

Group 2 Learning Activities and Assessments

In addition to obtaining information, Group Two activities require the *successful completion* of an (externally validated) assessment to demonstrate the knowledge or skills gained.

It is expected that the content of all learning activities will be of an appropriate educational or practical standard directly related to the professional practice of pharmacy, and that any learning material is delivered or authored by people who are qualified and have suitable practical or academic experience in the topic(s) presented.

Development of all Group 2 Learning Activities

There must be:

- a written statement of learning objectives which accurately reflect the content of the presentation. These must be provided as part of the presentation and preferably also on any advertising or promotional material used. These should be clearly written in measurable terms to provide the basis for what is to be assessed and how. (*See Writing Learning Objectives document*)
- significant pharmacist and/or another subject matter expert (SME) involvement in the development of the activity and assessment.
- disclosure of the involvement of anyone with a commercial interest related to the subject area. This person/company must not unduly influence the content of the activity, and active ingredient and brand names must be used to achieve a balanced presentation.
- disclosure of any possible conflicts of interest.
- freedom of any commercial bias for the activity.

Assessment for Group Two activities

- There are some **required criteria** of how any assessment may be formulated.
- A 'quiz' cannot just be manufactured and therefore have group 2 points allocated to it.
- All assessments MUST meet the required criteria and the [PSNZ ENHANCE Team](#) give their written approval for any assessment for any learning activity being organised, and *should be contacted a minimum of two weeks before the activity takes place.*

The Pharmacy Council has not limited the type of assessments that can be used, but the assessment **must allow every participating pharmacist to demonstrate** the learning attained through the learning activity, and evaluation of the pharmacist's achievement of the all the learning objectives **and therefore their successful acquisition of new or refreshed** knowledge or skills.

Assessments should target all levels of learning (from simple recall through to problem solving) appropriate to the content of the learning and should adequately reflect the relative importance of the content.

Where assessment can be reliably quantified, (eg MCQs) successful assessment is the achievement of 80% on the candidate's *first and only* attempt. If the candidate does not meet this criteria, then group one points @ one point per hour of learning is allocated. Only group 1 or group 2 points may be allocated for a single activity, not both.

Assessment must be externally validated and therefore self-assessment is not acceptable for group 2 points.

There must be written protocols in place to ensure that EVERY pharmacist who wants to undergo assessment is able to demonstrate the knowledge or skills they gained from the presentation, and that this is measured against the stated learning outcome objectives.

What should be assessed?

There must be a direct relationship between the learning objectives and the assessment. The assessment should derive directly from the objectives and focus on important and relevant content. Trivia (even if it is interesting) does not need to be assessed.

- Assessment content should match the stated Learning Objectives
- Important topics should be weighted more heavily than less important topics
- The degree of assessment time should reflect the relative importance of the topic

Types of assessment

There are a multitude of different types of assessment available: diagnostic, formative, summative, criterion-referenced, and interim/benchmarked are some of the most common.

- Diagnostic – assesses a learner’s strengths, weaknesses, knowledge and skills before any learning takes place. This can be useful as a self assessment tool. Group 2 points may *not* be allocated for this.
- Formative/Interim/benchmark – Assesses learning during the teaching process. This can be useful for determining how someone is going during a learning process but does not provide an overall view of learning. Group 2 points may *not* be allocated for this.
- Criterion referenced - measures a learner against a goal, specific objective or standard. Group 2 points may be allocated for this.
- Summative – measures a learner’s achievement at the end of the learning session(s). Group 2 points may be allocated for this.

Ask “What kinds of tasks will reveal whether participants have achieved the stated learning objectives?”

True/False

True/False questions should not be used, and are not suitable nor acceptable for the allocation of group 2 points.

Multiple Choice

- Read the document “**Using MCQs for assessment**”

This document provides information about how to write effective MCQs to ensure that assessment is fair and appropriate.

- The assessment must be constructed (e.g. in terms of number of questions, style of questions, number of distractors where multiple choice questions are used, level of difficulty) to adequately assess the learning outcomes and be appropriate for the mode of delivery

- Successful assessment is deemed to be 80% or higher.
- Assessment must comprise of *at least 5 questions per hour of activity* that adequately assess the learning outcomes.

Active Discussion/Interactive Activities

Interactive activities must be structured and facilitated in such a way as to allow each participant the ability to demonstrate the acquisition of the learning objectives

If assessment is going to take place by actively taking part in discussion after the presentation, or a physical demonstration of skills gained, then *EVERY pharmacist must actively participate*, and a signed statement from the session co-ordinator that this had happened is required.

This option will be agreed on a case by case basis.

Short Answers

If short answers are included as part of the assessment then the model answer sheet should have an accompanying judgement statement. A judgement statement defines the minimum/most important piece(s) of information that *must* be given for an answer to be deemed correct. A candidate may offer only part of the model answer and it then becomes necessary to decide whether that is adequate or not. More information may be provided, but at the least the minimum information required in the judgement statement must be given for the question to be marked correct.

Example:

Question: What is the proposed mechanism of action for Tamoxifen when it is used to treat brain tumours?

Full model answer: Active inhibitor of protein kinase C (PKC), a protein involved in cellular proliferation. Malignant glioma cell lines exhibit an increased activity of PKC compared with normal astrocytes, and this was shown to be related to tumour proliferative ability.

Judgement Statement: Inhibits protein kinase C

From this, providing the candidate includes the words “inhibits protein kinase C” in their answer (and providing everything else in the answer makes sense), then the question may be marked correct. If these words are missing, then it cannot.

Marking Schedule and Judgement Statement

A marking schedule and judgment statement with model answers and an indication of how marks will be awarded must accompany the proposed assessment, and all marking must be consistent with this schedule.