More detail on the papers

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More detail

• recap on the structure of the 2016 assessment papers

• describe the question styles

• some hints on writing the questions

• thinking about content

• what do the changes mean for you?
What do the changes mean for you?

1. How, if at all, should pre-registration training change in 2016 to reflect the changes in the assessment?

2. How can a pre-registration tutor assist their tutee in preparing for the 2016 assessment?

3. How can a school of pharmacy prepare current 4th year MPharm students for the changes?

4. What can 4th year pharmacy students do to prepare for the assessment?
Registration assessment: Part 1

- accurately perform pharmacy calculations affecting patient care
- separate calculations paper, 40 questions, 2 hours
- free text answers, not MCQ
- calculators
- piloting later this year
Mrs D has been diagnosed with colorectal cancer. The oncologist decides to treat Mrs D with capecitabine at a dose of 1.25 g/m$^2$ twice daily for 14 days; subsequent cycles repeated after a 7-day interval.

Given that Mrs D has a body surface area of 1.65 m$^2$ and capecitabine is available as a 500 mg tablet. How many tablets will she need for her first cycle of chemotherapy?

A  56 tablets
B  100 tablets
C  112 tablets
D  168 tablets
E  224 tablets
Mrs D has been diagnosed with colorectal cancer. The oncologist decides to treat Mrs D with capecitabine at a dose of 1.25 g / m^2 twice daily for 14 days; subsequent cycles repeated after a 7-day interval. Mrs D has a body surface area of 1.65 m^2. Capecitabine is available as a 500 mg tablet.

How many tablets will Mrs D need for her first cycle of chemotherapy?
Registration assessment:
Part 2

• simplified format
• selected response items, 120 questions, 2.5 hours
• no calculators, no reference texts
• reference material may be provided for some questions, for example, SPCs, extracts from the BNF
Mrs C, a 42-year-old woman, comes into the pharmacy seeking advice about her left eye. She first noticed her symptoms yesterday morning. She reports no pain or change in vision. Which one of the following is the most suitable/appropriate?

A. acute angle-closure glaucoma
B. allergic conjunctivitis
C. bacterial conjunctivitis
D. subconjunctival haemorrhage
E. subconjunctival haemorrhage

Stem:
- Clear and concise
- Content contains all information relevant to answer the question
- Negative wording such as ‘no’ or ‘not’ in bold font
- Grammatically correct and should not cue the answer

Question:
- Bold font
- Negative wording such as ‘NO’ or ‘NOT’ in upper case and bold font
- Should follow logically from the stem but not cue the answer

Answer options:
- Alphabetical or numerical order
- Lower case unless a proper noun
- Content short and concise
X. Paddington bear is quite old now and wears a duffle coat to keep warm. He is originally from darkest Peru but now lives with the Brown family in London. The Brown family are not experienced in feeding bears from Peru.

Which one of the following sandwich fillings is he most likely to choose for tea?

A apricot jam
B honey
C marmalade
D Nutella
E strawberry jam
Writing a single best answer item

- base each on an important topic
- assess the application of knowledge
- use patient vignette if possible – include all the information that you would have or seek in practice
- clear lead in question – can it be answered without looking at the options?
- avoid vague questions such as ‘which of the following statements is correct?’
- avoid technical item flaws
- is there a clear answer?
- note the shape of the item
Extended matching questions (EMQs)

A well constructed EMQ set includes 4 components
- a theme
- an option list (usually 8)
- a lead in statement
- at least 2 item stems
<table>
<thead>
<tr>
<th></th>
<th>A codeine phosphate liquid</th>
<th>B diclofenac suppositories</th>
<th>C ibuprofen liquid</th>
<th>D morphine sulfate tablets</th>
<th>E oxycodone injection</th>
<th>F paracetamol tablets</th>
<th>G pethidine injection</th>
<th>H tramadol tablets</th>
</tr>
</thead>
</table>

**For the patients described, select the single most likely [x] from the list above.**

**X.**

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Y.**

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Answer options:**
- Alphabetical or numerical order
- Lower case
- Content short and concise – usually one word

**Question:**
- Bold font
- Negative wording such as ‘NO’ or ‘NOT’ in upper case and bold font
- Adapt question content as appropriate

**Stem:**
- Clear and concise
- Content contains all information relevant to answer the question
- Begin stem with a capital letter and end with a full stop
- Negative wording such as ‘no’ or ‘not’ in bold font

*Please note: there should usually be 2-5 items grouped together.*
<table>
<thead>
<tr>
<th>Cakes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A apple</td>
<td>E fruit cake</td>
</tr>
<tr>
<td>B carrot</td>
<td>F lemon drizzle</td>
</tr>
<tr>
<td>C chocolate</td>
<td>G Victoria sponge</td>
</tr>
<tr>
<td>D coffee</td>
<td>H walnut</td>
</tr>
</tbody>
</table>

For the cakes described, select the most likely from the list above. Each option may be used once, more than once, or not at all.

1. A cake with a rich dark brown colour and a delectable aroma. A key ingredient of this cake is cacao. Best served warm with cream. This cake will keep for up to 3 days in an airtight container.

2. A light, refreshing cake, citrusy in flavour and aroma. Best served at room temperature with crème fraîche. This cake will keep for up to 5 days in an airtight container.
Writing an extended matching item set

• base set on an important topic
• assess the application of knowledge
• use patient vignette if possible – include all the information you would have or seek in practice
• clear lead in question – can it be answered without looking at the options?
• avoid technical item flaws
• is there a clear answer?
• note the shape of the item
What about content?

- there is a blueprint for the assessment
- questions will be derived from the FP outcomes
- each item tests something important
- focusing on the application of knowledge
- high risk medicines
Blueprint

X

General Pharmaceutical Council

#PreRegExam16
Where do our items come from?

- trained team of item writers
- team have a wide range of experience
- multiple QA steps before item can be selected for use

Item written → in-house review → workshop review → in-house review
What do the changes mean for you?

1. How, if at all, should pre-registration training change in 2016 to reflect the changes in the assessment?

- Ensure training allows application of knowledge and encourages trainee to evaluate.
- Check that structure covers all aspects.
- Should be more support around developing decision making.
What do the changes mean for you?

2. How can a pre-registration tutor assist their tutee in preparing for the 2016 assessment?

- Tutors need to understand what is happening with the assessment. Communication is the key.
- Create a learning environment
- Test understanding
- Cascading messages
- The GPhC should train all tutors – the community sector will be hard to target.
- Monitor progress but encourage independent learning
What do the changes mean for you?

3. How can a school of pharmacy prepare current 4th year Mpharm (and OSPAP) students for the changes?

- Keep them calm, focus on finals.
- Reassure and communicate the reasons for the changes. i.e. facilitate an appropriate assessment to create safe practitioners.
- 4th year students will already be panicking about their finals and they may feel like guinea pigs. Use the example questions to help prepare students.
- Encourage independent learning in pre-reg and signpost to sources of support.
What do the changes mean for you?

4. What can 4th year pharmacy students do to prepare for the assessment?

Firstly, pass their finals and start pre-reg.

Get information, keep in touch and be proactive.

Avail of all learning opportunities now and in pre-reg.
To conclude

• the 2016 registration assessment papers will look different
• questions will be patient focussed
• better able to test application of knowledge
• example questions are available