

**Title:** Outduction of pharmacy students – a case study

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### Session Learning Outcomes

By the end of this session, delegates will be able to:

- Have an improved understanding of the challenges and issues confronted by students in their post-university transition
- Have a wider range of techniques and approaches to deal with these issues
- Evaluate the contribution of an online environment to the resolution of these issues
- Consider how to apply these types of approaches in their own context

### Session Outline

Much of the literature related to transition focuses on the movement into higher education. Less is known about the experiences of students leaving higher education and transitioning into graduate work. **This section will address the concept of ‘outduction’ and the value of considering this stage for graduates.**

A career as a pharmacist is unusual as it requires you to pass a Master of Pharmacy programme, successfully complete a pre-registration training year and pass two national registration assessments, before registering as a pharmacist. Consistent with the Universities widening participation agenda, our cohorts have a large BME and nonstandard entry profile.

In June 2015 our performance in the registration exam was disappointing and focus moved to improving this. Being tasked with improving the assessment success rate has been challenging and has required the use of methods to actively engage graduates who are already ‘time poor’. **This section will focus on group discussion of some of the challenges faced in accessing graduate students after they leave the Institution. We will also examine mechanisms used by participants to overcome some of these challenges.**

At the University of Hertfordshire, we have used a free online platform to support graduates. The drivers behind rolling out this initiative are predominantly based around optimising the educational experience whilst providing support for graduate learning.

Next I will demonstrate the online support platform and some of the functions it has but also illustrate how this type of online environment fits into the digital lifestyle of a lot of today's students. **It will provide an increased awareness of this type of support.**

The online environment provides space where students can exchange ideas, tips and links to resources whilst also allowing staff to input into the training year for graduates. **This will include feedback videos from graduates regarding the platform.**

## **Session Activities and Approximate Timings**

**General structure – an interactive workshop with active demonstration of an online support platform and group participation around challenges faced with graduates that are not co-located with group discussion of possible ways to overcome these challenges. Mentimeter will be used to collect thoughts about challenges with engaging graduates and this can be emailed to participants after the session as a reminder of what we discovered.**

As this is a case study, I will use Powerpoint to set the background for the purpose of this intervention, outlining the historical data trend in terms of performance in the national registration assessment set by the GPhC. (0-5mins).

Next we will consider the range of perceptions within the audience of what “outduction” is. We will collect thoughts on the whiteboard (6-10mins)

Next we will consider some of the common challenges faced by institutions in engaging graduate students or hard to access students. The challenges will be discussed in small groups and then collected via Mentimeter, which will display on the PowerPoint screen. (11-17mins)

Review of the challenges will allow us as a group to share good practice on ways to overcome these challenges. I will collect thoughts on the flip chart (18-25mins)

This will be followed by a demonstration of the online platform used to support the graduates, exploring areas of the platform where messages can be exchanged, resources signposted and tasks assigned. (26-35mins)

The final section will allow us to look at video feedback from graduates who have used the platform and also to sum up thoughts for each participant in terms of the potential for taking this mechanism of support forward in their own institution and allow them to create a log in for the platform (36-45mins).

## **References**

Macdonald, A., 2013. Improving the student experience. A practical guide for universities and colleges.

Morgan, M., 2013. The student experience practitioner model. *Supporting Student Diversity in Higher Education: A Practical Guide*, p.43.

Perry, A.L., 2013. Preparing to leave, graduation and beyond. *Improving the Student Experience: A Practical Guide for Universities and Colleges*, p.126.