

Module Details	
Module Title	Fundamentals of Pharmacy Practice
Module Code	PHA4012-E
Academic Year	2024/5
Credits	60
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Directed Study	319
Lectures	64
Clinical Placement	105
Practical Classes or Workshops	106
Tutorials	6

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

Module Aims
<p>To enable students to understand and develop their knowledge of and skills in:</p> <ul style="list-style-type: none"> <li>- The knowledge and professional skills, attitudes and behaviours required of a future pharmacist.</li> <li>- Communicating with people and patients and keeping them safe.</li> <li>- Supporting themselves and others in their learning and development.</li> </ul>

## Outline Syllabus

Understanding the module aims and learning outcomes, the assessment criteria used to show you meet them and the learning provided to enable you to achieve them. Introduction to learning needs analysis using self and peer assessment; skills logs, evidence collection, reflection and action planning, making use of the Gibbs structured model. Entrustable Professional Activities (EPAs).

Roles and responsibilities and professional skills, attitudes and behaviours of a future pharmacist: Standards for Pharmacy Professionals and Student Fitness to Practise; the NHS structures and functions and NHS Values. Importance of teamwork and collaboration in providing safe and effective care.

The pharmacist's role in supporting the public health agenda: perceptions of health; determinants of health including how these are impacted by sustainability issues; health behaviour change: cycle of change; healthy lifestyle advice.

Structured approach to solving problems and making decisions: the four-stage process of decision making; and understanding the concept of shared-decision making and concordance; factors affecting professional decision making in pharmacy, including making professional and ethical judgements; finding and using appropriate resources of health and patient information; confidentiality and consent; recording and managing information. Introduction to communication and consultation theory, models and skills, including the concept of person-centredness, how to build rapport with patients, questioning and listening skills; responding to symptoms; giving information to the patient. Non-discriminatory practices: introduction to the School's Equality, Diversity and Inclusion (EDI) Strategy and how EDI is embedded in the MPharm programme; the Equality Act; conscious and un-conscious biases; protected characteristics; non-discriminatory care, diversity, individual beliefs, culture and language needs. Multi-disciplinary team working in the context of signposting patients who present with symptoms to the appropriate services.

The regulations and principles governing the safe supply of medicines: medicines regulations; who can prescribe, including the pharmacist as a prescriber; the 10 prescribing competences and how they apply to practice; types of prescriptions; record keeping; legal classification of medicines; legal and clinical checks of prescriptions; labelling medicines. Keeping patients safe and ensuring quality: clinical governance (including that relating to pharmacogenomics), record keeping, GDPR; risk management, including human factors theory and protocols; introduction to audit, quality improvement and the PDSA cycle; how services are commissioned and delivered; safeguarding; duty of candour; developing resilience; escalation of concerns ? knowing your limits and seeking help; dealing with and learning from mistakes.

Preparation for and engagement in Clinical Placements including Health and Safety.

## Learning Outcomes

Outcome Number	Description
01	Understand the theory of a range of communication strategies and demonstrate these with a variety of people in multiple settings.
02	Understand the theory of teamwork dynamics, effective collaboration and problem-solving and demonstrate these skills with peers, including other healthcare professional students. Understand the importance of working as part of a multi-disciplinary team. Demonstrate these skills with peers, including other healthcare professional students.
03	Understand the concept of cultural competency, the needs of people with protected characteristics and the professional responsibility to show respect for diversity and cultural differences.
04	Understand factors which influence behaviour and appreciate individuals' needs, in relation to health, medicines and pharmaceutical services.
05	Understand the principles of patient safety, medicines safety and clinical governance.
06	Demonstrate the professional values, attitudes and behaviours expected of a Stage 1 Pharmacy student at all times, including the ability to take responsibility for professional judgements and decisions, considering health, safety, law and ethics.
07	Understand the principles of evidence-based practice, benefit and risk and apply these to everyday problem-solving activities.
08	Demonstrate an understanding of the processes involved in the legal, safe and efficient procurement, supply, prescribing, administration and safe disposal of medicines.
09	Complete a learning needs assessment, identify gaps in knowledge, reflect upon their development and create an action plan to proactively address their needs.
10	Take responsibility for all their actions. Know the boundaries of their knowledge and refer to an appropriate senior colleague when necessary.
11	Understand the principles of clinical and information governance in relation to gaining consent, prescribing, supply, record-keeping, safeguarding and management of people's personal data.
12	Understand local and national health and social care policies to promote healthy lifestyles and public health.
13	Demonstrate effective diagnostic questioning to support the most appropriate course of action for minor ailments or when recommending over-the-counter treatment.
14	Understand the need to identify, minimise and manage risk.

## 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.

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

Students are assessed via a range of assessments, including both individual and team assessments. Students are 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 (stage 1) and production of pharmaceutical care plans (stages 3 and 4). 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.

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% in each of the elements of assessment (except the TBL component).

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Team-Based Learning Assessment	SUMMATIVE 1: TBL - iRAT 12%; tRAT 6%; Application exercise 6%; Peer Assessment 6%. RESIT 1: 1000-word reflection 30%	30%
Summative	Coursework - Portfolio/e-portfolio	SUMMATIVE 2A: Skills Log (PASS/FAIL, MUST PASS)	0%
Summative	Coursework - Portfolio/e-portfolio	SUMMATIVE 2B: Evidence collation sheets with SLICE score (PASS AT 40%, MUST PASS)	5%
Summative	Coursework - Written	SUMMATIVE 2C: 2000-words, Reflection and action planning (PASS AT 40%, MUST PASS)	15%
Summative	Clinical Assessment	SUMMATIVE 3: Communication and Consultation skills. (PASS AT 40%, MUST PASS)	10%
Summative	Online MCQ Examination	SUMMATIVE 4: MCQs, EMQs and short answer questions (2 Hrs) (PASS AT 40%, MUST PASS)	40%
Formative	Team-Based Learning Assessment	FORMATIVE 1: Team-based learning with in-class formative feedback.	N/A
Formative	Coursework - Written	FORMATIVE 2: Formative feedback and supported discussion on reflection.	N/A
Formative	Clinical Assessment	FORMATIVE 3: Mock Communication and Consultation Skills assessment (15 minutes)	N/A
Formative	Examination - MCQ	FORMATIVE 4: Mock exam (120-minutes) paper comprising multiple choice/single best answer questions (MCQ), Extended Matching Questions (EMQ) and short-answer questions, with formative feedback session afterwards.	N/A

Reading List
To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a>

**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.*