

UNIVERSITI TEKNOLOGI MARA

**EVALUATION OF COURSE EXPERIENCE WITH
PHARMACY STUDENTS IN KLANG VALLEY**

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ABSTRACT

Course Evaluation Questionnaire (CEQ) developed by Ainsley and Long (2004) is an assessment tool which consists of 25 questions that measures the undergraduate assessment of their course. The CEQ collects information of five key areas of the students experience; this being generic skills, appropriate workload, clear goal and standard and appropriate assessment. The aim of this study is to measure pharmacy students' perception of their course. From the assessment, feedback can be provided to the relevant pharmacy faculty to improve the level of higher education in the pharmacy course. Prospective study is done since data collection on the final year pharmacy students in Klang Valley was pre-planned. The questionnaires were distributed to final year pharmacy students from University Teknologi MARA (UiTM) (n=127), Universiti Kebangsaan Malaysia (UKM) (n=78) and Universiti Malaya (UM) (n=38). The relationship between CEQ ratings and institution was analysed using Kruskal-Wallis test, with the dependent variables being the five scales of CEQ. There was no significant difference in rating assigned by students in different institutions. According to the study results, improvement in scale, appropriate workload, appropriate assessment, clear goal and standard and good teaching should be conducted to further improve the quality of the course experience.

Key words: student assessment, Course experience Questionnaire (CEQ), generic skills, appropriate workload, clear goal and standard, appropriate assessment, Malaysian Higher Education Institutions.

CHAPTER 1

INTRODUCTION

1.1. Introduction

The experience of pharmaceutical education varies for each student, school and country. Pharmacists can be found in a multitude of different roles. In every role they are faced with a massive amount of different situations, working and dealing with public and professionals similarly, as a vital member of the healthcare team. In this context, the educational processes believe greater significance, and indeed the concept of curriculum acquires a new definition. The new definition of curriculum is the syllabus is one component of learning among other elements in the concept of curriculum, methodologies for teaching, learning and assessment of learning outcomes are important factors (Fitzgerald *et al.*, 1999).

According to Siracuse *et al.* (2004), the focus of pharmacy practice and education has changed over the past decade. In the previous time, the pharmacy practice and education were primarily focused primarily on drugs and distribution. In 1990, Helper and Strand suggested that pharmacy practice centered on the patients as pharmaceutical care.

DeLander (2005) compared the professional pharmacy education with students, which both play an important role in the outcome of pharmaceutical