		University	**Strathclyde**
		Department	**School of Pharmacy**
		Module	**Foundation Pharmacy**
		Overview	Foundation Pharmacy is a first year class of approximately 140 in which the professional aspects of being a pharmacist are introduced. During the class students are required to analyse the information contained within a clinical scenario, including a prescription. In order to undertake this task students have to research the topic, discover information about the nature of the clinical condition of the patient, the medicine and disease scenarios and demonstrate understanding of the role of the pharmacist in relation to the scenario. The class is assessed via a structured essay (80%) and presentation (20%). The structured essay is the first written submission that all students complete as part of the MPharm course. At present, students submit a draft version of their essay to their counsellor and receive feedback in the form of hand-written notes on their essay script and orally at a face-to-face meeting. This feedback is intended to inform the final version of the essay which is marked by another member of the academic staff. The essay is also one of the mandatory pieces of coursework for the student's electronic personal development portfolio (ePDP).
		Drivers for change	The School of Pharmacy is keen to ensure that students engage more effectively with skills development and are able to recognise the importance of skills development activities earlier in their undergraduate studies. To support this, the School aims ultimately to link assessment activities in all of the first year classes in the MPharm programme to the ePDP process introduced in Personal Skills Development class. The first stage of this process is to integrate assessment and feedback activities in Foundation Pharmacy.
		Intervention	Within the first year class, Foundation Pharmacy, the aim of the project was to improve the feedback on the principal output from this class (a problem based dissertation) by developing an electronic pro forma which could be used by both staff and students and which would provide a base upon which students can identify the skills needing development. This would then be linked into the student's e-PDP. The electronic pro-forma has been designed, incorporated into SPIDER, used initially in a pilot project and then for the class and staff as a whole. Students have used the pro-forma to identify the skills which require development.
PROCESS	EMPOWERMENT	NICOL'S 7 PRINCIPLES OF GOOD ASSESSMENT DESIGN	**Activities**
		Principle 1 (clarify criteria)	(1) Students are provided with assessment criteria at the very beginning of the semester. The assessment criteria are presented as a marking pro-forma so that students can see exactly how marks will be awarded. (2) Students submit an initial draft of their essay and receive feedback based on the pro-forma.
		Principle 2 (self-assess, reflect)	(1) Feedback from the 1st draft of their submission is stored in the ePDP and can be reflected upon through the student's personal skills diary. (2) Students are encouraged to reflect on their performance by recording an 'expected grade' when submitting their essay (3) On final submission students are asked to indicate on their pro-forma as to how they used the feedback provided on their first draft to improve promoting self-assessment and reflection
		Principle 3 (tutor feedback)	1) Students receive feedback on an initial draft of essay allowing them to self-correct 2) Students receive feedback on final version of essay
		Principle 4 (peer feedback)	1) Students have the opportunity to informally discuss their initial feedback from the 1st draft of their essay with their peers
		Principle 5 (motivation)	1) Students are motivated to learn by having feedback which they can acted upon before final submission 2) Students are more motivated to learn as they can monitor their can achievements and progress against their ePDP

ENGAGEMENT	**GIBBS & SIMPSON'S 4 CONDITIONS OF TIME & EFFORT ON TASK**	**Principle 6** (close feedback loop)	1) Students receive formative feedback prior to being awarded a summative grade. Student consequently have the opportunity to act upon feedback and close the loop.
		Principle 7 (shape teachng)	1) Within Personal Skills Development performance within the Foundation Pharmacy essay informs the personalised support students receive from their counsellors
		Condition 1 (in and out of class)	1) Integration of the Foundation Pharmacy essay and Personal Skills Development reinforces that reflection is an integral part of the student's professional development and progression towards becoming a pharmacist.
		Condition 2 (spread evenly)	1) Students receive feedback prior to submission of their final work which promotes earlier engagement with the task
		Condition 3 (deep not surface)	1) Students can use their skills diary to identify weaknesses which they can reflect and act upon 2) The assessment has also been designed to promote reflection and self-regulation by the student at multiple instances during the assessment cycle
		Condition 4 (high expectations	1) Students can gain a knowledge and understanding of clear high expectations through interim feedback with subsequent opportunities to use this feedback to reflect and improve their standard before final submission
OUTCOME		**Efficiencies**	1) Cost have remained the same but the quality and timing of feedback has been improved
		Informal Learning Gains	1)
		Formal Learning Gains	1) The mean mark ± standard deviation for the essay was 62 ± 8, 64 ± 7, 62 ± 9 and 66 ± 9% in years 03/04, 04/05, 05/06 and 06/07 respectively. From analysis of mean marks for the essay assignment within Foundation Pharmacy it is not possible to say if the feedback pro-forma has significantly improved academic performance, however a significant proportion of students (89%) reported that they found that feedback received via the pro-forma was 'useful' or 'very useful'.