MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module: Pharmacy Practice 3
2. School which will be responsible for management of the module: Medway School of Pharmacy
3. Start date of the module: 2006
4. The cohort of students (onwards) to which the module will be applicable: Stage 3 of the Masters in Pharmacy (MPharm) programme
5. The number of students expected to take the module: 160 annually
6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal: None
7. Level of the module *(e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M]):* This module will be delivered at Honours level
8. The number of credits which the module represents: 30 credits

***Note****: undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award*

1. Which term(s) the module is to be taught in (or other teaching pattern): Terms 1 & 2
2. Prerequisite and co-requisite modules: Pre-requisite modules are successful completion of PP1, MDM1, PHAM1003 and PHAM 1054 in Stage 1 of MPharm, or graduation from the Foundation Degree in Pharmacy Practice, plus PHAM 1056 & PHAM 1008, PP2 and MDM2 in stage 2 of the MPharm programme. Co-requisite modules are MDM3, PHAM1074, and RM.
3. The programme(s) of study to which the module contributes: Masters of Pharmacy (MPharm)
4. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

The Objectives for this module have undergone minor changes to clarify the progression from year 2 to year 3, and to use wording which more closley represents the terminology in use by the General Pharmaceutical Council in its accrediation processes. These changes are important as MSOP is due to be reaccredited in 2013.

**Aims**

This module aims to build on aspects of professional practice, pharmacology and therapeutics from previous years to provide an understanding of the key concepts in medicines management. This will require the student to demonstrate the ability to identify and resolve drug therapy issues for individual patients. Students will gain knowledge, skills and attitudes necessary to prepare them to deliver pharmaceutical care for patients.

**Learning Outcomes**

* A systematic application of law and ethics including accountability and responsibility in the practice of pharmacy.
* A systematic understanding of the principles of medicines management and the application of these to the care of individual patients (optimising medicines).
* Demonstration of key aspects of patient safety including adverse drug reactions, drug interactions and their application.
* Demonstrated appropriately undertake clinical prescription reviews for patients with co-morbidities
* An ability to critically evaluate, make decisions, and justify solutions in relation to the supply of prescription and non-prescription medicines.

The PP3 learning outcomes are as designed to help students to further develop the skills and knowledge they need as future health professionals and fit into the programme aims for the MPharm programme at a more advanced level than in stages 1 and 2. Programme aims (10-11) plus the following programme learning specific outcomes: (20-22) (24-70). The reason that PP3 fits fo many of the programme spcification is that it is the first module that brings together the science, pharmacology and practice of pharmacy. It builds on and co-requisite with many other modules within the programme as outlined in 10 above. It also prepares students for modules PHAM 1125 in the fourth year.

1. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:

Applying professional values attitudes and behaviours; communication and consultation skills; demonstrating through simulation the inter- and intra-professional relationships; shoing how to apply many of the legal and ethical requirements of being a pharmacist whilst working with incomplete data. Practicing clincal review and dispensing in a simulated environment for more complex patients some with co-morbidities. An ability to accurately perform complex pharmaceutical calculations. These skills achieved in PP3 are linked to the transferable skills identified in the programme learning outcomes numbers (57-70).

1. A synopsis of the curriculum

There are no changes in this area of the curriculum

1. Indicative Reading List

| ISBN Number | Author | Date | Title | Publisher |
| --- | --- | --- | --- | --- |
| 0853698272\* | Appelbe, G.E. & Wingfield J. | 2009 | Dale & Appelbe’s Pharmacy Law and Ethics, 9th Ed. | Pharmaceutical Press |
| 1405180795\*\* | Blenkinsopp, A. Paxton, P. & Blenkinsopp, J. | 2008 | Symptoms in the Pharmacy, 6th Edition | Blackwell Publishing |
| 0853699316\*\*\* | BMA /RPSGB | 2011 | British National Formulary, 62th Edition | Pharmaceutical Press |
| 0853699577\* | RPS | 2012 | Medicines, Ethics and Practice Guide, 36th edition. | Pharmaceutical Press |
| Suggested Reading |
| 0702029955\*\* | Rutter, P | 2008 | Community Pharmacy: Symptoms, Diagnosis and Treatment 2nd edition | Elsevier |
| 0853696896\*\* | Wingfield J and Badcott, D | 2007 | Pharmacy Ethics and Decision Making | Pharmaceutical Press |
| 044306906-2 | Winfield A.J.Rees J.A. &Smith I | 2009 | Pharamceutical Practice | Churchill Livingstone |
| 085369879-1 | Krska J | 2011 | Pharmacy in Public Heath | Pharmaceutical Press |

\* These books are also on the list for stage 1 (PP1), stage 2 (PP2) and stage 4 (PP4)

\*\* These books are also on the list for one or more of the following modules AT1, PP2 or PP4

\*\*\* Students have been be provided with this book

1. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lecture** | **Workshops/ dispensing labs** | **Seminar** | **Practice Pharmacy Placement** | **Private Study**  | **MSCL/CAL** | **Formal assessment** | **Total hours**  |
| 30 | 48 | 10 | 70 | 44.75 | 90 | 7.25 | 300 |

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| --- | --- | --- | --- | --- |
| **Activity** | **Lectures** | **Workshops** | **MSCL/CAL** | **Total hours** |
| Optimising medicines  | 16 | 21 | 38 | 75 |
| Responsing to Symptoms | 6 | 6 (integrated) | 18 | 30 |
| Pharmacy Practice | 8 | 21 | 34 | 63 |
| Seminars\* |  | 10 |
| Placements |  | 70 |
| Private study |  | 44.75 |
| Formal assessment including Dispensing exam |  | 7.25 |
| Total hours | 30 | 48 | 90 | 300 |

This section is unchanged from 2012-13

1. Assessment methods and how these relate to testing achievement of the intended learning outcomes

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| **Methods of assessment** | **Learning outcomes**  | **Weighting**  | **Outline details** |
| **Continuous assessment** | 1-5 | Pass required 40% | **MCQ Open Book** (1hr 15min) (10%)  |
| **Written assessments** (30%)  |
|  | 1-5 | Pass | CV, PDP, reflections and actions,  |
| **Dispensing Exams** | 1-5 | Pass | 1 x 2 hour practical dispensing examination  |
| **Pharmaceutical** **calculations** | 1-5 | Pass | 1 x 1 hour pharmaceutical calculations paper |
| **MCQ Closed Book** | 1-5  | Pass | 1 x 1 hour closed book MCQ paper |
| **Examination** | 1- 5 | 60% | 1 x 3 hour examination  |

The content of the assessments remains unchanged from 2011-12 However, it is propopsed that the students have 2 attempts at the calculations assessment and dispensing examination before the June Exam Board with a third and final attempt in August at the discretion of the Board. To support students there will be a formative MCQ interim assessment in week 12 and individual feedback on a draft written assignment will be given to each student during PP3 workshops.

The pass mark for this module is 50% overall. The dispensing examination is Pass/Fail and to achieve a pass students will need to have at least 70% in the practical examination. As a requirement from the professional regulator where a student makes what would in real world practice be a life-threatening or life–ending dispensing error in a dispensing examination the student will be deemed to have failed the entire examination. This additional reqiurement was highlighted as a necessary improvement for 2012-13 by the External Examiner in pharmacy practice amd was enacted from the academic session 2012-13. This will remain.

Calculations paper is a pass/fail assessment with a minimum of 70% reqiured to achive a pass and successful completion of Myfolio is a pass/fail element remain unchanged from 2011-12.

 An additional pass/fail MCQ closed book assessment will be introduced for the academic year 2013-14. This assessment will be to ensure that student retain knowledge from previous years and build on that knowledge. The aim of this change is to improve deeper learning and retention of knowledge in the MPharm programme which will, we hope, contribute to strengthening the preregistration pass rate, this will have a 70% pass mark. As in previous years lab books /worksheets/ placement handbooks must be maintained to the required standard. It should also be noted that neither compensation nor condonement may be applied to this course. The pass mark of 50% is required by the professional regulator for all professional modules in the MPharm programme.

Students who fail to meet the required level of attainment for the written assessments, may be allowed up to one further attempt at demonstrating competency prior to Exam Board.

To achieve acceptable attendance students must attend at least 80% of all scheduled coursework sessions. One day of placement is equivalent to 2 labs/workshops. Failure to meet the minimum requirement will result in contunuous assessment mark being capped at the pass mark. This is in line with other pharmacy practice modules.

1. Implications for learning resources, including staff, library, IT and space: There are no additional requirements beyond standard MPharm space and services.
2. **The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module, we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.**

***If the module is part of a programme in a Partner College or Validated Institution, please complete the following:***

1. Partner College/Validated Institution: Not applicable
2. University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme: Not applicable

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................Director of Learning and Teaching…………………………………………………Print Name | ..............................................Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................Head of School………………………………………………….Print Name | ..............................................Date |

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** *(delete as applicable)***:** "I confirm that the College/Validated Institution*(delete as applicable)* has approved the introduction of the module and will be responsible for its resourcing"

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| .................................................................Nominated Responsible Officer of Partner College/Validated Institution ………………………………………………….Print Name………………………………………………….. Post | ..............................................Date |

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Last updated July 2010