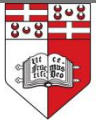


# Supporting students to develop lifelong learning skills

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**Joining a profession means starting a journey of lifelong learning which relies on self-directed, ongoing, systematic and outcomes-focused approach to learning and professional development.**

# Experiential modules

## Year 4 Semester 1

### Elective Units

- **Clinical Pharmacy**
- **Pharmaceutical Analysis**
- **Pharmacy Administration**
- **Hospital Pharmacy**
- **Clinical Analysis**
- **Industrial Pharmacy**

**Hands-on, 14 week  
experiential module**

# Objectives of the Experiential Learning Module

- Utilise the principles of experiential education and engagement of students in “real-life” activities.
- Describe the importance of workplace skills
- Instill the importance of competence through lifelong learning habits
- Provide basic understanding and utility of continuous professional development
- Provide appropriate leadership skills through example

## Objective

- **To evaluate a portfolio that students had to compile to document their learning needs and outline a learning plan for an experiential module**

# Method

- Reflecting on your strengths and what you want to learn and improve
- Identify 3 SMART learning objectives:
  - specific
  - measurable
  - achievable
  - relevant
  - timed

## Student Portfolio

Complete reflection form at the start and midpoint

Daily record sheet

Evaluation sheet at the start (t0), midpoint (t7) and the end

## Results: Evaluation at start (t0)

- 26 students out of 35 completed the evaluation
- 18 agreed that the documentation of their learning needs and objectives prompted them to plan their activities during the placement

## Strengths at t0

- ⦿ “Good communication skills, team player, able to manage time”
- ⦿ “I am a hardworking team player who takes work seriously and find no difficulty to work within a team”
- ⦿ “Patience, understanding, up for a challenge”



## Learning Objectives at t0

- **“Observe pharmacist interventions in a clinical setting**
- **How to obtain useful information from a patient and patient file**
- **To integrate with rest of the clinical team”**

## Learning Objectives at t0

- ⦿ **“Operate and troubleshoot analytical equipment**
- ⦿ **Integrate in a laboratory environment**
- ⦿ **Learn what to do when defects or out of specifications arise”**

## Results: Evaluation at midpoint (t7)

- 19 students out of 35 completed the evaluation
- 17 agreed that writing down their expectations from the placement was useful
- 8 found it difficult to identify areas in their formation which required improvement

## Updated Learning Objectives at midpoint

- ◎ **“Learn to be more confident**
- ◎ **Need to experience how to develop Standard Operating Procedures”**

## Results: Final Evaluation

- ◎ 32 students out of 35 completed the evaluation
- ◎ 27 found the completion of the portfolio challenging
- ◎ 29 agreed that the exercise presented an introduction to professional development documentation

## Final Evaluation

- ◎ “A positive experience where I was guided by professionals in a practical setting”
- ◎ “Helped me build up more confidence and become more complete as a professional”
- ◎ “My learning needs were met and I also learned other things which I was not expecting”

## **Conclusion**

**The portfolio developed was practical to be implemented within the experiential module.**

**The portfolio helped the students to reflect on their strengths, identify areas for improvement in their learning curve and to develop lifelong learning skills**