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Debre Berhan University

Asrat Woldeyes Health Science Campus

Asrat Woldeyes Health Science Campus

School of Pharmacy

Learning and Teaching Manual

September, 2025

Debre Berhan, Ethiopia

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ABBREVIATIONS/ ACRONYMS

AC:	Academic Commission
ARC:	Admission and Recruitment Committee
AVP:	Academic Vice President
COC:	Certificate of Competency
MoE:	Ministry of Education

1. Chapter one

1.1. Background of School of Pharmacy

Asrat Woldeyes Health Science Campus, Pharmacy Program at Debre Berhan University has been at the forefront of the institution's efforts to advance pharmaceutical care, manufacturing, supply chain and foster healthcare education in Ethiopia. The department of pharmacy in this university was formally established in 2018 with the goal of meeting societal demands and national health priorities by producing graduates who are knowledgeable, skilled, capable of providing high-quality patient care, and entrepreneurship through practice-oriented education to meet the evolving needs of patients in a global context. The program started without having a hospital teaching but used Debre Berhan General Hospital as a place for clinical practice. Despite this limitation, the program set the groundwork for academic and clinical distinction.

Since the program opened, the program has graduated 40 skilled BSc Pharmacy professionals, who now work in hospitals and health centers in Ethiopia. Today, the program has grown and is supported by 37 academic staff. The curriculum progressed from its original modular system to an outcome-based curriculum, with an emphasis on competency, clinical judgment, and patient safety.

For the purpose of practical training, the course has basic and skills lab equipped with all necessary devices and is managed by lab coordinator. The room provides students with formal settings to acquire and refine major basic and skills in a safe and controlled environment. One of the largest breakthroughs in the development of the program was the establishment of University Teaching Hospital which came to replace the previous reliance on the general hospital. The new teaching hospital offers an improved and integrated clinical learning experience with improved facilities and integration of instruction to facilitate high-quality, experiential education for pharmacy students.

Besides clinical and academic training, the program promotes research and community service by faculty and students to inform Ethiopian Pharmacy policy and practice. The program also works actively with national professional association such as the Ethiopian pharmaceutical association and international collaborators to strengthen capacity, governance, and academic collaboration. The Pharmacy program remains devoted to the production of morally excellent, well-trained pharmacy

professionals, committed to improving pharmaceutical care, manufacturing, supply chain and advancing Ethiopia's goals of universal health coverage and better health outcomes for all.

1.2. Vision, Mission, and Values of School of Pharmacy

1.2.1. Vision

Debre Berhan University, pharmacy program aspires to be one of nationally leading program in practice-oriented teaching and research by 2030

1.2.2. Mission

Mission 1: To prepare knowledgeable, skilled and attitudinally matured graduates for the job market and entrepreneurship by providing practice-oriented education

Mission 2: To enhance and promote applied research focusing on innovation and technology transfer to create sustainable and knowledge-based industries and societies

Mission 3: To establish strategic partners to strengthen practice- oriented education, research and community engagement

1.2.3. Values of school of Pharmacy

The following are the values cherished by Pharmacy2 program

1. Espouse the values of honesty, integrity, transparency and accountability.
2. Uphold professional ethics and moral standards in training, research and practice.
3. Provide leadership in setting the national and international pharmaceutical agenda
4. Promote innovative research that addresses current and evolving health challenges.
5. Promotion of quality pharmaceutical services.
6. Recognize meritocracy and teamwork in research and practice.
7. Nurture responsible professionalism through a culture of mentorship and role modeling.
8. Promote sensitivity and responsiveness to social needs.

CHAPTER TWO

2. Introduction of the Manual

2.1. Scope of the Manual

- This Teaching and Learning manual is applicable to all instructional and educational activities carried out by the school of Pharmacy, in alignment with the approved program and curriculum.

2.2. General Objective

- The main objective of the manual is to develop and implement practical guidelines to govern teaching and learning activities within Pharmacy programs.

2.3. Specific Objectives

- To maintain high-quality pharmacy education by developing and implementing standardized teaching and learning manual and guidelines specific to the pharmacy programs across the university.
- To enhance pharmacy teaching and clinical training through outcome-based, and practice-oriented educational approaches.
- To foster a student-centered learning environment within the pharmacy program that challenges and supports students, encouraging active participation in their learning, clinical decision-making and professional development.
- To implement robust assessment methods and provide timely, constructive feedback to ensure continuous improvement in Pharmacy knowledge, skills, and clinical practice.
- To enforce a consistent and transparent grading system across all campuses involved in Pharmacy education.

CHAPTER THREE

3. Admissions and related issues

3.1. Admission Framework

Under the new national educational system, all students are required to complete their **first-year first semester freshman courses** before becoming eligible for program-specific admission. This preliminary academic exposure allows students to develop a solid foundational understanding and reflect on their interest in pursuing a challenging healthcare discipline like pharmacy.

3.1.1. Program Admission Criteria

The school of Pharmacy at Debre Berhan University has established a strict and structured set of admission criteria designed to select students who demonstrate academic strength, physical and psychological resilience and the potential to meet the demanding nature of pharmacy practice. The criteria include:

The school welcomes applications from students achieving excellence in a wide range of qualifications the applicant should Satisfy the academic rules and regulations of the DBU. Besides those criteria set by the university the applicant expected to be pass programe entrance exam given by the school. Candidates must also complete the University's first-year-first semester common courses, after which their admission eligibility is evaluated using a composite score: 20% from Grade 12 EHEE results; 50% from the Cumulative Grade Point Average (CGPA) of first-year-first semester common courses; and 30% from a program-specific entry examination. Typically, a minimum combined score of 80% is required, though this may be adjusted annually based on applicant performance and intake capacity. Physical and mental fitness is a critical criterion, given the hands-on nature of Pharmacy work; applicants with disabilities that impede safe and effective manipulation of pharmacy activities are excluded to maintain professional standards and safety.

The school applies affirmative action by awarding additional points to female applicants and those from disadvantaged regions, reflecting national policies aimed at increasing diversity and equitable representation in higher education. Additionally, diploma and advanced diploma holders who have passed the Certificate of Competency (COC) exam may access the program through a bridging

mechanism, provided they satisfy academic and professional standards.

3.2. Evaluation and Monitoring

To maintain the quality and integrity of the admission process, the Department conducts ongoing evaluations that include:

- 3.2.1. Monitoring academic and clinical performance of admitted students.
- 3.2.2. Gathering feedback from instructors on student readiness and progress.
- 3.2.3. Tracking dropout rates, remediation cases, and areas of academic difficulty.
- 3.2.4. Adjusting admission weighting or support systems (e.g., tutorial programs) as needed

3.3. Students Orientation

- 3.3.1. Orientation shall be given for the newly registered students at Asrat Woldeyes health science campus before the beginning of classes.

3.3.2. Goals and Objectives

The goals and objectives of new student Orientation are:

- 1.8.2.1. To introduce about pharmacy program regarding scope, carrier, compulsory and common courses
- 1.8.2.2. To introduce Pharmacy students to the campus/ hospital services that will support their academic and personal development, including access to the library, medical simulation labs, information technology, academic advising, and student support services.
- 1.8.2.3. To facilitate initial academic advisement, including selection of Pharmacy-related courses, clinical rotation schedules, and guidance on departmental expectations and program structure.
- 1.8.2.4. To familiarize Pharmacy students with the campus environment, including classrooms, laboratories, skills labs, simulation centers, and clinical training sites.
- 1.8.2.5. To create a supportive atmosphere that reduces anxiety, encourages professional confidence, and fosters enthusiasm for learning and clinical training in the field of Pharmacy.
- 1.8.2.6. To provide a welcoming environment where Pharmacy students can interact with faculty, clinical instructors, and administrative staff who will support their academic journey.
- 1.8.2.7. To offer families of new Pharmacy students' comprehensive information about the program's structure, clinical training requirements, and available academic and student service resources.
- 1.8.2.8. To ensure that pharmacy students are informed of their rights and responsibilities, including academic integrity, patient safety protocols, and ethical conduct in clinical settings

3.4. Role of Academic Advisors

Academic staff assigned as advisors shall assume the roles and responsibilities to:

Guidance and Counseling

- 3.4.1.1.** Provide timely and constructive academic advising to meet individual students' needs.
- 3.4.1.2.** Assist students in interpreting curriculum requirements, course offerings, and clinical rotation schedules.
- 3.4.1.3.** Assist students in setting realistic learning objectives and individualized study and career plans.

Monitoring Student Progress

- 3.4.1.4.** Track students' academic progress, attendance, and clinical skill achievement on a regular basis.
- 3.4.1.5.** Identify students who are having academic or personal difficulty and coordinate timely interventions or referrals.
- 3.4.1.6.** Maintain records of advising sessions, follow-up actions, and reports of student progress.

Mentorship and Motivation

- 3.4.1.7.** Serve as a mentor by encouraging professional conduct, ethical practice, and commitment to patient safety.
- 3.4.1.8.** Foster a positive learning environment that enhances critical thinking, independent learning, and resiliency.
- 3.4.1.9.** Encourage student participation in research, community service, co - and extracurricular activities related to Pharmacy.

Facilitating Communication

- 3.4.1.10.** Act as a liaison between students and other faculty members, clinical supervisors, and administrative offices.
- 3.4.1.11.** Guide students through institution policies, academic rules, and examination procedures.
- 3.4.1.12.** Provide open channels of communication where students can share concerns and seek guidance.

Career and Professional Development

- 3.4.1.13.** Guide students in the process of career exploration in Pharmacy and allied health professions.
- 3.4.1.14.** Provide guidance on further education possibilities, specialization, and ongoing

professional development.

- 3.4.1.15.** Prepare students for professional licensure, certification exams, and job placement.

Supporting research and Scholarly Activities:

- 3.4.1.16.** Encourage participation in research activities and help students develop critical appraisal skills.

- 3.4.1.17.** Guide students in scientific writing, presentation, and dissemination of research studies.

Maintaining Confidentiality and Ethical Standards:

- 3.4.1.18.** Ensure confidentiality and respect in all matters pertaining to the students.

- 3.4.1.19.** Encourage and demonstrate ethical conduct in line with the standards of the profession and institutional policy.

3.5. Role of Students

1. Academic Responsibilities

Attend All Class and Clinical Placement:

- All lectures, tutorials, skill lab class, and clinical placements as time tabled must be attended by the students.
- Attending lectures and classes regularly is necessary for the grasping of theoretical concepts as well as the development of basic lab. and practical skills.

Active Participation:

- Students will be actively engaged in discussion, group work, case-based learning, and simulation to promote critical thinking and clinical reasoning.

Complete Assignments and Assessments:

- There should be firm deadlines for completing homework, projects, presentations, and examinations. Students should be expected to submit academic deadlines and original work prepared by them.

Pursue Academic Excellence:

- Pharmacy students should strive to maintain an excellent GPA, especially in fundamental courses such as pharmacology, anatomy, physiology, and pathology.

2. Clinical Responsibilities

Patient Safety and Ethical Practice:

- Patients' safety must be ensured, confidentiality maintained, and professional boundaries and ethical codes of conduct to be followed at all clinical scenarios.

Case Preparation:

- Before participating in clinical service, students must learn patient history, understand pharmacy plans, and be well informed regarding pharmaceutical care guidelines.

Documentation:

- Accurate, complete, and legible recording of pharmaceutical care, patient dispensary data and procedures in a timely manner laboratory work must be done in accordance with hospital or practice site protocol.

3. Professional Behavior

Respect for Faculty and Clinical Staff

- Students are to be respectful, professional, and responsive to instructor, preceptor, and other health professional comments.
- Punctuality and discipline
- Arrival to class, lab, and operating rooms on time is expected. Discipline reflects commitment to the profession.
- Dress code and hygiene: Dress appropriately in clinical uniforms, remain serious about personal hygiene, and adhere to institutional dress code and infection prevention measures.

4. Personal and Professional Development

Time Management:

- Management of study at the university, practice at the clinical setting, and self-care entail effective planning of time and priorities.

Self-Directed Learning:

- Students need to take the initiative to study scientific literature, participate in seminars, and pursue other learning experiences outside the classroom.

Stress Management:

- The work of Pharmacy is characterized by extensive working hours and emotional stress. Students need to acquire coping skills, ask for help when necessary, and remain mentally healthy.

5. Communication and Teamwork

Interpersonal Skills:

- Effective oral and written communication with patients, teachers, operating room staff, and colleagues in a respectful, clear, and professional manner is essential.

Collaboration:

- Pharmacy students are part of multidisciplinary teams. Safe patient care and learning require collaboration, mutual respect, and joint responsibility.

4. Research and Continuous Improvement

Participation in Research:

Students are encouraged to take part in research work, projects, or presentations to acquire knowledge in Pharmacy and improve practice standards.

Lifelong Learning

Pharmacy is a rapidly evolving field. Students should cultivate a culture of lifelong learning to remain current with technological advancements, guidelines, and clinical practice.

5. Ethical and Legal Awareness

Adhere to Medical Ethics

- ✓ Students must reflect honesty, integrity, and professionalism in all areas of learning and clinics.

Adherence to Policies:

- ✓ Adhering to university policies, hospital regulations, and legal procedures is non-negotiable

CHAPTER FOUR

4. Academic calendar and duration of study

Total Program Overview

Aspect	Details
Degree Title	Bachelor of Science Degree in Pharmacy (BPharm)
Awarding Institution	Debre Berhan University
Total Duration	5 years (10 semesters)
Total Credit	350 ECTS /32 module
Start Year	2010 E.C / 2018 G.C
Admission Type	Regular
Level According to EQF	Level VII

Module Sequencing by Semester and Year Year I Semester I

Module code	Module title	Course Code	Course Title	Course ECTS	Mode of delivery	Duration (hrs)	Lecture+ Tutorial+ Lab per week (hrs)
Enla-M1014	English Language Skills	FLEn1011	Communicative English Skill I	5	Parallel	135	3+0+0
Sshm-M1014	Social sciences and humanities	Psch 1011	General Psychology	5	Parallel	135	2+1+0
Sshm-M1014	Social sciences and humanities	LoCT 1011	Critical Thinking	5	Parallel	135	3+0+0
Sshm-M1014	Social sciences and humanities	GeES1011	Geography of Ethiopia & the Horn	5	Parallel	135	3+0+0
		Math 1011	Math for Natural Sciences	5	Parallel	135	2+1+0
		Phyc-1011	General Physics	5	Parallel	135	2+1+0

*** There will be a total ECTS of 33 if the NC Physical Fitness course is added**

Year I Semester II*(20 Weeks semester)

Module code	Module title	Course Code	Course Title	Course ECTS	Mode of delivery	Duration	Lecture+ Tutorial+ Lab per week (hrs)
Enla-M1014	English Language Skills	FLEn1012	Communicative English Skill II	5	Parallel	135	3+0+0
		EmTe 1021	Introduction to Emerging Technologies	5	Block	135	12+4+0
		GlTr 1012	Global Trends	3	Parallel	81	2+0+0
Biom-M1033	Biomedical sciences-I	Anat1031	Human Anatomy and Histology	7	Parallel	189	4+1+2
Biom-M1033	Biomedical sciences-I	Phyl1032	Human Physiology-I	5	Parallel	135	3+1+0
Chem-M1043	Chemistry	Chem1041	Organic chemistry	5	Block	135	12+4+0
Semester Total				30 ECTS		810	

Year II Semester I*(20 Weeks semester)

Module code	Module title	Course Code	Course Title	Course ECTS	Mode of delivery	Duration	Lecture+ Tutorial+ Lab per week (hrs)
Sshm-M1014	Social sciences and humanities	Anth 1012	Social Anthropology	5	Parallel	135	3+0+0
Chem-M1043	Chemistry	Chem1042	Organic chemistry laboratory	2	Block	54	0+0+9
Biom-M2053	Biomedical sciences-II	Path2054	Pathology	5	Block	135	5+3+0
Phar-M2081	Pharmacognosy and Alternative Medicine I	Phar2081	Chemistry of Natural Products	5	Parallel	135	3+0+0
Biom-M2053	Biomedical sciences-II	Phyl2055	Human Physiology-II	5	Parallel	135	2.5+1+0
Biom-M2053	Biomedical sciences-II	Bioc2051	Biochemistry-I	5	Block	135	5+3+0
Biom-M2053	Biomedical sciences-II	Bioc2052	Biochemistry-II	5	Block	135	5+3+0
Biom-M2053	Biomedical sciences-II	Mbio2053	Microbiology, Immunology and Parasitology	7	Block	189	8+3+6
Phar-M2071	Introductory	Phar 2071	Introduction to pharmacy	2	Parallel	54	1+0+2
	Pharmacy Module						
Phar-M2071	Introductory Pharmacy Module	Phar2072	Pharmaceutical calculations	2	Parallel	54	1+3+0
Semester Total				43 ECTS		1161	

Year II Semester II* (20 weeks semester)

Module code	Module title	Course Code	Course Title	Course ECTS	Mode of delivery	Duration	Lecture+ Tutorial+ Lab per week (hrs)
		McIe-1012	Moral and Civic Education	3	Block	81	4+0+0
Phar-M2081	Pharmacognosy and Alternative Medicine I	Phar2082	Pharmacognosy	7	Parallel	189	4 +1+3
Phar-M2101	Pharmacology module I	Phar2101	Pharmacology-I	7	Parallel	189	4+1+3
Phar-M2111	Medicinal Chemistry module I	Phar2111	Medicinal chemistry-I	7	Parallel	189	4+1+3
Phar-M2091	Dosage form Sciences I	Phar2091	Integrated physical pharmacy and pharmaceutics-I	7	Parallel	189	4+1+0
Phar-M2091	Dosage form Sciences I	Phar2092	Practical Integrated physical pharmacy and pharmaceutics-I	2	Parallel	54	0+0+3
Com-H2063	Biostatistics and Epidemiology	ComH2061	Biostatistics**	3	Block	102	2+0+0
Com-H2063	Biostatistics and Epidemiology	ComH2062	Epidemiology**	3	Block	81	2+0+0
		Incl 1012	Inclusiveness	3	Parallel	81	2+0+0
Semester Total				42 ECTS		1155	

Year III Semester I* (20 weeks semester)

Module code	Module title	Course Code	Course Title	Course ECTS	Mode of delivery	Duration	Lecture+ Tutorial+ Lab per week (hrs)
Phar-M3121	Dosage form Sciences II	Phar3121	Integrated physical pharmacy and pharmaceutics-II	7	Parallel	189	4+1+0
Phar-M3121	Dosage form Sciences II	Phar3122	Practical Integrated physical pharmacy and pharmaceutics-II	2	Parallel	54	0+0+3
Phar-M3131	Pharmacology module II	Phar3131	Pharmacology II	7	Parallel	189	4+1+3
Phar-M3141	Medicinal Chemistry module II	Phar3141	Medicinal chemistry-II	5	Parallel	135	3+1+0
Phar-M3151	Pharmaceutical Analysis	Phar3151	Pharmaceutical analysis-I	7	Parallel	189	4+1+3
Phar-M3161	Pharmacotherapeutics Module I	Phar3162	Integrated therapeutics-I	7	Parallel	189	4+1+1
Phar-M3161	Pharmacotherapeutics Module I	Intm 3161	Physical assessment	2**	Block	54	1+0+3
Semester total***				37 ECTS		999	

**** The physical assessment course is co-requisite to Integrated therapeutics-I**

Year III Semester II * (20 weeks semester)

Module code	Module title	Course Code	Course Title	Course ECTS	Mode of delivery	Duration	Lecture+ Tutorial+ Lab per week (hrs)
Phar-M3191	Biopharmaceutics and Clinical Pharmacokinetics	Phar3191	Biopharmaceutics and Clinical Pharmacokinetics	7	Parallel	189	4+1+0
Phar-M3171	Pharmaceutical Technology I	Phar3171	Immunological and biological products	3	Block	81	4 +2+0
Phar-M3131	Pharmacology module II	Phar 3132	Clinical toxicology	3	Parallel	81	2 +2+0
Phar-M3181	Social and administrative pharmacy module I	Comh3181	Health service management and policies	5	Block	135	4 +0+0
Phar-M3161	Pharmacotherapeutics Module I	Phar3163	Integrated therapeutics-II	7	Parallel	189	4+1+2
		MGMT 1012	Entrepreneurship	5	Parallel	135	3 + 1+ 0
Phar-M3151	Pharmaceutical Analysis	Phar3152	Pharmaceutical analysis-II	7	Parallel	189	4+1+3
Semester total**				37		999	

Year IV Semester I* (20 weeks semester)

Module code	Module title	Course Code	Course Title	Course ECTS	Mode of delivery	Duration	Lecture+ Tutorial+ Lab per week (hrs)
Phar-M4201	Pharmaceutical Technology II	Phar4201	Industrial pharmacy	7	Parallel	189	4+0.5+3
Phar-M4211	Social and administrative pharmacy module II	Phar4211	Introduction to Pharmacoeconomics	5	Parallel	135	3+1+0
Phar-M4211	Social and administrative pharmacy module II	Phar4212	Pharmaceutical Supply Chain management	7	Parallel	189	4+1+0
Phar-M4221	Pharmacotherapeutics Module II	Phar4221	Integrated therapeutics-III	7	Parallel	189	4+1+2
Phar-M4231	Pharmacognosy and Alternative Medicine II	Phar4231	Complementary and alternative medicine**	3	Parallel	81	2+1+1**
Phar-M4241	Pharmacy practice Module	Phar4241	Drug informatics	3	Block	81	4+2+2
Phar-M4241	Pharmacy practice Module	Phar4242	Communication skills for Pharmacists	3	Block	81	4+2+2
Phar-M4241	Pharmacy practice Module	Phar4243	Pharmacy law and ethics	3	Block	81	4 +1+0
Semester total				38 ECTS		1026	

** Consider visits to botanical gardens/registered traditional healers or their settings/Health bureau regulating the traditional healers

Year IV Semester II * (20 weeks semester)

Module code	Module title	Course Code	Course Title	Course ECTS	Mode of delivery	Duration	Lecture+ Tutorial+ Lab per week (hrs)
Phar-M4211	Social and administrative pharmacy module II	Phar4213	Medical supplies, equipment and reagents	3	Block	81	4+1+0
Phar-M4211	Social and administrative pharmacy module II	Phar4214	Pharmaceutical Marketing and promotion	3	Block	81	4+2+2
Phar-M4221	Pharmacotherapeutics Module II	Phar4222	Integrated therapeutics-IV	7	Parallel	189	4+1+2
Phar-M4241	Pharmacy practice Module	Phar4244	Pharmacy practice***	7	Parallel	189	4 +0+6
Phar-M4241	Pharmacy practice Module	Nurs4245	First aid	3	Block	81	4 +2+10
Phar-M4241	Pharmacy practice Module	Com-H4246	Nutrition	3	Block	81	4 +2+0
Phar-M4252	Professional elective Module	*	Professional elective Course	5	Parallel	135	4+1+1
Phar-M4261	Pharmaceutical Research I	Phar4261	Research Methods	3	Block	81	4+1+0
Semester total****				34		918	

***The course shall be owned by all departments/units in the school/department of pharmacy and the theory and practice should give enough time for learning and practicing on the various areas of pharmacy practice such as pharmaceutical manufacturing, regulatory affairs, quality control, supply chain management, etc.

Year V Semester I and Year V Semester II

Final year attachment clerkship will be year-based. Student assessment will be made at the end of the year

Module code	Module title	Course Code	Course Title	Course ECTS*	Mode of delivery	Duration	Number of weeks
Phar-M5271	Pharmacy clerkship I	Phar5271	Ambulatory care clerkship	5	Parallel	135	3
Phar-M5271	Pharmacy clerkship I	Phar5272	Drug information service Clerkship	3	Parallel	81	2
Phar-M5271	Pharmacy clerkship I	Phar5273	Internal medicine clerkship	7	Parallel	189	4
Phar-M5271	Pharmacy clerkship I	Phar5274	Hospital pharmacy clerkship	7	Parallel	189	4
Phar-M5281	Pharmacy clerkship II	Phar5281	Pediatric clerkship	7	Parallel	189	4
Phar-M5281	Pharmacy clerkship II	Phar5282	Gynecology, obstetrics and family planning clerkship	3	Parallel	81	2
Phar-M5281	Pharmacy clerkship II	Phar5283	Pharmaceutical Manufacturing Clerkship	5	Parallel	135	3
Phar-M5281	Pharmacy clerkship II	Phar5284	Community pharmacy clerkship	5	Parallel	135	3
Phar-M5292	Professional elective Clerkship	***	Elective attachment	5	Parallel	135	3
Phar-M5301	Pharmaceutical Research II	Phar5301	Directed study	5	Parallel	135	NA
Com-HM5311	Team Training Program	ComH5311	Team training program	7	Blocked	189	6
Phar-M5321	Comprehensive exit Exam	Phar5321	Comprehensive exit exam	Non credit	Block	NA	3 weeks for preparation
Semester total				59 ECTS		1593	37**

**** A one-week off after major pharmacy clerkships is recommended and students are encouraged to plan their time so that they can find extra time for data collection and/or experiments to fulfil the directed study requirements.**

Module/Course Equivalency (in case module/course title or ECTS is changed; or module/course substituted equivalency should be established)

Module/Course Equivalency							
NEW				OLD			
Module Title	Module ECTS	Course title	Course ECTS	Module Title	Module ECTS	Course title	Course ECTS
Pharmacology module II	10	Clinical toxicology	3	Pharmacology Module	17	Applied toxicology	3
Social and administrative pharmacy module II	18	Pharmaceutical Supply Chain Management	7	Social and administrative pharmacy	21	Drug supply management	5
Pharmacy practice module	22	Pharmacy practice	7	Pharmacy practice	25	Pharmacy practice II	5
				Pharmacy practice	25	Pharmacy practice I	5
Dosage form Sciences I	9	Integrated physical pharmacy and pharmaceutics-I	7	Dosage form Sciences	18	Integrated physical pharmacy and pharmaceutics-I	9
		Practical Integrated physical pharmacy and pharmaceutics-I	2				
Dosage form Sciences II	9	Integrated physical pharmacy and pharmaceutics-II	7	Dosage form Sciences	18	Integrated physical pharmacy and pharmaceutics-II	9
		Practical Integrated physical	2				

Academic Year	Total ECTS
Year I	60
Year II	85
Year III	74
Year IV	72
Year V	59
Total	350

CHAPTER FIVE

5. ACADEMIC STAFF ISSUES AND RELATED MATTERS

- ✓ Academic staff shall be selected based on merit and fitness; ensuring candidates possess the requisite integrity, qualifications, experience, and competence.
- ✓ Recruitment decisions prioritize candidates' academic performance, prior experience, research, and publications, with specific weightings assigned for different ranks.
- ✓ Non-Discrimination
- ✓ Selection and recruitment shall be conducted without prejudice to ethnic origin, sex, religion, or any other ground, ensuring equal opportunity.
- ✓ Competitive Recruitment Process
- ✓ Vacant academic positions shall be filled through open competition by announcing vacancies internally and/or externally to attract qualified candidates.
- ✓ Advertisements for academic staff recruitment must have national reach and coverage, utilizing media such as newspapers, television, and the internet.

Age and Qualification Requirements

- ✓ For Graduate II Assistants, Assistant Lecturers, and Lecturers, applicants must be no older than 40 years at the time of application.
- ✓ For Assistant Professors or PhD holders with experience, the age limit is 50 years, with exceptions considered under special circumstances approved by the Academic Vice President (AVP).

Specific CGPA requirements apply:

- ✓ Lecturers: Minimum CGPA of 3.5 for males and 3.25 for females, or 3.0 for males and 2.75 for females for BA/BSc/LLB/MD/DVM degrees.
- ✓ Assistant Professors: Must hold a PhD, MD, or DVM with a specialty certificate or equivalent.
- ✓ Associate Professors and Professors: Require a PhD or equivalent, or an MD/DVM with specialty/sub-specialty certificates, or a Master's degree with specified experience.
- ✓ Transparent Selection Criteria

Recruitment criteria vary by position and include:

- Assistant Professor and Above: Academic performance (20%), interview (20%), and research/publications (60%).
- Lecturer: Prior academic work (10%), experience (30%), prior academic performance

(30%), written examination (40%), and interview (20%).

- Graduate Assistant/Assistant Lecturer: Specific criteria include academic qualifications and potential for development.
- The university ensures clear and transparent advertisement of job titles, qualifications, experience, and other necessary information.

Contract-Based Employment

- Academic staff employment is on a contractual basis, with the duration determined by the respective employment contract.
- Probationary Period
- Successful candidates are probationally employed for 90 working days upon submission of a medical certificate, police clearance, and, if applicable, a clearance letter from a former employer.
- The probation period assesses the candidate's suitability and competence, with termination possible if performance is below average.

Internal and External Recruitment

- Internal recruitment involves advertising vacancies on the main campus, university website, and academic units, prioritizing qualified internal candidates who meet eligibility criteria.
- External recruitment requires advertising through media with wide circulation to attract a diverse pool of applicants.

Selection Committee and Approval

A three-person selection committee, chaired by the concerned work unit head, with the human resource manager and another HR personnel as members, oversees the selection process

Duties and Responsibilities of Academic Staff

A member of the Academic Staff at the University shall

- Duties and Responsibilities of Academic Staff at Debre Berhan University
- The following outlines the duties and responsibilities of academic staff at Debre Berhan University (DBU) as derived from the provided Human Resource Guideline:

Scholarly Devotion and Professional Excellence

- Academic staffs are required to be scholars fully devoted to advancing knowledge in accordance with global scholarly traditions, prioritizing the best interests of the university

in teaching, research, and professional activities.

Course Design and Delivery

- Design, develop, and implement courses in their area of specialization, adhering to established university procedures to ensure a balanced and attentive approach to course delivery.

Teaching and Research

- Devote energy, working time, and attention to teaching, research, and community engagement, collaborating with members of their academic unit and other units.
- Accept teaching assignments in Continuing
- Ensure timely submission of exams and grade reports to academic units.

Student Evaluation and Feedback

- Facilitate student evaluations of their teaching effectiveness upon course or module completion, ensuring results are communicated promptly.

Research and Publication

- Engage in continuous research within their area of specialization, producing publications or creative works for promotion consideration.
- Meet minimum publication requirements, such as 0.5 publication points per year, with specific thresholds for ranks like Lecturer (2 points), Assistant Professor (3 points), and Professor (4 points).

University Property Management

- Properly handle and use university properties, ensuring responsible stewardship of resources

Compliance with Instructions

- Follow instructions from superiors, provided they are lawful and align with ethical standards.

Participation in University Affairs

- Actively participate in university governance, including serving in academic administration roles (e.g., Vice President, Dean, Department Head) or on standing/ad-hoc committees.
- Contribute to activities such as journal editing, organizing workshops, or professional development training to enhance the university's mission.

Community and Professional Service

- Engage in public service activities, such as participating in journal editing, reviewing, organizing workshops, or delivering media programs (e.g., press, radio, TV) to address public issues in health, education, law, science, or technology.
- Produce publications or projects that benefit the broader community, even if outside their specialization

Administrative and Leadership Roles

- When designated, serve as chairperson of the Staff Affairs Committee or equivalent for processing promotions, handling related documentation, and submitting recommendations.
- Support human resource planning by

i. Academic Freedom

- Academic Freedom at Debre Berhan University

Freedom in Teaching and Course Development

- Academic staff is granted the autonomy to design, develop, and implement courses in their area of specialization, following established university procedures to ensure a balanced and attentive approach. This implies freedom to shape course content and delivery methods within the framework of university standards.

Freedom in Research and Publication

- Academic staff are encouraged to engage in continuous research within their areas of specialization, producing publications or creative works for promotion consideration. The document supports the pursuit of knowledge advancement, suggesting freedom to explore research topics and publish findings, provided they meet the university's publication standards.
- The requirement for publications to be assessed by competent evaluators indicates a structured but independent research process, with safeguards against predatory journals to uphold academic integrity.

Participation in University Governance

- Academic staff has the freedom to participate actively in university affairs, including serving in academic administration roles (e.g., Vice President, Dean, Department Head) or

on standing/ad-hoc committees. This participation allows staff to influence academic policies and institutional decisions, reflecting a form of academic freedom in governance.

Community and Professional Engagement

- Staff are permitted to engage in public service activities, such as journal editing, organizing workshops, or delivering media programs to address public issues in health, education, law, science, or technology. This suggests freedom to contribute to societal discourse and professional development outside their immediate academic duties, provided these activities align with university objectives.

Constraints and Responsibilities

- Academic freedom is exercised within the bounds of university policies and legal frameworks. Staff must follow lawful instructions from superiors and adhere to the Employee Code of Conduct, which includes restrictions on private phone calls, internet use, and email practices during work hours.
- Research and teaching activities are subject to evaluation (e.g., student evaluations for teaching effectiveness, publication assessments, ensuring accountability while supporting academic autonomy).
- Academic staff must comply with university procedures for leaves (e.g., study, research, or sabbatical leaves) and report progress during such periods, which may limit the scope of independent academic pursuits

Support for Academic Development

- The university facilitates academic freedom by providing necessary facilities, equipment, and a safe working environment to enable staff to discharge their duties effectively. Support for career development and human resource planning further empowers staff to pursue academic goals.

Limitations

- Academic freedom is not absolute and is subject to institutional needs. For instance, research leave may be postponed if it conflicts with the teaching needs of the academic unit. Similarly, sabbatical or other leaves require approval to ensure they do not disrupt academic activities

- Disciplinary measures may be imposed for misdeeds, which could indirectly affect academic freedom if staff violates university directives or ethical standards.

ii. Academic Promotion

The following outlines the principles, criteria, and procedures for academic promotion at Debre Berhan University (DBU) as detailed in the provided Human Resource Guideline:

1. Principles Governing Promotions

Merit-Based Evaluation: Promotions are based on merit, considering length of service, effectiveness in teaching and/or research, publications, and participation in university affairs.

Minimum Service Periods:

- Lecturer: Minimum 2 years of service since the last promotion.
 - Assistant Professor: Minimum 4 years of service as a Lecturer.
 - Associate Professor: Minimum 4 years of service as an Assistant Professor.
 - Professor: Minimum 4 years of effective service as an Associate Professor.
- ✓ Publication Requirements: Academic staff must meet minimum publication points, with at least 0.5 publication points per year. Specific requirements vary by rank (see below).
 - ✓ Evaluation Metrics: Promotions consider weighted criteria, including effectiveness in teaching/research, publications, participation in university affairs, and professional/community service.
 - ✓ Accelerated Promotion: Staff demonstrating extraordinary accomplishments may qualify for accelerated promotion, where 100% additional publication points above the required threshold equate to one year of effective teaching, provided minimum service and evaluation criteria are met.
 - ✓ Posthumous Promotion: An academic rank may be granted posthumously if the staff member's application meets all requirements at the time of their passing.

2. Promotion Criteria by Academic Rank

a. Lecturer

Qualifications:

- Master's degree or equivalent, or
- Experience: Minimum 4 years of effective teaching and research as a Graduate Assistant or equivalent.
- Publications: At least 2 publication points since the last promotion, which can be fulfilled by one article in a reputable journal and one teaching material (for Bachelor's degree holders).
- University Participation: Active involvement in university affairs.

b. Assistant Professor

Qualifications:

- ✓ PhD, MD, or DVM with a specialty certificate/Master's degree, or
- ✓ Master's degree, MD, or DVM or equivalent.
- ✓ Experience: Minimum 4 years of effective teaching and research as a Lecturer.
- ✓ Publications: At least 2 publication points since the last promotion.

University Participation: Active participation in university affairs and public service.

Evaluation: For MD/DVM holders, evaluation results from the last two years of service are required

c. Associate Professor

Qualifications: PhD or equivalent, or MD/DVM with specialty certificate/Master's degree.

- ✓ Experience: Minimum 4 years of effective teaching and research as an Assistant Professor.
- ✓ Publications: At least 3 publication points.
- ✓ University Participation: Active participation in university affairs and public service.

d. Professor

- ✓ Qualifications: PhD or equivalent, or MD/DVM with specialty/sub-specialty certificate.
- ✓ Experience: Minimum 4 years of effective service as an Associate Professor.
- ✓ Publications: At least 4 publication points.
- ✓ University Participation: Active participation in university affairs and public service.

3. Teaching load

1. Full Teaching Load:

Defined in senate legislation article 54, full teaching load is the number of credit hours beyond which an Academic Staff is not required to teach without compensation (extra pay) for extra lecture equivalent hour of work rendered. Considering that an Academic Staff is expected to work for 39 hours per week, the full teaching load of a full time Academic Staff is 12 LEHs. Based on the assumption given in sub-article 1 of this Article, 12 LEHs are equivalent to 36 hours of work per week. Every Academic Staff is required to advise/consult students for up to 3 hours a week.

The teaching staff members of the University are expected to engage in research, innovation and technology transfer activities. However, not to take a big share of the teaching time, teaching staffs are not expected to be engaged in a research work and community engagement for more than 25% and 15% of their time, respectively.

Full Work Load

The full workload for an academic staff member is approximately 12hours per week. This includes:

- Preparing for courses
- Teaching
- Research
- Community services
- Administrative work
- Committee assignments
- Student advising
- Other related or assigned tasks

2. Distribution of Workload:

Academic staff members are expected to allocate their time as follows:

- 75% to learning-teaching activities
- 25% to research and community/consultancy services

3. Overload:

Defined in senate legislation Article 54 as any workload in the regular program that exceeds the normal full teaching load. This implies that any teaching beyond the standard credit hours allocated for a full teaching load would be considered overload and may warrant additional compensation.

4. Load Considerations:

Article 54 defines "load" as the total credit hours of teaching and related assignments, taking into account:

- Lecture equivalent hours of courses
- Class size
- Contact hours
- Research work
- Student advising
- Administrative and other duties as determined by the Senate, President, or Vice Presidents

iii. Reporting Teaching Load

1. Responsibility of Academic Staff:

- ✓ As per Article 32, academic staff is required to carry out their teaching duties in accordance with the University's policies and guidelines. This implies maintaining records of their teaching activities, which would include their teaching load (credit hours taught, preparation, and related tasks).
- ✓ Article 32, mandates that academic staff submit periodic reports on their teaching, research, and community service activities to the department head. These reports likely include details of their teaching load as part of their performance evaluation.

2. Role of Department Heads:

- ✓ Article 162 requires department heads to keep records of every staff member's activities, including teaching, research, and community service, to serve as inputs for evaluation. This suggests that teaching load data is collected and documented at the departmental level.
- ✓ Article 162, further states that department heads ensure performance appraisals and evaluations of staff members are conducted each semester, which would likely include reviewing teaching load as part of the assessment.

3. Department Council (DC):

- ✓ Article 161, indicates that the Department Council (DC) oversees academic activities,

including the implementation of course delivery and continuous assessment. This implies that the DC may review teaching load data to ensure proper course distribution and compliance with the full teaching load (as defined in Article 2(33)).

- ✓ Article 161, requires the DC to maintain a proper system of agenda and minutes for its meetings, which could include discussions or reports on teaching loads to ensure equitable distribution and adherence to University guidelines.

4. Quality Assurance and Enhancement:

- ✓ Article 146, outlines the responsibilities of the Quality Assurance, Enhancement, and Transformation Focal Person, who monitors the quality of teaching and learning, including course distribution based on the teacher's field of specialization. This suggests that teaching load data is reviewed to ensure it aligns with staff expertise and University standards.
- ✓ Article 146 requires the focal person to prepare and submit periodic reports to the college quality assurance head and the department, which may include teaching load data to assess compliance with workload requirements.

5. Registrar and Academic Units:

- ✓ Article 143 assigns the College Registrar and Continuing and Distance Education Unit Head the responsibility to oversee the execution of the academic calendar and ensure timely submission of grades. This role may involve collecting data on teaching loads to verify that courses are delivered as planned.
- ✓ Article 162, requires department heads to ensure the periodic submission of continuous assessment results to the Registrar, which may indirectly involve reporting teaching load data to confirm that staff are meeting their teaching obligations.

6. General Reporting Framework:

- ✓ The document emphasizes accountability and documentation across various levels (e.g., department heads, academic commissions, and Senate committees). Teaching load reporting is likely integrated into the broader performance reporting system, as academic staff is evaluated on their teaching, research, and community service contributions
- ✓ The Senate Standing Committees, particularly the Academic Standard and Quality

Assurance Committee (ASQAC) and the Academic Staff Recruitment, Promotions, and Scholarship Committee (ASRPSC), may receive

aggregated reports on teaching loads to assess academic performance and resource allocation.

- ✓ Teaching load reporting is primarily managed at the departmental level by department heads, who collect and maintain records of academic staff activities, including teaching load, as part of performance evaluations
- ✓ The Quality Assurance, Enhancement, and Transformation Focal Person plays a role in monitoring teaching load distribution to ensure it aligns with staff specialization and University standards.
- ✓ Reports on teaching load are likely included in periodic performance reports submitted to department heads, college deans, and quality assurance units, with oversight from the Academic Commission and Senate committees.
- ✓ The exact format and frequency of teaching load reporting (e.g., monthly, semesterly) would be detailed in additional University policies or guidelines, such as those issued by the Research and Community Service Vice President Office or the Academic Vice President

iv. Academic Staff Discipline

1. Policy Premises on Academic Staff.

- ✓ Academic staff are expected to uphold professional competence, intellectual rigor, and moral discipline to fulfill the University's vision, mission, and objectives.
- ✓ They are instrumental in achieving the University's core activities of teaching, research, and community service, adhering to global scholarly traditions.
- ✓ The University is responsible for creating a conducive environment to support staff excellence and defining clear expectations in teaching, research, and community service.

2. Rights of Academic Staff

Academic staff is entitled to rights that indirectly influence disciplinary expectations, including:

- ✓ Academic Freedom: Staff can exercise academic freedom within the bounds of national laws and University regulations.
- ✓ Fair Treatment: They have the right to transparent, fair, and equitable administration, remuneration, and benefits.
- ✓ Due Process: In disciplinary matters, staffs are entitled to due process and the right to seek redress for unjust decisions.
- ✓ Participation in Evaluations: Staff can participate in their performance evaluations and access records in their personal files, with confidentiality maintained unless required for official purposes.

3. Duties and Responsibilities of Academic Staff.

Scholarly Devotion:

- ✓ Academic staff must advance knowledge, uphold professional etiquette, and serve the University and nation's interests.

Course Delivery:

- ✓ Staffs are required to design, develop, and deliver courses in a balanced manner over the semester, adhering to University procedures.

Ethical Conduct: Staff must:

- ✓ Treat students and colleagues with respect, avoiding bias, prejudice, or discrimination based on race, ethnicity, sex, or creed.
- ✓ Refrain from promoting ethnocentrism, political partisanship, or religious preaching in classrooms.
- ✓ Maintain academic integrity by avoiding dishonest practices.
- ✓ Compliance with Laws: Staff must respect the Ethiopian Constitution, Higher Education Proclamation, University legislation, and other relevant laws.

Evaluation and Reporting:

- ✓ Staffs are subject to performance evaluations by students, peers, and the

University, and must address disagreements appropriately.

- Contribution to University Affairs:

- ✓ Staffs are expected to participate in curriculum development, research, community service, and institutional activities as required.

Resource Management:

- ✓ Staff must responsibly use University resources and maintain proper records of their activities.

4. Disciplinary Framework

Accountability to University Authorities:

- ✓ Academic staff is accountable to their respective academic units (e.g., Department Heads, Deans, or Vice Presidents) for their conduct and performance

Performance Evaluations:

- ✓ Periodic evaluations by students, peers, and management can identify lapses in duty or misconduct, potentially leading to disciplinary measures such as warnings, performance improvement plans, or termination.

Due Process:

- ✓ Article 31 explicitly grants academic staff the right to due process in disciplinary matters, implying that any disciplinary action must follow fair procedures, including the opportunity to respond to allegations and seek redress.

Senate Oversight:

- ✓ The Senate, through its committees like the Academic Staff Recruitment, Promotions, and Scholarship Committee (ASRPSC), may handle disciplinary issues related to academic staff, particularly in cases involving promotions, tenure, or ethical breaches.

5. Potential Disciplinary Breaches

- ✓ Failure to deliver courses effectively or meet academic standards.

- ✓ Engaging in discriminatory practices or promoting ethnocentrism, political partisanship, or religious preaching in academic settings.
- ✓ Academic dishonesty, such as plagiarism or misrepresentation of work.
- ✓ Neglect of research, community service, or administrative responsibilities.
- ✓ Misuse of University resources or failure to maintain proper records.
- ✓ Non-compliance with University regulations or national laws.

6. Handling Disciplinary Issues

Departmental Level:

- ✓ Department Heads (Article 162) are responsible for monitoring staff performance, maintaining records, and addressing issues through evaluations and reports. Minor infractions may be resolved at this level through counseling or corrective measures.

College/Institute Level:

- ✓ Deans or Associate Deans may escalate issues to the Academic Commission or higher authorities if they involve significant breaches.

Senate Committees:

- ✓ The ASRPSC is tasked with formulating policies on recruitment, promotion, and staff development, and may handle complaints related to professional conduct or ethical violations.

University Leadership:

- ✓ The President or Vice Presidents may intervene in serious cases, with the Senate having the final say on major disputes or interpretations of legislation.

7. Confidentiality and Fairness

- ✓ Disciplinary proceedings must respect the confidentiality of staff personal records.
- ✓ Staffs have the right to challenge evaluations or disciplinary decisions through

appropriate channels, ensuring fairness and transparency.

- ✓ The legislation emphasizes self-discipline and professional integrity, aligning with the University's goal of fostering a scholarly community.
- ✓ Disciplinary actions are likely tied to performance evaluations and compliance with academic and ethical standards, though specific procedures for academic staff discipline are not detailed as explicitly as those for students.
- ✓ The right to due process and fair treatment ensures that academic staff are protected from arbitrary decisions, with mechanisms for redress in place.
- ✓ The Senate and its committees, particularly the ASRPSC, play a central role in overseeing staff conduct, promotions, and resolving disputes.

1.97. Code of Ethics of Academic Staffs

General Obligations of Academic Staff

- **Commitment to Scholarship:** Academic staff are required to act as scholars with full devotion to advancing knowledge in their area of specialization, adhering to the best traditions of scholarly circles worldwide.
- **Professional Duties:** Staff must perform teaching, research, and community engagement duties efficiently, as assigned by competent authorities, while adhering to professional etiquette.
- **Compliance with Instructions:** Staff shall follow lawful instructions from superiors, ensuring such instructions align with legal and moral standards.
- **Resource Management:** Academic staff must use and handle university property responsibly and appropriately.

Teaching and Academic Responsibilities

- **Course Design and Delivery:** Academic staff shall design, develop, and implement courses in their area of specialization, ensuring a balanced approach that meets university standards.
- **Timely Submission:** Staff are required to submit exams and grade reports promptly to academic units.
- **Participation in Evaluations:** Academic staff must participate in student evaluations of their teaching effectiveness, with results communicated in a timely manner.

- **Continuing Education:** Staff shall accept teaching assignments in Continuing and Distance Education Programs as part of their duties.

1.98. Research and Professional Development

- **Research Commitment:** Academic staff are expected to engage in continuous research within their specialization, contributing to publications or creative works (e.g., in music, theatrical arts, or fine arts) for promotion purposes.
- **Publication Standards:** Staff must publish in reputable journals, avoiding predatory journals, and adhere to the university's Senate RPC Guidelines for publication assessments.
- **Professional Engagement:** Participation in activities such as journal editing, organizing workshops, and professional development training is expected to enhance professional growth and contribute to university affairs.

Participation in University and Community Affairs

- **University Involvement:** Academic staff shall actively participate in university affairs, including serving in academic administration, standing or ad-hoc committees, or other assigned roles. Refusal to accept such roles without justifiable reasons may impact promotion eligibility.
- **Community Service:** Staff are encouraged to engage in public service activities, such as contributing to press, radio, or television programs to address societal issues in health, education, law, science, or technology, as determined by the relevant university department.

Integrity and Professional Conduct

- **Merit-Based Performance:** Academic staff shall be selected, promoted, and retained based on merit, integrity, qualifications, and competence.
- **Equal Opportunity and Affirmative Action:** Staff must uphold the university's commitment to equal employment opportunity and support affirmative actions for disadvantaged groups without compromising merit-based systems.
- **Confidentiality:** Staff may be required to sign confidentiality agreements to protect university information and must not misuse or divulge confidential information obtained during employment.

- **Compliance with Policies:** Staff must adhere to university policies on work hours, internet use, email usage, and other administrative regulations to maintain professionalism and protect the university's reputation.

Disciplinary Standards

- **Adherence to Disciplinary Measures:** Academic staff are subject to disciplinary measures for violations of this code or other university directives. These measures range from simple actions (e.g., oral or written warnings) to rigorous actions (e.g., fines, demotion, or dismissal).
- **Reporting Misconduct:** Staff must report unsafe working conditions, employment injuries, or other violations promptly to their immediate managers to ensure a safe and ethical work environment.
- **Grievance Handling:** Staff has access to grievance procedures to address concerns, supported by the university's open-door policy.

Work Environment and Safety

- **Safe Working Conditions:** Staff must comply with safety rules and exercise caution in all work activities, reporting any hazardous conditions immediately.
- **Responsible Use of Resources:** Staff shall use university-provided facilities, equipment, and digital resources (e.g., internet and email) primarily for duty purposes, with limited personal use permitted provided it does not interfere with work.

Professional Development and Performance

- **Continuous Development:** Staff are expected to participate in training and development programs to enhance their skills and align with the university's strategic objectives.
- **Performance Evaluations:** Staff must engage in the university's performance appraisal system to assess productivity, efficiency, and development needs.
- **Career Planning:** Academic staff are encouraged to collaborate with department heads on career development plans to support professional growth.

Leave and Work-Life Balance

- **Responsible Leave Usage:** Staff must adhere to university policies on leaves (e.g., study, research, sabbatical, maternity, paternity, sick, and personal leaves) and ensure requests align with academic unit needs to avoid disrupting operations.
- **Work Hours Compliance:** Staff are expected to adhere to the standard 8-hour workday and 39-hour workweek, with flexibility for remote work or adjusted hours only when authorized by the university president.

Reemployment and Reinstatement

- **Reemployment Restrictions:** Former staff terminated for disciplinary reasons or detached from teaching/research for over five years may not be reemployed as academic staff.
- **Competitive Reemployment:** Reemployment of former staff is competitive and subject to university needs and qualifications.

b. Duties and Responsibilities of students in Teaching- Learning Process

Students are duty bound to observe and respect the country's laws and the rules and regulations of the University. They shall, in particular, have the duty to:

- Attend classes properly and respect the individual authority of any academic staff in the leadership and management of the teaching-learning process;
- Interact with members of the community in a respectful and courteous manner;
- Seek redress peacefully and through legal avenues in the event student interests, be it individual or collective, are at stake, and exhaust all institutional avenues of redress;
- Be held accountable for any damage caused to the property of the University due to intentional or negligent misuse or damage or vandalism;
- Make proper use and care of University property;
- Refrain from unlawful and unethical practices, such as instigation of violence, hate speech and theft

c. Student-Teacher Relationship

- The relationship between a teacher and a student shall be positive (normal);
- Avoid romantic or sexual relationships with students;
- Be aware that students from cultures different from your own may interpret actions differently than you do;
- Teacher should treat and interact with students giving due respect to their human dignity, emotions, effort and the particular circumstances they may find themselves and rid of oneself from injuries bias and prejudice, iniquitous and discriminatory practices

d. Class Attendance

General Module/Course Attendance:

- **Compulsory Attendance:** Attendance is mandatory for all interactive lectures, Skill Development Laboratory (SDL) sessions, hospital clinical practice, and community practice. Students are required to attend **100%** of both lectures and hospital practice sessions.
- **Consequences of Absences:** If a student misses more than **three lectures or hospital attachment days**, they will not be permitted to sit for the final assessment or progress to the next module unless they provide evidence justifying the absence, in accordance with university legislation.
- **Assignments and Assessments:** Students must complete all module assignments, research projects, and work place based assessments on time. Failure to do so will result in an **Incomplete (I)** grade submitted to the registrar, with further procedures handled per institutional senate legislation.

Internship Module Attendance:

- **Mandatory Attendance:** Attendance is compulsory for all hospital clinical practice assignments during the internship module. Students must attend **100%** of hospital attachment days on time
- **Consequences of Absences:** Missing more than **three hospital attachment days** during the internship module will prevent students from receiving a final module grade unless they provide evidence justifying the absence, as per university legislation.
- **Assignments and Assessments:** Interns must complete all mandatory module assignments and workplace-based assessments on time. Uncompleted assignments or assessments will result in an **Incomplete (I)** grade, with further actions aligned with institutional senate

legislation

Research Project Module Attendance:

- **Submission Deadlines:** Students must submit all required deliverables for the research project module to their advisors on time, following the department's schedule. Failure to submit comments or deliverables in a timely manner will prevent students from defending their research, requiring them to repeat the project.

Additional Context:

- **Clinical Practicum:** Clinical teaching, which includes hospital visits and practical attachments, runs concurrently with classroom-based teaching and increases in complexity and responsibility throughout the program. Attendance at these sessions is critical to achieving the required competencies.
- **Community-Based Learning:** Students participate in a **four-week Team Training Program (TTP)** for community-based learning, with attendance mandatory at assigned community-learning sites.
- **Whole Group Sessions:** These mandatory sessions occur every Friday afternoon, involving all students and faculty to consolidate and reflect on weekly learning activities.

CHAPTER SIX

6. FACILITIES, TEACHING MATERIALS STANDARD AND MODE OF DELIVERY

a. Teaching Materials Teaching Materials for the Pharmacy Program

1. Interactive Lecture Materials:

Purpose:

- ✓ Used to present complex topics by integrating information from multiple sources, allowing students to follow expert reasoning and question-asking

Materials:

- ✓ Lecture Notes and Slides: Faculty prepare structured lecture notes and presentation slides for interactive lectures across all modules, covering topics such as basic sciences, pharmacy principles, and specialty modules (e.g., pharmacology, clinical pharmacy, pharmaceutics, pharmaceutical chemistry).
- ✓ Textbooks and Reference Materials: Core textbooks in Pharmacy, pharmacology, physiology, anatomy, and other biomedical sciences are used to support lecture content.

Digital Resources:

- ✓ Access to online databases, e-learning platforms, and evidence-based practice resources to support self-directed learning and keep students updated with advancements in Pharmacy.

Application: Used in all modules, including general courses (e.g., Communicative English Skills, General Biology) and core pharmacy modules

Role play Materials:

Purpose: Facilitates learning through behavior modeling, observation, and feedback, particularly for developing skills like history-taking, physical examination, and counseling.

Materials:

- **Scripts and Scenarios:** Prepared scenarios for role-play exercises simulating patient interactions.
- **and Feedback Forms:** Standardized checklists for instructors to evaluate student

performance during roleplay, focusing on communication and interpersonal skills.

- **Video Demonstrations:** Recorded videos of proper techniques for history-taking or counseling to serve as models for students.

- **Application:** Integrated into modules like social and administrative pharmacy, integrated pharmacotherapy, pharmaceutical chemistry and integrated physical pharmacy and pharmaceuticals and pharmaceutical care.

2. Case Study Materials:

Purpose: Presents realistic clinical scenarios to teach higher-order thinking, problem-solving, and decision-making related to pharmaceutical care, treatment, or interpersonal skills.

Materials:

- **Case Study Documents:** Written case scenarios covering specific Pharmacy-related issues, such as managing Pharmacy for general pharmaceutical care, managing pharmaceutical storage.

- **Discussion Guides:** Faculty-prepared guides to facilitate case study discussions, ensuring focus on key learning outcomes.

- **Application:** Utilized in all Pharmacy specialty modules, with Case Based Discussion required per module

3. Simulated Practice (Clinical Skills Lab) and basic lab Materials:

Purpose: Develops psychomotor, procedural, and clinical decision-making skills, as well as communication and teamwork abilities, in a controlled environment.

Materials:

- **Basic and skill laboratory Equipment:** Well – equipped basic and skills laboratory with tools like laboratory equipment, sample assay and formulation performing devices, patient monitors, and guideline for practicing protocols.

- **Task Trainers:** Specific simulators for procedures like dispensing, pharmaceutical care, quality check and laboratory procedure

Standardized Checklists:

- Pharmaceutical care portfolio
- Laboratory catalog
- Laboratory observational checklist
- Standard operation procedure (SOP)

Video and Audio Resources:

- Recordings of simulated procedures for review and feedback.

Application:

- Used throughout the curriculum.

4. Clinical Practicum Materials:

Purpose: Provides hands-on experience in real clinical settings to develop practical skills in pharmaceutical care.

Major Materials

Standardized Checklists – for evaluating skills such as counseling, dispensing, documentation, and professionalism.

Patient Monitoring Tools – for recording medication profiles, follow-up results, side effects, and adherence.

Clinical Protocols and Guidelines – provide evidence-based references for managing common diseases and drug use.

Pharmacy Management Tools – for inventory control, drug utilization review, prescription logs, and quality assurance.

Good dispensing practice manual, dispensing registration book catalog and DTP registration book

Students maintain dispensing registration book, catalog & DTP registration book to document clinical experiences and basic laboratory procedure.

Application and Learning Tools – logbooks, reflection sheets, case reports, self-assessment and preceptor feedback forms.

Application

Students use the materials daily during patient care, documentation, and case discussions.

Preceptors use checklists and feedback forms to assess performance and provide guidance.

Instructors review completed materials for grading and quality assurance.

Tools are integrated into each practicum course and reviewed regularly for improvement.

- Standardized protocols for pharmacy administration, patient monitoring, and complication management, aligned with national and international standards

5. Community-Based Learning Materials:

Purpose

Community-based learning materials help pharmacy students apply knowledge in real community settings, improve public health, promote rational medicine use, and develop communication, leadership, and problem-solving skills.

Materials and Tools

The following materials are used in community-based learning:

Community Assessment Tools

Household survey forms to collect information on health needs and medicine use

Medicine use study templates to evaluate patterns of drug consumption

Health facility assessment checklists to assess resources and services available in the community

Health Education and Promotion Tools

IEC materials such as posters, leaflets, and flip charts to support community awareness programs

Health talk plan templates for structured health education sessions

Community campaign report forms to document outreach activities and outcomes

Public Health Monitoring Tools

Immunization follow-up sheets to track vaccine coverage

ADR (adverse drug reaction) and pharmacovigilance reporting forms for patient safety monitoring

Health screening record sheets to track community health indicators

Pharmacy Service Tools

Dispensing logbooks for recording medications dispensed in community pharmacies

Patient counseling checklists to ensure quality education on medicine use

Drug utilization review forms to assess rational medicine use and detect potential drug-related problems

Evaluation and Learning Support Tools

Student logbook or portfolio to document daily activities and experiences

Reflective journal or reflection sheet to encourage self-assessment and critical thinking

Supervisor feedback forms for performance evaluation and guidance

Attendance sheets to track participation in community activities

Application

Students use the materials while conducting surveys, health campaigns, community pharmacy services, and patient education.

Preceptors supervise activities, ensure data quality, and provide feedback using checklists and reporting forms.

Completed materials are compiled into the student's portfolio for evaluation and grading.

Tools are regularly reviewed to align with community health priorities and national programs.

6. Whole Group Session Materials:

Purpose

Whole group session materials are used to support interactive learning with all students present, ensuring engagement, standardization, and collaborative learning.

Materials and Tools

A. Presentation Tools

Definition: Tools used to visually or audibly display information to the entire group for clarity and understanding.

Examples: PowerPoint slides / slide decks, projector and screen, whiteboards and markers, flip charts and pens

B. Learning Aids

Definition: Supplementary materials that help students understand concepts and support practical learning.

Examples: Handouts, printed reading materials, case studies, SOPs, clinical guidelines, sample prescription forms or monitoring sheets

C. Interactive Tools

Definition: Tools that encourage student engagement, discussion, and application of knowledge.

Examples: Question-and-answer sheets, polls, quizzes, voting cards, role-play scenarios, simulation scripts, group discussion guides

D. Evaluation and Feedback Tools

Definition: Materials used to assess, track, and document student learning and participation.

Examples: Attendance sheets, session evaluation forms, peer assessment checklists, reflection sheets, journals

Application

Instructors use these materials to deliver content, facilitate discussions, and guide interactive exercises.

Students use them to participate in discussions, role-plays, case analyses, and collaborative exercises.

Materials help document participation, support formative assessment, and reinforce learning objectives.

7. Assessment Materials

Purpose

Assessment materials are used to evaluate students' knowledge, skills, and competencies in clinical, community, and classroom settings, ensuring that learning objectives are met and professional standards are achieved.

Materials and Tools

A. Written Assessment Tools

Definition: Materials that evaluate students' theoretical knowledge and critical thinking through written responses.

Examples: Multiple-choice questions (MCQs), short-answer questions (SAQs), essays, case-based questions, problem-solving exercises

B. Practical / Performance Assessment Tools

Definition: Materials that assess students' ability to perform clinical or pharmacy-related tasks.

Examples: Objective Structured Clinical Examination (OSCE) checklists, skill demonstration rubrics, lab practical forms, dispensing or compounding evaluation sheets

C. Oral Assessment Tools

Definition: Materials used to evaluate students' verbal communication, clinical reasoning, and ability to explain concepts.

Examples: Viva voce question sheets, case presentation evaluation forms, oral defense templates

D. Portfolio and Reflection Assessment Tools

Definition: Materials used to assess students' documentation, reflective learning, and professional growth over time.

Examples: Student logbooks, reflective journals, case report portfolios, preceptor feedback forms

E. Peer and Self-Assessment Tools

Definition: Materials that allow students to evaluate their own performance or that of their peers to promote self-directed learning.

Examples: Peer evaluation forms, self-assessment checklists, group project evaluation sheets

Application

Instructors use assessment materials to evaluate knowledge, practical skills, professional behavior, and reflective learning.

Students use these tools to demonstrate learning, document experiences, and reflect on their performance. Completed assessment materials contribute to final grading, competency evaluation, and feedback for

improvement.

8. Research and Evidence-Based Practice Materials:

Purpose

Research and evidence-based practice materials help students integrate scientific evidence into all areas of pharmacy—including clinical, community, industrial, regulatory, and supply chain settings. They support informed decision-making, problem-solving, and innovation across the pharmacy profession.

Materials and Tools

A. Literature and Database Resources

Definition: Sources of current scientific, regulatory, and industrial evidence used to support research and decision-making.

Examples: PubMed, Cochrane Library, Scopus, Embase, Lexicomp, Micromedex, industry reports, WHO/EMA/FDA guidelines

B. Research Design and Data Collection Tools

Definition: Materials for planning, conducting, and recording research or operational studies.

Examples: Questionnaires, survey forms, interview guides, observation checklists, production or quality assurance data sheets, supply chain tracking forms

C. Data Analysis and Statistical Tools

Definition: Tools and software for organizing, analyzing, and interpreting research or operational data.

Examples: SPSS, STATA, R, Excel, inventory or sales data analysis templates, forecasting tools

D. Critical Appraisal and Evidence Evaluation Tools

Definition: Materials to assess the reliability, validity, and applicability of scientific, regulatory, or operational evidence.

Examples: checklists, CONSORT/PRISMA frameworks, risk-of-bias tools, quality audit forms, regulatory compliance checklists

E. Research Reporting and Documentation Tools

Definition: Materials for documenting, presenting, and communicating findings in any pharmacy context.

Examples: Manuscript templates, poster or presentation templates, research reports, SOPs, industry or regulatory documentation forms, reference management software (Zotero, EndNote, Mendeley)

Application

Students apply these materials to conduct research, evaluate evidence, and implement findings across clinical, community, industrial, regulatory, and supply chain settings.

Instructors and preceptors guide students in using databases, analytical tools, and reporting materials.

Completed outputs are compiled in portfolios, reports, presentations, or regulatory submissions for assessment and feedback.

9. Cultural and Community-Sensitive Materials:

Purpose

These materials help pharmacy students understand and respect diverse cultural, linguistic, and religious communities. They support safe, ethical, and effective pharmacy practice across clinical, community, industrial, supply chain, and research settings.

Materials and Tools

A. Cultural Competency Guides

Definition: Resources providing knowledge of diverse cultural and religious practices and strategies to interact effectively with different communities.

Examples: Guides on local health beliefs and traditional medicine practices

Manuals on communicating with multilingual populations

Training modules on respecting religious dietary and health practices

B. Community Profiling Tools

Definition: Materials to assess health behaviors, medicine use patterns, and cultural practices in different communities.

Examples: Household and community survey forms adapted to local settings

Focus group discussion guides on traditional remedies, vaccination perceptions, or health-seeking behaviors. Community mapping templates showing health facility access and medicine availability

C. Educational and Communication Materials

Definition: Tools adapted to diverse linguistic, cultural, and literacy contexts to educate and engage communities.

Examples: IEC materials in local languages with culturally appropriate illustrations

Counseling scripts considering religious or traditional practices (e.g., fasting periods, herbal remedies)

Posters or flipcharts for health education campaigns in rural and urban settings

D. Policy and Ethical Guidelines

Definition: Materials outlining ethical, legal, and social considerations relevant to culturally diverse **populations**

Examples: Patient rights manuals in multiple languages

Ethical guidelines for pharmacy practice and research

Informed consent forms adapted to literacy levels and cultural norms

E. Reflection and Assessment Tools

Definition: Materials for students to reflect on their ability to provide culturally sensitive services.

Examples: Reflection sheets on interactions with diverse patients or communities

Peer and preceptor evaluation forms on cultural competence

Case discussion rubrics including cultural and religious considerations

Application

Students use these materials to assess cultural practices, communicate effectively, and provide culturally appropriate pharmacy services.

Instructors and preceptors guide students in adapting counseling, education, and interventions to local customs and beliefs.

Activities and reflections are documented in portfolios, reports, and journals for assessment and feedback.

Infrastructure and Resource Support

Skills Laboratory: A well-equipped lab with simulation, compounding, formulation, and dispensing tools (e.g., Pharmacy machines, IV preparation kits, patient monitors) to teach core pharmacy competencies, including clinical, community, industrial, regulatory, and supply chain skills.

Clinical and Community Teaching Facilities: Hospitals, clinics, and community pharmacies with adequate caseload and diverse patient conditions, including wards, ICU, emergency, outpatient pharmacy, to support hands-on learning across all pharmacy domains.

Industrial and Supply Chain Training Facilities: Access to pharmaceutical manufacturing units, quality assurance labs, warehouses, and distribution centers to provide experiential learning in production,

quality control, inventory management, logistics, and regulatory compliance.

Community Catchment Area: Designated urban and rural populations for community-based teaching, supporting modules like health promotion, patient counseling, vaccination campaigns, disease prevention, rational medicine use, and monitoring of traditional therapies.

Human Resources: Academic staff (6% PhD, 88% Master's, 6% BSc), clinical and industrial preceptors, supervisors, and technical assistants for laboratories, field activities, and research projects.

Digital Infrastructure: Access to e-learning platforms, electronic drug information databases, professional organization resources, and digital tools for supply chain management, research, and lifelong learning.

Student-Teacher Relationship Implications

Quality of Learning and Skill Development

- **Positive teacher-student rapport** fosters an environment where students feel comfortable asking questions and engaging deeply with the material.
- Teachers who provide **constructive feedback** and mentorship help students develop clinical reasoning, communication skills, and ethical judgment.
- Poor relationships may hinder students' willingness to seek help or clarify doubts, impacting learning outcomes.

Professionalism and Role Modeling

- Teachers serve as **role models** for professional behavior, ethics, and communication with patients.
- Students often emulate teachers' attitudes toward patient care, teamwork, and lifelong learning.
- A supportive relationship encourages students to develop professionalism aligned with the pharmacy field's standards.

Emotional and Psychological Impact

- Positive relationships can reduce student stress and anxiety, promoting **mental well-being**.
- Teachers who are approachable and empathetic help students cope with academic pressures.

- Negative relationships may contribute to burnout, low motivation, or decreased self-confidence.

Career Guidance and Mentorship

- Teachers often provide career advice, networking opportunities, and guidance on specialization choices.
- A strong relationship enables tailored mentoring that aligns with students' strengths and interests.
- Lack of guidance may leave students uncertain about their career path or professional growth.

Communication and Interpersonal Skills

- Interactive teacher-student relationships help students improve their communication and interpersonal skills.
- Teachers can model how to effectively communicate with patients, healthcare teams, and peers.
- Students learn the importance of empathy, active listening, and clear explanation of complex information.

Impact on Academic Performance

- Supportive teachers who recognize individual student needs can adapt teaching methods to enhance learning.
- Constructive feedback and encouragement boost motivation and academic achievement.
- Poor relationships might lead to disengagement, absenteeism, or academic underperformance.

b. Mode of Delivery

Modes of Delivery

The Pharmacy Program employs an Outcome-Based Education (OBE) curriculum designed to ensure that all graduates achieve the intended Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) through carefully selected teaching–learning strategies.

The delivery methods are aligned with the SPICES model (Student-centered, Problem-based, Integrated, Community-based, Elective-oriented, and Systematic) and emphasize competency development across clinical pharmacy, laboratory-based pharmaceutical sciences, and social and administrative pharmacy domains.

The instructional methods promote active learning, critical thinking, and professional accountability while fostering ethical and culturally competent pharmacy practice.

- 1. Interactive Lectures:** are a dynamic teaching approach that blends traditional lecture methods with active learning strategies to engage students, encourage participation, and improve understanding. Instead of being passive listeners, students are actively involved throughout the session through discussion, problem-solving, questioning, and collaboration.

Implementation: Applied across all course categories, including Pharmacology, Pharmaceutics, Pharmaceutical Chemistry, Pharmacognosy, Clinical Pharmacy, and Social & Administrative Pharmacy. Teaching materials include digital slides, animations, case-based mini discussions, and up-to-date guidelines.

Duration: Varies by module—for example, Pharmacology I (64 hours) and Pharmaceutical Analysis I (64 hours).

Student–Teacher Relationship:

Faculty foster engagement through interactive questioning, short reflections, and in-class exercises that promote two-way learning and immediate feedback.

2. Roleplay:

Description:

Roleplay develops communication, counseling, and ethical decision-making skills essential for patient-centered pharmaceutical care. Students act out real-life pharmacy encounters to practice communication with patients and other health professionals.

Implementation: Used in Pharmacy Practice, Dispensing, Clinical Pharmacy, and Social & Administrative Pharmacy modules. Scenarios include medication counseling, adverse event

reporting, interprofessional collaboration, and ethical dilemmas in dispensing.

Student–Teacher Relationship:

Faculty act as facilitators and observers, providing structured feedback and reinforcement through performance checklists, nurturing confidence and empathy.

3. Case Studies:

Description:

Case studies simulate real or potential pharmacy-related scenarios to develop critical thinking, therapeutic reasoning, and problem-solving skills.

Students analyze and discuss cases individually or in groups to connect theoretical knowledge with real-world applications.

Implementation:

Integrated throughout Clinical Pharmacy, Pharmacotherapy, Social and Administrative Pharmacy, and Pharmaceutical Care modules. Each module incorporates structured Case-Based Discussions (CBDs).

Student–Teacher Relationship:

Instructors guide discussions, stimulate reflection, and help students apply evidence-based reasoning while encouraging teamwork and peer learning.

4. Laboratory-Based Practical Sessions & Simulated Practice (Skills Laboratory)

4.1. Laboratory-Based Practical Sessions

Description:

Laboratory sessions provide experiential, hands-on learning opportunities in pharmaceutical formulation, analysis, microbiology, pharmacognosy, and pharmacology.

Students develop laboratory and analytical competencies aligned with professional outcomes.

Implementation:

Conducted in Pharmaceutics, Pharmaceutical Chemistry, Pharmacognosy, and Pharmacology laboratories. Activities include drug formulation, quality control testing, microbial sensitivity testing, and pharmacological experimentation using simulated or ethical models.

Student–Teacher Relationship:

Laboratory instructors supervise and mentor students directly, providing feedback on technique, accuracy, and safety practices through structured practical checklists.

4.2. Simulated Practice (Skills Laboratory)

Description: The Pharmacy Skills Laboratory offers controlled, hands-on simulations that develop compounding, dispensing, communication, and patient-assessment skills. It bridges the gap between theoretical knowledge and real-life practice.

Implementation: Conducted in modules such as Pharmaceutical Technology, Compounding, and Clinical Skills for Pharmacists. Tools include compounding kits, IV preparation units, and prescription dispensing software.

Student–Teacher Relationship:

Tutors provide direct supervision, using structured observation tools to guide and assess student performance, reinforcing trust and mentorship.

5. Clinical Practicum and Clerkship

Description: Clinical placements offer students authentic practice in healthcare settings, enabling them to apply pharmacotherapeutic and clinical decision-making competencies.

They gain exposure to inpatient, outpatient, and community settings under professional supervision.

Implementation: Implemented from the third year onward in modules like Clinical Pharmacy Practice, Hospital Pharmacy, and Clerkship. Students participate in ward rounds, drug information services, and case presentations.

Student–Teacher Relationship: Faculty preceptors and clinical pharmacists supervise students closely, provide personalized mentorship, and evaluate progress using structured clinical assessment tools

6. Community-Based Learning:

Description: Community-based education fosters understanding of the pharmacist’s public health role and enhances competencies in health promotion, rational drug use, and disease prevention.

It emphasizes social accountability and engagement with diverse communities.

Implementation: Delivered in modules like Public Health, Pharmaceutical marketing and Promotion, Team Training Program and Community Pharmacy Practice. Students conduct fieldwork, community drug-use surveys, and health education campaigns.

Student–Teacher Relationship: Faculty and community mentors guide and evaluate students’ engagement, encouraging reflective practice, teamwork, and cultural sensitivity.

7. Whole Group Reflection and Integration Sessions

Description: These sessions provide structured opportunities for students to consolidate learning from various courses, discuss challenges, and link theory to practice.

Implementation: Scheduled biweekly across years, involving discussions on clinical cases, ethical issues,

or research findings. Facilitators guide reflective dialogues that integrate scientific, clinical, and social perspectives of pharmacy practice.

Student–Teacher Relationship: Faculty facilitate open discussion and collective reflection, strengthening mutual respect, communication, and a supportive learning environment.

8. Problem-Based Learning (PBL):

Description: PBL promotes inquiry, integration, and higher-order reasoning through authentic pharmaceutical problems.

Students work collaboratively to explore clinical, social, or industrial pharmacy scenarios and propose evidence-based solutions.

Implementation: Used in courses such as Pharmacotherapy, Clinical Pharmacy, and Social Pharmacy. Groups are guided through structured problem-solving sessions with tutor facilitation.

Student–Teacher Relationship: Faculty serve as facilitators, promoting student ownership of learning while supporting group collaboration and independent thinking.

9. Seminars and Workshops:

Description: seminars strengthen students' abilities in literature review, presentation, and scholarly communication. Workshops complement seminars by delivering technical or professional training (e.g., on research ethics, clinical practice, lab activities and good dispensing practices).

Implementation: Applied in Research Methodology, Pharmacy Seminar, and Professional Development modules. Students present on current pharmacy issues and receive feedback from faculty and peers.

Student–Teacher Relationship: Faculty act as evaluators and mentors, guiding students toward professional growth, evidence-based reasoning, and academic confidence.

10. Self-Directed Learning (SDL):

Description: SDL empowers students to take responsibility for their learning, fostering lifelong learning and professional growth.

Students set learning goals, identify resources, and assess their progress toward achieving intended outcomes.

Implementation: Encouraged across all courses, with structured independent study hours and guided reading lists. Activities include online learning, portfolio development, and reflective assignments.

Student–Teacher Relationship: Faculty serve as mentors and learning advisors, supporting student autonomy while monitoring progress through periodic reflection and feedback sessions.

Integration and Structure

Outcome-Based Design: All delivery modes are purposefully selected to ensure the achievement of measurable learning outcomes and performance competencies. Vertical and Horizontal Integration: Foundational pharmaceutical sciences are progressively linked with clinical and social pharmacy applications.

Early Exposure: Students engage in practical, community, and clinical activities from early years, advancing toward independent practice by graduation.

Cultural Relevance: Teaching incorporates Ethiopian health contexts and traditional medicine practices, ensuring culturally sensitive, socially responsive training.

Student–Teacher Relationship Implications

The diverse modes of delivery cultivate a professional, supportive, and student-centered learning environment through:

Active Engagement: Interactive sessions, roleplays, and PBL foster meaningful faculty–student dialogue.

Close Mentorship: Laboratory and clinical training enable sustained mentorship and personalized feedback.

Collaborative Learning: Reflection sessions and case-based discussions strengthen peer collaboration and professional respect.

Continuous Feedback: Regular formative assessments and structured observation tools (e.g., OSCE, logbooks) sustain a feedback culture. Empowered Autonomy: Self-directed learning and project work develop accountability, ethical reasoning, and lifelong learning habits essential for pharmacy professionals.

CHAPTER SEVEN

7. ASSESSMENT AND GRADING

7.1. General Provisions of Examinations

Assessment Methods

7.2. Introduction

Assessment in the Undergraduate Pharmacy Program is an integral component of the Outcome-Based Education (OBE) approach. It ensures that students achieve the intended Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) in knowledge, skills, and professional attitudes.

The assessment system emphasizes competency, integration, and continuous feedback, and evaluates not only students' academic performance but also their professional and ethical development.

All assessments are criterion-referenced and linked to specific learning outcomes, ensuring transparency, fairness, and alignment between teaching, learning, and evaluation.

7.2. Principles of Assessment

The assessment and grading system are guided by the following principles:

Outcome Alignment: Every assessment is directly linked to clearly stated CLOs and PLOs.

Comprehensiveness: Both theoretical and practical competencies are assessed using multiple methods.

Continuous Evaluation: Formative and summative assessments are integrated throughout the learning process.

Transparency and Fairness: Clear rubrics, criteria, and feedback mechanisms are used to ensure fairness and reliability.

Feedback-Oriented: Regular feedback is provided to promote self-reflection and continuous improvement.

Professional Integrity: Assessments foster ethical reasoning, accountability, and professional conduct in all areas of pharmacy practice.

7.3. Types of Assessment

Assessment in the pharmacy program comprises formative and summative evaluations across theoretical, laboratory-based, clinical, and social pharmacy courses.

A. Formative Assessment

Formative assessments are conducted throughout the semester to monitor learning progress, provide feedback, and guide students toward achieving learning outcomes.

Common formative tools include:

- Quizzes and short tests
 - Laboratory practical evaluations
 - Case-based discussions (CBDs)
 - Direct Observation of Procedural Skills (DOPS)
 - Roleplay and counseling evaluations
 - Attendance and participation
 - Assignment and project work
 - Logbook and portfolio reviews
 - Reflective journals (for community and clinical placements)
- Weight: Formative assessment typically contributes 50 – 60% of the total course mark.

Summative Assessment

Summative assessment measures the degree to which students have achieved course outcomes at the end of a module or semester. It is used for grading and progression decisions.

Common summative tools include:

- **Written Examinations:** Multiple-choice, short-answer, and essay-type questions to assess knowledge and reasoning.
- **Practical Examinations:** Evaluation of experimental and analytical skills in pharmaceuticals,

pharmacology, and pharmaceutical chemistry laboratories.

- **Objective Structured Clinical Examination (OSCE):** Applied in clinical and social pharmacy courses to assess communication, counseling, and decision-making skills.
- **Oral Examination:** Conducted to evaluate understanding, professional judgment, and problem-solving skills.
- **Project or Research Work:** Evaluates the ability to conduct research, analyze data, and apply evidence-based pharmacy practice.
- **Comprehensive Final Examination:** Summative written and/or practical tests administered at the end of major courses or academic years.

➤ Weight: Summative assessments generally contribute 40 – 50% of the total course mark.

7.4 Assessment Methods by Learning Domain

Learning Domain	Example Methods	Description/Focus
Knowledge (Cognitive Domain)	Written exams, quizzes, oral viva, case analysis	Assesses understanding of pharmaceutical sciences, pharmacotherapy, and health systems.
Skills (Psychomotor Domain)	Laboratory practical's, DOPS, OSCE, simulations, clerkship performance	Measures technical, analytical, dispensing, and clinical competencies.
Attitude and Professionalism (Affective Domain)	Peer evaluation, reflection, logbook review, community feedback	Evaluates professional behavior, teamwork, communication, and ethical standards.

7.5 Assessment in Specific Pharmacy Course Categories

A. Pharmaceutical Sciences Courses

Includes *Pharmaceutics*, *Pharmaceutical Chemistry*, *Pharmacognosy*, *Pharmacology*, and *Biotechnology*.

- Continuous assessment: lab reports, practical exams, and quizzes.
- Final exam: written and/or laboratory practical.
- Emphasis on accuracy, experimental design, data interpretation, and documentation.

B. Clinical and Hospital Pharmacy Courses

Includes *Clinical Pharmacy*, *Pharmacotherapy*, *Hospital Pharmacy*, *Drug Information*, and *Clerkship*.

- Continuous assessment: case presentations, ward participation, DOPS, and reflective logbooks.
- Final exam: OSCE, written exam, or viva voce.
- Emphasis on patient care process, rational prescribing, and interprofessional collaboration.

C. Community and Social Pharmacy Courses

Includes *Social & Administrative Pharmacy*, *Community Pharmacy Practice*, and *Public Health Pharmacy*.

- Continuous assessment: fieldwork reports, roleplays, and community education evaluation.
- Final assessment: presentation, written test, and portfolio review.
- Emphasis on communication, health promotion, cultural competence, and social accountability.

D. Research and Seminar Courses

Includes *Research Methodology*, *Project Work*, and *Pharmacy Seminar*.

- Continuous assessment: proposal defense, progress reports, and seminar presentations.
- Final assessment: research report and oral defense.
- Emphasis on scientific inquiry, ethics, and dissemination of findings.

7.6 Grading System

Grading follows the university's Senate-approved assessment policy and uses a **criterion-referenced system** aligned with OBE principles.

Percentage Score	Letter Grade	Grade Point
90 – 100	A+	4.0
85 – 89	A	4.0
80 – 84	A–	3.75
75 – 79	B+	3.5
70 – 74	B	3.0
65 – 69	B-	2.75
60 – 64	C+	2.5
50 – 59	C	2.0
45 – 49	C-	1.75
40 – 44	D	1.0

Note: Clinical and practical courses may require a **minimum of 60%** to pass due to professional competency standards.

7.7 Assessment Moderation and Quality Assurance

- **Internal Moderation:** All exam papers and grading rubrics are reviewed by senior academic staff before and after administration to ensure content validity and fairness.
- **External Moderation:** Selected assessments (especially exit-level courses and final-year research projects) are reviewed by external examiners.
- **Feedback and Review:** Students receive structured feedback on performance. Results are reviewed by the Departmental Academic Committee before submission.
- **Continuous Improvement:** Assessment data are used to evaluate course effectiveness and inform curriculum updates in line with the OBE framework.

7.8 Academic Dishonesty and Integrity

All assessments are governed by the university's code of academic integrity. Cheating, plagiarism, falsification of data, or any form of misconduct is strictly prohibited and subject to disciplinary action. Faculty ensure assessment security and uphold fairness in all evaluation processes.

7.9 Supplementary and Re-Assessment

Students who fail to meet the minimum pass mark in one or more courses may be granted a **supplementary or make-up examination** according to university regulations. Re-assessments are designed to evaluate the student's achievement of minimum learning outcomes without compromising academic standards.

7.10 Documentation and Record Keeping

All assessment results, rubrics, and feedback records are archived by the department. This ensures traceability, transparency, and accountability for both formative and summative assessments.

7.11 Summary

The **Assessment and Grading System** in the Pharmacy Program is an integral part of the **Outcome-Based Curriculum**. It ensures:

- Continuous measurement of learning outcomes.
- Balanced evaluation of knowledge, skills, and professional values.
- Transparent, fair, and feedback-driven assessment culture.
- Production of competent, ethical, and patient-centered pharmacy professionals capable of serving national and global health needs.