

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

**B.Sc. (Pharm.) Degree Programme**

**Teaching and Learning Strategy**

**Philosophy**

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

- Teaching and learning are student-centered. This includes addressing students' diverse learning needs through the principles of universal design for instruction articulated in the Trinity Inclusive Curriculum, incorporating opportunities for feedback, reflection and remediation, providing opportunities for specialisation through electives where appropriate, and accommodating students with disabilities insofar as practicable.
- Teaching and learning are profession-focused and lead to professional practice. Teaching and learning approaches in every module must be considered for their suitability in preparing students for a career as pharmacists. They must take cognizance of future progression to the National Pharmacy Internship Programme, and ultimately professional practice. Where possible, teaching and learning activities should be linked to the Core Competency Framework for Pharmacists of the Pharmaceutical Society of Ireland.
- Teaching and learning are directed at the achievement of clinical excellence, underpinned by a strong scientific foundation.
- Teaching and learning approaches empower students to take responsibility for their own learning, inculcate a commitment to Continuing Professional Development and develop students' skills in reflective professional and ethical practice.
- Teaching and learning are in keeping with the spiral nature of the curriculum: There is horizontal and vertical integration within the programme (T-shaped education), with progressive depth and complexity as themes are revisited. Where appropriate, there is also integration with the teaching and learning of other healthcare professions and allied biomedical sciences.
- Teaching and learning are research-led, with staff drawing upon cutting edge research in developing both the programme content and its delivery.
- There are clear lines of communication with students about teaching and learning, with open and bi-directional dialogue.
- Teaching and learning are evidence-based wherever possible (both in their content and in their methodology), current and subject to ongoing review for suitability and quality.
- Teaching and learning facilitate students' access to a diverse range of modules by participation in initiatives such as the Broad Curriculum and international exchange programmes such as the Erasmus (*EuRopean Community Action Scheme for the **M**obility of **U**niversity **S**tudents*) programme.

## **Outcomes**

The Teaching and Learning Strategy is designed to contribute to:

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

## **Alignment**

Teaching and learning are in keeping with:

- University policies and procedures.
- The School mission.
- The B.Sc. (Pharm.) degree programme outcomes and individual module learning outcomes.
- Legislation and guidance relating to the education and training of pharmacists, notably Directive 2005/36/EC, Directive 2001/83/EC, the Pharmacy Act 2007, the Pharmaceutical Society of Ireland (Education and Training) Rules 2008, and the Advisory Committee on Pharmaceutical Training Report and Recommendations on pharmaceutical education undergone at higher education institutions (adopted by the Committee at its meeting on 3 and 4 May 1994) (XV/E/8341/6/93).
- 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.

In addition, evaluation of teaching and learning 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 teaching and learning, the CMC provides a forum to ensure objective reporting and constructive dialogue.

## **Format**

The teaching and learning approaches used in the B.Sc. (Pharm.) programme should vary according to the topic, the stage of the programme, and the learning outcomes. The following are encouraged:

- A constructivist approach, with progression of skills through successive related modules.
- Use of a variety of techniques, as appropriate, in order to accommodate different learning preferences and styles.
- Incorporation of case-based and problem-based learning, particularly problems drawn from pharmacy practice.
- Active and interactive learning, through practicals, workshops, seminars and student-led activities.

- A holistic design approach in which teaching and learning (including learning outcomes) are considered together with curriculum and assessment in an integrated manner, in order to ensure not only attainment of the required competencies but demonstration of them.
- The fostering of reflective practice through individual review of learning needs, personal goals, development activities and achievements on a cyclical basis.
- The integration of e-learning activities into the programme where appropriate.
- Fostering experiential learning, especially through workplace-based and workplace- simulated activities.