1. **Title of the module**

PHAM1141 (Greenwich Code: PHAR 1054) Introduction to Pharmacy Skills

1. **School or partner institution which will be responsible for management of the module**

Medway School of Pharmacy.

1. **The level of the module**

Level 3

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn (12 weeks) and Spring (12 weeks)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Master of Pharmacy (MPharm)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to the following:**
2. Develop a basic understanding of the roles and the responsibilities of a pharmacist
3. Develop practical skills relating to pharmacy and the ability to undertake these skills in a simulated environment including dealing with health-related enquiries from members of the public.
4. Develop a basic knowledge and understanding of the legal framework that cover medicines and pharmacy
5. Develop knowledge and understanding of the documentary evidence and practice required to support a safe and effective pharmacy environment
6. Develop a knowledge and understanding of the lifelong learning commitments and professional development requirements of a pharmacist.
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to the following:**
8. Develop an ability to obtain and use information from a variety of sources as part of self-directed learning.
9. Develop time-management and organisational skills within the context of self-directed learning.
10. Develop the ability to work independently and in groups.
11. **A synopsis of the curriculum**

This module aims to provide students with the qualities and transferable skills necessary for progression to Year 1 of the MPharm Programme. More specifically the module aims to give students an introduction to the pharmacy environment and roles of a pharmacist by exposing them to the underpinning skills and knowledge used to ensure the day to day work within a pharmacy.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

| **Author** | **Date** | **Title** | **Publisher** |
| --- | --- | --- | --- |
| Appelbe, G.E. & Wingfield, J. | 2013 | Dale & Appelbe’s Pharmacy and Medicine Law , 10th Edition | Pharmaceutical Press |
| BMJ/RPS | 2019 | British National Formulary,  | Pharmaceutical Press |
| Royal Pharmaceutical Society (RPS) | 2017 | Medicines, Ethics and Practice (MEP) 41th edition  | Pharmaceutical Press |

1. **Learning and teaching methods**

The following teaching methods will be utilized. Lectures, seminars and private study.

The primary mode of delivery will be 2 hour lectures (one per week throughout both terms). Additionally students will gain practical experience in seminars (2 x 2 hour each term), workshops (4 x 2 hour in term 1 and 3 x 2 hours in term 2) and laboratories (2 x 3 hour in term 2). *Lectures* serve to deliver the core material directly related to themes shown in the curriculum synopsis and help the students achieve the subject specific learning outcomes.

The *laboratory practicals* and *workshops* serve to reinforce concepts introduced in the lectures and also serve to help the students achieve both the subject specific learning outcomes and the generic learning outcomes

*Seminars* serve to consolidate the material and help the students achieve the subject specific learning objectives.

*Private study* (revision) is student driven and serves to consolidate understanding and help students achieve both subject selective learning outcomes and generic learning outcomes.

1. **Assessment methods**
	1. Main assessment methods

MCQ assessment (20%)

Written assignment 1000 words (20%)

Summative exam (60%)

Attendance in 80% in labs, workshops and seminars will reinforce active participation in the module

The pass mark for this module is 40% (note that the progression mark is 60% in each module to progress onto stage 1 of the MPharm

Professional (pharmacy) competency assessment (Pass/Fail)

Students must pass both the coursework and examination components in order to satisfactorily complete the module.

Students must pass the professional competency examination in order to satisfactorily complete the module and to progress to the next stage of the MPharm programme.

13.2 Reassessment methods

*Students will be normally be allowed one further resit opportunity for a failed examination, in accordance with the academic regulations for the MSOP MPharm degree programme (2017)*

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1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** |  | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |
| **Private Study** | 224 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Lectures** | 48 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Seminars** | 8 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Workshops** | 14 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Laboratories** | 6 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *MCQ assessment* |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Written assignment* |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Professional competency assessment* |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Summative examination* |  | **X** | **X** | **X** | **X** | **X** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

**Medway**.

1. **Internationalisation**

Staff directly teaching on this module have a significant amount of clinical expertise and scientific training from healthcare and scientific institutions all over the world.

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

1. **Partner College/Validated Institution**

N/A

1. **University School responsible for the programme**

Medway School of Pharmacy

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 31/10/18 | New module |  |  |  |
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