To describe the process undertaken to design, develop and deliver a foundational unit within the new Vertical Integrated Masters of Pharmacy degree (VIM degree) at the Faculty of Pharmacy and Pharmaceutical Sciences at Monash University.

**OBJECTIVE**

- Monash’s new Vertical Integrated Masters course in Pharmacy.
- The innovative curricula design is centred around key elements with descriptive titles such as how the body works, how medicines work, comprehensive care, professional practice, inquiry and experiential placements.

**DESIGN**

The Faculty of Pharmacy and Pharmaceutical Sciences at Monash University strategically redesigned the Pharmacy curriculum to better align with the needs of the profession. A key feature of the VIM degree is skill development such that students learn to be critical thinkers, problem solvers, excellent communicators and team players. Units were purposefully restructured to adopt a student centred learning approach.

**POWER IT – INQ**

- Problem solving
- Oral communications
- Written communications
- Empathy
- Reflective practice
- Integrity
- Teamwork

**RESULTS**

**DESIGN**

- Assistant lecturer support.
- Content developed by the academic team converted to online platform.
- Scheduled release of preparatory material.
- Interactive lectures replace didactic lectures.
- Workshops with a focus on student centred learning.
- Various form of feedback was used to further develop the unit.
- Unit evaluations
- Academic and student feedback.

**D | Discover - Preparatory learning**

**E | Explore - Interactive lectures**

**A | Apply - Small group workshops**

**R | Reflect - Personalised learning plans**

**SETU (semester 1) comments** regarding Discovery, Interactive lecture or Workshop, coded as positive or negative. Combined data for PHR1011, PHR1021, PHR1031 (Paul White, 2017)

**Which aspect(s) of this unit did you find most effective?**

- ‘I like that we were given opportunities during the interactive lectures to attempt questions and scenarios that are relevant to the learning material. I find the workshop activities very useful. I also like that all the contents are available on moodle, so I can come back and have a look at any time.’
- ‘the discovery material was really helpful. the interactive lectures were also good as they went through the discovery material and explained the questions. overall, HTBW lectures were engaging. the workshops, that relied on group work were useful as helpful as we all helped each other.’

**Would you suggest any changes to enhance this unit in the future?**

- ‘Reduce the amount of discovery that is mainly explained through text alone, and incorporate other visual aids that are integrated nicely and thoroughly explained.’
- ‘Perhaps going over the pre-learning materials for discovery in the interactive lectures would be more effective in helping us understand the concepts. This way, we can consolidate our understanding from discovery, rather than just be taught new concepts that we are not yet confident with.’

**CONCLUSION**

Utilising a different teaching approach new units were developed as part of the new Pharmacy curriculum which focuses on skill development. Feedback obtained from staff and students this year will be used to further develop the unit in 2020.