

# **Teaching, Learning and Assessment (TLA) Strategy**

## **Pharm D. Program, College of Pharmacy, Taif University**

**2019-2023**

**Issue Date: 31 March 2019  
Updated version 27 September 2020**

Copyright © 2020 Taif University

This document and the information in it are considered a special and intellectual property belonging to Pharm D Program, College of Pharmacy, Taif University and may not be disclosed to any third party or used for any other purpose without the express written permission of Taif University.

## Contents

Aims of the TLA Strategy: .....	3
1- Curriculum Design and Delivery.....	3
2- Teaching/learning strategies.....	5
3- Assessment methods.....	6
4- Professional development.....	8
5- Improving Learning Environment.....	9
6- Preparing for Graduates' Employability.....	10
Summary Recommendations for further improvement:.....	12
References:.....	13

### Aims of the TLA Strategy:

- To provide all learners with high quality Learning and Teaching that encourages high aspiration and achievement for all.
- To develop transferable skills in all learners to enhance effective employability opportunities.
- To provide and develop skills with learners that help them realise and take ownership of personalised learning and support, to realise their potential
- To use assessment techniques and tools that recognise learning and promote challenge and bring about successful achievement.

The strategy comprises 6 basic elements that when applied and monitored will help achieve the aims of strategy. These include the following:

1. **Curriculum design and delivery**
2. **Teaching/learning strategies**
3. **Assessment methods**
4. **Professional development**
5. **Improving Learning environment**
6. **Preparing for graduates 'employability**

The following will explain in details the proposed principles, measures/procedures and activities to cover the 6 main pillars of the strategy:

## 1- Curriculum Design and Delivery

### Core Principles:

- Curriculum design focuses on meeting individual/personal needs and allows achievement for all learners.
- Curriculum should be modern, and linked to real life professional practice, and directly correlated to employment opportunities and entrepreneurship.
- It must include high quality resources and facilities to support learning, teaching and assessment.
- Stakeholders input into curriculum design should be considered which is reviewed and refreshed through regular meeting and feedback.
- Contemporary curriculum design must be flexible and consider recent teaching changes concerned with online learning after the COVID 19 pandemic. More focus on designing blended and electronic learning curricula is a main priority.

### General Procedures

- To provide all learners with high quality teaching and learning that is focused on meeting individual learner needs and encouraging aspiration and achievement in learners.
- Teaching staff must promote learning as an active process through which learners aim to become reflective, creative and disciplined with a genuine spirit of enquiry.

- High quality teaching will use a range of techniques and approaches through which learners' skills in written and verbal communication will be developed and improved. Learners' ability to reason, to critically evaluate, to see issues from all perspectives will also be developed and enhanced.
- To encourage dialogue between staff and learners which encourages learners to explore ideas, to ask and answer questions, to listen to staff and peers, complete work set and to reflect on what they have learnt (e.g. using online discussion groups).
- Develop effective, engaging and enthusiastic methods of delivery which uses open-ended tasks on specific areas of inquiry which will develop learners' appetite for an attitude to lifelong learning.
- Staff involved in curriculum delivery must establish the "habit" of talking to learners about learning and how to develop the skills and attitudes to improve learning.
- Actively seeking feedback from learners on lessons and delivery approaches, either through general surveys or discussion or by training to observe lessons with staff observers.
- Inviting learners to comment on or be part of the programme review process.
- Conducting regular surveys on the quality of the learning experience and how it could be improved, sharing results with learners and action taken as a result

### Action plan for Implementation

Proposed activity	Timeline	Responsible personnel	Performance indicators
Training of Staff members on design of curriculum with focus on online learning	Regular (every semester/ new staff)	TU Deanship of development	Number of training sessions/workshops
Annual revision of curriculum for Pharm D. program	Annually	Plans and programs committee/external reviewer	Number of recommendations for improvement
Issuing of annual program reports	Annually	Plans and programs committee/external reviewer	Number of updated Courses
Course specifications update	Annually	Heads of departments	New CSs
Issuing Course reports	Annually	Course coordinators	New course reports
Course evaluation reports	Annually	QA unit	Surveys analysis and reports
Matching of PLOs and CLOs	Annually	QA unit	Course reports/Annual program report
Students' Evaluation of quality of learning experience in the program	Annually	QA unit	Achieving KPI target benchmark
Stakeholders assessment of curriculum	Annually	QA unit	Survey results/number of recommendations

## 2- Teaching/learning strategies

### Core Principles:

They should actively promote and support the development of the student's employability skills including:

- Being able to communicate orally at a high level
- Reliability, punctuality and perseverance
- Knowing how to work with others in a team (i.e. adopting interprofessional and multi-professional education)
- Knowing how to evaluate information critically
- Taking responsibility for, and being able to manage, one's own learning and developing the habits of effective learning (i.e. adopting students' centred learning)
- Knowing how to work independently without close supervision (self-directed learning)
- Being confident and able to investigate problems and find solutions
- Being resilient in the face of difficulties
- Being creative, inventive, enterprising and entrepreneurial
- Knowing how to use numbers, language and IT effectively and appropriately.

### General Procedures

Teaching/learning strategies should consider adult learning principles and active learning. It should be based on practice. It should consider experience of participants. There should be diversity in methods of teaching not relying on lecturing only. Teaching methods should include active discussions, debates, role play, group discussions and workshops.

### Action plan for Implementation

Proposed activity	Timeline	Responsible personnel	Performance indicators
Training of staff members on new strategies of teaching (with focus on online/virtual strategies)	Each semester	Professional Development committee	Number of workshops/attendees
Evaluating courses for diversity and the effectiveness of teaching and learning strategies (e.g. case studies, simulations, videos, ..etc.)	Each semester	Courses coordination committee	Number of compliant courses
Continuous updating of course content, teaching strategies including: - Interprofessional education	Annually	Course coordinator	New course specifications

Proposed activity	Timeline	Responsible personnel	Performance indicators
- Multi-professional education - Students centred learning			
Course report with improvement plans preparation	Annually	Course coordinator	Annual course reports indicating implementation of teaching/assessment strategies
Spreading comprehensive information about the course, including learning outcomes, teaching and learning strategies to students.	Start of each semester	Academic staff	Signing of course specification consent form from students
Rewarding and compensating outstanding staff members in teaching	Annually	Taif University/Program	Annual rewards
Teaching and learning strategies are aligned with the ILOs at the program and course levels.	Annually	Development & Accreditation Committee	Course and program specifications
Learning outcomes of field experience activities are aligned with the learning outcomes of the program	Annually	Development & Accreditation Committee	Field experience manual and specifications
Using appropriate strategies for field training and applying interprofessional experiential education and assessment on training sites.	Annually	Students training committee	Students feedback surveys

### 3- Assessment methods

#### Core principles:

- To ensure assessment methods and learning opportunities address learner and curriculum needs and promote achievement and progression.
- The role of assessment is to move learning forward by establishing where each learner is in their learning, clarifying what the next learning goal is and then help the learner achieve that goal.
- Assessment practices will ensure that assessment is not an occasional activity at the end of a section of work, but a complex, joint activity between learner and teacher that improves learner's achievements as well as their capacity to learn how to learn.
- **Diversifying types of assessment to include tests, assignments, oral/interview and projects held on site or virtually.**

## **General procedures**

- Assessment strategies are many and varied and should encourage innovation, creativity, flexibility and choice. Core to any assessment strategies are the following activities: -
  1. Questions, tasks and discussions that elicit evidence of learning. They might involve developing
  2. new questioning techniques or designing discussions and questions around common misconceptions.
  3. Providing feedback that moves learning forward. This means that all feedback is clearly structured to provide a focus on how to improve the work (even if it is a Grade A or Distinction piece of work). This may be coupled with grades or marks if appropriate. This may be accompanied by verbal feedback. All feedback should use and refer to target setting and achievement.
  4. Feedback must also be provided in a timely manner and must be within 15 working days of the submission deadline. Effective feedback raises aspiration and empower learning.
  5. Providing clear, learning outcomes and/or criteria for success. Curriculum staff must ensure that learners are not 'over' assessed by ensuring formative assessment (assessment for learning) is used appropriately as a preparation for summative assessment (assessment of learning).
  6. Engaging learners as owners of their learning and taking responsibility for their own assessment.
  7. Recording of assessment outcomes must be formally recorded on central college systems i.e. blackboard.
  8. Assessment must be planned to provide formative and summative opportunities that are flexible and timely to individual needs. These plans should reflect all aspects of a course or programme of study. These plans should include ensuring assessments are revisited on an annual basis.
  9. To ensure assessment methods and learning opportunities address learner and curriculum needs
  10. Provide opportunities to achieve "high grades" throughout the course.
  11. Provide timely investigations to identify and arrest performance below expectation and potential, in relation to Value Added targets and other performance targets.
  12. The assessment of learning is critical to the quality of the curriculum. Indicators of quality include student progression and achievement. Assessment can be both formative and summative.
  13. The assessment process should foster active learning and provide students with the opportunity to apply their learning in a holistic fashion, encouraging independent learning, problem solving and good time management

### Action plan for Implementation

Proposed activity	Timeline	Responsible personnel	Performance indicators
Evaluation of assessment plans in course specifications ( <i>verify the quality and validity of the assessment methods</i> )	End of each semester	Course Coordinator/instructor	Number of achieved CLOs in CR. Results of CES
Holding workshops to provide academic staff members with up to date assessment methods suitable for learning domains ( <i>formative and summative</i> )	Start of each AY	Development & Accreditation Committee/ Exams Unit	No. of attendees/Workshop Evaluation survey
Upgrading exam design using available <b>online tools</b> ( <b>Blackboard</b> )	Start of each AY	Exams Unit	checklist inside the technical regulations for exam design
Verifying originality of students' work. (e.g. <b>graduation projects and other work</b> )	Each semester	Course Coordinator/instructor	Number of checked reports (blackboard system, <b>SafeAssign</b> )
Providing Feedback to students about their performance and evaluation results (verbal and written)	During each semester	Course Coordinator/instructor	Copies of feedback, and lists of marks on blackboard
Ensuring formative evaluation of students' performance through the semester time.	During each semester	Course Coordinator/instructor	Number of courses applying formative assessments

## 4- Professional development

### Core principles

**To provide opportunities for staff to undertake continuous professional development that promotes learning and improvement.**

### General procedures

- Each member of staff has an entitlement to keep up to date via a minimum of five days professional development per year. This provides opportunities for career updating through a staff development plan.
- Continue to provide scholarship and development opportunities to staff through funded projects.
- IT and regular professional development are fundamental to ensuring all delivery staff have these skills and that they are kept refreshed.



- Staff need to see unfamiliar methodologies being used in practice.
- It is not effective to tell or read about some new method or idea. Most staff will need to see the idea “in action” in the classroom, workshop, etc and be able to question learners and staff.

### Action plan for Implementation

Proposed activity	Timeline	Responsible personnel	Performance indicators
Recruiting professional new staff members	Annually	TU/Program administration	Number of recruited staff with qualifications
Design of staff-on the job training programs	On-going	Professional Development committee (mandatory for career development)	Number of workshops
Development of specific Workshops: Teaching, Learning and Assessment	Annually	Professional Development committee (mandatory for teaching staff)	Number of workshops
Research Training Workshops	Annually	Professional Development committee	Number of workshops/ Attendees
Conference Attendance	Annually	Department/Program Administration	Number of sharing staff
Periodic evaluation of staff performance	Ongoing	Department/Program Administration	Staff evaluation form
Supporting and motivating excellence in teaching (encourages creativity and innovation of teaching staff).	Annually	TU/ Department/Program Administration	Number of rewarded staff

## 5- Improving Learning Environment

### Core principles

To actively promote and use technology to promote learning and teaching, together with stimulating learning spaces and environments that support success and progression.

### General procedures

- Learning environments must support interaction, knowledge sharing and learning amongst curriculum staff, support staff and learners.
- Learning environments must be flexible enough to allow for a wide variety of learning and teaching approaches and greater diversity of learner groupings.

- The physical layout and arrangement of teaching spaces should support and encourage interaction between learners, to facilitate peer learning and to promote learners as a resource for each other.
- Sharing good practice and collaboration with peers will also be facilitated within College between curriculum areas and with external peers and employers.
- Effective and timely assessment of learning is enhanced using technology within the process (see section on assessment).
- The learning environment should be welcoming, safe and provide a culture of professionalism in keeping with the subject or vocational area.
- The learning experience should also provide an area to take risks, try something new, respond to challenges in an environment that provides respect and constructive feedback.

### Action plan for Implementation

Proposed activity	Timeline	Responsible personnel	Performance indicators
Surveys for checking quality of educational facilities	Annually	Development and Accreditation Committee	Score of evaluation
Annual tenders to provide modern educational facilities	Annually	TU/ Program administration	Number of renewed facilities
Maintenance programs for educational facilities	Ongoing	TU/ Program administration	Number of maintained facilities and equipment
Workshops that embed safe and interactive learning environment	Start of each semester	Development and Accreditation Committee	Number of attendees
Giving more support and expanding use of blended/E-learning	Start of each semester	Plans and programs Committee	Average percentage of used blended/E-learning in courses

## 6- Preparing for Graduates' Employability

### Core principles

The model of learning should be focussed on employers' skills needs and the design of the curriculum should be action led.

Employability Skills are: -

- Being able to communicate orally at a high level
- Reliability, punctuality and perseverance
- Knowing how to work with others in a team

- Knowing how to evaluate information critically
- Taking responsibility for, and being able to manage, one's own learning and developing the habits of effective learning
- Knowing how to work independently without close supervision
- Being confident and able to investigate problems and find solutions
- Being resilient in the face of difficulties
- Being creative, inventive, enterprising and entrepreneurial
- Knowing how to use numbers, language and IT effectively and appropriately.

### General procedures

The students should be subjected to extracurricular activities that improve their life skills, communication, presentation, negotiation and active thinking. They should be enrolled in specialized IT training to meet market needs. They should be engaged in community activities that help them promote their ability to work in groups and under stress, and help them express their knowledge in the form of community support.

Field training is another important issue, where training in pharmacies either in-patient (IPD), out-patient (OPD) and community beside pharmaceutical companies is a must for their enrolment in future work. Field training and linking to job market, represent 12% of program credit hours, new training in pharmaceutical companies must be expanded

### Action plan for Implementation

Proposed activity	Timeline	Responsible personnel	Performance indicators
Continuous evaluation and development of field training (internship year)	Ongoing	Students training committee	Average score of evaluation survey
Offering soft skills workshops for students	Annually	Professional development committee	Number of workshops/attendees
Offering IT advanced modules for job training of students	Annually	Alumni /Students training Committee	Number of Attendees
Holding recruitment forums	Annually	Students training/Activities committee	Number of invited speakers/ students
Involvement of employers in planning and designing of curricula and evaluation of graduates	Annually	Program Advisory Committee	Number of recommendation (annual report)
Students evaluation of internship training	Annually	Development and Accreditation Committee	Average score of survey
Preceptors evaluation of students' performance during internship training	Annually	Students training committee	Interview report

### Summary Recommendations for further improvement:

- Adopting new strategies of teaching that suit online teaching
- Diversifying methods of assessment with focus on virtual tools
- Adopting interprofessional education to enable interaction between graduates from other health care disciplines
- Expanding multi-professional education and training to facilitate employability in different fields of the pharmacy profession
- Giving more opportunities to employers and alumni to be involved in Program development

### References:

- 1- London College of International Business Studies (LCIBS). Learning, Teaching and Assessment Strategy, 2017-2020.
- 2- Learning, teaching and assessment strategy guide, Blackpool and the Fylde College
- 3- American Journal of Pharmaceutical Education 2011; 75 (6) Article 116.
- 4- Guidance for the accreditation standards and key elements for the professional program in pharmacy leading to the Doctor of Pharmacy degree, 2016.
- 5- Targeting Assessment for Learning within Pharmacy Education. Michael J. Peeters, PharmD, Med. University of Toledo, US 2017.
- 6- Wilson, Keith, et al. "MPharm Programmes: Where are we now." Report commissioned by the Pharmacy Practice Research Trust (2005).

**Strategy prepared by:**

Development and Accreditation Committee

**Dr. Ahmed M. Abdelhaleem**



**Dr. Ibrahim Naguib**



**Strategy reviewed by:**

Vice Dean and Head of Plans and Programs Committee

**Dr. Ali Alshahrani**



**Approved by:**

**College Dean**



**Dr. Majed Alrobaian**