



# FIP Pharmacy Education Taskforce



## 5<sup>th</sup> Annual Global Pharmacy Education Consultation Report

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19 October 2010

Version 2

The 5th Annual Pharmacy Education Consultation was held on 1<sup>st</sup> September 2010, at the 70th FIP Congress in Lisbon, Portugal. The session was an open forum on global issues in Education, with a focus on reviewing the achievements and progress of the FIP Pharmacy Education Taskforce. This session is the fifth in the annual series of Global Consultations on Pharmacy Education, which form part of the 2008-2010 FIP Pharmacy Education Taskforce Action Plan.

The aim of the Consultation was to engage with FIP members and the delegate constituency. The learning objectives of the Consultation were to:

- list and explain the work undertaken by the Global Pharmacy Taskforce;
  - describe perspectives and experiences of global professional education and possible future trends in the area of Pharmacy Education; and
  - outline the possible roles participants of this session can undertake in advancing pharmacy education locally, regionally and/or globally, and to capture the views and informed opinions of delegates
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### Programme

The Taskforce team summarized developments and significant steps undertaken over the last year to accomplish the objectives set forth in the Pharmacy Education Action Plan 2008-2010.

Within the **Competency and Vision for Pharmacy Education domain** Ian Bates and Andreia Bruno compiled a database of national competency and professional development frameworks. The first draft version of a global competency framework for pharmacy was launched during the consultation. Evaluation of the relevance and validity was requested of the delegates by taking part in an online survey at <http://www.codegnet.org.uk/gbcf/>.

In the **Academic and Institutional Capacity domain**, Claire Anderson and Zoe Lim have gathered an evidence library on academic and institutional capacity. Zoe reported on her three-month trip to Malawi to interview stakeholders and gather data for her research project. She is investigating the development of a generic framework for enabling a mechanism for capacity building that suits local needs and culture.

Within the **Quality Assurance domain**, Mike Rouse reported on the completion of the validation exercise for the Global Framework for Quality Assurance of Pharmacy Education, with input from 24 countries. Overall, the Framework was found to be highly valid, and second draft will be completed in 2011 with slight modifications. An instrument for institutional self-assessment jointly developed with WHO was field-tested by schools of pharmacy in Nigeria. A framework for the analysis of quality assurance systems for pharmacy education was developed; the analysis will be undertaken with the Taskforce's country case study partners when funding has been secured.

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For **Communications and Advocacy**, Sarah Whitmarsh reported that the Taskforce's online global platform, the Community of Practice, has expanded to include 424 members from 87 countries, doubling since last year. The Taskforce has authored publications in the *World Medical & Health Policy Journal*, the *International Pharmaceutical Journal* and the *American Journal of Pharmacy Education*. Taskforce members Prof Ian Bates, Mr Mike Rouse and Ms Sarah Whitmarsh had the unique opportunity to participate in an audio podcast for the London International Development Centre to discuss the pharmacy workforce crisis and the Taskforce's work.

Billy Futter reported on the overall **Strategy of the Taskforce**. He concluded that while much has been achieved, challenges lay ahead and that it was important to focus on finding more resources and improving communication with key stakeholders.

Xuanhao Chan, Manager of Public Health Partnerships for FIP, presented an update on the FIP project to create a **database of pharmacy schools** that would provide information on the types and capacity of pharmacy education programmes globally. The next phase of the project is to pilot test the questionnaire. Those interested in taking part are asked to contact [xuanhao@fip.org](mailto:xuanhao@fip.org) or [diane@fip.org](mailto:diane@fip.org).

Project Manager Diane Gal updated on the Taskforce's **Country Case Studies**. A Terms of Reference for the studies have been completed. The Taskforce has submitted several grant applications for funding the work plan. A number of CCS projects are currently in the planning stage, and will be further progressed once external funding has been secured. Several of the CCS Leads or representatives from the case study countries attended FIP Congress 2010 and participated in the consultation.

Rebecca Bailey, **Human Resources for Health** Department, World Health Organization (WHO), summarised the agency's status towards achieving the health-related Millennium Development Goals and provided resources on current trends for pharmacy workforce and noteworthy developments in health workforce and training. She noted that it was critical for FIP to maintain an emphasis on education and training and saw a need to promote and strengthen partnerships between ministries of health and education, academic institutions and professional bodies. She said she looked forward to FIP's continued collaboration with WHO, including for example as an advisor to the Taskforce and with projects such as the schools of pharmacy database and quality assurance tools.

Helen Tata, **Essential Medicines and Pharmaceutical Policies** Department, WHO, presented on a project to assess pharmaceutical human resources in Ghana, Nigeria, Sudan, and Tanzania in 2010. Stakeholder consultations in 4 countries aimed to develop a pharmaceutical strategic framework through consensus on key pharmaceutical human resources issues and priorities as well as policy goals, structures and processes to address issues. The frameworks will inform pharmaceutical human resources plans to feed into the wider Human Resources plans of the Ministries of Health. The next steps of the project are the development of a pharmaceutical human resources strategic plan and collaboration with development partners to mobilize funds to implement the plan.

The **UNITWIN Network for Global Pharmacy Education Development** (G-PhED) was officially launched during the 5<sup>th</sup> Global Pharmacy Education Consultation by Dr Kamal Midha and Mr Ton Hoek of FIP, Dr Anthony Smith and Prof Ian Bates of the School of Pharmacy, University of London, and Ms Natasha Bevan of UK National Commission for UNESCO. UNITWIN G-PhED is a UNESCO-sponsored network of schools of pharmacy that will enable the sustainable development of the

pharmacy health workforce. It will be a strong mechanism to achieve the long-term objectives of the Action Plan. Delegates were asked to provide input and consult on how they would like to see the UNITWN G-PhED developed (see below).

Presentations from the E4 Global Education Consultation are available online at <http://bit.ly/cUcZm3> and on the Community of Practice library in the FIP Congress 2010 folder at <http://my.ibpinitiative.org/Library.aspx?c=58b2d280-f03b-4b4c-80d2-1a371a3259e5&f=68862d26-8ff0-4e91-9516-5ba383c52266>.

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## Roundtable Discussions

The Taskforce consulted with delegates on key questions regarding the future of the Taskforce and the new UNITWIN Network for Global Pharmacy Education Development (GPhED).

### Consultation Part I

**How would you like to see the Taskforce and the FIP Education agenda develop over the next 2 years? (This is a strategic question, rather than “topic” driven**

**What has been helpful for you? What project areas have made an impact for you?**

**What global “tools” would you like to see developed (for example, how could we further develop the QA Framework as an active tool?) and what ideas do you have about implementation?**

**Any experiences you would like to share?**

These member-delegate discussions reported (in general) that they would like FIP Education/Taskforce to: *(no priority or weighting)*

1. Strengthen partnerships with other health professions, government ministries and other stakeholders;
2. Invest and improve the communications platform to provide even more opportunities for engagement;
3. Ensure integration with other FIP stakeholders such as the new Deans Forum (AIM);
4. Complete the competency framework and further mobilise efforts for competency statements at the country level;
5. Enhance advocacy of the global vision through active dissemination.

Delegates also mentioned they would like to see more “country ownership” of the projects, and to find ways of enhancing engagement with individual FIP member organisations and countries.

Delegates said that there was good exposure of needs-based education and realising the needs for structured pharmacy education and that now there was a need to share the successes and failures so that best practices can be readily available.

Some developmental tools that were suggested included: leadership development tools, teaching guides and a needs analysis tool that would help provide linkages between the local needs and the educational programme that would best address them.

Overall, FIP members and delegates gave unanimous support for the work of the Taskforce and for the continued development of the direction and scope of projects and activity.

## Consultation Part II

**How would you like to see GPhED UNITWIN developed as a “mechanism” for global education?**

**What uses can you see for GPhED UNITWIN?**

**How can you see GPhED UNITWIN as an aid to developing expertise and excellence in professional education?**

**How would you like GPhED UNITWIN to communicate with the global constituency?**

The delegates also provided commentary on the new “UNITWIN GPhED” specifically to:

1. Map existing resources to address competency and capacity needs;
2. Share teaching materials and expertise/creating toolkits for teaching innovations;
3. Increase the community pharmacists’ engagement in continuing pharmacy education;
4. Disseminate resources, tools, best practices and standards and build exchange systems for experiential learning and faculty development. Serve as a repository of information or links to information; and,
5. Develop evidence-led expertise (including Leadership) through the global collaboration of universities and providers.

Regarding communications for the network, delegates suggested a website where it would be easy to search for expertise (ie, through a database and using search terms) and contact information. Video and satellite conferencing was also suggested as a means of communicating. It was also mentioned that a strategy for understanding the needs for virtual educational technologies in the developing world was needed. Involving stakeholders and partners in this communications network was underscored. Developing an overarching communications strategy was seen as a good first step.

One unique idea was starting an “FIP Scholars” or “FIP Visiting Scholars” programme for education research development.

There was also seen a need to clarify intellectual property and information-sharing within the network, with guidelines to protect the owners of intellectual property but also share best practices.

There was a clear support for this new formal project arrangement with UNESCO and to progress and use this mechanism for best effect globally. The FIP members and delegates would like to see progress on this project and to remain in touch.

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For more information about the Taskforce, please visit our website at [www.fip.org/education](http://www.fip.org/education).

Comments, questions, expressions of interest and suggestions are welcome and can be sent to Sarah Whitmarsh, Communications Liaison at [education@fip.org](mailto:education@fip.org).