



Nanjing
China

Global Conference on Pharmacy & Pharmaceutical Sciences Education

7-8 November 2016



Education, science and practice...
...what comes next?

Professor Ian Bates *FRPharmS, FFRPS, FFIP, FRSS*
Director for Education Development Team, FIP Education
FIP Collaborating Centre @ UCL



A decade of FIP Education and Workforce Development...



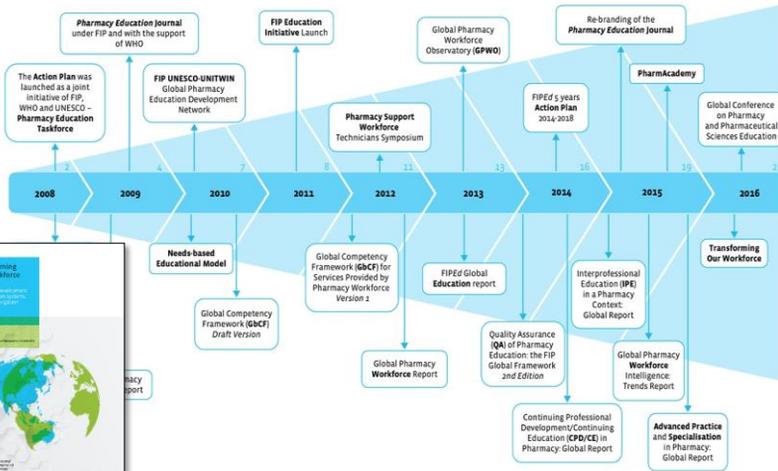
- 2006
- 2007
- 2008
- 2009
- 2010
- 2010
- 2011
- 2014
- 2015
- 2016.



The FIP Education Strategic development arc



The FIP Education timeline



These active workstreams have been informed by our constituencies (you!)

Quality assurance;
CPD/CPE; *Journal*;
Inter-professional;
Competency; Capacity;
WF Intelligence;
Advanced/Specialist;



“Transforming our Workforce” September 2016



We need to be transformative



- Health System drivers
- Variance in capacity
- Variance in education and development

Workforce policies

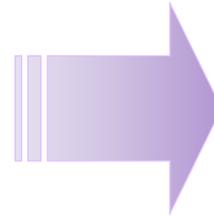
Financial /economic

Demographic

Government policies

Knowledge / technology

Pharmaceutical care

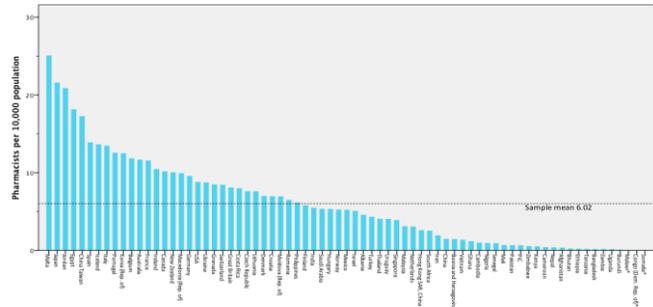


More flexible workforce

Competence-based workforce planning



WHO-UNESCO-FIP Education Initiative Development Team



Nanjing – Global Conference on pharmacy & pharmaceutical sciences education



Our Global Vision for the global workforce...

- Leading change - being transformative
- Supporting and developing our whole workforce
- Describing and understanding principles & drivers
- Using our needs-based approach for education & training
- Making a collective commitment

Recognising that workforce development is an educational challenge
 Recognising that workforce development is a long-term strategy



So, where are we today...?



Vision, Statements and Goals

Global Vision for Education and Workforce

Presented at the global conference on pharmacy and pharmaceutical sciences education

2016

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DRAFT NANJING STATEMENTS ON PHARMACY AND PHARMACEUTICAL SCIENCES EDUCATION

Subject to final review before adoption at the FIP Global Conference on Pharmacy and Pharmaceutical Sciences Education held on 7-8 November 2016 in Nanjing, People's Republic of China

Cluster 1: Shared Global Vision

Description of the cluster: A shared global vision promotes workforce development in the context of pharmaceutical education and training. This global vision should help professional leadership bodies, education and regulators in developing a national or regional vision based on the priorities and resources of the country or region, with the aim of developing new medicines and improving their use for better health.

- 1.1 Workforce planning, at national and local levels, should include the roles of all relevant personnel, i.e., pharmacy technicians/assistants, generalist pharmacists, specialists, advanced practitioners and pharmaceutical scientists) sufficient to meet local health needs as part of the health care system.
- 1.2 The education and training of pharmacists should have an underlying foundation in both the physical and biological sciences sufficient to prepare the student for current and future practice.
- 1.3 Schools should teach students so they can attain competencies in professional values, ethics and professionalism by graduation in order to improve the responsible use of medicines, their discovery, development, manufacturing and distribution.
- 1.4 Schools should ensure that the needs and future trends in health care delivery, advancement in the profession, the pharmaceutical industry and education are taken into account to develop and update the curriculum.
- 1.5 Schools should promote the message that pharmacists are patient advocates and care providers who provide / facilitate efficient access to quality medicines with the goal of helping patients make the best use of their medicines.
- 1.6 Academic staff should add to the evidence that pharmacists can improve the responsible use of medicines to improve effectiveness, safety and efficient use of limited resources and should convey to the students the skills to achieve this.
- 1.7 All pharmacists should be encouraged to participate in research studies to facilitate the development of new products, optimise their practice model to meet the needs of patients and populations, and evaluate the outcomes of their professional activities.
- 1.8 Pharmacists should be champions for good health and wellness promotion, preventive medicine and holistic patient management. Pharmacists must undertake this through an economic, social, cultural and ethical perspective.

In this document, schools are defined as "schools of Pharmacy and/or Pharmaceutical Sciences"

13 WORKFORCE DEVELOPMENT GOALS

1. ACADEMIC CAPACITY
2. FOUNDATION TRAINING
3. QUALITY ASSURANCE
4. KNOWLEDGE AND EXPERTISE DEVELOPMENT
5. COMPETENCY DEVELOPMENT
6. LEADERSHIP DEVELOPMENT
7. SERVICE PROVISION AND RESPONSIBILITY
8. WORKING WITH OTHERS
9. CPD STRATEGIES
10. GENDER AND DIVERSITY BALANCE
11. WORKFORCE IMPACT
12. WORKFORCE INTELLIGENCE
13. WORKFORCE POLICY FORMATION



Workforce Development Goals (WDGs)



! They are 'goals' !

Achievable

Relevant & useful

Evidence-based

Developmental

Cluster (for guidance only)	WDG (not in order/priority)	WDG General description. Preface each with Countries/Territories and Member Organisations should have:	Rationale, drivers and potential indicators	Agree (Y/N)
Professional Development Focus on the pharmacy workforce*	4. Advanced and specialist expert development	Education and training infrastructures in place for the recognised advancement of the pharmacy workforce* as a basis for enhancing patient care and health system deliverables.	<ul style="list-style-type: none"> Need for a common and shared understanding of what is meant by "specialisation" and "advanced practice" in context of scope of practice. Enhance competency and capability of an advanced and expert pharmacist (including specialisations extending into industry and administration settings) for greater optimisation of complex pharmaceutical patient care. Systematic use of professional recognition programmes/systems as markers for advancement and specialisation. 	
Professional Development Focus on the pharmacy workforce*	5. Competency development	Clear and accessible developmental frameworks describing competencies and scope of practice for all stages of professional careers. This should include leadership development frameworks for the pharmacy workforce*.	<ul style="list-style-type: none"> Use of evidence-based developmental frameworks to support the translation of pharmaceutical science within scope of practice, across all settings and accordingly to local/national needs. Support professional career development by using tools, such as competency frameworks, describing competencies and behaviours across all settings. Evidence of clear policy that links leadership development with competence attainment for the advancement of practice activities. 	





What do we mean by WDGs?

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Comments:				

Pharmacy workforce – refers to the whole of the pharmacy related workforce (e.g. registered pharmacist practitioners, pharmaceutical scientists, pharmacy technicians and other pharmacy support workforce cadres, pre-service students/trainees) working in a diversity of settings (e.g. community, hospital, research and development, industry, military, regulatory, academia and other sectors) with a diversity of scope of practice.

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Based on FIPed outcomes, domains, systems, Reports from 2008-2016.
Linked with Statements
Linked with Vision
Centennial Declaration

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Comments:				

"Should have..."

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Post-Nanjing – the serious development of (several) programme of action-planning (for each WDG) with 5, 10 year timelines; continuous measures, monitors, feedback and dissemination



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Comments:				

Synopsis of the Need and evidence to support the WDG



Thinking things through: Workshops



Post-Nanjing? (remember our trajectory...)



Obtaining consensus on global **Workforce Development Goals** – linked to the UN Sustainable Development Goals – will set an agenda for all nations and member organisations.

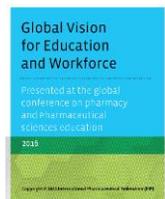
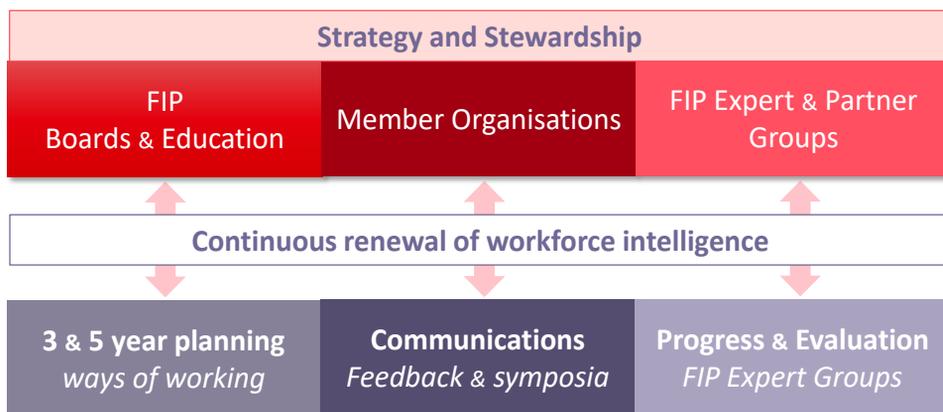


Member organisations will be able to use WDGs for national support for workforce development – using evidence and evaluation to guide best practice

Global endorsement of **Workforce Development Goals** will have direct use and benefit for members.



Chapter 4...the next steps



Today's activities



The workshop sessions planned for today are critical for future success.

The workshop delegates are representing many countries, organisations and scope of expertise – it is a major achievement to get so many world experts and leaders together for a common purpose.

All of the feedback today, from all of you here, will be used to directly feed into the global transformation agenda.



Transnational workforce development...

