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# COLLEGIAL DISCUSSIONS AS PART OF QUALITY ASSURANCE OF PHARMACY STUDENTS' INDIVIDUAL RESEARCH PROJECT THESES

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# Introduction

- Two pharmacy programmes
  - Bachelor of Science Programme in Pharmacy, 3 years
  - Master of Science Programme in Pharmacy, 5 years
- Evaluated by the Swedish Higher Education Authority (SHEA) in 2012 and 2014 respectively
- Individual research project theses found to vary in quality
- Collegial discussions as part of quality assurance

# WS 1 - August 2012

- Workshop with faculty teachers
- 4 random bachelor theses (15 credits)
- During WS – each group member presented a grade (Fail, Pass or Pass with Distinction) for each thesis
- Discussion within each group (n=6) regarding assessment
- Each group decided on a consensus grade
- Group grade compared with assessment by SHEA (unknown for the teachers beforehand)



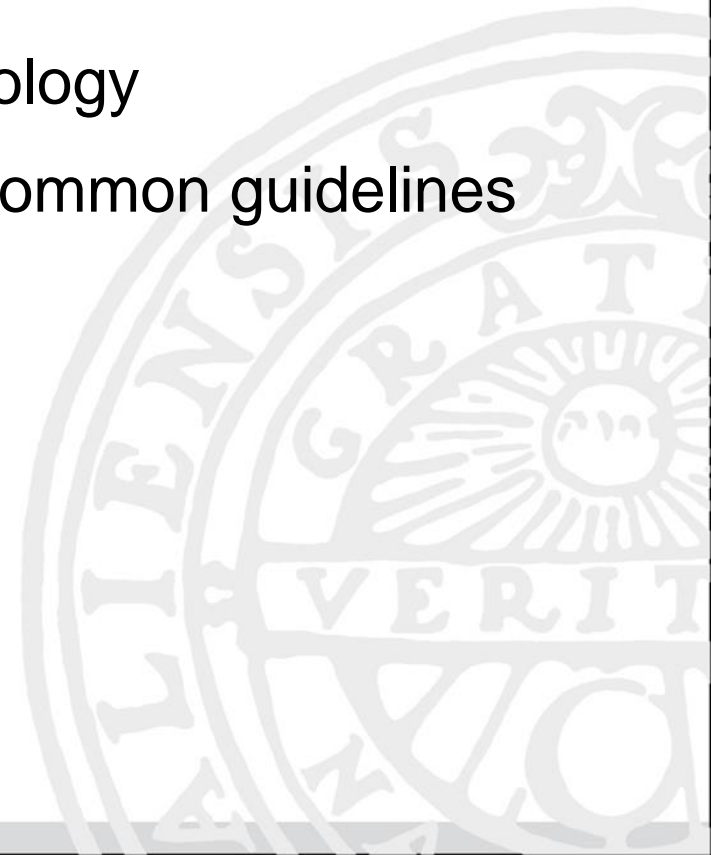
# Results from WS 1

	<b>Individual grades, variation</b>	<b>Consensus grades, variation</b>	<b>Grades by SHEA assessor</b>
<b>Thesis 1</b>	F-P	F-P	P
<b>Thesis 2</b>	F-P	F	F
<b>Thesis 3</b>	F-P	F-P	P
<b>Thesis 4</b>	P-PwD	P-PwD	F



# Discussion during WS 1

- Projects based on literature overview
  - Aim, background vs results etc
- Quantitative vs qualitative methodology
- Need for further discussions and common guidelines within our faculty

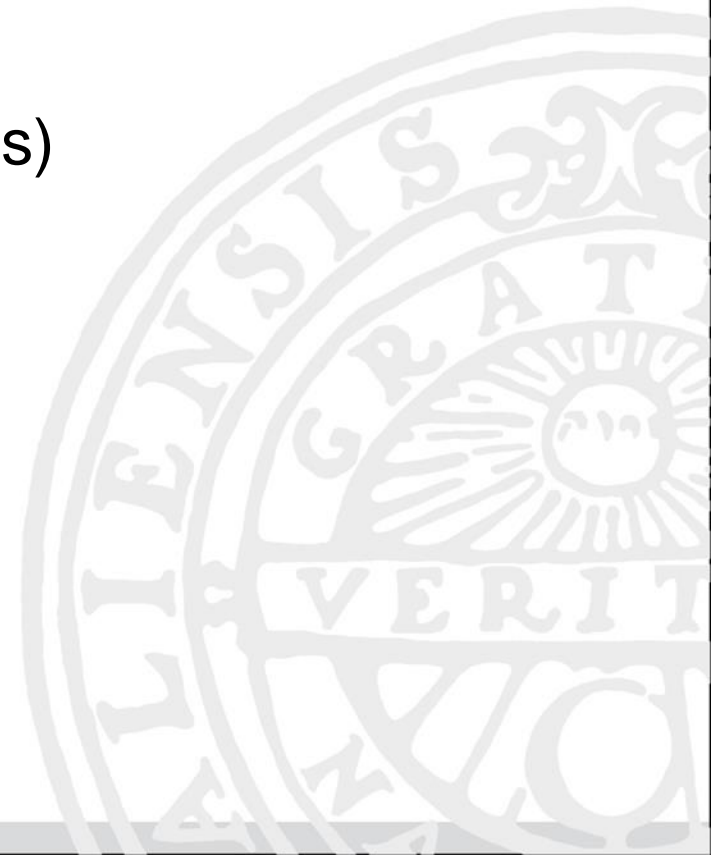




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# WS 2 - August 2014

- Second workshop after SHEA's evaluation of Master of Science Programme in Pharmacy
- The same model as in 2012
- 3 random master theses (30 credits)





# Results from WS 2

	<b>Individual grades, variation</b>	<b>Consensus grades, variation</b>	<b>Grades by SHEA assessor</b>
<b>Thesis 1</b>	F-PwD	F-PwD	P
<b>Thesis 2</b>	F-PwD	F-P	F
<b>Thesis 3</b>	F-PwD	F-PwD	PwD



# Discussion during WS 2

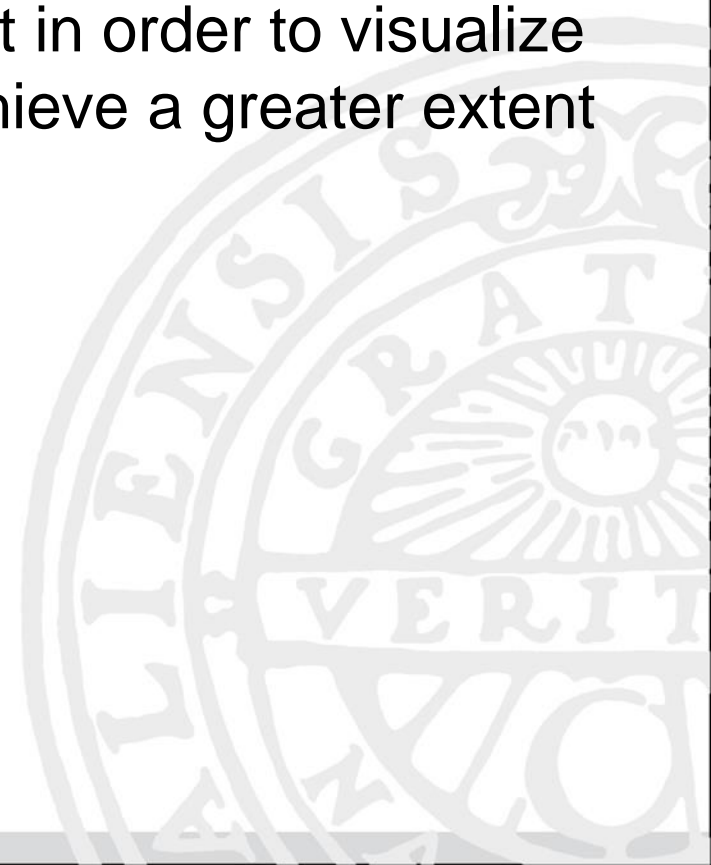
- Inadequate critical evaluation of students' own work
- Statistical analysis missing in some theses
- Limited analysis regarding need for further research
- Need to further establish guidelines and how they are used
- Need for further collegial collaboration





# Conclusions

- Assessment varies regardless of guidelines and criteria
- Collegial discussions are important in order to visualize differences in assessment and achieve a greater extent of consensus





# Finally

- A special thank to Ronnie Hansson for excellent teamwork
- Another part of our work with quality assurance is presented in poster PP02 (faculty seminar series for students performing bachelor's essay)
- Thank you for your attention!
  - Comments/questions?

