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The course starts with a full study day followed by five learning community sessions; each group has five members, allowing learners the opportunity to facilitate a session. There is a one hour facilitated action learning style approach to the project work, to provide support for project and leadership development.

Results: This multi-sector leadership education experience has been widely acclaimed as a positive force to drive improvements in person centred care in the NHS through enhanced leadership skills.

The format of the learning communities has facilitated cross sector networks, which have continued beyond the course and each individual has produced a project which has improved patient care.

There are examples of participants who have developed to the extent that they commenced new leadership roles.

We are currently nearing the end of cohort two, with pharmacy professionals utilising the leadership skills they have learnt to drive change in their projects.

Conclusion: Personal development is difficult to measure but the cross sector community for learning has inspired a shared purpose and reignited a passion for pharmacy.

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30: Exploring digital teaching tools, including the use of social media, to support teaching; perspectives of M.Pharm. students

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Background: The School of Pharmacy and Medical Sciences, University of Bradford, is keen to evaluate the potential benefits of digital tools to enhance the teaching and learning of all M.Pharm. students. Students are increasingly using digital technology for both educational and social purposes (Cheston *et al*., 2013). This project explored the views of pharmacy students about digital technology, including social media, for teaching in the M.Pharm. programme.

Method: Convenience sampling was employed to recruit M.Pharm. students for focus groups. Each focus group, facilitated by student researchers with topic guide, was audio-recorded and analysed for themes. Ethics approval was obtained from the University.

Results: Year 2 and 3 students from two focus groups (n1=8 (6 male), n2=10 (8 male)) identified three main digital teaching tools used in the current programme: Blackboard, response clickers, and iSTAN. Blackboard, a virtual learning environment, was seen as a hub for holding all required learning materials. However, its use depended on internet access and some felt they would benefit from offline use and improved compatibility with different devices. Audience response systems and a human patient stimulator were well received by students. However, participants strongly felt that they were under-utilised.

The main benefit of using social media for learning was instant feedback and the encouragement of informal discussions. Participants were not always comfortable posting within the current digital tools used in the programme (*e.g.* Blackboard) as they felt 'monitored'. However, participants acknowledged that information obtained through social media might not be as reliable as information from digital tools moderated by academics. Interestingly, participants reported a lack of engagement with programme specific social media pages (*e.g.* Facebook page). They felt that the information provided was aimed at qualified pharmacists, rather than current students.

Conclusion: Participants valued accessibility, flexibility and availability of instant feedback when using digital tools to support their learning. They felt positive about the digital tools used within the programme but emphasised the need of greater integration.

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31: Exploring the use of digital technology in the M.Pharm. programme to prepare students for their first day of practice

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Background: Technological developments have facilitated the storage of patient records, enabled electronic prescribing, dispensing and the administration of medicines (Goundrey-Smith, 2014). These innovations are increasingly being used, requiring pharmacists to further develop digital capability. The School of Pharmacy and Medical Sciences, University of Bradford, is keen to explore ways to better equip M.Pharm. graduates with the necessary skills to confidently practise in the modern digital environment. This project explored student and staff perspectives of current digital teaching tools in relation to preparedness for the first day of practice.

Method: Two focus groups M.Pharm. students (n=7) and staff (n=7), recruited using convenience sampling, were facilitated by student researchers. A topic guide, focusing on the perceived value of digital technology used in the programme, was used. Discussions were audio-recorded and analysed for themes. Ethical approval was obtained from the University.

Results: Participants discussed technology used in the programme to prepare students for their first day of practice. Clinical skills suite (*e.g.* using patient medication record software) and the use of online professional resources were felt to be a useful introduction to the workplace. Whilst the students found a human patient stimulator engaging, they suggested that different approaches such as virtual patient avatars to practise consultation skills and clinical decision-making could improve their preparedness further.

It was suggested that implementation of electronic prescribing systems in the clinical skills suite could better equip the students for a paperless workplace. Students additionally felt that the technical difficulty with digital technology and level of challenge did not increase as they progressed through the programme.

Conclusion: Whilst students and staff felt that some of the technology used within the programme needs modernising to reflect current practice (*e.g.* electronic prescribing), staff agreed that the overarching digital skills required to use any technology in practice could be acquired. A technology spiral within the programme, where students' digital literacy is progressively challenged and reinforced, could build confidence for their first day of practice.

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33: The effect of case-based learning on students' learning and skills development: Perceptions of fourth-year pharmacy students

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Background: Concerns have been expressed about trainee pharmacists' confidence, communication and decision-making skills; and their ability to integrate learning with practice (Guile & Ahamed, 2011). Case-based learning (CBL) aims to foster knowledge integration and the development of various skills through the use of clinical cases and enquiry-based learning methods (Nelson, 2010). Pharmacy students at the University of Wolverhampton experience CBL extensively during the third and fourth years of the programme. This study aims to explore the perceptions of fourth-year pharmacy students on the effect of CBL on learning and skills development.

Method: A paper-based semi-structured questionnaire was offered to students for completion during a timetabled session. 'Tableau', a software that builds clear and interactive visualisations of data was used to represent the five-point Likert scale data. Furthermore, a thematic analysis was conducted on the open responses.

Results: A response rate of 75% (N=54) was achieved. The overwhelming majority of students reported an improvement in their ability to identify and evaluate their learning needs, (91%, N=49 and 78%, N=42 respectively). The students also felt that they were better at interpreting medical notes (80%, N=43) and identifying drug and non-drug problems (74%, N=40). The highest rate of agreement was recorded for statements relating to the integration (91%, N=49), application (87%, N=47) and retrieval of knowledge (87%, N=47). An improvement in personal confidence and interpersonal communication skills was reported by 80% (N=43) and 78% (N=42) of students respectively. Fewer students felt that their time management skills improved (43%, N=23). Some students described CBL as an "innovative", "enjoyable" and "highly effective method of learning". Additionally, some students favoured CBL over lectures and team-based learning. Student criticisms were mainly related to attendance, group size, team member contribution and support from facilitators.

Conclusion: Fourth-year pharmacy students at the University of Wolverhampton are largely satisfied with their CBL experience and feel that CBL enhances their learning and develops their skills. In order to maximise and maintain the benefits gained from CBL, changes may be required to improve student attendance and time management skills; and further develop facilitation.

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