

Module Details	
Module Title:	Patient Safety and Decision Making
Module Code:	PHA7058-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Pharmacy and Medical Sciences
Subject Area:	Pharmacy
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	5
Seminar	12
Practical classes and workshops	20
Directed Study	163

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

Module Aims
Further develop the knowledge, skills and insight to: · Reduce risk of patient harm from their medicines and promote the safe use of medicines with a focus on 'high risk' medicines. · Perform effective legal and ethical decision making and demonstrate the ability to make appropriate situational judgements which demonstrate NHS values. · Initiate life-saving first aid procedures in an emergency.

Outline Syllabus

To develop knowledge, skills and insight of a variety of patient safety related topics including:

- Safeguarding
- Clinical governance
- Information governance and record keeping
- Principles of quality assurance, quality control and good manufacturing practice
- First aid
- Safety of medical devices
- Standard Operating Procedures
- Risk management for high risk drugs
- Therapeutic drug monitoring
- Antimicrobial stewardship
- Clinical audit
- Root cause analysis
- Legal and ethical decision making
- Situational judgement
- Patient safety strategies

Learning Outcomes

1	Make decisions and professional judgements based on scientific principles, clinical information and ethical and legal principles.
2	Advise on and/or carry out safe working practices in relation to prescribing, administering and monitoring medicines to meet a patient's assessed needs.
3	Employ antimicrobial stewardship to promote appropriate use of antimicrobials.
4	Employ the principles of clinical governance to recognise good practice, learn from mistakes and improve quality of services provided to patients.
5	Provide immediate care for medical emergencies, including First Aid and resuscitation.
6	Work effectively and efficiently within a team.

Learning, Teaching and Assessment Strategy

Students will develop the knowledge, understanding and skills necessary to meet the learning outcomes of the module through the programme's instructional learning and teaching strategy; Team-Based Learning (TBL). By studying the core knowledge-based content of the module out of class through guided reading, supported by interactive student support sessions students will engage in group activities to ensure understanding and application of their developed knowledge. Activities will be based in a number of settings including classrooms and clinical workshops, with opportunities to practice their skills.

Students will also undertake a one-day externally recognised qualification in First Aid which includes life support.

Resources for self-directed study will be provided for students and students will be signposted to additional sources of information. Self-directed study will include guided reading and completion of TBL Study Packs, preparation for RAPs, Application Exercise, seminar and Prescription Processing sessions.

TBL follows a range of assessment from individual to team and written to oral. Students are assessed through a number of individual readiness assurance tests (iRAT) throughout the academic year. On completion of the iRAT assessment, students form their pre-assigned teams

(5-7 students) and retake the assessment as a team (tRAT). Once all of the answers have been collated, students receive instant in-class feedback from the academic expert. In subsequent sessions, teams of students will apply their new knowledge to a number of formative and summative Application Exercises (AE), including role plays, problem solving and skills practice.

Students will be assessed that they can individually meet learning outcomes through summative module exams. To pass the module, students will need to demonstrate a pass standard of 40% in the module overall, pass the First Aid course (assessed at the end of the study day), demonstrate a pass standard of 50% in the law assessment (pass / fail component; GPhC requirement) and demonstrate a pass standard of 40% in the written exam (MCQs / EMQs / short answer questions).

Mode of Assessment				
Type	Method	Description	Length	Weighting
Referral	Examination - practical/laboratory	Completion of First Aid Course (PASS/FAIL component)	30 minutes	%
Summative	Examination - practical/laboratory	Completion of First Aid Course (PASS/FAIL component)	30 minutes	%
Referral	Examination - MCQ	Pharmacy Law Exam (PASS / FAIL; 50% pass mark)	30 minutes	%
Summative	Examination - MCQ	Pharmacy Law Exam (PASS / FAIL component; 50% pass mark)	30 minutes	%
Formative	Examination - MCQ	Mock Law Exam + feedback session	1.5 hours	%
Referral	Examination - closed book	MCQs / EMQs / short answer questions [MUST PASS at 40%]	1.5 hours	70%
Summative	Examination - closed book	MCQs / EMQs / short answer questions [MUST PASS at 40%]	1.5 hours	70%
Formative	Examination - closed book	Mock written exam (MCQs / EMQs / short answer questions) + feedback session	2.5 hours	%
Referral	Coursework	TBL component: an individual summative reflection	-1000 words	30%
Summative	Classroom test	Peer Review	1 hour	5%
Summative	Classroom test	Application Exercises	1.5 hours	5%
Summative	Classroom test	Readiness Assurance Process (Individual	1.5 hours	20%

		Readiness Assurance Tests (iRATs) 15% and Team Readiness Assurance Tests 5%)		
Formative	Classroom test	Formative peer review	1 hour	%
Formative	Classroom test	Application Exercises	3 hours	%
Formative	Classroom test	Readiness Assurance Process (RAP)	1.5 hours	%

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.