

CPD Exemplar Cycle: Academic Pharmacy

Cycle name: Situational Judgement Tests (SJTs)

Scheduled Cycle: YES

This learning activity is within my current scope of practice: YES

This learning activity is relevant to the safe and effective practice of pharmacy YES

All criteria are essential and must be completed successfully for the cycle to meet the required standard.

Reflection

1. I identified the following specific learning need(s)... (500 word maximum)

I need to learn about Situational Judgement Tests (SJTs) and why/how they are used to assess students as part of the undergraduate pharmacy course.

Specifically, I need to learn:

- What exactly SJT's are?
- Why/how SJTs are used as part of an assessment process?
- How to write SJT questions that test students at undergraduate level?
- How/where do SJTs fit into the course assessment strategy?
- How is the SJT assessment scored and what percentage of the module is attributed to SJTs?
- What SJT guidance should be provided to students in order to prepare for the assessment?

2. I wanted to learn about this because (give context for learning activity / activities)...

I need to learn about this because as the new module lead, I have been tasked with writing the SJT questions for the assessment. I have never completed an SJT assessment before nor have I written any SJT questions for this type of

assessment and it is important that I understand more about SJTs in order to complete this task correctly. I also need to know this information so that I can competently answer SJT related questions/queries from the pharmacy students.

Planning

3. I plan/planned to complete the following learning activity/activities to meet the identified learning need(s). (Please describe the learning activity/activities and the planned completion date(s)).

I plan to read and make notes on:

- Pass the situational Judgement test- a guide for medical students, Green C & Braddy, A. Elsevier (textbook)
- Development and validation of a Situational Judgement Test to assess professionalism (article by Smith, KJ et al Am J Pharm Educ. 2020)
- Role of knowledge and experience in Situational Judgment Test responses of Pharmacists and pharmacy students (article by Wolcott, MD AJPE vol 85:1 2021)

I plan to complete these activities by: 30/07/2025

Action

4. In meeting the identified learning need(s), I completed the following learning activity/activities

Activity	Read and made notes on: Pass the situational Judgement test- a guide for medical students, Green C & Braddy, A. Elsevier (textbook)
Hours	2.5
Start date	05/07/2025
End date	07/07/2025
Evidence Type	Notes/Handouts
Evidence	Self-Study

Evidence upload (optional)	Scanned copy of my summary notes
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Activity	Read and made notes on: Development and validation of a Situational Judgement Test to assess professionalism (article by Smith, KJ et al Am J Pharm Educ. 2020)
Hours	0.5
Start date	08/07/2025
End date	08/07/2025
Evidence Type	Notes/Handouts
Evidence	Self-Study
Evidence upload (optional)	Scanned copy of my summary notes

Activity	Read and made notes on: Role of knowledge and experience in Situational Judgment Test responses of Pharmacists and pharmacy students (article by Wolcott, MD AJPE vol 85:1 2021)
Hours	0.5
Start date	08/07/2025
End date	08/07/2025
Evidence Type	Notes/Handouts
Evidence	Self-Study
Evidence upload (optional)	Scanned copy of my summary notes

Summary of what has been learned in relation to the identified learning need(s).

I have learned that SJTs are widely used across healthcare education programmes, including medicine, pharmacy, and nursing, to assess individuals' responses to hypothetical but role-relevant scenarios. These scenarios are designed to reflect situations that students are likely to encounter in professional practice.

SJTs are designed to assess behavioural competencies rather than academic knowledge. Students must identify the most appropriate and the least appropriate course of action from four or five multiple choice options and rank the other options accordingly. SJTs are designed to test the student's capacity to understand real-life situations, find the key critical factors and behave appropriately when dealing with them. SJTs are a highly effective means of measuring a student's competency behaviours. SJTs don't assess academic abilities instead they focus on integrity and adaptability in ethical scenarios.

Within the undergraduate pharmacy programme, SJTs are used to assess specific module learning outcomes related to professional judgement and professional behaviour. In this module, the SJT contributes 15% of the overall module mark, with a pass mark set at 50%. The assessment consists of 15 questions, each worth a maximum of 20 marks, and students are given 45 minutes to complete the assessment.

When writing SJT questions the following needs considered: SJT questions consist of two elements: (1) The scenario which gives the situation to be solved by the student and (2) the possible actions (response options) that the student can choose from. The response options of an SJT question should contain one action that's the most appropriate for the question asked in that situation (which earns full marks), one or two actions that are somewhat appropriate (and earn partial marks), and one or two actions that would be inappropriate for the question asked in that situation (earning no marks).

SJT questions should present the students with all the necessary context of a specific situation so they can decide on a response option and only the necessary context with no irrelevant information. In regard to the answers, the options available must be clear actions to take (or ways to behave) rather than results of actions. Each action must be logically possible for the specific scenario. The most important thing in creating a SJT scenario is identifying the goal of your question. Each question should assess only one specific skill, and the scenario developed should be directly linked to that - in the case of undergraduate pharmacy, the scenarios should be linked to the module learning outcomes. Importantly, each SJT question should be designed with a clear objective and assess only one specific competency or skill.

The online study material for this module has SJT examples for pharmacy students to complete in preparation for the assessment and a visual ranking table which explains the scoring system in more detail. Providing preparatory materials and scoring guidance within the online module materials, helps students understand the format and expectations of the assessment and supports their development of professional judgement skills.

Evaluation

5. Having met the specific learning need(s) identified, my practice has changed or will change as follows:

I have met all my learning needs. I successfully managed to write a bank of 20 SJT questions consisting of two elements: (1) The scenario with the situation to be solved by the student and (2) the possible actions (response options) that the student could choose from. I related the SJTS to the module learning outcomes and sent them to the external reviewers for comments/validation. The SJT questions were returned from the reviewers with only minor typo suggestions/amendments. 15 of the 20 SJT questions I authored were used as part of the module assessment. During the module webinars I was also able to competently answer questions from students regarding the ranking of answers (from most appropriate to least appropriate) in regard to the SJT questions. As a result of my learning, I was also able to explain to the students that they have 45 minutes to answer the 15 SJT questions and that the maximum score for each SJT question is 20 marks and each answer is scored using a ranking table with their score dependant on their ranked responses. I was able to direct the students to the ranking/scoring example table in the module online study materials.

6. I confirm that the identified learning need(s) has/have been fully addressed in this CPD cycle:

Your selection of “direct” or “simulated/future” evaluation (tick boxes below) must reflect the application of your learning described in (5) above.

This CPD cycle has been directly evaluated within my current practice and environment (minimum of 75% of cycles submitted) ✓

Community

Pharmacy Prescriber

Primary Care / Practice

Training

Hospital

Industry

Academia ✓

Other

I have recently returned to practice (within the last 12 months): NO

I have changed my scope of practice within the last 12 months: NO