

PASS Case Study Update: CS.7

Summary

Variety of PFA	Educative forward-looking assessments, synoptic assessment, continuous portfolio assessment of capabilities.
Course	MPharm
Faculty and institution	University of Bradford School of Life Sciences
Type/duration	4-year undergraduate full-time programme or 5-year undergraduate sandwich programme.
Timing	September 2012 with year 1 intake. Updated June 2019.

What are the main characteristics of programme focused assessment which are incorporated in the course/programme in its present form?

- Synoptic assessments
- Increased use of formative assessment and immediate feedback
- Assessment strategy constructively aligned with programme outcomes
- Increased choice and variety of assessment
- Increased focus on assessment as learning
- Ongoing assessment through entire programme via developmental portfolios

What are the main changes/progress since the original PASS Case Study?

- Wider use of synoptic assessments
- Use of peer assessment
- Further development of assessment literacies in students
- Introduction of larger modules
- Introduction of an online peer evaluation tools

How successful has this initiative been for your programme and what is the evidence of impact?

- Developing and assessing programme learning outcomes has enabled the team to design more authentic assessments that are more effectively aligned with pharmacy practice eg more use of OSCEs.
- Using developmental portfolios that start in year one and continue to year four in an iterative way help to develop students' abilities to assess their own progress and

development of knowledge, skills and capabilities and better prepares them for their future CPD practices.

- Performance in the national pharmacy registration assessments have improved in the last year and are above the mean.
- National recognition of the design of the programme and impact it has had on others through the award of a national HEA CATE award in November 2017.

How has your approach to programme focused assessment influenced the practice of others beyond your programme team in your own institution?

- Our use of programme focussed assessments informed the institutional curriculum framework and was used as an example to others of successful curricula redesign.
- Our increased use of formative *assessment as learning* and engaging students in active and collaborative learning through the use of Team-Based Learning has been adopted by approximately 20 modules in various programmes in multiple disciplines in our institution.

How has your approach to programme focused assessment influenced the practice of other beyond your own institution?

The design of the programme has influenced the development of other pharmacy programmes e.g. at Medway School of Pharmacy and the University of Wolverhampton. Our increased use of formative assessment as learning and engaging students in active and collaborative learning through the use of Team-Based Learning has been adopted by numerous programmes in multiple disciplines in our institution and to other institutions in the UK and the Netherlands.

What plans do you have for further development?

An evaluation of the outcomes and impact of the programme on students and staff is underway with further research studies being planned. Plans to take our learning into schools are also underway and are being piloted in a schools organisation in Spain.

What tips would you give to others starting out on programme focused assessment?

- Design your outcomes first in collaboration with a stakeholder group made up of employers, alumni, students, educationists and other relevant stakeholders e.g. patient groups.
- Seek out help from educational developers.
- Have early discussions with QA officers and relevant institutional leaders in learning and teaching e.g. PVC L&T.
- Seek out help and advice from others outside your institution who have done this.
- Don't let institutional processes or regulations become a barrier – these can be overcome.
- Be bold!

Further details

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