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CE > Vol.3 No.6A, October 2012

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## Impact of a Practical Skills Assessment on the Individual Engagement of Undergraduate Pharmacy Students within Laboratory Coursework Sessions

PDF (Size: 103KB) PP. 908-911 DOI: 10.4236/ce.2012.326137

### Author(s)

Susanne P. Boyle

### ABSTRACT

This study reports on the learner impact, practicability and cost effectiveness of an individual practical skills test designed to assess the interpretative and manipulative skills of undergraduate pharmacy in a laboratory setting. The reliability of the assessment tool across a 5 year period was examined and refinements introduced in response to constructive feedback from colleagues and learner feedback recorded via end of year Student Evaluation Questionnaires. A blended learning strategy supported the needs of multiple learning styles and inclusion of a formative assessment increased student confidence and improved cohort performance in the summative assessment. Future directions include the introduction of a peer learning activity as a means of reducing group sizes and providing an opportunity for the learners to develop skills in constructive critique and reflective learning.

### KEYWORDS

Practical Skills Assessment; MPharm Degree; Formative Assessment; Peer Learning

### Cite this paper

Boyle, S. (2012). Impact of a Practical Skills Assessment on the Individual Engagement of Undergraduate Pharmacy Students within Laboratory Coursework Sessions. *Creative Education*, 3, 908-911. doi: 10.4236/ce.2012.326137.

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