



WHO UNESCO FIP Pharmacy Education Taskforce

Newsletter
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News and Updates

There have been active discussions recently on the Community of Practice about resources for creating **Problem-Based Learning (PBL) sessions** for students. Click on the discussions tab of the homepage to browse archives of this and other discussions.

The Taskforce is organising a pre-conference satellite symposium for FIP Congress 2010 in Lisbon entitled **“How to develop academic capacity to ensure seamless education.”** Please mark your calendars for Saturday, 28th August 2010. More details to follow.

The **Project Team for Quality Assurance** will hold a session during FIP Congress 2010 in Lisbon. Mark your calendars for Monday 30 Aug from 12.30-13.30. Project Lead for QA Mike Rouse will chair the event, entitled “The Updated Global Framework for Quality Assurance of Pharmacy Education.”

Presentations from **FIP Congress 2009 in Istanbul** are now available online via the **Members Only** area of the FIP Website. In addition, videos of certain sessions are also available. You can access links at http://www.fip.org/www/?page=mo_im_fl_presentations. You must be a member of FIP to access the presentations.

Special Report

This month we're featuring a special report by Ioana Stupariu (MSc.Pharm.), a Research Pharmacist at the Department of Pharmacy and Pharmacology, University of Bath. This is not a Taskforce project, but the Taskforce does have an interest in new educational developments connected with competency-based approaches, and would like to hear from others with similar offerings.

Development of a professional development framework for Masters of Pharmacy (MPharm) students in the United Kingdom

While pharmacists have been encouraged to engage in and record their continuing professional development (CPD) in the United Kingdom (UK) since 1996 by the Royal Pharmaceutical Society of Great Britain [1] (RPSGB), mandatory CPD was introduced in 2009 [2]. To be able to engage in CPD, pharmacists need to be able to self-appraise their own competence. However, this itself requires certain skills and insights [3,4]. One validated method that has been used successfully by pharmacists to self-appraise their competence, is the General Level Framework (GLF) [5]. To support learning before the pre-registration year, a similar tool for MPharm students was developed. The RPSGB has an indicative syllabus for pharmacy schools [6] so this framework for undergraduate professional development could be a teaching tool tailored contextually.

By using literature, focus groups, workshops and consensus development panels, a framework was developed. Competencies were identified through a literature review, a focus group with pharmacy students, a workshop with international academics and another with international pharmacy students at two conferences.

To agree which of the identified competencies were relevant to the MPharm course, two consensus development panels were conducted with pharmacy academics at two UK universities.

The content of the framework was agreed by conducting another workshop with students at a national student conference and a series of nine individual interviews with national experts in pharmacy and pharmacy education, and a consensus development panel with pharmacy academics working at a UK university. A final focus group with experts in developing educational programmes at a UK university, was held to confirm the design of the framework.

The professional development framework was divided into two competency clusters, Professional and Delivery of patient care competencies. It is currently being piloted in three schools of pharmacy in the UK.

Research group: M.Sc.Pharm. Ioana Stupariu, Dr. Raisa Laaksonen, Prof. Marjorie Weiss, Dr. Sue C Jones, Prof. Ian Bates, Prof. Graham Davies.

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2. Royal Pharmaceutical Society of Great Britain. *Professional standards and guidance for continuing professional development*, March 2009 available at: <http://www.rpsgb.org/pdfs/coepsqcpd.pdf> accessed on 3/12/2009.
3. Laaksonen R, Bates I, Duggan C. Training, clinical medication review performance and self-assessed competence: investigating influences. *Pharmacy Education* 2007; 7: 257-265.
4. Jones S C (2008), *An Investigation into Continuing Professional Development in Pharmacy with an Information and Communications Technology Intervention*. PhD Thesis. University of London.
5. Antoniou S, Webb DG, McRobbie D, Davies JG, Wright J, Quinn J, Bates IP. A controlled study of the general level framework: Results of the South of England competence study. *Pharmacy Education* 2005; 3-4: 201-7.
6. Royal Pharmaceutical Society of Great Britain. *Indicative syllabus*. Available at <http://www.rpsgb.org.uk/pdfs/edmpharmindicsyllabus.pdf> , accessed on 11.12.2009.

Resources

WHO's World Malaria Report 2009 is freely accessible at http://www.who.int/malaria/world_malaria_report_2009/en/index.html.

IPSF (International Pharmaceutical Students' Federation) Development Fund is calling for applications for the **Student Exchange Programme Grant for 2009-2010**. Through the Student Exchange Programme, more than 600 students worldwide receive opportunities to work in community, hospital, industrial, administrative or academic pharmacy sectors in other countries in order to learn about pharmacy

education, research and practice outside their home nations. The deadline for submission is 15th March 2010. Applications can be requested from **Jenna Carmichael, Development Fund Coordinator, at df@ipsf.org**.

Events

The Global Health Workforce Alliance, the Prince Mahidol Award (PMA) Conference and the World Health Organization are jointly convening the second Global Forum on Human Resources for Health in Bangkok, Thailand in the first quarter of 2011. <http://www.who.int/workforcealliance/forum/2011/en/index.html>.

Contact

If you would like more information about the Pharmacy Education Taskforce or have any feedback on the Taskforce Newsletter, please contact Sarah Whitmarsh, Communications Liaison, at education@fip.org. If you have any information you would like to include in this newsletter, please also send it to her by the 15th of each month.

Project Team Leads

Project Team Leads are responsible for overseeing and developing activities in each priority domain of work to achieve the Action Plan's objectives.

Academic and Institutional Capacity – Claire Anderson, claire.anderson@nottingham.ac.uk

Vision and Competency – Ian Bates, ian.bates@pharmacy.ac.uk

Quality Assurance – Mike Rouse, mrouse@acpe-accredit.org