

USING TECHNOLOGY ENHANCED LEARNING METHODS TO ENABLE REMOTE PEER ASSESSMENT IN PRACTICE

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Background

Health Education England (HEE) developed the Interim Foundation Pharmacist Programme (IFPP) in response to the challenges faced by provisionally registered pharmacists, across all sectors of pharmacy practice, during the COVID-19 pandemic. Critical to IFPP delivery was developing innovative assessment methodologies to overcome the challenges faced by pharmacy including;

- isolated practitioners with reduced access to feedback from educators,
- variable reliability of formative assessment standards
- lack of ability to interact with peers and learn across multiple clinical environments.

Peer led asynchronous formative assessment of clinical interventions with educational supervisor oversight was identified as a methodology that tackled these challenges.

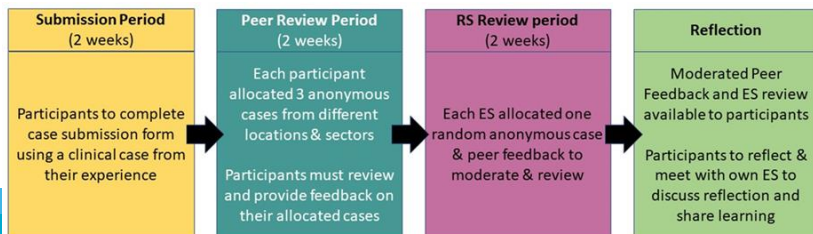
Description of work

A system enabling anonymous web-based input and peer review of pharmacy work-based assessments (WBA) was developed in the IFPP ePortfolio. Learners input a case using an electronic form in their ePortfolio. Cases are randomised and allocated to three peers who provide scores and feedback. Educational supervisors review feedback for appropriateness. Finally, learners reflect upon feedback received. Randomisation ensures learners from different sectors and regions are matched ensuring a breadth of perspectives.

Multiple perspectives on a single case enriches learning and reduces bias due to individuals receiving a greater breadth of feedback. Go-live date for the first round of peer assessment was June 2021, with over 250 learners submitting a peer assessment case.

Asynchronous Peer Assessment Advantages

- 1) Multiple perspectives on a single case enriches learning & reduces bias due to individual receiving a greater amount of feedback than when assessed by single supervisor.
- 2) Develops pharmacists as autonomous learners using reflection in both submitting and reviewing of cases.
- 3) Provides assurance of quality by comparison of assessment scores across organisations and geographies.



Proposed Evaluation

Peer review scores for each element and overall scores for the WBA will be analysed to determine any variability in scoring between regions and sectors of practice. Kruskal-Wallis-H test will be used to determine any statistically significant differences between groups. Surveys will be conducted, to determine any educational benefit of the intervention and how to develop it further. Data will be analysed to assess Feasibility, Acceptability, Reliability and Validity of the assessment methodology. Results will inform how innovative peer assessment and digital solutions can enhance future formative assessment strategy for foundation level pharmacists across the HEE delivered foundation training year.