessions, e.g. OSCEs, students must not communicate or share any of the content or any part thereof, of the assessment details to any incoming student or students.

In addition, care must be exercised in third-party editing or assistance and when you are involved in group/team work and study; as these can become misconduct in certain circumstances. Here it is useful to discriminate between "getting help" and "cheating" — it is quite legitimate to seek help in understanding how to formulate your own answers.

However, it is not acceptable to copy another student's answers or ideas; likewise it is not acceptable for someone else to write all or a part of a student's assignment.

The University has established robust systems to manage misconduct. The process of appropriate investigation and resolution is based upon the principles of natural justice. If you are suspected of academic misconduct, it is your right:

1. to be informed of the nature of the complaint and supporting details, including the right to review any evidence upon which the complaint is based;
2. to be given the opportunity to explain your position,
3. to be given sufficient notice of any hearing,
4. particularly in more serious cases, to seek legal or other advice,
5. to be able to attend any meeting or hearing that results with a representative present, and
6. to an absence of bias in the conduct of proceedings.
More minor offences are penalised as appropriate within the School, whereas more major offences are referred on to the Office of Deputy Vice Chancellor (Academic) to be considered by the Discipline Committee.

If the student does not agree with the decision or does not accept the penalty imposed by the course coordinator in consultation with the Academic Head, the student has the right to request that the decision and/or penalty be reviewed by the Appeals Committee of Council.

Remember, in cheating, one cheats oneself, fellow students, the University, society in general and one's family, whanau and friends.
Resolving Problems

Difficulties with a particular topic
1. First, ask your classmates for help. Do not hesitate; they will feel privileged to be asked, just as you would be.
2. Ask the lecturer concerned. If you feel intimidated by the lecturer, find a few classmates who would like help with the same topic and go as a small group.
3. If steps 1 and 2 have not solved the problem, raise questions at tutorials or bring it to the attention of the Course Director or the Pharmacy Staff/Student Committee or the Academic Director.

Difficulties with study in general or the year overall
1. Make a time to meet with the Course Director and/or Module Leader in your course.
2. Make a time to meet with the Bachelor of Pharmacy Academic Director.
3. Speak to the counsellors at the Student Health Service (see contact details provided in this handbook later) or seek help from the Student Learning Services team [http://www.library.auckland.ac.nz/services/student-learning](http://www.library.auckland.ac.nz/services/student-learning)
4. Contact the FMHS Student Liaison Advisor (see contact details provided on the following page).

When the whole class has difficulties
1. Form a group and explain the problem to the lecturer, tutor or workshop leader. Ask for whatever help you need, e.g. another explanation at a slower pace, a tutorial on the topic, a textbook recommendation, an extra handout, a set of written objectives, etc.
2. If problems continue, a group including the class rep(s) should make an appointment to see the Course Director and/or Module Leader.
3. If unresolved, bring the issue to the attention of the Academic Director and/or at the Pharmacy Staff/Student Committee (SSCC meeting).
4. If still unresolved, the class representative may also request to meet with the Head of the School of Pharmacy for serious concerns that have gone unresolved.
Professional Relationships and Concerns about Discriminatory Behaviour

From time to time, situations could arise where staff behaviour adversely affects students. These unfortunate situations might include sexist or other discriminatory comments. The teacher-student relationship is a special one which places important responsibility on the teacher to always behave in a fair, equitable and considerate manner to all students.

Students also have a responsibility to respect the rights and values of fellow students and to demonstrate a courteous and considerate attitude towards all staff. It is appreciated that students might be concerned that if they were to challenge inappropriate behaviour directly, at the time it occurs, that it might adversely affect their grades and/or employment opportunities. While the Faculty makes every effort to ensure that this will not be the case, there are independent people outside our School (see below) who students can meet with confidentially to discuss specific concerns about any such types of incidents.

Independent Advice and Study Support

FMHS Student Liaison Advisor for the BPharm
Our Faculty has a Student Liaison and Support Advisor, Daniel Heke, who is entirely independent of the School of Pharmacy but who is very familiar with our programme and the challenges, opportunities and demands it can bring in the lives of our students.

Daniel has an office in the Student Centre in Grafton on the ground floor level (near the main stairwell on the corner that leads to the Pharmacy Practice Suite area.

If you would like to speak with Daniel confidentially about any issues you might be concerned about or facing personally, or in your study, or in the programme, you can contact him on confidentially on:
- Extension: 87071
- Email: d.heke@auckland.ac.nz or fmhssupport@auckland.ac.nz

The University Proctor
Both students and staff can also contact the University Proctor about a (non-academic) issue concerning student or staff conduct.

You should contact the Proctor:
- If the behaviour of another student causes you concern, particularly if you perceive them as bullying, threatening, intimidating or acting unfairly towards you.
- If you feel victimised or threatened by the actions of another student.
- If you do not know who to talk to about a dispute or problem with a member of staff.
University of Auckland Proctor Contact Details

**Email:** proctor@auckland.ac.nz  
**Phone:** 923 7005  
**Mobile:** 027 839 3832

**Office hours:** Tuesdays 10am-12pm  
**Office location:** Old Choral Hall, room G60

Additional information on the Proctor’s role can be found at  

*Please also see the section titled “Advocacy” under the Student Services section found at the end of this handbook.*
Assessments

Principles and Purposes of Assessments in the BPharm Programme

The principles which guide assessment in the Bachelor of Pharmacy programme are:

- Assessment measures student achievement of learning outcomes
- Assessment is an integral part of the learning process
- Assessment must help the student to become an independent learner
- Assessment records student attainment
- Assessment is monitored to ensure that it is valid, reliable, and facilitates student learning
- Assessment methods, as far as possible, reflect professional pharmacy practice.

Assessment throughout the courses is used to assist your learning, to provide you and the community with evidence of your level of achievement and to promote your autonomy as a student of the University. Learning is enhanced when you receive frequent feedback on your performance and an indication of your strengths and weaknesses. Regular formative assessment encourages you to reflect on your success in achieving learning outcomes and to focus on areas requiring further work. Summative assessment measures your success in achieving learning outcomes and reports them in ways that are meaningful to you and to the wider community.

As professional pharmacists, graduates must be able to evaluate their own performance and that of colleagues in a realistic and constructive manner. The use of self and peer assessment will be developed throughout the programme, especially in clinical or practice based courses. Assessment of your learning in practice situations will involve a variety of assessment methods including case review; assessment of competency standards, and verbal and written presentations. Assessment of your learning in theoretical components will include examinations, assignments, and both written and verbal presentations. The precise details of assessment procedures in individual courses will be given to you in the course outline that is distributed at the beginning of each course via Canvas.
Procedures for Handing in Coursework Assessments/Assignments
All assignments must be handed in on the day that the assessment is due, at the time stated by the Course Director.

After this time, any assessment/assignment will be regarded as late and the stipulated penalty outlined in the BPharm Assessment Policy Guidelines Document shall be applied. Assignments are to be submitted according to the requirements for the module and/or course as advised on CANVAS. All assignments are to be submitted electronically unless otherwise stated.

Further information about specific assessment details and deadlines is available from each Course Director as advised on CANVAS.

Policy on Plagiarism and Intellectual / Academic Dishonesty
Plagiarism is where a person takes someone else’s ideas and attempts to pass them off as their own work. The University of Auckland will not tolerate cheating, or assisting others to cheat. It views cheating in coursework as a serious academic offence.

The following are examples of plagiarism:
- Copying phrases or sentences from a scientific article and inserting them without quotation marks into an essay or assignment which you are writing under your own name. Changing the order of words, and interspersing them among some of your own words, does not avoid the charge of plagiarism.
- Photocopying a textbook diagram and including it in an assignment which is presented under your own name.
- Copying drawings and notes made by a classmate and presenting the work as your own. This might occur because, for example, you missed a laboratory session which had to be written up as an assignment for marking. In this case plagiarism is a form of cheating.

Plagiarism is easily avoided. All you have to do is acknowledge the source of the material which you have copied. In the cases above:
- Place the copied phrases within quotation marks and cite the source, e.g. ‘From Smith 1995’. In the bibliography or reference section, give full details of Smith’s article.
- Beneath the copied diagram, write ‘From Jones 1995’; or if you have made small changes to the diagram, write ‘Modified from Jones 1995’. Again, include full details in the bibliography.
- Write ‘Notes/diagram copied from Tom Brown because I was not able to attend the laboratory’.

Academic Integrity Module
It is a requirement of the BPharm Programme that all students will have completed the Academic Integrity Module satisfactorily. You will be enrolled into this course without credit each semester that you enroll in a University of Auckland course until it is completed. Please see notes further on.
Where any suspected plagiarism or other type of academic misconduct of coursework offences are suspected, the School follows the University of Auckland’s Procedures for Academic Misconduct.

The procedures are detailed in the University’s Conduct of Coursework Guidelines, available at: https://cdn.auckland.ac.nz/assets/central/about/the-university/how-the-university-works/policy-and-administration/Supervision/student-academic-conduct-statute.pdf. The document also provides practical advice about how to avoid cheating. More help in avoiding plagiarism is available: http://www.plagiarism.org/

**Policy on Referencing**

When writing essays or articles, you must support your statements and opinions with references to the scientific research studies on which they are based. Those reading your work may wish to obtain this previous research, so you must provide details for each reference sufficient to differentiate the item you are citing from others - such as articles by the same author or articles with a similar title.

The two most commonly-employed styles of referencing are **Vancouver** (a number style where each reference is assigned and referred to by a number, in order of first citation in the text) and **APA** (an author-date style).

You will be directed to which of these two referencing styles you must employ for each assignment.

Further advice and guidance on referencing is available at: http://www.library.auckland.ac.nz/study-skills/referencing and the University’s Referencing: http://www.cite.auckland.ac.nz/index.html

**Turnitin**

**Turnitin.com** is an electronic plagiarism detection service that is used by many universities world-wide. The School of Pharmacy has also adopted this service to identify plagiarised works submitted by students. When a student’s assignment is submitted in to the system it is matched against millions of Internet pages, databases and a constantly increasing database of all previously and concurrently submitted assignments. Teaching staff receive a report from Turnitin® that can be used as a resource to assist staff in making a judgement as to whether a student’s work is plagiarised.
Examination Regulations

Passing Individual Courses
For each Pharmacy course, the cumulative marks you gain from coursework assignments, labs, practical tests, OSCEs, module tests, final examinations, compulsory modules and placements are added together to give a total mark which is converted into a grade.

Pass grades are A+, A, A-, B+, B, B-, C+, C and C-.
Fail grades are D+, D and D-.

In converting marks to grades, the pass/fail boundary is set at 50% (i.e. 50% and above becomes a C-). Clinical or practice assessments may be graded achieved/pass or not achieved/fail. Students must achieve a pass in all clinical or practice or placement assessments in addition to a passing grade in their other required course work.

At the end of the year, a Committee of Examiners (the BPharm Board of Examiners) will discuss and finalise all student final grades. In particular, they will make decisions about any students who have achieved marginal failures (D+) and any marginal/borderline or failures in clinical/practice components (e.g. OSCEs and Placements).

Sometimes, (e.g. when a student has shown great improvement after a weak start) a marginal failure will be lifted to a pass by the BPharm Board of Examiners, and the student may receive a C- grade overall.

For this reason, marks and/or grades, which are published within Canvas must always be treated as provisional and do not become final until the examiners have considered them at the end of each semester (during the inter-semester break in July for Semester 1 and in late November for Semester 2).

Passing the Year as a Whole
In the University at large, courses are the units of study, which are passed or failed. Students accumulate points gained semester by semester until they have enough to qualify for a Bachelor’s degree. The Bachelor of Pharmacy is slightly different because of the cumulative nature of the knowledge and skill-building across the programme.

Here, you must pass each 60-point course within each Part of the degree as a whole before being eligible to progress to the next part. To pass a Part, you must gain the full 120 points.

Note that a student may not enroll in BPharm Part IV until Parts I, II and III have been completed in their entirety. Similarly a student may not enroll in BPharm Part III until Parts I and II have been completed in their entirety.

The BPharm degree will take three years in addition to Part 1 courses already taken if students pass all of their courses at the first attempt, or longer if they do not.
Exemptions and Cross-Credits for Work Previously Completed
Any student enrolled in the BPharm programme may apply for previous tertiary study to be considered for credit for courses of Part I of the BPharm programme; however, students must complete Part II, III and Part IV of the programme in their entirety.

The type of application depends upon whether your experience is internal or external to the University, and whether or not the courses have been, or are to be used for, the award of another degree at the University. The University rules that guide decision making for the application of such credit, cross-credit or the reassignment of courses are quite complex. This document serves as a guide only; where further advice is required, please contact the Academic Director and the Faculty of Medical and Health Sciences Student Centre for more information:
fmhs@auckland.ac.nz
Awards and Scholarships

Jack Noel Henderson Scholarship
The Pharmaceutical Society of New Zealand is responsible for the administration of the Jack Noel Henderson Scholarship to be awarded to a BPharm student in Part 2. The applicant will need to demonstrate financial hardship that may affect their ability to pursue their studies in pharmacy. The scholarship consists of:

- One scholarship to be offered for the second year of study only, up to a maximum of $3000.
- Awarded to one pharmacy student from the School of Pharmacy at the University of Auckland. Full details of the criteria for eligibility can be obtained by visiting the Pharmaceutical Society of New Zealand’s website: www.psnz.org.nz

Award of Bachelor of Pharmacy with Honours
The Bachelor of Pharmacy may be awarded with Honours where a student’s average grade over the entire course is sufficiently high. There are two classes of Honours: First Class Honours (GPA of 7.0 or higher) and Second Class Honours. Second Class Honours are awarded in either First Division (GPA of 5.5 to 6.9) or Second Division (GPA of 4.0 to 5.4).

The weightings of the various parts of the BPharm towards Honours are:

- Part 2 (10%),
- Part 3 (30%) and
- Part 4 (60%).

For the purpose of determining honours, the weighted GPA is rounded to 1 decimal place.

Bachelor of Pharmacy Student Prizes

PART 2 PRIZE

School of Pharmacy Part II Experiential Learning Prize
This prize is awarded to recognise the student who achieves the best overall achievement and performance in experiential learning placements at Part II level in the Bachelor of Pharmacy degree. The prize consists of a monetary award. 
*The prize cannot be shared.*

PART 3 PRIZES

Hauora Māori in Pharmacy Practice in BPharm Part III
This prize is awarded to reward and recognise the student who best demonstrates development of skills, understandings and reflection in relation to the Hauora Māori domain learning across Parts II and III. The overall aim of this prize is to foster and recognise graduates who can confidently deliver culturally competent care that can contribute to eliminating health inequities that exist for Māori. The prize is presented by the Maori Pharmacists Association in partnership with the School of
Pharmacy. The prize consists of a monetary award.

*The prize cannot be shared.*

**PSNZ Leadership in Pharmacy Studies Prize in BPharm Part III**
This prize is awarded to the student who demonstrates the greatest leadership development across Part III as determined by a portfolio submission and a judging panel. The main purpose of the Prize is to stimulate interest in pharmacy studies along with personal and professional leadership development, and service contributions among Part III students in the Bachelor of Pharmacy degree at the University of Auckland. The prize is awarded by the Pharmaceutical Society of New Zealand and consists of a monetary award and an engraved plaque (arranged by PSNZ).

*The prize cannot be shared.*

**Pharmaceutical Society of New Zealand Prize for Overall Top Student in BPharm Part III**
This prize is awarded to the overall top student in BPharm Part III and is provided by the Pharmaceutical Society of New Zealand Incorporated.

The prize consists of a monetary award and an engraved plaque (arranged by PSNZ).

*The prize cannot be shared.*

**PART 4 PRIZES**

**Green Cross Health Clinical Professional Skills Prize in BPharm Part IV**
This prize is awarded to the student achieving the highest overall mark in their OSCEs and Clinical Professional Skills assessed components relating to clinical skills within their Pharmacy Part IV studies (across PHARMACY 411 and 412). The prize is provided by Green Cross Limited.

The prize consists of a monetary award and an engraved plaque (arranged by UOA Pharmacy).

*The prize cannot be shared.*

**Green Cross Health Leadership in Pharmacy Studies Prize in BPharm Part IV**
This prize is awarded to the student who demonstrates the greatest leadership development across Part IV as determined by a portfolio submission and a judging panel. The main purpose of the Prize is to stimulate interest in pharmacy studies along with personal and professional leadership development, and service contributions among Part IV students in the Bachelor of Pharmacy degree at the University of Auckland. The prize is provided by Green Cross Health and consists of a monetary award and an engraved plaque (arranged by UOA Pharmacy).

*The prize cannot be shared.*

**NZHPA Clinical Pharmacy Prize**
This prize is awarded to the student who shows the most advanced clinical pharmacy skills development through the achievement of the best overall consistent performance in the case management workshop components across Part III and IV of the Bachelor of Pharmacy degree. The prize consists of a monetary award.

*The prize cannot be shared.*
Pharmaceutical Society of New Zealand Prize for Overall Top Student in BPharm Part IV
This prize is awarded to the overall top student in Part IV Pharmacy Studies (PHARMACY 411 and 412). The prize is provided by the Auckland Branch of the Pharmaceutical Society of New Zealand Incorporated. The prize consists of a monetary award and an engraved plaque (arranged by UOA Pharmacy).
*The prize cannot be shared.*

Pharmacy Guild Prize for Overall Top Student in BPharm Parts II, III, IV
This prize is awarded for the best overall performance by a student across BPharm Parts II, III and IV. It is awarded by the Pharmacy Guild of New Zealand. The prize consists of a monetary award.
*The prize cannot be shared.*

The Pharmacy Defence Association Law & Ethics Prize
This prize is awarded to the student with the highest mark in the law and ethics component of Pharmacy Studies in Part IV (PHARMACY 411 and 412). It is awarded by The Pharmacy Defence Association. The prize consists of a monetary award.
*The prize cannot be shared.*

Research Dissertation Prize
This prize is awarded to the top group of students in the research dissertation (PHARMACY 410). The prize is provided by the School of Pharmacy. The prize consists of a monetary award, which is shared among the members of the winning group. The top group will also be the recipients of the Douglas Hancox Cup. The prize consists of a trophy cup and an engraved plaque to each of the Group members (arranged by UOA Pharmacy).

The Dean’s Medal
This prize is awarded, at the discretion of each Head of School, to a final year student (or students) who has made an outstanding contribution to the academic development of the faculty whilst undertaking their undergraduate studies. The Dean’s Medal may be awarded to final year students from the Bachelor of Health Sciences, Bachelor of Medicine & Surgery, Bachelor of Nursing, Bachelor of Optometry and Bachelor of Pharmacy and may be awarded to more than one student from each degree programme.

Additional information regarding scholarships can be found at:
http://www.auckland.ac.nz/uoa/for/currentstudents/money/moneyhome.cfm
Summer Studentships and Postgraduate Study

Research Summer Studentships provide an opportunity for students to gain experience working on specific research projects in a research team supervised by a qualified researcher over the summer vacation for ten weeks. Undergraduate students at the University of Auckland may apply for these studentships which carry a tax-free stipend of $5000. Project outlines are available around the beginning of Semester Two from the Faculty of Medical and Health Sciences website. Students apply for a studentship on a specific project in conjunction with the supervisor for the project.

For those students who are interested in a research career after Graduation, the Summer Studentship offers very good initial research training. Those students interested in research are encouraged to talk about possibilities with staff. A good Honours degree (First Class or Upper Second Class) is usually regarded as the entry requirement for those students who wish to study for a Doctor of Philosophy (PhD).

For more information, or to apply, check the following website for updates: https://www.fmhs.auckland.ac.nz/en/faculty/about/research/summer-research-scholarships/guidelines.html

Students who achieve a grade point average of 5.0 or higher in Part IV of the BPharm Programme may enter into a (1 year) programme of Masters research. Students who do not meet these criteria are required to complete a PG Diploma with a GPA of 5.0 (B) or higher to enter Masters research. A GPA of 5.0 or higher in the Masters research would be required to enter a programme of PhD studies. For more information contact Director of Research, Professor Janie Sheridan using the email address: pharmacy_phd@auckland.ac.nz.
Course and Teacher Evaluations

Course and teacher evaluation is an important activity for the School of Pharmacy. Feedback from students on the quality of courses and staff performance enables us to meet our goals of delivering a world-class pharmacy programme. There are many forms of course evaluation and a variety of methods will be used, including the following.

End of Course Evaluation
This feedback is provided at the end of each course taught within the Bachelor of Pharmacy programme. It utilises a standard online questionnaire with some core and some optional questions. It produces an excellent overview of how well the areas of the course were met.

Lecturer/Tutor Evaluation
Individual lecturers or tutors will often seek feedback on their own performance. This is an important tool in their staff development as high quality teachers.

Fast Feedback
Lecturers will sometimes seek fast feedback using a questionnaire during a course rather than at the end with the course evaluation questionnaire. This type of feedback is very useful in identifying particular problems and resolving them.

Focus Groups
Sometimes a focus group will be employed to give fast feedback. This approach is particularly useful for courses being offered for the first time.

Staff/Student Consultative Committee
Each Year has two student representatives who will bring students’ feedback about their learning and course experience to the Staff Student Consultative Committee Meetings.

Please take course evaluation seriously and provide your feedback. The School of Pharmacy staff value your feedback and act on it to continuously improve our programme delivery.
Professional Pharmacy Organisations

Pharmacy Council of New Zealand (PCNZ)
The Pharmacy Council of NZ mission is to set the standard for the safe, modern practice of pharmacy in New Zealand while building community confidence to enable pharmacists to deliver best quality practice and professional services. Its vision is to ensure that the Pharmacy Council is instrumental in pharmacy practitioners being recognised as the trusted experts in medicines.

The Pharmacy Council is an independent statutory body established under section 110(2) of the Health Practitioners Competence Assurance Act 2003. The Pharmacy Council registers pharmacists to practise their profession in New Zealand. Registration means that a pharmacist has an approved qualification, has met the standards specified and is recognised by the Pharmacy Council as fit to practice. To protect the public, the Pharmacy Council is also responsible for making sure that pharmacists maintain high standards of practice by continuing to maintain their competence when they have entered the workforce.

For further information on the functions of the Pharmacy Council of NZ refer to the website www.pharmacycouncil.org.nz

Pharmaceutical Society of New Zealand Incorporated (PSNZ)
The Pharmaceutical Society is the professional body for New Zealand pharmacists. It provides professional support, education, training and career development for all their members, assisting and enabling them to deliver best practice and professional services for the New Zealand public. The Society provides the following services:

- Practice Support
- Practice updates and expert advice
- Self-Care programme
- Handbook and Dispensing Guide
- Professional Development
- College education and training courses
- ENHANCE programme
- Pre-registration programme for interns
- Advocacy
- Government
- Local and international health practitioner groups
- Pharmacy Publications
- Specialist library services
- Pharmacy Press International

Membership is free to Pharmacy Students who are APSA members. Website: www.psnz.org.nz

Pharmaceutical Society of New Zealand Incorporated (Auckland Branch)
The Auckland Branch of the Society is your local branch and you (the students) have a representative on the Auckland Branch Committee. The local branch organises educational activities for local pharmacists and you are able to attend these activities. It is in your interest to keep informed of branch activities and use the services of the local branch to help you become familiar with the profession.
New Zealand Hospital Pharmacists’ Association (NZHPA)
The New Zealand Hospital Pharmacists’ Association, NZHPA was formed in 1952. Membership is open to all pharmacists and pharmacy technicians involved in the provision of health care with a particular interest in clinical pharmacy.
Website: http://www.nzhpa.org.nz/

New Zealand Pharmacy Education and Research Foundation (NZPERF)
The New Zealand Pharmacy Education and Research Foundation (NZPERF) was established in 1967 as a charitable trust for the benefit of the pharmacy profession. Originally established with a seeding grant from the Pharmaceutical Society, the Foundation has sought and attracted tax deductible grants and donations from pharmacists and from members of the pharmaceutical industry.
The purposes of NZPERF are:
- to assist in funding the development of pharmacy education in New Zealand;
- to assist in funding research into the science and practice of pharmacy;
- to ensure that New Zealand pharmacists have the opportunity to remain at the forefront of their profession.

Pharmacy Defence Association (PDA)
The Pharmacy Defence Association was formed to protect the interests of pharmacists, primarily against actions of professional indemnity. Its main aim is to support individual pharmacists, as well as the good name of pharmacy as a professional group.
Website: http://www.pharmacydefence.co.nz/

Pharmacy Guild of New Zealand (PGNZ)
The Pharmacy Guild is an organisation that represents the professional interests of community pharmacy owners. The great majority of community pharmacies in New Zealand belong to the Guild. The Guild has important roles in negotiating pharmacy service agreements, provides education to pharmacists, technicians and pharmacy assistants, and promotes pharmacy services to the public and to Government.
Website: http://www.pgnz.org.nz/
University Student Services and Learning Support

Academic Advice
If you need specific advice about a particular programme, or need help planning your degree and choosing the right courses, contact the FMHS Student Centre or student adviser for this faculty (Located on the Ground Floor of Building 505, phone 3737599 extension 84888). Sessions with faculty advisers usually require an appointment.

Accommodation
Accommodation is an important part of your university experience. The University offers a number of lifestyle options to suit students at different stages of their university life. 
http://www.auckland.ac.nz/uoa/for/prospective/living/accommodation/accommodation.cfm

Advocacy
The University of Auckland supports your right to be treated fairly and equitably. If you have difficulties you can't work through, support services are available from the following link
https://www.auckland.ac.nz/en/on-campus/student-support/personal-support.html

AskAuckland
On-line help and support centre. https://uoa.custhelp.com

Auckland University Students Association (AUSA)
AUSA endeavours to represent and to advocate for students at the University of Auckland as well as providing an extensive range of services for the wider student community. AUSA is run by students for students, enabling you to get on with why you're really at University.
http://www.ausa.org.nz/

CANVAS
CANVAS is aimed at supporting academics and their students by providing a highly flexible and reliable system for information and communication. An important aid to successful learning is the opportunity for self-assessment and immediate, guiding feedback. CANVAS is a web based information system available to support and enrich any course within the University of Auckland. CANVAS offers students and educators the capability to employ the latest innovations in technology, and provides an empowering tool in an exciting learning environment. https://canvas.auckland.ac.nz/

Career Development and Employment Service (CDES)
The Career Development and Employment Service (CDES) offers a range or resources and workshops concerning job-seeking skills and career options.
Visit the Careers and Employment Office to have your CV reviewed, to look at the extensive paper and online resources, or to ask advice from career advisors. 
http://www.auckland.ac.nz/uoa/for/currentstudents/careerplanning/careerplanning.cfm

Chaplaincy Services and Places for Worship
A team of Chaplains works within the University providing pastoral care and support for students. As well as conducting services of worship and celebration, they are available to discuss with students any matters related to faith. The chaplains represent a diversity of traditions within Christian and other faith traditions. Auckland has many different religions
and places of worship. Details regarding locations can be found at:
http://www.auckland.ac.nz/oa/for/currentstudents/personalsupport/placesofworship.cfm

**Counselling**
Student Counselling is a free confidential service, providing counselling on a wide range of issues including: stress, anxiety, depression, relationship issues, and the impact of personal difficulties on academic performance. Student Counselling provides students with support in the event of an emergency on campus. The members of the team are all experienced, well-qualified (and registered) counsellors and psychologists. Where possible, culturally or gender appropriate counsellors are available. Clients are also welcome to have a support person with them at any time. Student Counselling offices are open (by appointment) 8am - 6.30pm Monday to Thursday and 8am - 5pm Friday. The contact phone number is 3737599 extension 87895.

Community Alcohol & Drug Services (CADS) is a community based service of Waitemata Health that offers free, confidential support and information. They offer the following services: Assessment and referral, Counselling - individual, group and family, Crisis work, Short-term interventions, Long term case management and Clinical consultancy with allied professionals. CADS offices are open from 8.30am - 5.00pm, Monday to Friday; some evenings by appointment. The contact telephone number for all services is 845 1818.

**Diagnostic English Language Needs Assessment (DELNA)**
The DELNA programme has been developed in association with the Language Testing Research Centre, Department of Linguistics and Applied Linguistics, The University of Melbourne, Victoria, Australia. The assessment procedure is available to incoming students, to identify your strengths and weaknesses in academic English. All Part One and Two BPharm students must undertake diagnostic English testing on admission to the programme. Follow-up is required until satisfactory level of English is achieved. Contact http://www.delna.auckland.ac.nz/ and must be completed by the end of Semester 1, Part 2.

**Disabled Students and Students with Learning Difficulties**
A wide range of technologies and services are available to meet the individual needs of students with a disability, which include note-takers, sign language interpreters, alternative prints formats and more. https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/students-with-disabilities.html

**English Language Enrichment (ELE)**
If you have difficulty with your English, writing essays, understanding lectures, doing presentations or any other aspect of English, then the English Language Enrichment advisors (ELE) can help you. https://www.library.auckland.ac.nz/services/student-learning/ele
Financial Support
The University provides a confidential service, offering information on funding and scholarships available to students, financial assistance available and budgeting advice. Phone 3737599 extension 87494 (City campus). [https://www.auckland.ac.nz/en/study/fees-and-money-matters.html](https://www.auckland.ac.nz/en/study/fees-and-money-matters.html)

Information Commons
The Information Commons facilities at the University of Auckland consist of the Kate Edger Information Commons [http://www.information-commons.auckland.ac.nz/?page=keic_faq](http://www.information-commons.auckland.ac.nz/?page=keic_faq) on the City Campus and the Grafton Information Commons [http://www.information-commons.auckland.ac.nz/?page=gic_faq](http://www.information-commons.auckland.ac.nz/?page=gic_faq) on the Grafton Campus (Level 1, Building 505).

Māori and Pacific Student Support
The Faculty of Medical and Health Sciences has a MAPAS team specifically here to support Māori and Pacific students in their cultural, academic and personal growth and achievement. See more about MAPAS team and support at: [https://www.auckland.ac.nz/en/fmhs/study-with-us/maori-and-pacific-at-the-faculty.html](https://www.auckland.ac.nz/en/fmhs/study-with-us/maori-and-pacific-at-the-faculty.html)

The FMHS MAPAS Student Support Advisor, Margaret Moala, is here to support all BPharm Māori and Pacific students with any personal, pastoral, study or academic needs. Contact Margaret at: m.moala@auckland.ac.nz

UoA Equity Coordinators
The Equity Coordinators provide advice, support and resources to Māori and Pacific Island students in the University of Auckland. Visit the Equal Education Opportunities websites For Māori students: [https://www.auckland.ac.nz/en/about/eo-equity-office/eo-information-for-students/eo-maori-students.html](https://www.auckland.ac.nz/en/about/eo-equity-office/eo-information-for-students/eo-maori-students.html)
For Pacific students: [https://www.auckland.ac.nz/en/about/eo-equity-office/eo-information-for-students/eo-pacific-students.html](https://www.auckland.ac.nz/en/about/eo-equity-office/eo-information-for-students/eo-pacific-students.html).

Student Services Online
Student Services Online enables you to update your personal details (such as your preferred name, address and email), enrol in courses, browse the course catalogue, apply to graduate, change your programme, view your academic transcript and view your exam timetable and student account. [http://www.studentservices.auckland.ac.nz/uoa](http://www.studentservices.auckland.ac.nz/uoa)

Optometry Clinic
The Department of Optometry and Vision Science operates one public Optometry Clinic at the University, located in the city at the Grafton Campus. The clinic is open to the general public and final year Optometry students are responsible for the examination and visual welfare of the patients they see in the Optometry Clinic. The Clinic is fully equipped and all examinations are conducted under the supervision of qualified Optometrists. Appointments are necessary and can be made at the Clinic between 9am and 5pm (Mon to Fri) Phone 3737527 (Grafton). [http://www.clinics.auckland.ac.nz/en/about/our-services/optometry/op-our-services.html](http://www.clinics.auckland.ac.nz/en/about/our-services/optometry/op-our-services.html)
Recreation Sport Centre
A wide range of activities are offered to students at the Recreation Centre on the City and Tamaki Campuses. Phone 3737599 extension 84788 (City Campus).

Student Health
High quality general medical care is available to all students. Health staff offer advice on all aspects of general medicine, including contraception, adolescent and sexual health. The health service is staffed by an experienced team of highly skilled Registered General Practitioners (doctors) and Registered Nurses. Medical Specialists are also available. Appointments to see the doctor can be made through the receptionist and students with urgent problems may be seen between 9-10 am daily or by the nurse throughout the day without appointment. Student Health is available on the three main campuses:
City (Mon - Thurs 8am - 6.30pm, Fri 8am - 5pm. Telephone 3737599 extension 87681 or 87682)
Grafton (Mon and Fri 9am - 3pm, Tues and Thurs 9am - 4pm. Telephone 3737599 extension 86962)

Student Learning Services
The Student Learning Services (SLS) provides professional development for University of Auckland students. The Centre facilitates the acquisition of effective academic learning and performance skills in students, and helps those who encounter difficulties in their studies. Academic tutors teach process skills that are crucial to academic success. The SLS's programmes cater for the learning needs of all students from first year undergraduates to postgraduates. Classes are free. There is a small charge for individual tutorials or coaching. The SLS can be contacted via the Philson Library as they are now available at Grafton Campus as well as City Campus.
http://www.library.auckland.ac.nz/about-us/student-learning-services

Student Parents
The University strives to support parents who have returned or are in the process of studying. The University has four crèches and a Kohanga Reo (Māori Language Nest), as well as Library space, ‘Parent space’ and a Resource Officer.
http://www.auckland.ac.nz/uoafor/currentstudents/personalsupport/supportforstudentsparents.cfm

Transport
Moving between campuses, or getting from home to campus, is made easy by the range of transport options available.

Uniguides
Uniguides is a programme that offers mentoring of new students by existing students at The University of Auckland.
https://www.auckland.ac.nz/en/for/current-students/cs-student-support-and-services/cs-
University Bookshop
University Bookshop supplies all texts for University of Auckland papers. They offer a number of services for students including a 10% student discount on most titles.
http://www.ubsbooks.co.nz/

University Libraries
The University of Auckland Library system covers all campuses and includes the General Library plus 13 specialist libraries as well as three Information Commons facilities. Nearly two million print volumes are held and there is a world class range of electronic resources. There are well over 4000 seats at workstations and study spaces.

The Philson Library is the library for all subjects taught at the Faculty of Medical and Health Sciences and is located on the first floor of Building 505 (Grafton Campus).

Library Electronic Academic Resources Network (LEARN) is the University’s Library website. It is the key to finding what resources (both print and electronic) are available for a specific subject; and where the print resources are located. It gives access to a wide range of electronic resources such as databases, e-journals, e-books, etc. and is available from many different locations (home, within any of the libraries, student computer labs, etc.).
http://www.library.auckland.ac.nz/

Be sure to take advantage of library tours, searching and Database tutorials, which are offered at the start of each semester (these are advertised in all the libraries).

Additional services for students can be found at
www.auckland.ac.nz/uoa/for/currentstudents/currentstudents.cfm
Bachelor of Pharmacy

Programme Curriculum

2019
Bachelor of Pharmacy Overview

The Bachelor of Pharmacy degree is a four year programme. On graduation you can proceed to undertake a one-year pre-registration training period (internship) administered by the Pharmaceutical Society of New Zealand which will prepare you for registration as a pharmacist.

The BPharm degree can be used as an entry point to a large number of interesting careers. As well as professional practice in community or hospital pharmacy, graduates can seek employment in research, teaching, medical publishing, the pharmaceutical industry, regulatory authorities, and so on. During the BPharm programme you will receive timely and comprehensive information about the internship year, and subsequent career opportunities.

As you progress through the BPharm degree, the courses will become more specific to pharmacy but will still receive teaching input from other disciplines. This opportunity for inter-professional learning is seen as one of the major strengths of the degree and there are a number of specific inter-professional learning projects currently in the programme.

In line with the changing nature of pharmacy practice, there will be an emphasis on both the scientific basis of pharmacy practice, and its clinical application.

Aims and Principles of the BPharm Degree

The aim of the BPharm programme is to provide you with the knowledge, skills and attitudes to assume the role of “medication expert” in society. This phrase encompasses the whole range of activities pertaining to medicines, from initial discovery to pharmacological activity, formulation, choice for individual patients, legal requirements, cost considerations and so on.

Some of the underlying principles of the BPharm programme include:

- A strong foundation in the physical, biological, and social sciences
- A research-based focus and an evidence-based emphasis in teaching and learning
- Effective utilisation of information technology
- An understanding of the medication and health needs of both individuals and specific populations
- Integration of learning and its application to pharmacy practice
- Facilitation of independent learning skills and broad graduate capabilities such as analysis, critique and synthesis
- Development of excellent communication and interpersonal skills
- A strong ethical context for learning and practice
- Development of a commitment to lifelong learning.
BPharm Modules of Learning

The structure of the BPharm programme is broken down into three Parts: Part II, Part III and Part IV. Each part comprises courses that integrate and build up integrated modules of knowledge, skills and understandings that are applied in a range of settings.

These include: Applied Science, Pharmaceutical Science and Practice, Integrated Systems (e.g. Dermatology, Men’s and Women’s Health etc.), Clinical and Professional Skills and Experiential Learning Placements. Interwoven across these larger modules are a series of smaller compulsory modules of learning which include: Module to Market, Māori Health Intensive, Quality and Safety and Inter-professional Learning Simulation Week.

Visual Overview of BPharm Curriculum Modular Elements

All modules of learning that have been developed are compulsory and attendance is critical for your successful development and also to continue to the next part of the BPharm.

**Note:** Failure to attend or complete all required modules of learning (even if they are only 1 day) can mean failure to complete an entire course which could lead to having to repeat an entire year of study.

Academic Issues

You are about to undertake some of the best science and health science courses in the world. A number of the classes in which you are enrolled are large and it is easy to become ‘lost’ in these if you let this happen. It is vital to your success that you address any problems you are having early and to seek support if you are struggling in any areas of your learning.
Future-focused Aspirations

The University of Auckland’s School of Pharmacy is at the forefront of pharmacy education internationally; we firmly believe our graduates measure up against the world’s best.

In recent years, the Bachelor of Pharmacy curriculum, teaching and learning experiences have shifted significantly to ensure our graduates are future-focused and change capable in the dynamic health sector. Previously the focus was more on traditional drug chemistry and delivery. The programme is now much more focused on knowledge integration and application through a range of out-of-class experiential alongside classroom-based experiences and integrated cases. Our students need to bring an active approach to learning to be successful in the programme – rote memorization of facts is not enough to succeed. The BPharm incorporates aspects such as understanding how drugs are developed, examining issues relating to patient use and adherence, as well as developing strategies to consider how pharmacists can optimise patient care through interaction with other health professionals and family/whānau.

The aim of our programme is to ensure you develop and can demonstrate a broad range of necessary knowledge, competencies, values, beliefs and understandings to ensure you can take a leading role at the forefront of the future pharmacy workforce – in community, hospital, industry or academic settings in New Zealand or abroad.

Professional and Growth-Oriented Mindset

The Bachelor of Pharmacy is a professional programme that for many students after graduation will lead to applying for a role as an intern pharmacist. This makes it quite different to other bachelor degrees that offer students a range of learning pathways, courses and quite varied and uncertain career pathways. This means from day one in the programme it is important for you to adopt a professional approach to each class you attend and within each placement you participate in externally to our School. Every lecture, tutorial, workshop, placement day and assessment item has been carefully created to ensure you develop the necessary competencies to be effective upon graduation should you choose to pursue a career as a registered pharmacist. It goes without saying that attendance in all parts of the programme is absolutely critical to your success.

Equally important is the type of mindset you bring to your study, learning and feedback from lecturers and placement preceptors. Are you familiar with the concept of a “growth mindset” (Carol Dweck, 2007)\(^1\). If this concept of a growth-oriented mindset is new to you, you may wish to view Carol’s TED Talk where she describes the significance of a growth mindset in learning and life.

\(^1\) “The power of believing that you can improve” Carol Dweck
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-431283
Have a look at the chart below to consider what type of mindset you currently bring to your study, to obstacles and challenges you may face, and to feedback you receive as well as the beliefs you have about effort and success.

**Visual Comparison of Fixed Mind-set vs Growth Mind-set**

![Two Mindsets Diagram](image-url)

- **Fixed Mind-set**: Intelligence is static
  - Leads to a desire to look smart and therefore a tendency to...
    - **Challenges**: avoid challenges
    - **Obstacles**: give up easily
    - **Effort**: see effort as fruitless or worse
    - **Criticism**: ignore useful negative feedback
    - **Success of Others**: feel threatened by the success of others
  - As a result, they may plateau early and achieve less than their full potential.

- **Growth Mind-set**: Intelligence can be developed
  - Leads to a desire to learn and therefore a tendency to...
    - **Challenges**: embrace challenges
    - **Obstacles**: persist in the face of setbacks
    - **Effort**: see effort as the path to mastery
    - **Criticism**: learn from criticism
    - **Success of Others**: find lessons and inspiration in the success of others
  - As a result, they reach even higher.

Graphics by Nigel Holmes based on research by Carol Dweck [http://dweeb.org](http://dweeb.org)
Graduate Competencies and Reflective Practice

The New Zealand competence standards for all pharmacists outline the following “eight star pharmacist” roles that are essential for all pharmacy professionals (Competence Standards for the Pharmacy Profession, Pharmacy Council of New Zealand, pg. 5).

Eight Star Pharmacist Roles

![Diagram of eight star pharmacist roles]

Even at the beginning of your study journey in the BPharm, it is important to think about how you can develop these eight areas of competence. Your reflections and activities you will complete in your Experiential Placement Module e-portfolio will be a significant part of this development.

Cultural Competence

The Pharmacy Council has revised the Competence Standards into a frame-work with multiple domains. Domain M1: Professionalism in Pharmacy reads ‘that cultural competence, clinical competence and ethical conduct are integral to professional pharmacy practice’. In future, all pharmacists will be required to demonstrate that they can practice in a culturally competent manner.

Cultural competence or cultural confidence, goes beyond an awareness of or sensitivity to another culture to include the ability to use that knowledge in cross-cultural situations. It includes the development and implementation of processes, procedures and practices that support the delivery of culturally appropriate services. A number of your learning and assessment experiences across the BPharm programme have been designed to support you in your development of cultural competence as a pharmacy professional.
Academic Independence

You will notice according to your timetable there are a number of periods of time in which you have no direct contact with teaching staff (i.e. no scheduled classes). This should not be regarded as ‘free time’ but rather as time for preparation, writing up laboratory reports, working on cases and completing assignments.

By Part II of the BPharm programme, Course Directors, Module Leaders, teachers and tutors will expect you to be capable of managing your study, assignments and test preparation workload mostly independently. If you have any concerns about your ability to do this, please ensure you contact the Student Learning Services team who can support you in developing a study planner and in developing time management skills and strategies to be successful academically.

In your first weeks it would be very helpful to use any unscheduled time in your timetable by getting to know the library systems and the required and recommended text books for your studies as well as looking at workshops run by Student Learning Services to support academic writing, reading, listening and presenting skills.

To keep in mind throughout the year in your study

Be Active.
Be Pro-active.
Be Dedicated.
Be Professional.

And most of all: BE CURIOUS

We wish you an exciting journey ahead in the BPharm programme.
Bachelor of Pharmacy

Part Three

Part III (32w)

Compulsory Part III Courses

Semester 1:
- Pharmacy 311 Pharmacy 2 - Points 60

Semester 2:
- Pharmacy 312 Pharmacy 3 - Points 60
PHARMACY 311
Pharmacy 2

Semester
One

Points Value
60

Pre-requisites
PHARMACY 211, 212, 213

Course Director
Dr Manisha Sharma
manisha.sharma@auckland.ac.nz

Module Leaders
Respiratory: Dr Nataly Martini
n.martini@auckland.ac.nz

Cardiovascular: Dr Mohammed A Mohammed
mohammed.mohammed@auckland.ac.nz

Hepatic/Renal: A/Prof Shane Scahill
s.scahill@auckland.ac.nz

Clinical and Professional Skills 2: Mrs Keryl Cunningham and Dr Joanne Lin
keryl.cunningham@auckland.ac.nz and joanne.lin@auckland.ac.nz

Placement 2: Lynne Bye
l.bye@auckland.ac.nz

Recommended Text(s):
To be advised.

Assessment:
Respiratory: Exit Test 17%
Cardiovascular: Exit Test 20%
Hepatic/Renal: Exit Test 13%
Integrated Assignment 20%
Clinical and Professional Skills 2
- Law and Ethics Assignment 10%
- OSCE 20%
Placement 2 Pass/Fail

Course Requirements:
Refer to BPharm Assessment Policy for further detail on mandatory pass elements.

Course Outline:
Objectives of the course
To further develop skills and knowledge in medicines optimisation, formulation development, and the delivery of clinical pharmacy services.

Course learning outcomes
After completing the course students should be able to:
- critically discuss how drug treatment of individual patients can be optimised with reference to respiratory, cardiovascular, hepatic and renal disorders diseases and disorders;
- demonstrate emerging/developing skills in medicines information, pharmaceutical formulation interpretation of the law related to pharmacy, ethical reasoning, dispensing, adherence support, clinical communication, physical assessment and management.

Course Description:
The optimal drug treatment of respiratory, cardiovascular, hepatic and renal diseases and disorders are explored through an integrated multidisciplinary systems-based approach. Clinical pharmacy skills in law and ethics, dispensing, medicines information, adherence support, clinical communication, physical assessment and management are further developed. Experiential learning placements are undertaken in community and hospital pharmacies.
PHARMACY 312
Pharmacy 3

Semester: Two
Points Value: 60
Pre-requisites: PHARMACY 311
Course Director Dr Nataly Martini n.martini@auckland.ac.nz 923 2150
Module Leaders Endocrine: Dr Nataly Martini n.martini@auckland.ac.nz
Women's and Men's Health: Dr Mohammed Mohammed mohammed.mohammed@auckland.ac.nz
Eye, Ear, Nose and Throat, Dental: Dr Nadir Kheir n.kheir@auband.ac.nz
Haematology: Dr Nadir Kheir n.kheir@auband.ac.nz
Clinical and Professional Skills 3: Emma Batey and Mrs Maureen McDonald e.batey@auband.ac.nz and maureen.mcdonald@auband.ac.nz
Placement 3: Lynne Bye and Stephanie Yee l.byte@auband.ac.nz and stephanie.yee@auband.ac.nz

Recommended Text(s): To be advised.

Assessment:

Endocrine: Exit test 13%
Women's and Men's Health: Exit test 13%
Eye, Ear, Nose and Throat, Dental and Haematology: Exit test 24%
Integrated Assignment 20%
Clinical and Professional Skills 3
Coursework/test 10%
OSCE 20%
Placement 3 Pass/Fail
Interprofessional Quality and Safety Learning Programme Pass/Fail

Course Requirements: Refer to BPharm Assessment Policy for further detail on mandatory pass elements.

Course Outline:

Objectives of the course
To develop increasingly refined skills and knowledge in medicines optimisation and the delivery of clinical pharmacy services.

Course learning outcomes
After completing the course students should be able to:

• critically discuss and contrast/outline how drug treatment of individual patients can be optimised with reference to endocrine, haematological, eye, ear, nose, throat and dental diseases and disorders, as well as and women's and men's health issues;

• demonstrate expanding skills in applying medicines information, interpretation of the law related to pharmacy, ethical reasoning, dispensing, clinical communication, management, quality and safety practices, and basic research methods.

Course Description:
The optimal drug treatment of endocrine, haematological, eye, ear, nose, throat, and dental diseases and disorders, and women's and men's health issues are explored through an integrated multidisciplinary systems-based approach. Clinical pharmacy skills in law and ethics, dispensing, medicines information, clinical communication, management, quality and safety, and research skills are further developed. Experiential learning placements will be undertaken in community and hospital pharmacies.
BPharm Integrated Curriculum Programme Outline 2019

Part II (32w)

PHARMACY 211 Applied Science for Pharmacy
- Chemistry 5.5w
- Pharmacology 3.5w
- Pathology 4w

PHARMACY 212 Pharmaceutical Science and Practice
- Clinical Pharmacy Practice and Human Behaviour 7.5w
- Pharmaceutical Science 5.5w

PHARMACY 213
- MHI* 4d
- Dermatology 4w
- Infectious Diseases 4w
- Gastro-Intestinal System 4w
- Placements 10d
- C & P Skills 1

*Major Health Intensive  **Molecule to Market Day

Part III (32w)

PHARMACY 311
- Respiratory System 4w
- Cardiovascular System 5w
- Hepatic/Renal Systems 3w
- Placements 2w
- C & P Skills 2

PHARMACY 312
- Endocrine System 4w
- Placement 2w
- Women's & Men's Health 3w
- Eye/Ear/Dental 3w
- Haematology 2w
- C & P Skills 3

Part IV (32w)

PHARMACY 411
- Oncology 3.5w
- Neurology 4w
- Psychiatry 4w
- Placement 2w
- C & P Skills 4*

PHARMACY 410 Research

PHARMACY 412
- Rheumatology 2w
- Pediatrics 3w
- Care of the Elderly 3w
- Integrated Therapeutics 3w
- Placement 2w
- C & P Skills 5*

*4-day interprofessional simulation experience will occur in either PHARMACY 411 or 412.