

## MODULE DESCRIPTOR

### Module Title

Professional Practice 1

|           |            |             |        |
|-----------|------------|-------------|--------|
| Reference | PL1004     | Version     | 2      |
| Created   | March 2024 | SCQF Level  | SCQF 7 |
| Approved  | June 2022  | SCQF Points | 30     |
| Amended   | April 2024 | ECTS Points | 15     |

### Aims of Module

To develop an understanding of the knowledge, skills and professional behaviours required of a pharmacist in the practice setting.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Explain the role of the pharmacist and multidisciplinary teams in patient care.
- 2 Demonstrate appropriate knowledge, skills and professional behaviours required of a pharmacist.
- 3 Reflect on personal and professional aspects of pharmacy practice.

### Indicative Module Content

An introduction to aspects of pharmacy practice relating to the patient, the medicine, and the profession, allowing students to explore the knowledge, skills and professional behaviours required by a pharmacist. Topics include: exploring pharmacists' professional responsibilities, including ethical responsibilities, responding to symptoms, principles of pharmaceutical care and public health; patient safety; introduction to legislation concerning the supply of medicines; interpersonal, communication and teamworking skills, information retrieval and study skills; interprofessional working including an awareness of the roles of other healthcare professionals; pharmaceutical calculations; reflective practice; equity, diversity and inclusion; sustainability. This module clearly shows how pharmacists can assist with good health and well-being (SDG 3 good health and well-being), while making conscious decisions about the use and disposal of resources required to provide a quality learning experience with minimal environmental impact (SDG 12 responsible consumption and production). In addition, the module is a stepping stone to the reduction of inequalities in the provision of healthcare across communities (SDG 10 reduced inequalities).

### Module Delivery

Lectures, coursework sessions, group and individual based problem-solving activities, tutorials, directed study activities, experiential learning alongside a range of additional Professional Experiences where a student will undertake a minimum of 35 hours of experiential learning on placement.

### Indicative Student Workload

|  | Full Time | Part Time |
|--|-----------|-----------|
| Contact Hours  | 78        | N/A       |
| Non-Contact Hours  | 187       | N/A       |
| Placement/Work-Based Learning Experience [Notional] Hours                    | 35        | N/A       |
| TOTAL  | 300       | N/A       |
| <i>Actual Placement hours for professional, statutory or regulatory body</i> | 35        |           |

### ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

#### Component 1

|              |   |            |    |                    |      |
|--------------|---|------------|----|--------------------|------|
| Type:        | Coursework  | Weighting: | 0% | Outcomes Assessed: | 1, 3 |
| Description: | A portfolio of evidence that demonstrates achievement of the module learning outcomes as specified in the assessment instructions and 100% attendance at all timetabled professional experiences. |            |    |                    |      |

#### Component 2

|              |                    |            |      |                    |   |
|--------------|--------------------|------------|------|--------------------|---|
| Type:        | Practical Exam     | Weighting: | 100% | Outcomes Assessed: | 2 |
| Description: | Oral presentation. |            |      |                    |   |

### MODULE PERFORMANCE DESCRIPTOR

#### Explanatory Text

To pass this module, the student must achieve a module Grade of Grade D or better.

| Module Grade | Minimum Requirements to achieve Module Grade:   |
|--------------|---|
| <b>A</b>     | When the grade for Component 2(PE1) is an A and a PASS in Component 1(CW1).                                 |
| <b>B</b>     | When the grade for Component 2(PE1) is an B and a PASS in Component 1(CW1).                                 |
| <b>C</b>     | When the grade for Component 2(PE1) is an C and a PASS in Component 1(CW1).                                 |
| <b>D</b>     | When the grade for Component 2(PE1) is an D and a PASS in Component 1(CW1).                                 |
| <b>E</b>     | When the grade for Component 2(PE1) is an E and a PASS in Component 1(CW1).                                 |
| <b>F</b>     | When the grade for Component 2(PE1) is an F and/or an unsuccessful attempt (i.e. Fail) at Component 1(CW1). |
| <b>NS</b>    | Non-submission of work by published deadline or non-attendance for examination                              |

### Module Requirements

|                          |   |
|--------------------------|---|
| Prerequisites for Module | None, in addition to course entry requirements. |
| Corequisites for module  | None.   |
| Precluded Modules        | None.   |

**INDICATIVE BIBLIOGRAPHY**

- 1 REES, J., SMITH, I. and WATSON, J., 2014. *Pharmaceutical Practice*. Fifth edition. Edinburgh: Churchill Livingstone
- 2 REES, J., SMITH, I. and SMITH, B., 2015. *Introduction to Pharmaceutical Calculations*. Fifth edition. London: Pharmaceutical Press.
- 3 ROYAL PHARMACEUTICAL SOCIETY., 2022. *Medicines, Ethics and Practice. A guide for pharmacists and pharmacy technicians*. London: Pharmaceutical Press.
- 4 ADDISON, B., BROWN, A., EDWARDS, R. and GRAY, G., 2016. *Minor Illness or Major Disease?* Sixth edition. London: Pharmaceutical Press.
- 5 LANGLEY, C. and PERRIE, Y., 2015. *Maths skills for pharmacy: unlocking pharmaceutical calculations*. First edition. Oxford: Oxford University Press.