

Module Details	
Module Title:	Research, Innovation and Professional Practice
Module Code:	PHA7062-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Pharmacy and Medical Sciences
Subject Area:	Pharmacy
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	20
Seminar	200
Directed Study	80

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Full Year (Sept - Aug)

Module Aims
To enable students to reflect upon and learn from their experiences, evaluate relevant literature and initiate change to improve professional practice.

Outline Syllabus
Reflection, Learning and Teaching: Principles of Teaching and learning, self-regulation, reflection on clinical experiences and learning.
Patient Safety: Human factors, graded assertiveness, reporting errors, individual and organisational learning.

Personal and Professional Development: resilience, emotional intelligence, professionalism, team-working, leadership, change management, equality and diversity.

Evidence-Based Medicine: Research design, methods of data collection, analysis and presentation of data, critical review.

Learning Outcomes

1	Identify appropriate professional behaviour and reflect upon the behaviour of self and others to propose appropriate plans of action to address own personal and professional development needs.
2	Reflect upon own knowledge and clinical skills to identify learning needs and actively utilise literature and clinical learning opportunities to address those learning needs.
3	Recognise the importance of people's rights in accordance with legislation, policies and procedures to identify and identify when own or others' behaviour undermines equality and diversity.
4	Understand and identify principal threats to patient safety and how to learn from error at an individual and organisational level.
5	Critically evaluate current research and apply research evidence to an identified area of practice.
6	Articulate and justify any identified need for change in service delivery or service development.

Learning, Teaching and Assessment Strategy

Teaching and learning methods include: Team-Based Learning, Group exercise and discussion, directed learning and guided reflection.

Students will be assigned reflective tasks at regular intervals throughout the module both to support specific learning and teaching sessions and to help them build their reflective portfolio. The reflective portfolio is a PASS/FAIL assessment and MUST BE PASSED in order to pass the module.

The final assessment will be a critical review of the literature on a student-selected topic related to their clinical experiences.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Literature Review (LOs: 4-6)	0-3000 words	100%
Summative	Coursework	Reflective Portfolio (LOs:1-4) (PASS/FAIL: Students MUST PASS this assessment in order to pass the module)		%

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.