

## Feedback from the 15th International Conference on Life Long Learning in Pharmacy, 7 - 10 July 2025, Sydney

Life Long Learning in Pharmacy is an international conference focusing on education within the pharmacy sector, from undergraduate and intern training through to CPD for practising pharmacists. NZHPA Education grants contributed to the attendance of four NZHPA members at the event (Kate Yarroll, Georgi Lynch, Kim Brackley and Sian Dawson), with three of us also presenting our work. We would all like to thank NZHPA for the generous funding that we received to attend. It was an excellent conference, and we are pleased to share some of the highlights below.

### Pre-conference workshop – How to use AI in education intelligently

Rebecca Roubin and Andrew Bartlett

AI and its use in education was a common theme throughout the conference. I attended the preconference workshop being run by the Pharmacy School at the University of Sydney (USYD), on how AI is being used in their undergraduate programme.

AI is widely used by students, USYD realised that unless the assessment is being directly monitored, then you have to assume that AI is being used. USYD developed a two-lane assessment schedule Lane 1 was secure assessments where AI was not used (think written exams and OSCEs) and Lane 2 was open assessments where AI could be used.

USYD uses Cogniti which is designed specifically for educators. The platform can create simulated patients where the teachers can put in the parameters and the students can ask the “patient” questions to help them complete the case study.

We worked through examples asking Co-pilot to create a case study based on an ethical dilemma. This highlighted how important your prompt is. The instructions need to be clear and detailed, if you want the AI to reference sources make sure to include them. Ask AI to reference its sources, so you can easily proof the case study.

My take home points:

- AI creates an excellent first **draft**
- Check all the references it's used – AI only has access to open sources, and sometimes those links go to strange places
- Work on developing your prompts
- This is going to save a lot of time writing MCQs and case studies for me

If anyone is interested in hearing more about how AI was being used in pharmacy education or would like some prompt examples from the University of South Carolina please get in touch.  
Georgi Lynch

## Pre-conference workshop – Think about the student perspective: Applying principles of assessment to promote learning and engagement

Dr Megan Anakin

Thanks to the support of the NZHPA I had the opportunity to attend my first Life Long Learning Conference in Sydney. Prior to the 3-day conference, I attended 2 pre-conference workshops that provided a mixture of theoretical content delivery and practical application of content.

The first workshop 'Think about the student perspective: Applying principles of assessment to promote learning and engagement' facilitated by Dr Megan Anakin from the University of Sydney, began with a session involving self-reflection on my time as a student and then a comparison of the attitudes and beliefs of students today. My table consisted of an undergraduate student, a PhD candidate, a university lecturer and an Associate Professor, from Australia, Singapore and the UK. The broad demographic provided opportunity for a number of varied viewpoints and personal experiences to be shared, setting a great foundation for the rest of the workshop.

The next session encouraged analysis on the purpose of assessment as well as the intended and unintended outcomes of assessment, which was particularly impactful on me. I reflected on the purpose of assessments I have been conducting in the workplace, and identified that I have been focusing on assessments as a method of comparison to professional standards, using them to assess knowledge and skills gained and as a tool to identify areas of weakness/ potential for future development. This session highlighted the role assessment can play in providing feedback, influencing student motivation and engagement and as a relationship building tool between students and educators.

The last sessions of this workshop covered methods to decide on content- referring to both Blooms Taxonomy and Miller's Pyramid, as well as various methods of assessment. This session helped me to reflect on the methods of assessment I am currently using, noting that most educators have favourite assessment methods and expanded my knowledge of alternative options. This has encouraged me to consider how different content may be assessed using different methods e.g. MCQs vs case discussion and that some learners prefer different assessment types, due to learning styles and communication preferences.

Attending this workshop has resulted in personal reflection regarding assessment principles and methods and consideration about how these concepts can be applied to assessment conducted within the department, to provide a better learning environment.

Kate Yarroll

I'd like to pick out a couple of topics from the conference that I found interesting and practical

### **Entrustable Professional Activities (EPAs)**

EPAs and their associated entrustment supervision scales are increasingly used in pharmacy education and this was a recurring theme at LLLP. EPA's are descriptors of work e.g. dispense a medicine, counsel a patient. Rather than describing a practitioner as competent or not competent in an activity, an entrustment scale is used, describing the level of supervision required by the practitioner, from level 1 to 5. For instance, level 2 = needs direct active supervision, whereas level 4 = practise unsupervised.

EPA's have been developed in the USA and the UK for use with undergraduate pharmacy students on placements, and the Australian Pharmacy Council have developed a small number of EPAs as part of the Intern programme. Further research was presented at this conference which explored the development of EPAs for credentialing pharmacists to do Medication Management reviews; factors influencing entrustment decisions; and testing the reliability of an entrustment scale.

EPAs are used in a few settings in NZ, but this conference has given us a better understanding of their role, and we're looking forward to exploring this topic further.

### **Managing Cognitive Load**

Cognitive load describes the limits of our working brain when presented with new information. This workshop was really valuable in breaking down the different causes of cognitive load (intrinsic, germane and extraneous) and providing opportunities to consider how to minimise these in different teaching environments to maximise learning.

A key point for me to put into practice was the importance of providing repeated opportunities for learners to apply new learning, as this encourages retention in their long term memory (germane load). It also made me reflect on the content of some of our training materials, and how we could include different levels of complexity to manage the intrinsic load for different learners.

Sian Dawson

## LLLP conference

This was my ninth attendance at this conference with my first in 2000 in Belfast while I was still working in London. This year there were considerably more pharmacists educating and supporting colleagues in practice settings than in the past.

### **Peer assisted learning for students on placement**

One of the sessions from a group of hospital pharmacist educators in Victoria was about peer assisted learning in clinical pharmacy and how it could reduce time and increase learning and autonomy for students on placement.

When on the ward and reviewing a patient, the supervising pharmacist could give the students separate but related activities relevant to the patient e.g. for a COPD patient one could look up guidelines and the other find the range of inhalers available and consider how these apply to the patient. The students summarise their findings and present them to each other. The students then come back to the supervisor to ask questions about uncertainties, difficulties or alternative approaches. Any issues could be discussed and then the next learning opportunity could be moved onto. They found that following the initial peer learning, students were able to fill in their own knowledge gaps more effectively and asked less (and better) questions of the pharmacist supervising. Training and resources (such as lists of suggested activities which could be matched to the student capabilities and the situation at the time) were provided to support pharmacists utilising this technique with students.

### **Inclusion through tackling microaggressions**

I also attended a very thought provoking workshop on inclusion through tackling microaggressions. These were defined as everyday slights, snubs or insults, communicating hostile, derogatory or negative messages toward people. They could be verbal, non-verbal or environmental, intentional (conscious bias) or unintentional (unconscious bias). The impact of microaggressions can be significant and subtle microaggressions can impact far more than the term 'micro' suggests. Microaggressions can imply that the person is a lesser human being and not valued or respected or does not 'belong' with the majority group or deserve accomplishments or progression.

Kim Brackley



LLLP is a very supportive collegial conference which provides lots of ideas and motivation for how we can develop training and education of pharmacists in NZ. NZ was very well represented by NZHPA members as well as PSNZ and the University of Auckland including at the 'under the sparkling southern stars' conference dinner where Kim won one of the best dressed prizes.

Photo of Kim Brackley, Belinda Ross, Sian Dawson, Kate Yarroll and Georgi Lynch (left to right)