

Module Details	
Module Title:	Developing Professional Practice 1
Module Code:	PHA4007-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Pharmacy and Medical Sciences
Subject Area:	Pharmacy
FHEQ Level:	FHEQ Level 4
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	12
Practical classes and workshops	46
Work based learning	21
Tutorials	6
Directed Study	215

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year (Sept - May)

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

Outline Syllabus
Introduction to action planning and evidence collection in support of students' learning and development.

Commence the development and recording of their personal skills, employability skills and professional competencies required by pharmacy students as communicator; collaborator; educator; manager; problem solver; scholar; self-directed learner and healthcare professional. Introduce reflective writing, making use of a structured model of reflection, to consider personal development in the professional competencies.

Support independent research and the production of scientific communications (both oral and written) that are cited and referenced correctly.

Support the development of basic mathematical manipulation in order to complete simple pharmaceutical calculations.

Introduce students to the workplace by engagement in Work Based Learning Placements (WBLP) which support active learning from the classroom to clinical practice including Health and Safety.

Learning Outcomes

1	Generate an action plan to identify gaps in their knowledge and opportunities for learning.
2	Gather and electronically record evidence of their development in the professional competencies using a Webfolio approach.
3	Reflect, in writing, on experiences over the academic year, using a structured model of reflection, to determine learning from the experience and make use of Specific, Measureable, Achievable, Realistic and Timely (SMART) objectives to plan further learning needs. Complete a Strengths Weaknesses, Opportunities and Threats (SWOT) analysis on the planned activity to support successful completion.
4	Present scientific information (oral and written) based on independent research with appropriate citation and referencing to demonstrate skills of “describing” and “explaining”.
5	Perform basic mathematical manipulation in order to complete simple pharmaceutical calculations.
6	Present evidence of satisfactory completion of the allocated WBLP, IPL opportunities and community engagement exercises.

Learning, Teaching and Assessment Strategy

Students will begin to 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 model of reflection to reflect upon their learning experiences, throughout the year. PATs will guide students to become more reflective in their evaluation of such experiences. Students will develop and populate an electronic webfolio that ensures vertical integration through the MPharm Programme.

Students will be introduced to the concept and practicalities of Student Selected Assignments (SSAs) via taught lecture-style sessions. Support will be provided by students' SSA Advisors (PATs in Stage 1) via group and one-to-one support sessions.

Mathematical manipulation skills for pharmaceutical calculations will be developed via taught

workshop sessions and resources will be provided to enable students to practice 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.

Resources for self-directed study will be provided for students. Self-directed study will include preparation for taught sessions; working on reflections, evidence collection and other elements of the webfolio; researching and writing SSA assessments; pharmaceutical calculations practice and preparation for WBL placements.

A variety of class tests (Multiple Choice Questions (MCQ), Extended Matched Questions (EMQ), 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. By gathering and electronically recording evidence of their personal and professional development in the professional competencies in an action plan, students will demonstrate their knowledge and skills. These will be assessed by their PAT.

Reflective writing skills are developed by using a recognised structured model of reflection and the production and submission of two formative reflections to their PAT for formative feedback. Students will act on their received feedback to complete a reflection for summative assessment. Individual research skills are developed by completing two Student Selected (independent research) Assignments (SSA); one presented Orally and one as a Written Report, under the supervision of their PAT. Students must achieve an overall pass at 40% in this component. Students will develop their mathematical manipulation skills and be able to complete simple pharmaceutical calculations. This will be examined both formatively and summatively and students must pass the stage calculations examination at 70% (congruent with GPhC requirements).

The webfolio assessment must be passed at 40%.

The scheduled WBLP and associated workbooks, Inter-Professional Learning opportunities (IPL) and any arranged community engagement exercises must be completed satisfactorily and are a pass/fail component of this module.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Examination - closed book	Calculations Examination (MUST PASS at 70%)	1 hour	%
Formative	Examination - closed book	Mock Calculations Examination	1 hour	%
Referral	Examination - closed book	Calculations Examination (MUST PASS at 70%)	1 hour	%
Referral	Coursework	Webfolio (including reflection and evidence sheets) (MUST PASS at 40%)	0-1000 words plus evidence sheets	50%
Formative	Coursework	Group Oral Presentation	15 minutes	%
Formative	Coursework	Reflection 2	-1000 words	%
Formative	Coursework	Reflection 1	-1000 words	%

Formative	Coursework	Individual Written Report Draft	-1500 words	%
Summative	Coursework	Webfolio (including reflection and evidence sheets) (MUST PASS at 40%)	0-1000 words plus evidence sheets	50%
Summative	Coursework	Student Selected (independent research) Assignment: Oral Presentation and Written Report (MUST PASS at 40%)	Presentation: 10 minutes, Written Report :1500 words	40%
Summative	Coursework	Work-based Learning (including any arranged community and hospital placements, inter-professional education and community engagement exercises) (PASS/FAIL component)		%
Referral	Coursework	Reflection on class activities	-1000 words	10%
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)	As original (reflection: 1000 words)	%
Referral	Coursework	Student Selected (independent research) Assignment: Oral Presentation and Written Report (MUST PASS at 40%)	Presentation: 10 minutes, Written Report :1500 words	40%
Summative	Coursework	Electronic Evidence Collection (PebblePad) with SLICE score to support the development of the 25 EPA's (PASS at 40%)		10%
Formative	Classroom test	Diagnostic Health Literacy Test	1 hour	%
Summative	Attendance requirement	Attendance at WBLP Health and Safety	1 hour	%

		Briefing		
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Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.