

Module Details	
Module Title	Developing Professional Practice 3
Module Code	PHA6019-C
Academic Year	2020/1
Credits	30
School	School of Pharmacy and Medical Sciences
Subject Area	Pharmacy
FHEQ Level	FHEQ Level 6
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Independent Study	183
Online Lecture (Synchronous)	24
Online Seminar (Synchronous)	20
Practical Classes or Workshops	36
Work based learning	22
Placement	10
Tutorials	5

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year

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 and semi-structured model of reflection, to demonstrate personal development in the professional competencies.

Further support independent research and the production of scientific communications (both oral and written) that are cited and referenced correctly and include evaluation of published resources and evidence.

Further support the development of mathematical skills in order to complete complex pharmaceutical calculations.

Further develop clinical practice skills through Work Based Learning Placements (WBLP) by engaging in and learning from WBLP and applying classroom-based learning. To include Standards for Pharmacy Professionals (and associated guidance) and NHS values, drug history taking and quality improvement processes.

Learning Outcomes

Outcome Number	Description
01	Generate an action plan to identify gaps in their knowledge and opportunities for further learning.
02	Gather and electronically record evidence of their further development in the professional competencies using a Webfolio approach.
03	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, Achievable, 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.
04	Present scientific information (oral and written) based on independent research with appropriate citation and referencing to demonstrate skills of "explaining", "evaluating" and "developing" established concepts and strategies.
05	Perform mathematical manipulation in order to complete complex pharmaceutical calculations.
06	Present evidence of satisfactory completion of the allocated WBLP, IPL opportunities and 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 reflect upon their learning experiences, throughout the year. PATs will guide students to become more reflective in their evaluation of such experiences. Students will build and reflect on their electronic webfolio to ensure that prior learning is brought through from Stages 1 to 3 and becomes a foundation for Stage 4.

Students will be introduced to the Stage 3 Student Selected Assignments (SSAs), including how they differ from Stage 2, via a taught briefing session. Ongoing support for SSA development will be provided by students' SSA Advisors via group and one-to-one support sessions.

Mathematical manipulation skills for complex pharmaceutical calculations will be 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. 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 (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.

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.

Reflective writing skills are built upon from DPP2 by enhanced use of structured, semi-structured and unstructured models of reflection. Students submit two reflections for formative feedback from their PAT. The basis of this formative feedback is used to reflect on their attainment to develop a reflection for summative assessment.

Individual research skills are further developed by completing two Student Selected (independent research) Assignments (SSA); one to be presented orally and one as a Written Report. Students will be supported in these activities by a topic-specific Advisor who will provide formative feedback on a draft submission, for both pieces of work. Their Advisor will mark the summative submissions.

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.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Examination - Closed Book	Calculations Examination (Must Pass at 70%)	1 hour 30 mins	0%
Summative	Coursework	WBL (incl arranged placements, inter-professional education and community Suppl which cannot be re-arranged = reflection	N/A	0%
Summative	Coursework	Student Selected Assignment: Oral Presentation (10 minutes) and Written Report (1500 words) (Must Pass at 40%)	N/A	40%
Summative	Coursework	Webfolio (including summative reflection) (Must Pass at 40%)	N/A	50%
Summative	Coursework	Electronic Evidence Collection (PebblePad) with SLICE score to support the development of the 20 EPA's(Must Pass at 40%)	N/A	10%
Formative	Examination - Closed Book	Mock Calculations Examination	1.5 hours	N/A
Formative	Coursework	Individual Written Report Draft	0-1500 words	N/A
Formative	Coursework	Oral Presentation Draft	0-500 words	N/A
Formative	Coursework	Reflection 2	0-2000 words	N/A
Formative	Coursework	Reflection 1	0-2000 words	N/A

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.