

**School of Pharmacy and Pharmaceutical Sciences
Trinity College Dublin**

B.Sc. (Pharm.) Degree Programme

Assessment Strategy

Philosophy

The Assessment Strategy of the School of Pharmacy and Pharmaceutical Sciences (SoPPS) for the B.Sc. (Pharm.) degree programme is underpinned by the following key principles:

- Assessment facilitates evaluation of student learning and development, along with evaluation of innovation and improvement of curriculum and teaching.
- Assessment is closely integrated with both the B.Sc. (Pharm.) curriculum and the Teaching and Learning Strategy for the B.Sc. (Pharm.) degree programme. As the curriculum includes defined learning outcomes, assessment methodology optimally addresses the relevant learning outcomes in each module.
- Evaluation of assessment functions as a continuous feedback process, whereby continuous improvement is sought. Quality improvement of assessment is ongoing and prospective, including consideration of new modules or new/changing material within existing modules.
- Clear guidance is provided to students relating to the assessment of stated professional and learning outcomes in the Student Course Handbook, for every module.
- Changes to the curriculum and assessment may be either pro-active or reactive, in response to developments in accreditation standards, scientific/technical progress, external examiner or student feedback, professional matters or changes to pharmacy practice.
- As the Teaching and Learning Strategy emphasises a profession-focused approach, with clinical excellence underpinned by a strong scientific foundation, professional, clinical and scientific elements are considered concurrently as part of overall assessment evaluation of the B.Sc. (Pharm.) course. As such, assessment must take cognisance of future progression to the National Pharmacy Internship Programme, and ultimately professional practice.
- Assessment at the individual student level includes assessment of the pharmacist's contribution in the healthcare team.
- There is continuous quality assurance of the assessment techniques employed, both internally and externally.

Outcomes

The Assessment Strategy is designed to contribute to:

- Evidence of the attainment of the B.Sc. (Pharm.) degree programme outcomes and individual module outcomes.
- Evidence of the development of graduates who are fit to enter the National Pharmacy Internship Programme.

Alignment

Assessment is aligned with:

- University policies and procedures, in particular those relating to examinations and the appeals process, to which the student body must have open access.
- The School mission.
- The B.Sc. (Pharm.) degree programme outcomes and individual module learning outcomes.
- The standards required of a Level 8 university programme.
- The Pharmaceutical Society of Ireland's Interim Accreditation Standards for the Level 8 Bachelor Degree Awarded on the Successful Completion of the 4 Year Undergraduate Pharmacy Degree Programme, including specific requirements with regard to demonstration of distinct competencies in extemporaneous dispensing, the dispensing and supply of medicines, pharmacy law, pharmacy practice (including clinical practice and therapeutics), ethics and professionalism and the nature of assessments for this purpose.

In addition, evaluation of assessment is aligned with:

- University policies and procedures.
- The operation and procedures of the Course Management Committee (CMC).

While all stakeholders (academic staff, module co-ordinators, students/student representatives) are involved in the process of evaluating assessment procedures, the CMC provides a forum to ensure objective reporting on assessments and constructive dialogue.

Format

Assessment methodology used in the B.Sc. (Pharm.) programme, and its evaluation, should encompass the following approaches:

- Assessment methods relevant to the B.Sc. (Pharm.) course include diagnostic, formative and summative assessment methods, and are suitable for use in evaluation of spiral integrated approaches to teaching and learning.
- Assessment methods position knowledge, understanding and competence development in a pharmacy context.
- Assessment techniques suitable to the evolution of learning are used. These include Objective Structured Clinical Examinations (OSCEs), integrated clinical pharmacy assessment across modules and peer assessment methods.
- Assessment data facilitates evaluation of both individual performance and development, and aggregate student performance (e.g. across a module or across a course year).
- When ongoing assessment during a module indicates an area for concern in a student's performance, the module co-ordinator or relevant academic liaises with the student's personal tutor.
- A report on module assessment outcomes is submitted by every module co-ordinator on an annual basis to the Director of Teaching and Learning (Undergraduate).

Assessment data is stored and readily retrievable, allowing analysis of trends over time for individuals, modules and overall programme results.