UNIVERSITY of BRADFORD

Module Descriptor

Developing Professional Practice 4

Module Code:	PHA7056-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Pharmacy and Medical Sciences
Subject Area:	Pharmacy
FHEQ Level:	FHEQ Level 7 (Masters)
Module Leader:	Mr Mark Green
Additional Tutors:	Mr Babir Malik
Pre-requisites:	Capability in Pharmacy 3 2017-18
Co-requisites:	

Contact Hours

Type	Hours
Lectures	6
Practical classes and	10
Work based learning	30
Tutorials	4
Directed Study	150

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

To further support the development of professional competencies necessary for the successful completion of the MPharm programme, to further develop employability skills and to prepare students for the General Pharmaceutical Council (GPhC) period of pre-registration training.

Outline Syllabus

Further develop students' ability to action plan and evidence collect in support of their learning and development.
Continue the development of the employability skills and professional competencies required by pharmacy students as communicator; collaborator; educator; manager; problem solver; scholar; self-directed learner and healthcare professional.
Further develop reflective writing, making use of a structured, semi-structured or unstructured models of reflection, to consider personal development in the professional competencies.
Further support the development of mathematical skills in order to complete complex pharmaceutical calculations, including consideration of health economics.
Further develop clinical practice through Work Based Learing Placements (WBLP) by engaging in and learning from WBLP and applying classroom-based learning, in preparation for Pre-Registration training including Standards for Pharmacy Professionals (and associated guidance) and NHS values.

Module Learning Outcomes

On successful completion of this module, students will be able to...

1 Generate an action plan to identify gaps in their knowledge and opportunities for learning.

2 Gather and electronically record evidence of their ability to meet the professional competencies.

3 Reflect, in writing, on experiences over the academic year, using a structured, semi-structured or unstructured model of reflection, to determine specific learning from the experience and make use of Specific, Measureable, Achieveable, Realistic and Timely (SMART) objectives to plan further learning needs. Complete Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis on the planned activity to support successful completion.

4 Perform mathematical manipulation in order to complete complex pharmaceutical calculations.

5 Present evidence of satisfactory completion of the allocated WBPL, IPL opportunities and any arranged community engagement exercises.

Learning, Teaching and Assessment Strategy

Students will further develop an understanding of the theory behind the professional competencies and employability skills through a programme of support lectures, workshops, application exercises, laboratory sessions, quizzes and class tests to equip them with transferable skills which will be implemented, practiced and mastered across the programme.
Personal Academic Tutors (PATs) will help students to develop an action plan to support their learning and development. Students will collect and electronically record evidence of development across the professional competencies and use a structured, semi-structured or unstructured model of reflection to complete a written Developmental Reflection to demonstrate how these skills have been honed throughout the MPharm programme. PATs

will guide students to become more reflective in their evaluation, analysis and action planning as a result of such experiences. Students will build their developmental reflection using evidence of current and previous learning from Stages 1-4 of Developing Professional Practice (DPP) modules, WBLP and any other relevant knowledge, skills or experience of their choice.
Mathematical manipulation skills for complex pharmaceutical calculations will be further developed via taught workshop sessions and resources will be provided to enable students to practice complex pharmaceutical calculations to further aid skills development.
Taught sessions will be used to support the Work-Based Learning Placements (WBLP), including a lecture-style pre-placement briefing session and workshop-style post-placement debrief discussions.
Students will be signposted to resources for self-directed study. Self-directed study will include preparation for taught sessions; working on developmental reflection, evidence collection and other elements of the webfolio; pharmaceutical calculations practice and preparation for WBL placements.
A variety of class tests (MCQs, EMQs, quizzes, presentations, case studies etc.) will be used to support learning and check understanding. The majority of these will be formative but a proportion will be summative.
Students will continue to gather and electronically record, in a Webfolio evidence of their development in the professional competencies. Examples of this evidence will be used to support the summative Developmental Reflection. Formative feedback will be given on the Developmental Reflection prior to submission for summative assessment. By continuing to gather and electronically record evidence of their personal and professional development in the professional competencies and action plans, students will demonstrate their evolving knowledge and skills. These will be assessed by their PAT.
Students will develop their mathematical skills and be able to complete complex pharmaceutical calculations. This will be examined both formatively and summatively and students must pass the stage calculations examination at 70% (with GPhC requirements).
The scheduled WBLP and associated workbooks, Inter-Professional Learning (IPL) opportunities and any arranged community engagement exercises must be completed satisfactorily and are a pass/fail component of this module.
Students must pass the webfolio assessment at 40%

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Referral	Examination - closed book	Calculations Examination [MUST PASS at 70%]	2 hours	%	No

Summative	Examination - closed book	Calculations Examination [MUST PASS at 70%]	2 hours	%	No
Formative	Examination - closed book	Mock Calculations Examination	2 hours	%	No
Referral	Coursework	Webfolio (including Developmental Reflection and evidence sheets) (MUST PASS at 40%)	0-4000 words	100%	Yes
Summative	Coursework	Webfolio (including Developmental Reflection and evidence sheets) (MUST PASS at 40%)	0-4000 words	100%	Yes
Formative	Coursework	Developmental Reflection	0-4000 words	%	No
Referral	Coursework	Work-based Learning: As original for community and hospital placements Reflection, if unable to rearrange (on inter-professional education and any community engagement exercises). (PASS/FAIL component)	0-1000 words	%	No
Summative	Coursework	Work-based Learning (including any arranged community and hospital placements, inter-professional education and community		%	No

		engagement exercises) (PASS/FAIL component)			
Formative	Classroom test	Participation in the Prescribing Skills Assessment (PSA)	1 hour	%	No
Formative	Classroom test	Diagnostic Registration Examination	2 hours	%	No

Legacy Code (if applicable)

Reading List

To view Reading List, please go to **rebus:list**.