Project Title: Does competency-based teaching produce a competent pharmacist?	Code: SPS12

Host School / Institute: Sydney Pharmacy School	Address: Pharmacy and Bank Building A15, Camperdown Campus

Certificates & Clearances required: No

Primary Supervisor: Dr Rebecca Roubin

Phone: 02 9036 7104	Email: rebecca.roubin@sydney.edu.au

Co-Supervisor/team: A/Prof Betty Chaar and A/Prof Rebekah Moles (Sydney Pharmacy School)

Project Type: Survey; Data Analysis

Project Category: Pharmacy; Education

Skills / Attributes of a successful student:

-A keen interest in pharmacy and education
-Enthusiasm, dedication, and willingness to work hard with attention to detail
-Inquisitive with problem solving skills, as well as good time management skills.

Project Keywords: pharmacy education; survey delivery; reflective learning; evidence evaluation; data mining

Project Description: A competency-based pharmacy curriculum is a new approach to training students. Curricular integration is a core element of competency-based curricula which approaches the teaching of pharmacy from a more cohesive perspective, rather than the previous independent discipline-based approach.

It is structured by themes and underpinned by a detailed set of learning outcomes, which describe the knowledge, skills, and attitudinal milestones to be achieved each year and by the time of graduation, but is delivered in a variety of formats across pharmacy schools in Australia.

The University of Sydney School of Pharmacy (SPS) has recently adopted a new technique in teaching "curricular integration competence", by utilising a scenario-based approach that is innovative and engaging. However, no research has been conducted on whether this pedagogy teaches competence, or improves performance outcomes.

Aim: This pilot project will analyse previously collected survey data of students' performance outcomes, after undertaking a competency-based Pharmacy program, with a view to better inform the current Pharmacy curriculum review.

Outline: Pilot analysis of survey data collected from self and tutor assessment of students' competency skills.