UNIVERSITY of BRADFORD

Module Descriptor

Module Details	
Module Title	Safe Prescribing, Research and Development
Module Code	PHA7084-E
Academic Year	2024/5
Credits	60
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Directed Study	442
Lectures	30
Tutorials	10
Clinical Placement	70
Practical Classes or Workshops	48

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims

To build on previous learning, further developing knowledge and skills to ensure public safety.
To enable students to critically appraise and meet identified competencies of the role of a pharmacist.

Outline Syllabus

Understanding the module's aims, learning outcomes and the approach to teaching and assessment. Continue to develop and apply professional skills, attitudes and behaviours, self- and peer assessment skills, including the use of reflection, to consider personal development in the professional competencies.

Applying principles and processes to ensure safe and effective practice: safeguarding; clinical governance; information governance and record-keeping; principles of quality assurance, quality control and good manufacturing practice; safety of medical devices; Standard Operating Procedures; Clinical audit; Root cause analysis; Legal and ethical decision-making in complex situations, including pharmacogenomics; Situational judgement; patient safety strategies; Working with the MDT to provide safe care; First aid training.

National and global strategies for antimicrobial stewardship (AMS) and their links to sustainability; application of learning from previous stages of the programme to complex antimicrobial clinical cases, sepsis and healthcare associated infection.

Independent research: enhanced critical thinking, written and oral presentation skills in relation to contemporary healthcare practice.

Further development of mathematical skills to complete complex pharmaceutical calculations, including consideration of health economics.

Applying learning in the clinical environment, in preparation for Foundation year training including Standards for Pharmacy Professionals (and associated guidance) and NHS values.

Preparation for and engagement in Clinical Placements.

Learning Outcomes	
Outcome Number	Description
01	Demonstrate effective and empathic communication skills and involve the appropriate people in decisions about care, in a variety of settings.
02	Collaborate effectively with the appropriate people, including members of the multi-disciplinary team, to ensure high-quality, person-centred care and maintain continuity of care.
03	Demonstrate cultural competency in clinical situations showing that an inclusive approach is used, that all people are treated as individuals and that protected characteristics, diversity and cultural differences are respected.
04	Adapt processes and communication to provide person-centred care that is tailored to individuals' needs, health risks, values, and beliefs.
05	Proactively support and empower people to use their medicines and devices safely and effectively.
06	Demonstrate the professional values, attitudes and behaviours expected of a Stage 4 Pharmacy student at all times, including the ability to take responsibility for professional judgements and decisions, considering health, safety, law and ethics.
07	Apply the principles of evidence-based practice to critically evaluate benefits and risks, to inform shared-decision making and optimise outcomes, in a clinical assessment/practice setting.
08	Take responsibility for the legal, safe and efficient procurement, supply, prescribing and administration of medicines.
09	Accurately perform complex pharmaceutical calculations, including with the addition of health economics problems.
10	Apply the scientific principles relating to the discovery, design, development, formulation, preparation, packaging, quality assurance and disposal of medicines and devices when discussing medicines with a variety of people, in a clinical/practice setting, while accounting for sustainability and environmental concerns.
11	Apply the scientific principles relating to chemistry, physiology, pharmacology, genomics and clinical therapeutics to ensure the safe and effective prescribing, use and monitoring of health, medicines and devices, in a clinical assessment/practice setting.
12	Complete a learning needs assessment, identify gaps in knowledge, reflect upon your development and create an action plan to proactively address your needs.
13	Take responsibility for all your actions. Ensure that all care and pharmacy service provision is safe, accurate and appropriate, in a clinical assessment/practice setting. Know the boundaries of your knowledge and refer to an appropriate senior colleague when necessary.
14	Apply the principles of clinical and information governance in relation to gaining consent, prescribing, supply, record keeping, safeguarding and management of people's personal data in a clinical assessment/practice setting.
15	Proactively introduce appropriate discussion around local and national health and social care polices to promote healthy lifestyles and public health when consulting with people, in a clinical assessment/practice setting.
16	Demonstrate an awareness of the principles of pharmacovigilance and effective patient monitoring in the management of care and how this can improve health outcomes and minimise risk, in a clinical/practice setting.

Outcome Number	Description
17	Demonstrate the ability to effectively identify, minimise and manage risk. Develop and manage performance of self (and others) to maintain and improve the quality of care, in a clinical assessment/practice setting.
18	Demonstrate resilience and flexibility, and apply effective strategies to manage multiple priorities, uncertainty, complexity and change. Reflect upon your development to identify and proactively address your learning needs. Support the learning and development of others.
19	Complete a research project, including an impact statement, and disseminate the findings in written and oral format.
20	Respond appropriately to medical emergencies including the provision of first aid.

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), as outlined in more detail in the Programme Specification. Activities will be based in a range of settings including classroom settings (workshops), laboratories and the clinical skills suite, providing opportunities to practise skills. Acquisition of clinical and communication skills will be enhanced through working in a simulated clinical environment with simulated / real patients.

Resources for self-directed study will be provided for students which will include: guided reading to support completion of TBL Study Packs, with signposting to additional sources of information to help students learn about where to find and how to use relevant information; preparation for taught sessions including RAPs, Application Exercises, workshops and prescription processing/ clinical skills sessions.

Students will be supported to develop a clear understanding of the module assessment criteria and how the teaching and learning opportunities will help them to achieve these, as outlined in more detail in the Programme Specification.

Following taught sessions to support the development of knowledge and skills required to understand and undertake research, including provision by the Subject Librarian, students will be allocated a supervisor to support them in developing their independent research skills, with group and one to-one support sessions. Development of mathematical manipulation skills for complex pharmaceutical calculations will be developed via taught workshop sessions, with additional resources provided to further aid students in meeting this learning outcome.

Taught sessions (lectures, workshops and clinical skills sessions) will prepare students for Clinical Placements, followed by a workshop-style post-placement debrief discussion.

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

Students are assessed via a range of assessments, including both individual and team assessments.

A long loop assessment, taken at the start of the year, is used to integrate and synthesise knowledge from the previous stage. Students are then assessed through a number of closed book individual readiness assurance tests (iRATs) 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 open book formative and summative Application Exercises (AEs), including role plays, problem-solving, laboratory experiments and submission of reports and production of pharmaceutical care plans. Formative and summative peer assessment of team members will be used to develop and assess team-working.

An e-portfolio will collect the student's evidence of meeting the minimum threshold in each stage for working towards the Entrustable Professional Activities. This will become a clear record of the student?s employability skills and how they have developed over the programme.
* Skills logs will be used throughout the academic year to allow students to show their learning towards meeting the minimum threshold (pass/fail) for a pre-defined range of tasks, for example, dispensing.
* Evidence collation sheets (ECS): Students will collect and electronically record evidence of development across the professional competencies.
* Reflection and action planning: students will complete two full reflective cycles based on specified elements of their professional development. They will submit their reflection and action plan for feedback; they will then provide evidence of acting on the feedback and their action plan, completing the reflective cycle.

Research skills, including written and oral communication of students' findings, are assessed by:
* A written report, including impact statement, with oral presentation.

Pharmaceutical calculations will be examined in the semester 1 exam period; students must pass the stage calculations examination at 70%, in line with the patient safety implications of performance in this area.

At the end of the academic year, summative assessment of learning outcomes is through a written examination and clinical assessment.

An opportunity for formative assessment and feedback is provided for all elements of assessment.

To pass the module, students will need to demonstrate a pass standard of 40% in the module overall and MUST ALSO achieve at least 40% (70% in calculations) in each of the elements of assessment (except the TBL component) including a PASS in the Patient Safety element of the Communication and Consultation Skills assessment.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Team-Based Learning Assessment	TBL: iRAT 2%; tRAT 2%; application exercise (2%), long loop 2%. RESIT: 1000-words written reflection 10%	10%
Summative	Presentation	Research and scientific dissemination: Oral communication of initial findings (MUST PASS AT 40%)	10%
Summative	Coursework - Written	Research and scientific dissemination - written report including Impact statement (MUST PASS AT 40%)	30%
Summative	Coursework - Portfolio/e-portfolio	E-portfolio - reflection (MUST PASS AT 40%)	5%
Summative	Coursework - Portfolio/e-portfolio	E-portfolio - evidence SLICE score (MUST PASS AT 40%)	5%
Summative	Coursework - Portfolio/e-portfolio	E-portfolio - Skills Log (Pass/Fail) (MUST PASS)	0%
Summative	Examination - Closed Book	EMQs and Short answer questions (MUST PASS AT 40%)	20%
Summative	Clinical Assessment	Safe Prescribing Skills assessment (MUST PASS AT 40%)	20%
Summative	Clinical Assessment	Patient Safety element of Safe Prescribing Skills assessment (PASS/FAIL, MUST PASS)	0%
Summative	Examination - Closed Book	Calculations examination (MUST PASS AT 70%)	0%
Formative	Classroom test	Team-based Learning assessment with in-class feedback	N/A
Formative	Coursework	Formative feedback on Research and scientific dissemination: written report (400 words)	N/A
Formative	Classroom test	Mock EMQs and short answer question paper with formative feedback session (1.5 hours)	N/A
Formative	Clinical Assessment	Mock Safe Prescribing Skills assessment with formative feedback (30 mins)	N/A
Formative	Classroom test	Mock calculations examination with formative feedback session (2 hours)	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.

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