

# FIP Education Initiative (FIP*Ed*)

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## Activity Summary 2013

Fédération  
Internationale  
Pharmaceutique

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International  
Pharmaceutical  
Federation



International  
Pharmaceutical  
Federation

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FIP Education Initiative

Developing the health care workforce of the future:  
better science, better practice, better health care

## FIP*Ed* STRATEGIC PLAN & ACTION PLAN

In 2013, the FIP*Ed* Strategic Plan was adopted by FIP, setting out the Vision, Mission and Strategic Objectives for the FIP Education Initiative. These have informed the development of a FIP*Ed* 5-year Action Plan.

### 1. FIP*Ed* Vision

FIP*Ed*, as the global professional leader, ensures that education and training provides the foundation for pharmaceutical services and professional workforce development and advancement, in order to meet global societal needs for medicines expertise.

### 2. FIP*Ed* Mission

To meet the Vision, our FIP*Ed* Mission is to bring together organisations and leaders who are working to improve health through advancing pharmacy and pharmaceutical sciences education. FIP*Ed* will stimulate transformational change in professional pharmacy, pharmaceutical sciences and pharmaceutical education to advance and develop our diverse profession towards meeting present and future health care needs around the world.

### 3. FIP*Ed* Strategic Objectives

1. To provide a global platform for exchange, mentoring and learning for all professional leaders, focusing on the development of leadership skills, academic provision and pedagogic skills.
2. To build, advocate for, and disseminate evidence-based frameworks, consensus-based standards, tools and resources for

educational development and support for members.

3. To develop and facilitate education-related policy that supports advancement of pharmacy and pharmaceutical science professions; these policies will be advocated and implemented with, and by, our stakeholders at global, regional and local levels.
4. To foster innovation that will advance professional pharmacy and pharmaceutical science education which will lead to improved global health services quality, delivery and productivity.

### 4. FIP*Ed* Action Plan

A 5-year Action Plan was subsequently developed and is being finalised for launch in January 2014. This Action Plan encompasses 7 Pillars towards stimulating the transformation of education to deliver better patient care and health.

The Pillars will focus on developing tools, methodology and services to facilitate the transformation of education, and include:

FIP <i>Ed</i> Action Plan Pillars	
1	Global conference on pharmacy & pharmaceutical science education
2	Global Leadership - Training and Networks
3	FIP Annual Congress Educational Sessions and Fora
4	Education Development Projects and Technical Reports
5	Education consultation services
6	Centres of Excellence
7	FIP <i>Ed</i> Infrastructure & Global Representation

## ACHIEVEMENTS FOR 2012-2013

### 2013 GLOBAL EDUCATION REPORT

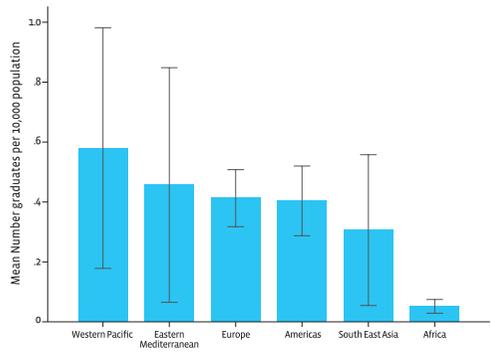
FIP has been collaborating with WHO Human Resources for Health (HRH) on developing and implementing a **FIP-WHO Global Schools Survey** since 2008. In 2012 the survey was renewed to collect national level data on pharmaceutical education. The findings will be published and presented during the 2013 FIP Congress in Dublin, in the first ever *FIPed Global Education Report*.

This report includes an analysis of data from 109 countries and territories, as well as a qualitative analysis of the drivers of change in pharmacy and pharmaceutical education across 14 countries.



The global disparities with education capacity and pharmacist production can be clearly seen when aggregated within WHO regions. Figure 1 shows the global graduate production capacity by WHO region, indicating that the lowest educational capacity is in the sub-Saharan African nations.

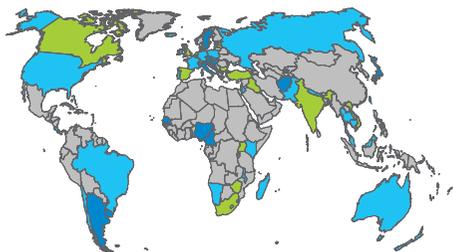
Figure 1: Mean graduate production (per 10,000 population) by WHO Region.



There is also global variation as to the amount of science and practice in the curriculum. 47 countries and territories provided data on the proportion of time spent on science-based laboratory learning in the core curriculum, which ranged from 6% to 70%, with a sample mean of around 36% – one third – of curriculum time spent on laboratory-based learning. As well, the respondents provided a description of the curriculum, according to pre-set categories, as shown by geographic distribution in Figure 2.

Figure 2: Mix of science and practice in early curriculum [based on respondent survey; data from 47 countries included].

- Wholly general science, with very little pharmacy practice component
- Mostly general science orientation, with small/moderate pharmacy practice components
- A mix of general science and pharmacy practice



## ACHIEVEMENTS FOR 2012-2013

### Additional highlights to note

- **Global Workforce Observatory** – this innovative partnership between FIP and the Royal Pharmaceutical Society (Great Britain) aims to provide a sustainable and long-term platform offering on-going intelligence and data on the global workforce. This online platform will host and continually build the human resources data and information available to FIP Members, from various sources including the:

- › **2012 Global Pharmacy Workforce Report** ([www.fip.org/humanresources](http://www.fip.org/humanresources)) – Published and launched at the FIP Centennial Congress, the report includes data from 90 countries and 9 country case studies, as well as an important chapter developed with our partners in WHO on transforming and scaling up education. Amongst other cited use of the report, the data collected by FIPeD on the number of pharmacists has also been included in the WHO 2013 World Statistics Report and the WHO online Data Repository.

- **FIP-UNESCO UNITWIN: Global Pharmacy Education Development network (GPhED)**

- › **African Summit.** Ghana hosted a 2-day meeting in March 2013 to discuss cooperation between pharmacy leaders in Africa and seek opportunities for developing advanced pharmacy practice within an African context. The meeting resulted in a clear plan for the implementation and activities of an African Centre of Excellence.

- › **Two online education projects launched** – **SABER and Pharmapedia.** SABER

is an open access platform designed for provider institutions to share and develop learning and simulation tools, being hosted by Monash University in cooperation with UNITWIN partners. Pharmapedia is directed towards individuals (students and practitioners) and is a content-driven wiki platform intended for long-term growth as a knowledge resource for pharmacy and pharmaceutical sciences.

- › **Centres of Excellence** - Examining the feasibility of the establishment of virtual Centres of Excellence at Universities to focus on specific issues of critical importance to pharmacy practice and science education.

- **The 1st Pharmacy Support Workforce Symposium** – This Symposium took place at the 2012 FIP Congress and brought together members of the pharmacy workforce from across the globe to discuss the changing roles of pharmacists and pharmacy support staff and how they can complement one another in the workplace to achieve the best skill mix.

- **Implementation of two new domains<sup>1</sup> of activity:** Continuing Professional Development & Education and Interprofessional Education. The domain leads are currently scoping and developing work plans for these new EDT domains and how we can best engage with members.

<sup>1</sup>- Additional domains of focus in FIPeD include: human resources for health, academic capacity building, quality assurance, workforce competency, social accountability, leadership and the pharmacy support workforce.

## ADDITIONAL RESOURCES

A number of openly available Education Resources are available on the following FIPed website page [www.fip.org/pe\\_resources](http://www.fip.org/pe_resources), including:

### 1. Competency Resources

#### Global Competency Framework – Version 1

This tool aims to support the revision of the competencies expected from graduate pharmacists and pharmacy technicians, based on local needs. It has been recognised and utilised by national associations in several countries and in regional initiatives to date.

### 2. Quality Assurance Resources

#### FIP QA Framework

#### FIP Statement of Policy:

#### Quality Assurance of Pharmacy Education

### 3. World List of Pharmacy Schools

[aim.fip.org](http://aim.fip.org)

### 4. UNITWIN GPhED Resources

[www.saber.monash.edu](http://www.saber.monash.edu)  
[www.pharmapedia.org](http://www.pharmapedia.org)

### 5. Education Development Team Publications, listed by year

### 6. Pharmacy Education Journal

[Pharmacyeducation.fip.org](http://Pharmacyeducation.fip.org)

Pharmacy Education, is an international peer-reviewed journal for pharmaceutical education, and is available online free of charge. Over 128 pages of content were published to date in 2013. This international Journal provides opportunity to publish original articles about your pharmacy education research and innovations with a readership estimated at around 6,000 worldwide.

The Journal provides a forum for communication between academic teachers and practitioners in professional education, with an emphasis on new and established teaching and learning methods, guidance on structuring courses and assessing achievement, as well as the dissemination of new ideas. The Journal also recognises the importance of policy issues and current trends in the context of education and professional development.

The screenshot shows the homepage of the Pharmacy Education journal website. The header includes the journal title, a navigation menu (Home, About, Archives, Contact, FAQ, Submissions), a search bar, and links for REGISTER and LOGIN. The main content area is titled 'Latest published articles' and lists several articles from Volume 13, including 'Simulation Technology enhances Doctor of Pharmacy candidates' experience of rhythm and medications used in advanced cardiac life support' and 'An educational framework for managing and supporting medication substance use in Europe'. A sidebar on the right features 'Subscribe to our RSS Feeds', 'Most popular tags' (assessment, curriculum, pharmacy, Pharmacy Education, pharmacy students, undergraduate), and 'Most popular articles'.

## FIPEd IN NUMBERS

	2009-2010 Number (Number Countries)	2012-2013 Number (Number Countries)
FIP Academic Pharmacy Section Individual Members	389	585 (77 countries)
Schools of Pharmacy Members of the FIP Academic Institutional Membership (AIM)	0 [launched in 2010]	111 (44 countries)
FIP Member/Observer Organisations that are primarily education focussed	0	3 (2 countries)
Individuals registered in open discussion forum <a href="http://knowledge-gateway.org/hwfet/edt/">http://knowledge-gateway.org/hwfet/edt/</a>	281 [65 countries]	635 (97 countries)
Subscribers to the <i>Pharmacy Education Journal</i>	400	6,089 [including 582 authors]
Total number of articles published in the <i>Pharmacy Education Journal</i> <a href="http://pharmacyeducation.fip.org/">http://pharmacyeducation.fip.org/</a>	276 articles	364 Articles [88 new articles published since 2009]
Total number of publications about FIP education activities in external peer-reviewed journals <a href="http://www.fip.org/pe_resources">www.fip.org/pe_resources</a>	2	16 [14 new articles published since 2009]
Number and tools/resources/policies developed <a href="http://www.fip.org/pe_resources">www.fip.org/pe_resources</a>	3	6
Number of institutions listed in the World List of Pharmacy Schools <a href="http://aim.fip.org">http://aim.fip.org</a>	Less than 800	2,032 (139 countries)
Workforce data available <a href="http://www.fip.org/humanresources">http://www.fip.org/humanresources</a>	56 countries	98 countries
Comprehensive national level education data available	9 countries	109 countries
Number and topics of Expert Groups (the Education Development Team Domains) <a href="http://www.fip.org/edu_academic">http://www.fip.org/edu_academic</a>	4 – Vision & Competency, Quality Assurance, Academic & Institutional Capacity, Workforce	9 - Competency, Quality Assurance, Interprofessional Education, Academic Capacity, Workforce, Social Accountability, Leadership, Pharmacy Support Workforce and Continuing Professional Development/Education.
Number of elected/appointed volunteers in FIPEd	16 (14 countries)	30 (20 countries)
Cumulative participation in sessions on Education at the FIP Annual congress	441 [in 10 separate sessions]	1,096 [in 11 sessions in 2012]
FIP poster abstracts on Education at the FIP Annual Congress	22 abstracts [posters]	97 abstracts [posters]

## ACADEMIC INSTITUTIONAL MEMBERSHIP (AIM) [aim.fip.org](http://aim.fip.org)

### Over 100 AIM members in 2013 and growing...

Academic Institutional Membership, or AIM, is a distinctive FIP Membership that allows Faculties and Schools of Pharmacy to become inter-connected on a global platform of discussion, leadership and shared challenges and successes. As part of the FIP Education Initiative (FIPe*d*), AIM focuses on the evolution of Faculties and Schools of Pharmacy – fostered by Faculty Deans and decision makers – alongside the ongoing changes in pharmacy practice, science, research and their respective funding.

All Faculties and Schools of Pharmacy from around the world are welcome to apply for AIM membership. The Academic Institutions are represented by their Deans, Vice Deans and other Decision Makers within the Membership activities such as online discussion platforms and our annual Global Deans Forum at the FIP Congress.

### Over 70 AIM Members participated in the Global Dean's Forum in Amsterdam 2012!

#### *AIM allows Deans and their Faculty to:*

- Join the network of Leaders in the Academic World.
- Share knowledge and resources on relevant and current topics at “decision-maker” levels.
- Connect your staff to the AIM faculty network in the online Member Only area
- Profile your University in the up-to-date Official World List of Pharmacy Schools.
- Post Job opportunities and recruit Staff worldwide through the online website.
- Have access to FIP Publications (ie the International Pharmacy Journal) and the FIP Education Initiative Technical Publications.

#### *AIM Global Deans Forum*

Each year at the FIP World Congress of Pharmacy and Pharmaceutical Sciences, the AIM hosts a Deans Forum, inviting all representative Deans from the Faculties and Schools within the Membership to meet each other and discuss current and relevant topics in an international arena. Expert speakers from around the world as well as innovative interactive opportunities are featured over the 2-day event, which took place in Amsterdam in October 2012 and in Dublin, Ireland 2013.

For more information on AIM and the Global Deans Forum please visit (<http://aim.fip.org>)

## FIP Education Initiative (FIPe*d*)

The FIP Education Initiative (FIPe*d*) is the body within the International Pharmaceutical Federation (FIP) coordinating all the activities related to pharmacy and pharmaceutical sciences education.

It connects the relevant members of FIP including:

	<b>FIP Membership Category</b>	<b>Membership in 2013</b>
National and regional organisations	Member and Observer Organisations	3 (2 countries)
Education institutions and Deans	Academic Institutional Membership (AIM)	111 (44 countries)
Educators (individuals)	Academic Pharmacy Section (AcPhS), Education Development Team	585 (77 countries); 635 (97 countries)

Working groups on specific topics are gathered within the Education Development Team.

FIPe*d* works in collaboration with the FIP Board of Pharmaceutical Sciences (BPS) and the FIP Board of Pharmacy Practice (BPP), as well as with our external partners the World Health Organization (WHO), United Nations Educational, Scientific and Cultural Organization (UNESCO) and International Pharmaceutical Students' Federation (IPSF).

FIPe*d* is working to stimulate transformational change in professional pharmacy and pharmaceutical sciences education to advance and develop our diverse profession towards meeting present and future health care needs at the national and global level. We advocate for the use of needs-based strategies where pharmacy and pharmaceutical sciences education is socially accountable, evidence-based and graduates have the required competencies to provide needed services to their communities and achieve national health priorities.

For further information, please contact: [education@fip.org](mailto:education@fip.org)  
Or visit <http://www.fip.org/education>

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