

Module Details	
Module Title	Research, Innovation and Professional Practice
Module Code	PHA7062-C
Academic Year	2020/1
Credits	30
School	School of Pharmacy and Medical Sciences
Subject Area	Pharmacy
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Lectures	20
Directed Study	80
Seminars	200

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

Module Aims
To enable students to reflect upon and learn from their experiences, evaluate relevant literature and initiate change to improve professional practice.

Outline Syllabus
Reflection, Learning and Teaching: Principles of Teaching and learning, self-regulation, reflection on clinical experiences and learning. Patient Safety: Human factors, graded assertiveness, reporting errors, individual and organisational learning. Personal and Professional Development: resilience, emotional intelligence, professionalism, team-working, leadership, change management, equality and diversity. Evidence-Based Medicine: Research design, methods of data collection, analysis and presentation of data, critical review.

Learning Outcomes	
Outcome Number	Description
1	Identify appropriate professional behaviour and reflect upon the behaviour of self and others to propose appropriate plans of action to address own personal and professional development needs.
2	Reflect upon own knowledge and clinical skills to identify learning needs and actively utilise literature and clinical learning opportunities to address those learning needs.
3	Recognise the importance of people's rights in accordance with legislation, policies and procedures to identify and identify when own or others' behaviour undermines equality and diversity.
4	Understand and identify principal threats to patient safety and how to learn from error at an individual and organisational level.
5	Critically evaluate current research and apply research evidence to an identified area of practice.
6	Articulate and justify any identified need for change in service delivery or service development.

Learning, Teaching and Assessment Strategy
Students will be assigned reflective tasks at regular intervals throughout the module both to support specific learning and teaching sessions and to help them build their reflective portfolio. The reflective portfolio is a PASS/FAIL assessment and MUST BE PASSED in order to pass the module. The final assessment will be a critical review of the literature on a student-selected topic related to their clinical experiences.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	Literature Review (LOs: 4-6)	N/A	100%
Summative	Coursework	Reflective Portfolio (LOs:1-4) (PASS/FAIL: Students must pass this assessment in order to pass the module)	N/A	0%

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.