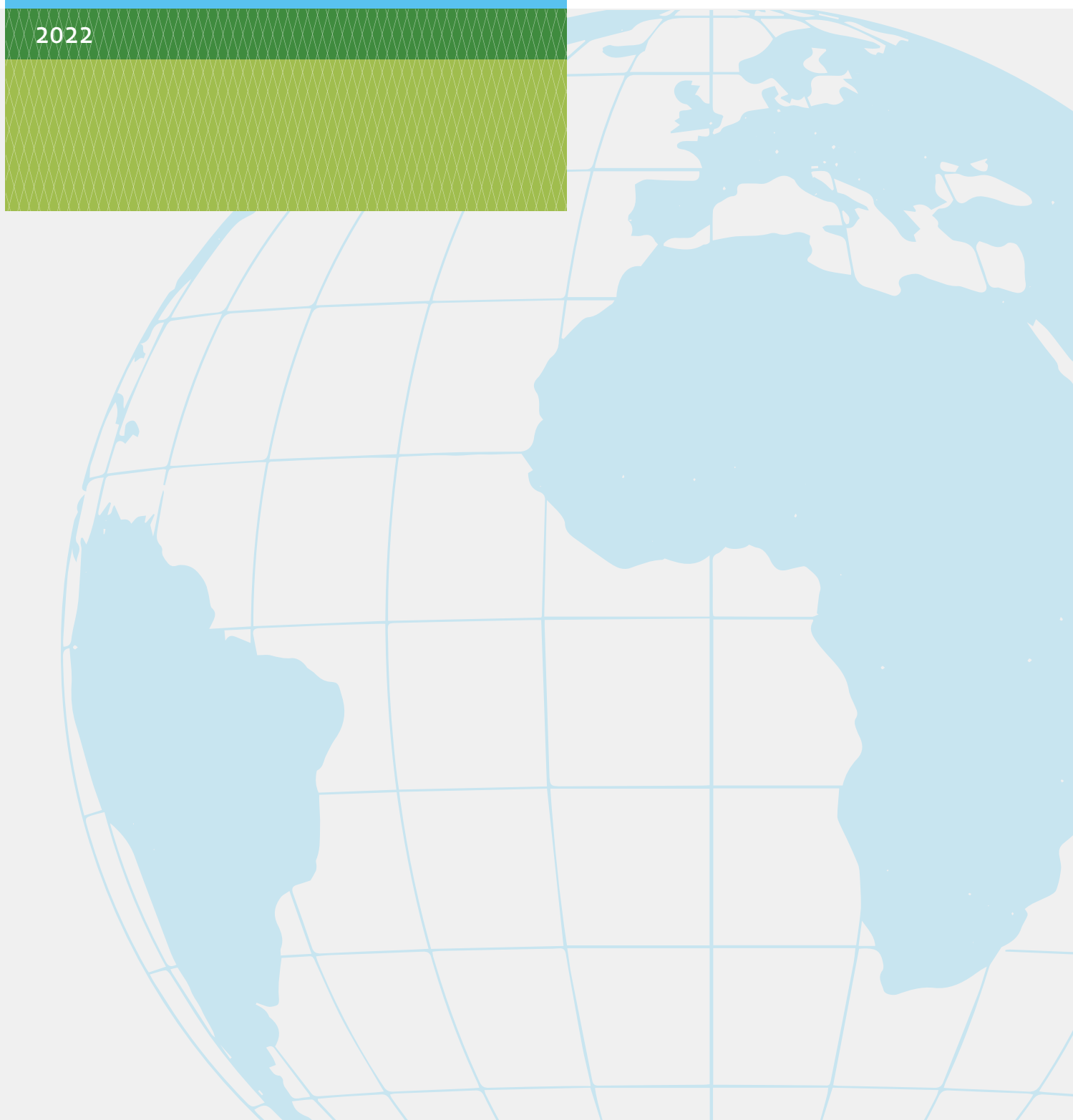# The FIP Global Competency Framework for Educators & Trainers in Pharmacy (FIP-GCFE)

FIP Academic Pharmacy Section

2022

Foreword

Mr Dominique Jordan
FIP President

Dr Catherine Duggan
FIP Chief Executive Officer

The ultimate mission of International Pharmaceutical Federation is to advance Pharmacy worldwide. Including principles of equity and equality, it is our responsibility to point to the highest standards in pharmaceutical education to ensure that our workforce is ready to embrace new roles and challenges in their communities and settings. In parallel with the emerging needs to develop new competencies of pharmacists, there is a need to empower and support the professional development of our educators and trainers in the Pharmacy Profession. In response, we are proud to present The FIP Global Competency Framework for Educators & Trainers in Pharmacy (FIP-GCFE) as a new tool to support advancement and competence development for our colleagues around the world, serving in any sector of pharmaceutical education. It was initiated by the Academic Pharmacy Section of FIP and created in collaboration across FIP, involving our leads, experts, volunteers across the Federation.

This works is authored by experienced authors, global leaders in pharmaceutical education who are active in academic, practice and science fields of the pharmacy profession. The commitment to gather their knowledge, experience, values, and efforts, inspiring our colleagues to advance in the field of education, resulted in comprehensive and evidence-based framework – ready for application, research, and validation in the forthcoming years.

This publication is a continuation of our commitment to empower our individual and institutional members, focussed on those involved in creating, delivering and assuring quality of pharmaceutical education. We believe that FIP-GCFE will be a valuable source of information and guide for educators and trainers in pharmacy at individual, organizational, national, and global levels. We invite academic and professional institutions, as well as mentors, preceptors, pharmacists, and individual educators to use the Framework for their own personal and professional development.

Project Lead and Author:
Doc. dr. sc. Arijana Meštrović, Mpharm, FFIP

Director, Professional Services, Pharma Expert, Zagreb, Croatia
Vice President, Academic Pharmacy Section, FIP
FIP Global Lead for Competency Development, Workforce Development Hub

Being an educator in Pharmacy Profession is an honourable and inspiring mission, deeply rooted in our responsibility to assure the highest quality of educational activities for our learners. This unique journey of mentorship often includes much more than just lecturing and assessing the learners' competence and achievements. Interpersonal professional connections and impact on someone's motivation and commitment to change are indeed inspiring and rewording for us as educators. Therefore, understanding the importance of our own reflection, evaluation and plan in continuing personal and professional development is essential to fulfil our noble role in nurturing our full integrity and authenticity.

I was privileged and honoured to have an exciting opportunity to co-create the first FIP Global Competency Framework for Educators & Trainers in Pharmacy (FIP-GCFE) with the team of experts, so diverse in their fields of expertise and rich in cultural, regional and professional diversity. I am truly thankful for their valuable contribution, engagement, and guidance, especially as some of them have been the mentors and role models in my own professional development as an educator and trainer in Pharmacy.

The Academic Pharmacy Section of FIP has emphasized the Educator and Career Development in its Strategic Plan as a very first goal. In providing support for all those involved in pharmaceutical education and training, there is a strong One FIP commitment to using a variety of innovative approaches, initiatives and guidelines to advance and promote quality and professionalism. The GCFE was derived from FIP rich experience in creating tools for both competence evaluation and development. Respecting various regional and professional contexts for educators' development, the structure of the Framework leads to the process of self-evaluation, reflection, and individual planning the advancing stages for any educator and trainer in Pharmacy. Behavioural statements are designed to describe a desired outcomes and impact to be achieved and maintained. References and resources are covering and assuring the strong bases in science, practice, and ethics, following the principles of the FIP Advanced Global Development Framework (GADF), as well as the Pillars and Foundations of Educational Quality in pharmacy education.

It is the time to advance, it is the time to change, dear colleagues. Our work will continue with your application, documentation and sharing your stories and evidence of advancement.
Join us in this exciting journey of continuing development with The FIP Global Competency Framework for Educators & Trainers in Pharmacy!

Team Members and Co-Authors:

Dr Banan Abdulrzaq S Mukhalalati

- Assistant Professor, Clinical Pharmacy and Practice Department, College of Pharmacy, Health Cluster, Qatar university, Doha, Qatar

- FIP Global lead for Quality Assurance , Workforce Development Hub

- Chair for Quality assurance policy statement committee, FIP

Ensuring and continuously assuring the competency of educators and trainers who teach and develop pharmacy students is key in graduating health workforce capable of achieving the WHO's sustainable development goals and the FIP's development goals.

Dr Naoko Arakawa, BPharm, MSc, PhD, FHEA

- Assistant Professor, International Pharmacy, School of Pharmacy, University of Nottingham, Nottingham, United Kingdom

- Secretary of Academic Pharmacy Section, FIP

- FIP Global Lead for Competency Development, Workforce Development Hub

This Framework would be not only helpful for individual pharmacy educators but also supporting research development in pharmacy education and educator development. I look forward to seeing such research advancement in the field.

Dr Asmaa Al-Haqan, BPharm, MSc, PhD

- Department of Pharmacy Practice, College of Pharmacy, Kuwait University, Kuwait.

- FIP Global Lead for Early career training strategy, Workforce Development Hub

The GCFE is a useful tool for all pharmacy educators. It is a road map for scientists and practitioners to strengthen their abilities and master competencies that enable them to deliver and be part of effective learning experiences.

Ass.prof. Filipa Alves da Costa, PharmD, PhD

- Assistant Professor, Faculty of Pharmacy, University of Lisbon, Portugal

- ExCo Member of FIP Social and Administrative Pharmacy Section

Having structured career pathways is essential for any area of activity. The GCFE was a much-needed document to guide educators and trainers in pharmacy into developing structured career paths, anchored with measurable and attainable activities for each development stage, that will visibly contribute to transforming the pharmacy profession through education over the next decades.

Team Members and Co-Authors:

Prof. Ian Bates, FRPharms, FFIP, FRSS

- The Chair of Pharmacy Education, UCL School of Pharmacy, London, UK

- Director of the FIP Global Pharmaceutical Observatory

- Director of FIP Workforce Development Hub

Pharmaceutical healthcare delivery is dependent on having a capable and expert pharmacy workforce, and this requires having in place a broad scope of quality education and training. Providing structural support for education provision as career development is one of the purposes of the FIP-GCFE and this useful framework document will enable all levels of educators to enhance skills and competencies for our professional workforce. One of the key design features is integration with all other FIP workforce support frameworks, providing a holistic and joined-up approach to global workforce development. Using an 'adopt and adapt' approach, the FIP-GCFE is a valuable addition to global workforce support from FIP

Dr Andreia Bruno-Tomé, PharmD, PhD

- Affiliate, Faculty of Pharmacy and Pharmaceutical Sciences, Monash University, Melbourne, Australia

- FIP Global Lead for Competency development, Workforce Development Hub

Ensuring a competent pharmaceutical workforce is crucial for optimising health outcomes. The global workforce needs to be competent, flexible, adaptable, sustainable, and patient focused. A developmental competency framework can contribute towards supporting pharmacists' development, regardless of their setting. The GCFE has been designed with a focus on education to support pharmaceutical educators to develop their practice through reflecting and advancing their capabilities.

Dr Mariet Eksteen

- Pharmaceutical Society of South Africa

- Pretoria, South Africa

- FIP Global Lead for Advancing Integrated Services, Workforce Development Hub

The famous words from President Nelson Mandela reads: "Education is the most powerful weapon you can use to change the World". For this reason, it is of critical importance that educators and trainers in pharmacy have this global competency framework to follow, align with, measure against, and use as a mirror to see themselves develop. To deliver a workforce that is not only knowledgeable, but also competent and skilled according to global or national competency standards, an educator and trainer workforce is needed to train the workforce of the future.

Prof. Paul John Gallagher MBA, PhD

- Deputy Head-Clinical Department of Pharmacy, National University of Singapore, Singapore

- Member of FIP AIM Advisory Committee.

- Member of FIP GPO Data and Intelligence Commission.

"Education is critical to the growth and success of pharmacy. All pharmacists should find the GCFE a useful tool that permits them to identify an education that nurtures them to think innovatively to meet the diverse and complex challenges ahead."* [*adapted from a quotation of Mr. Lee Kaun Yew, founding Prime Minister of Singapore).

Team Members and Co-Authors:

Ass.prof. Kat Hall, PharmD, PhD

- Associate Professor of Clinical Education

- Director of Centre for Inter-Professional Postgraduate Education and Training (CIPPET), University of Reading, London UK

- FIP Pharmacy Technicians Advisory Committee

Academic capacity (FIP development goal 1) has been identified as a key priority for developing the workforce due to the rate at which science and practice are advancing globally. Therefore, as the techniques to educate scientists and pharmacy professionals also develop, the GCFE will be a significant tool in supporting educators to maintain and advance their practice on a continual basis.

Martin C Henman, BPharm, MA, PhD, MPSI, FESCP, FFIP

- Associate Professor in the Practice of Pharmacy,

- The School of Pharmacy and Pharmaceutical Sciences, Trinity College Dublin, Ireland

- ExCO member of Academic Pharmacy Section, FIP

Education is one of the foundations of a profession. Pharmacy benefits from the dedication and innovation of educators in universities and health care settings providing formal and informal education and mentoring to undergraduate and to practicing pharmacists. This framework is designed to support all of them and help their development. The structured and systematic approach provides a comprehensive tool and I would urge pharmacists around the world to use it and to encourage others to use it.

Prof. Dai John, BPharm, LLM, PhD

- Professor of Pharmacy Cardiff University, Wales

- Undergraduate Dean College of Biomedical & Life Sciences

- Immediate Past Vice-President of Academic Pharmacy Section, FIP

This important Framework will be of use to all those involved in education and training within pharmacy and the pharmaceutical sciences, whether on a formal or informal context, and at all levels of education and professional development. It provides educators with a tool to continually develop their practice across a range of domains. Please use to develop yourself and others in the pharmaceutical workforce.

Prof. Donald E. Mager, PharmD, PhD, FFIP

- Professor and Chair of Pharmaceutical Sciences, University at Buffalo, SUNY, Buffalo, NY, USA

- President and CEO, Enhanced Pharmacodynamics, LLC, Buffalo, NY, USA

- Expert Member of Board of Pharmaceutical Sciences, FIP

We all have an obligation and important role to play in ensuring the development of the pharmaceutical care workforce following best practices and standards. This FIP initiative provides a holistic and global framework meant to empower educators and trainers in their mission of workforce development and is readily applicable across all sectors in pharmacy and pharmaceutical sciences education. This extends well beyond early education and can be used as a continuous guide for fostering a culture of life-long learning.

Team Members and Co-Authors:

Prof. John A. Pieper, Pharm.D., FCCP, FAPHA, FFIP

- President and Professor Emeritus
- University of Health Sciences and Pharmacy in St. Louis College of Pharmacy, St. Louis, USA
- Immediate Past-President of Academic Pharmacy Section, FIP

The Global Competency Framework for Educators is a vitally important step forward in assuring high quality of pharmaceutical instruction globally.
Articulation of competencies is important for educators and trainers as well as learners and can be used as both a self-assessment and institutional assessment tool for faculty and institutions.

Michael Rouse, BPharm (Hons), MPS, FFIP

- Director, International Services, Accreditation Council for Pharmacy Education (ACPE), Chicago, USA
- Former Lead for Quality Assurance, FIP Education Development Team

In this time of unprecedented change in the Pharmacy Profession, there has never been a greater need for competent educators and trainers to support the initial and ongoing development of the members of the pharmaceutical workforce. The GCFE will provide invaluable structure and guidance to promote and facilitate the contribution of educators to quality education and training. The Framework will be an essential resource for multiple stakeholders including individual educators, faculties of pharmacy, and accreditation agencies.

Anisha Kaur Sandhu

- Assistant Lecturer, Monash University Malaysia, Kuala Lumpur, Malaysia
- Workforce Development Hub (WDH) Liaison for the International Pharmaceutical Federation (FIP) and Young Pharmacists Group (YPG)

The GCFE is a crucial framework in pharmacy education that will serve as a worthy tool to guide pharmacy educators through the future challenges of healthcare education.

Carl R Schneider BN, BPharm (Hon), PhD, PGCert (Higher Ed), FHEA

- Senior Lecturer (Pharmacy Practice)School of Pharmacy Faculty of Medicine and Health The University of Sydney, Australia
- Treasurer of Academic Pharmacy Section, FIP

The Global Competency Framework for Educators provides a platform that enables pharmacy educators to develop themselves, as well as improve overall practice.

Team Members and Co-Authors:

Prof. Toyin Tofade, MS, PharmD, BCPS, CPCC, FFIP

- President and Professor Albany College of Pharmacy and Health Sciences Albany, USA

- President of Academic Pharmacy Section, FIP

- FIP Global Lead for Leadership Development Workforce Development Hub

The work of the Competency Framework has been under construction for several years now and I am excited that it has come to a place of conclusion in service of our profession. Congratulations to Arijana for her tenacious leadership over this project and for shepherding the team through the process despite a pandemic. Well done!

With Support Of:

Dr Lina Bader PhD PMP: Lead for Equity, sustainability policy and development (FIP)

Dr Marwan El Akel: Projects Manager- Workforce development, evidence and Impact (FIP)

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1.   Introduction

The International Pharmaceutical Federation (FIP) is committed to supporting the implementation of the FIP Global Development Goals (DGs) and the Global Vision for Education & Workforce. Since publishing the first Global Competency Framework (for early career development and support), in 2012, there were increasing calls for a framework to support the development of advanced practice and, alongside that, developmental framework that address special interests in the areas of education and training, research and development, leadership and management could then be developed. In 2019, FIP prioritised the development of the 'FIP Advanced Global Development Framework' (GADF)[1] to support the advancement of the pharmaceutical workforce and form the basis of supplementary special interest developmental frameworks.

The FIP Academic Pharmacy Section is committed to the implementation of the FIP vision on workforce development and recognises the need to support the professional development of pharmacy educators and trainers within the pharmacy profession. Therefore, the Project Initiation Document was created in early 2019 for the FIP Global Competency Framework for Educators & Trainers in Pharmacy (GCFE). Project partners and collaborators were identified across FIP, in accordance with the One FIP strategy. The core team leading this project has expert experience, as well as cross-sectional, generational, geographical, and professional diversity, representing various sectors of pharmacy education. This initiative aims to articulate for the first time a set of competencies for pharmaceutical educators and trainers globally, and a valid self-evaluation and career development tool. The GCFE will be a competency development framework for pharmacists wanting to further develop education and training skills as part of their ongoing personal and professional development.

[1] *International Pharmaceutical Federation (FIP). The FIP Global Competency Framework for Educators & Trainers in Pharmacy (FIP-GCFE), Version 1, The Hague, FIP, 2022*

2.   Connecting the GCFE with the GADF

The GCFE, as an extension of the GADF, is built on the principles of the GADF[2]. Both frameworks intend to be relevant and applicable across a broad range of career options that are available in the pharmacy profession, enabling the identification of areas for further professional growth and development in the domain of education and training. It is not focused on a single sector and is designed to be applicable for all educators, trainers, mentors, and preceptors in pharmacy, henceforth collectively referred to as "educators."

There is clear linking of the GCFE competencies to the FIP GADF, together with relevant extensions. This developmental design provides a unique global resource for colleagues who can use it as part of a wider library of advanced developmental tools produced by FIP.

Both the GCFE and the GADF have suggested 'stages' of advancement from the early stages, via expert in the area of education, up to leadership in an area of expertise (nationally and internationally). The language/lexicon of both frameworks are aligned to allow translation and transference. Moreover, the GCFE, as with the GADF, is designed to be adopted and adapted, respecting the context of a local, national, or organisational user. Both Frameworks are holistic and could be used in a developmental manner, designed to be generalisable and adaptable across all settings and roles in which pharmacy education occurs.

[2] *International Pharmaceutical Federation (FIP). Global Advanced Development Framework: Supporting the advancement of the profession, Version 1, The Hague, FIP, 2020*

3. GCFE as a Holistic Framework –
Applicable for all sectors and roles in pharmacy education. An inclusive approach to education

Pharmacists have a duty of care to all those who need their help. Medical need is the only criteria that should determine the provision of healthcare. Similarly, education should be available to everyone. Consequently, pharmacy education must be open to all and supportive of all.

The social determinants of health include poor educational attainment, nutritional deficiencies, poverty, and the genetic variation predisposing different ethnic groups to particular diseases. In addition, the migration of people, whether voluntary or involuntary, is increasing, and disparities in wealth are continuing to increase. Pharmacists advocate for their patients and are becoming more involved in humanitarian healthcare. Learners have different needs and preferences for learning modalities. Similarly, in both healthcare and business, it is recognised that teams with a range of backgrounds, expertise, and experience, as well as age and gender, are better equipped to solve unfamiliar problems and are capable of greater innovation and productivity.

A competent pharmacist should demonstrate and express the values associated with equity, diversity, and inclusion in their professional practice. Consequently, healthcare professions and universities around the World are putting equity, diversity, and inclusion at the centre of their strategies for developing the education of healthcare professionals of the 21st century.[3]

Pharmacy educators should adopt the following principles to actively foster an inclusive approach to education:

- Appreciate the concept of diversity as a positive influence for the enrichment of learning as well as educator professionalism

- Promote education as a force for the social emancipation of learners

- Adopt a plurality of learning mechanisms, activities, and assessment approaches across multiple learning environments to tailor education to the individual learner and their learning requirements

- Participate in collaborative practice with colleagues within institutions and other stakeholders external to the institution and the wider community.

- Encourage and cultivate a commitment to lifelong learning amongst learners, oneself, and colleagues

- Act in accordance with ethical and deontological principles set out by relevant national and international professional codes of ethical practice.[4]

[3]
Sorensen J, Norredam M, Dogra N, Essink-Bot ML, Suurmond J, Krasnik A. Enhancing cultural competence in medical education. Int J Med Educ. 2017 Jan 26;8:28-30. doi: 10.5116/ ijme.587a.0333.

[4]
Adapted from Mura A, Zurru AL, Tatulli I. Theoretical and Methodological Elements of an Inclusive Approach to Education. Education Sciences & Society-Open Access. 2019 Dec 15;10(2)

4. GCFE as Developmental Framework –
following the continuum of advancement

The GCFE is designed as a tool that builds on the Education, Training and Development cluster of the FIP GADF. The framework recognises the important role that educators perform supporting the current and future pharmacy workforce, and as such it is a framework designed to support educators to develop their practice through reflecting and advancing their capabilities. The GCFE describe different stages of practice, to reflect the variety of educational roles globally, but educators should view it as a tool to continually develop their practice across the range of activities that education entails rather than just an end goal. The GCFE can be used to support identification of learning needs on a regular basis, providing a structure for educators to base their continuing professional development (CPD), continuing education (CE) or personal development plans. The pharmacy workforce must continually reflect on their practice, therefore so do the educators who provide support for students and learners to develop new knowledge, skills, and behaviours. Academic capacity (FIP Development Goal [1]) has been identified as a key priority for developing the workforce due to the rate at which science and practice are advancing globally. Therefore, as the techniques to educate scientists and pharmacy professionals also develop, the GCFE will be a significant tool in supporting educators to maintain and advance their practice on a continual basis.

# 5.	A Portfolio as a recommended tool to support educator's CPD

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Kennedy MC, Reast A, Morrow K, Bourke F, Murphy C, Arnett R, Bradley C. Reviewing Competence in Practice: Reform of Continuing Professional Development for Irish Pharmacists. Pharmacy (Basel). Jun 20, 2019, Vol. 7, 2, p. 72.

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Kostrzewski AJ, Dhillon S, Goodsman D, Taylor KM, Weinman JA. The extent and characteristics of United Kingdom hospital pharmacists keeping, or not keeping, a professional development portfolio. Int J Pharm Pract. Oct 2009, Vol. 17, 5, pp. 299-304.

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Lopez TC, Trang DD, Farrell NC, De Leon MA, Villarreal CC, Maize DF. Development and implementation of a curricular-wide electronic portfolio system in a school of pharmacy. Am J Pharm Educ. Jun 10, 2011, Vol. 75, 5, p. 89

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Tofade TS, Hedrick JN, Dedrick SC, Caiola SM. Evaluation of pharmacist continuing professional development portfolios. J Pharm Pract. Jun 2013, Vol. 26, 3, pp. 237-47.

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Rouse MJ, Meštrović A. Learn Today-Apply Tomorrow: The SMART Pharmacist Program. Pharmacy (Basel). Aug 6, 2020, Vol. 8, 3, p. 139.

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Wright EA, Brown B, Gettig J, Martello JL, McClendon KS, Smith KM, Teeters J, Ulbrich TR, Wegrzyn N, Bradley-Baker LR. Teaching and learning curriculum programs: recommendations for postgraduate pharmacy experiences in education. Am J Health Syst Pharm. Aug 1, 2014, Vol. 71, 15, pp. 1292-302.

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Ali AS, Fejzic J, Grant GD, Nissen LM. Pharmacists' self-perceptions in relation to the 'Advanced Pharmacy Practice Framework'. Res Social Adm Pharm. May-Jun 2016, Vol. 12, 3, pp. 496-508.

12

Mills E, Farmer D, Bates I, Davies G, Webb D, Duncan McRobbie. Development of an evidence-led competency framework for primary care and community pharmacy. Pharm J. 2005;275:48-53.

The GCFE supports the development of a professional portfolio of evidence and is a particularly useful foundation for pharmacy educators in various sectors. It suggests use of portfolios as current 'best practice' for developmental frameworks in healthcare professional education.

FIP has strongly emphasized the need for pharmacists to engage in lifelong learning - which has been translated into practice in many countries - by which pharmacists must complete a set of professional development courses or learning activities to maintain their license to practice. There are, however, various models to achieve that end, ranging from more passive accumulation of credit units to reflective learning processes and/or demonstration of competencies. Certain countries, like Ireland, demand that pharmacists document their learning activities in an electronic portfolio (e-Portfolio) and participate in an e-Portfolio Review process[5].

A portfolio is by definition a written record of professional practice for continuous development purposes[6]. These portfolios may take a more traditional approach, using paper-based records, but could also be web-based becoming e-portfolio systems, making use of the growing digitalization[7]. Regardless of format, the content of the portfolio is the key aspect, allowing the portfolio to track the individual's own learning by capturing relevant professional development activities for updating knowledge and skills, such as attending courses, reading books, exploring guidelines, etc. The professional development activities should be aligned with the personal and professional needs highlighted in the portfolio under the goal planning section, where the needs are identified and aligned with expectations in terms of behaviours, knowledge, skills, or attitudes. Therefore, the portfolio should include a learning plan and a learning activity worksheet for each completed activity[8]. Additionally, the portfolio should have a reflection section, where the individual can record how the learning resulted in changes in their professional practice, science, and their learners.

An example of a successful implementation of pharmacists' learning portfolios, as part of a new continuing education model aiming to support competency development, was created in Turkey, and then expanded to 16 additional countries. This program, entitled "Learn Today-Apply Tomorrow", led to changes at the pharmacist and at the organizational level, which translated into practice and influenced the patient care process, specifically the management of non-communicable diseases (NCD)[9]. The same concept is applicable to educators and researchers, where the impact could be measured at the learners' level for educators and at the scientific and scholarly levels for researchers.

The GCFE applies specifically to educators, who practice in a university or college, but also to those who provide education through their non-academic institutions, such as: associations or organizations that serve the pharmacy profession, including pharmaceutical societies, pharmacy associations and even smaller private educational entities or practice settings where pharmacists provide experiential education to pharmacy students or interns. Some of these educators have a mandatory requirement to develop research, whereas others do it as part of their educational or development activity. It is also important to consider that some educators may not be pharmacists, but they serve future or current pharmacists, and as such these recommendations are also applicable to them.

5.   A Portfolio as a recommended tool to support educator's CPD
continued

13
Singapore Pharmacy Council. Competency Standards for Pharmacists in Singapore. Published online 2011. https://www.moh.gov.sg/docs/librariesprovider4/guidelines/spc-competencystandards-framework-(feb-2011)-0.pdf

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College of Pharmacy, Qatar University. Professional competencies for Qatar pharmacists at entry to practice. Published online 2010. Accessed December 26, 2018.http://www.qchp.org.qa/en/Documents/Professional%20Competencies%20For%20Qatar%20Pharmacists.pdf

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The Pharmaceutical Society of Ireland. Core Competency Framework for Pharmacists. Pharmaceutical Society of Ireland; 2013.

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Ordem dos Farmacêuticos. Modelo de Competências Farmacêuticas da Ordem dos Farmacêuticos. Published online 2014. Accessed November 29, 2018. https://www.ordemfarmaceuticos.pt/fotos/documentos/sumario_exec_1490856165595bc97289bb2.pdf

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Udoh et al. The Development, Validity and Applicability to Practice of Pharmacy-related Competency Frameworks: A Systematic Review. Res Soc Admin Pharm. 2021 https://doi.org/10.1016/j.sapharm.2021.02.014

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Tofade T, Kim J, Lebovitz L, Leadon K, Maynor L, Culhane N, Freeberry M, Harris JS, Abate M. Introduction of a continuing professional development tool for preceptors: lessons learned. J Pharm Pract. Apr 2015, Vol. 28, 2, pp. 212-9.

19
Barnett CW, Matthews HW. Teaching evaluation practices in colleges and schools of pharmacy. Am J Pharm Educ. Oct 1, 2009, Vol. 73, 6, p. 103.

The adoption of portfolios in undergraduate, continuing, and professional education has been a growing trend. Coupled with the associated adoption and direction of competency-based education and training (CBET) competency development frameworks, portfolios as development mechanisms are becoming ubiquitous. Recommendations now come from organisations such as the American Association of Colleges of Pharmacy and the American Society of Health-System Pharmacists[10], and they are in alignment with advanced pharmacy practice frameworks in Australia[11] together with further examples from GB[12], Singapore[13], Qatar[14], Ireland[15], and Portugal[16] to name but a few. For a full review of current trends, see Udoh et al[17].

It is worth noting that the same concepts are applicable to academia, particularly that the Accreditation Council for Pharmacy Education (ACPE) guidelines state that preceptors should "have a systematic, self-directed approach to their own continuing professional development (CPD)," which have led certain faculties to adopt specific tools for preceptors, including portfolios.[18]

Several studies describe how educators' evaluation methods have been changing since the millennium in the US and include the progressive uptake of formalized self-appraisal of teaching, review of teaching portfolios, interviews with samples of students, and review by teaching experts[19]. However, in the era of digitalization, new ways of communication exist, and educators need to be up to date to reach the younger generations in a suitable and relevant way, respecting diversity. Educators have specific needs in terms of learning and there are core competencies that should be up to date. Some of these are described in the document produced by Working Group 2 in the FIP Development Goal 1: Academic Capacity entitled "Identification and dissemination of best practice and developmental tools/materials" for educator professional development.

For an educator, as described in this Framework, it is not only important to plan and prepare educational activities, but it is also important to be competent in providing appropriate feedback to learners and inspiring others by serving as a role model. These competencies are best reflected and recorded in the portfolio, and professional leadership bodies, including FIP, are producing specific guidance on how to do this. Education is about preparing learners for evolving practice in diverse areas and, therefore, educators need to professionally develop themselves to be able to link education to practice by maintaining links with pharmacy practice with its everchanging laws and scopes.

6. Quality Assurance of Education and Educators' Competency Development Connections

Competent educators can contribute significantly to the quality of education, its outcomes and impact. Conversely, educators that lack the necessary competencies can negatively impact the quality of education. Accordingly, there is a natural connection between the core principles and elements of the GCFE and those of FIP's Global Framework for Quality Assurance of Pharmacy Education (QA Framework)[20]. The QA Framework focuses on pre-service pharmacy education, and the following comments are provided within that context, although the core quality principles apply to all areas of education and training.

Central to the QA Framework are the Pillars and Foundations of educational quality; namely, Context, Structure, Process, Outcomes, Impact, Science, Practice, and Ethics. While many factors influence quality in these eight areas, the competence of the academic staff at faculties of pharmacy certainly plays a role in each area. Ensuring that the academic staff have the desired competencies to start with and, thereafter, maintain and enhance them through a process of continuing professional development (CPD) is vital to assuring quality in pharmacy education. Foundational to this is the clear articulation of the competencies needed to contribute to quality education; this is the focus of the GCFE. Additionally, identifying and understanding these competencies can contribute to the effective performance evaluation of academic staff, as well as assisting them in their own reflection, assessment of professional needs, and setting of developmental goals. There are competency and quality related indicators for each of the eight pillars and foundations of quality that apply to academic staff. When these are appropriately addressed, they contribute to well-rounded educators, in the same way that addressing all elements of competence leads to a well-rounded student learner.

Members of the academic staff and educators in general, are among the key stakeholders in the quality assurance of pharmacy education. It is, therefore, essential that they understand the core principles of quality and the elements that can contribute to – or undermine - quality in each of the pillars and foundations.

Examples would include:

- Context: needs-based education driving the faculty's vision and mission; understanding contemporary and future practice; acknowledging the wider context in which higher education operates; awareness of and addressing culture, diversity, equity, and inclusion; engagement with stakeholders and the community. Competent educators have a vital role in designing educational strategies that are holistic, feasible, and sensitive to the current situation in the country or organization through participating in expert panels, surveys, round table discussions, and focus groups related to pharmacy education.[21]

- Structure: establishing effective organization, leadership, and governance; building a harmonious, respectful, ethical, and inclusive educational environment; compliance with education and accreditation standards; capacity building; financial sustainability. With the availability of appropriate qualifications, experience, materials and resources, competent educators can build an effective learning environment that ensures quality of education and is supportive to learners at all levels.[17]

20
International Pharmaceutical Federation. Quality Assurance of Pharmacy Education: the FIP Global Framework. 2014; Available from: https://www.fip.org/files/fip/PharmacyEducation/Quality_Assurance/QA_Framework_2nd_Edition_online_version.pdf

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Mestrovic A, Rouse MJ. Pillars and foundations of quality for continuing education in pharmacy. Am J Pharm Educ. 2015;79(3):45.

22
Drumm, S., et al., The Development of an Accreditation Framework for Continuing Education Activities for Pharmacists. Pharmacy (Basel), 2020. 8(2).

6. Quality Assurance of Education and Educators' Competency Development Connections
continued

- Process: strategic planning; promoting collaboration and cooperation; curricular design, development, delivery, and assessment; advising and mentoring; embracing innovation; leveraging technological advances; evaluating performance; fostering and supporting professional development of academic and other staff. A competent educator can use a variety of teaching and learning methods as well as assessment and feedback techniques. This should be complemented by demonstrating abilities to effectively use digital tools, as well as mentorship and evaluation techniques.[17],

- Outcomes: preparing competent graduates, with self-directed lifelong learning skills; serving the community; conducting research and other scholarly activities. Competent educators should be attentive to contemporary practice and support learners' continuing professional and competency development.

- Impact: commitment to change and continuous quality improvement; preparing agents-of-change; changing pharmacy practice; advancing knowledge; advancing the profession; solving problems; meeting societal needs and priorities. Competent educators have an important role in building current learners' competencies, which in turn will impact future practice. Although the direct impact of education on practice is sometimes difficult to measure,[3] educators should be aware of the of present and future practice and provide the education and training needed to fulfil societal needs and priorities.

- Science: establishing a strong scientific and evidence base for all activities. This pillar is important to guide curriculum design and development. Competent educators demonstrate expert skills and knowledge in their field and offer quality educational activities that are evidence based.

- Practice: bridging science/theory and practice; developing skills for real-life application. The competent educator demonstrates abilities in creating a holistic learning environment from bench (science and theories) to bedside (practice and patient care).

- Ethics: cultivating and nurturing empathy, professional attitudes, and values; compliance with regulations and ethical standards. Professionalism and ethical practice are critical competencies that competent educators should be able to demonstrate and transfer to their learners at all levels.

13
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7. Alignment of Global Competency Framework for Educators and Trainers with FIP Development Goals

The FIP Development Goals (DGs) are a key resource in providing a comprehensive and supportive foundation for transforming the pharmacy profession over the next decade locally, regionally, and globally. The FIP DGs align with FIP's overall mission to support global health by transforming the pharmacy profession via the advancement of pharmaceutical practice, sciences, and education to achieve cohesion with wider global imperatives underpinned by the UN Sustainable Development Goals (SDGs).[2]

The GCFE and DGs are inextricably linked to provide a clear and systematic framework for educators and trainers. The competencies from the GCFE can be utilised to achieve the DGs in a variety of settings including classrooms, faculties, institutions as well as within local or regional educational environments. Aligning the language of the frameworks to the Global Development Goals is important, and GCFE will especially align to the following goals[23] : DG 1 – Academic Capacity, DG 2 – Foundation Training, DG 3 – Quality Assurance, DG 4 – Advanced and Specialist Development, DG 5 – Competency Development, DG 6 – Leadership Development, DG 8 – Working with others and DG 9 – CPD Strategies. Educators and trainers conduct education and training activities regularly. A sound educational plan allows for identification and development of academic capacity (DG 1) to realise effective and efficient education and training. To plan and prepare for an educational activity (GCFE cluster 1) in advance, ensure that all components involved in the activity are carefully considered and aligned with the availability and optimal utilisation of resources (GCFE cluster 5) and infrastructure.

Quality assurance (DG 3) in education and training is necessary throughout the planning and implementation process to ensure that students and learners receive appropriate, needs-based education. Aligning education and training with accreditation or certification standards will increase the quality of education, and ensure education and training is within the legislative framework and associated education policies (GCFE cluster 1) of the country. The healthcare environment is dynamic and everchanging as primary health evolves with increasing individualisation of patient care and medication development is prioritised for creation and delivery of new vaccines and medications. As such, the education and training of the global pharmaceutical workforce needs to engage in advanced and specialist development (DG 4) to keep up with enhanced patient care and health system deliverables. Hence, in addition to maintaining education and training-based competence, certain areas of education may require specialisation (GCFE cluster 1) not only of educator and trainer professional development. Equally important is the need for specialisation of educators and trainers who facilitate the education and training of a specialised workforce through expert professional practice (GCFE cluster 3). Educators and trainers should evolve to demonstrate and develop clinical and/or executive leadership (DG 6) by influencing and taking the initiative in areas of the educational environment, such as in strategy, governance, developing vision, showcasing innovation or motivation. This is together with the leadership characteristics (GCFE cluster 6) that are already exhibited through the process of planning, development and presentation of education and training.

23
 International Pharmaceutical Federation. 2021. FIP Development Goals. https://www.fip.org/fip-development-goals

7. Alignment of Global Competency Framework for Educators and Trainers with FIP Development Goals
continued

In the capacity as educator or trainer, one will work with others (DG 8), whether they may be colleagues, students, learners, managers, or other stakeholders. Through the competencies such as becoming a role model (GCFE cluster 1) or participation in mentorship (GCFE cluster 1), better collaboration between people will exist. It is also important to use these competencies to foster the collaborative concepts of working with others (GCFE cluster 4) in multidisciplinary and interdisciplinary teams to bring together education and the context of practice (GCFE cluster 1), to ensure that students and learners have a sound reality of the practice setting which will advance integrated services (DG 7) with other healthcare professionals. Achieving continuing professional development (DG 9) and showcasing personal growth is key as an educator. The GCFE encourages educators and trainers to constantly reflect, plan, learn, evaluate, apply, and record their own learning (GCFE cluster 1). This is critical to ensure that the continuing education (GCFE cluster 1) and training provided by educators and trainers are aligned with the needs-based developments of the environment.

The rapid pace of transformation into a virtual world has highlighted the importance of cultural competence, awareness, sensitivity and diversity amongst colleagues and students in the education environment. Education and training must adopt and be flexible around diversity, showing cultural awareness and responsiveness (GCFE cluster 1) while ensuring equity and equality (DG 10) in terms of access to education. It is critical for the educator and trainer to not only facilitate this adoption but monitor its implementation throughout the educational environment. Educators and trainers should be orientated towards research, evaluation, and scholarship (GCFE cluster 2). Research activities such as critically evaluating evidence, identifying gaps, developing research protocols, gathering, and analysing evidence or data, and implementing outcomes into education and training practices, could be conducted in the capacity of either the researcher or the supervisor. Further development of research partnerships and collaborations with other institutions, countries or regions will also uplift the provision of education and training to the pharmaceutical workforce. Not only is evidence-based data needed through research, but it is also crucial in demonstrating and measuring impact and outcome (DG 11).

8. Development and structure of the GCFE

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Vosper H, Hignett S. A UK Perspective on Human Factors and Patient Safety Education in Pharmacy Curricula. Am J Pharm Educ. 2018;82(3):6184. doi:10.5688/ajpe6184

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Mandal S, The competencies of the Modern Teacher International Journal of Research in Engineering, Science and Management Volume-1, Issue-10, October-2018

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Nessipbayeva O. The Competencies of the Modern Teacher. Bulgarian Comparative Education Society, Paper presented at the Annual Meeting of the Bulgarian Comparative Education Society (10th, Kyustendil, Bulgaria, Jun 12.15, 2012)

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Competency Framework for Teachers, The Government of Western Australia, Department of Education and Training, 2004. ISBN 0 7307 4092 7

32

Jones et al. Development and Piloting of a Competency Framework for Pharmacy Educational and Practice Supervisors , Pharmacy Education, 2012; 12 (1): 14 - 19

In the initial work of the core team, there were 18 identified areas of competence for educators, based on literature, consultations, internationally organized workshops, as well as meetings and feedback from the core team.[23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34] They were mapped to the GADF in creating the structure of the Framework.

The first cluster of GADF is Expert Practice and it could have been considered in two ways:

- Expert Practice of an educator is teaching, assessment, educational activities design, quality assurance of education and other aspects of education. In this case core competencies should be mapped with this cluster. Then extensive additions to the existing cluster would be needed, and the Education and Training cluster would need extensive changes.

- Expert practice of an educator is the area in which an educator provides teaching (could be technology or pharmacokinetics or patient care or communication in healthcare, etc.) In this case, most core competencies could be mapped with the Education and Training cluster and others will fit into other clusters with slightly modified wording in behaviours. This cluster would then become the primary focus and most visible and first part of the GCFE.

Expert practice of an educator is the area in which an educator provides teaching (could be technology or pharmacokinetics or patient care or communication in healthcare, etc.) In this case, most core competencies could be mapped with the Education and Training cluster and others will fit into other clusters with slightly modified wording in behaviours. This cluster would then become the primary focus and most visible and first part of the GCFE.

This work was prepared based on option 2. To map the intended 18 competency areas for educators to the Education & Training sector of the GADF, most of the competencies fit in. There were some left that would need to be added under other clusters of the GADF, using appropriate wording. In this case, as explained above, the suggestion was that Education and Training, now called Education, Training & Development (5th in GADF) would be used as the first cluster of GCFE, Research, Evaluation and Scholarship (cluster 6 in the GADF) as the second, Expert Practice (cluster 1 in the GADF) as the third, then followed by the other 3 clusters (Working With Others; Management, Strategy and Planning; and Leadership). Someone coming to the Framework for the first time would expect to see what educators do, since competencies are all about behaviours. However, this ordering of the cluster nomenclature should not be viewed as a prioritisation.

Education, Training and Development in this version has been chosen to be the core competencies cluster; therefore, it has a somewhat extended structure, including indicators to describe the professional profile of an educator in pharmacy. Those indicators align with 18 identified areas of competencies in FIP's previous work. Behavioural statements are then written across 3 stages in the next stage, as explained above. With this approach, this cluster has an expected extension and descriptive approach and the rest of the structure of GADF has only minor changes. All other clusters keep the structure from the GADF with adjustments in the statement and sometimes in competency titles (descriptions).

Further plans include the validation of the Framework, as well as extension of the content including the guidelines for educators' development empowered by an engaged approach from AcPS WG on Educators' Development.

9.   Description of the GCFE Clusters

As explained, the structure of the GCFE follows the GADF clusters, with some extensions and additional explanations, as follows:

- **Education, Training & Development cluster** describes competencies such as: Role Model, Mentorship, Conducting Education and Training, Professional Development, Links Practice, Science and Education, and Educational Policy. More advanced stages of development include descriptions of how an educator should empower and inspire others, show integrity, provide feedback and assessment, mentor, and guide, as well as to plan and prepare educational activities, perform teaching, training and assessment, and use a variety of teaching and learning methodologies. In their own professional development, an educator should nurture personal development and growth, ensure professional development and specialisation, as well as show cultural awareness and responsiveness. An educator should ensure to teach in the context of practice, as well as conduct training and educational activities based on science. Ensure and assess quality of educational activities, participate in curriculum design and changes, and align with educational policy and regulation are also important competencies at advanced stages in a career of an educator in the pharmacy profession.

- **Research, Evaluation and Scholarship cluster** describes the competencies for Critical Evaluation, Identification of Gaps in the Evidence Base, Developing and Evaluating Research Protocols, Creating Evidence, Applying Research Evidence into Teaching and Practice, Supervising and Teaching Others Undertaking Research, and Establishing Research Partnerships.

- **Expert Professional Practice cluster** portrays Expert Skills and Knowledge Competencies, From Demonstrate General Pharmaceutical Skills and Knowledge in Core Areas and Plan, Manage, Monitor, Advise and Review Programmes and Educational Activities in Core Areas to Advances In-Depth/Complex Programmes in Defined Practice, Science or Education Areas. Here competencies needed for Developing Professional Expertise, Including Accountability and Responsibility, Reasoning and Judgement including Analytical Skills, Judgemental Skills, Interpretational Skills, Problem Solving Skills, Option Appraisal, as well as Professional Autonomy can be found.

- **Working with Others cluster** includes Communication, including ability to: Persuade, Motivate, Negotiate, Empathise, Provide Reassurance, Listen, Influence, and Empower (includes Networking Skills and Presentation Skills), Teamwork and Consultation, Interprofessional Education, to encourage an educator to work across boundaries and to build relationships, share information, plans and resources, as well as serve as opinion leader both within the organisation and in the external environment.

- **Management, Strategy and Planning cluster** includes Responding and Adapting Educational Activities to National and Regional Needs, Resource Utilisation, Standards of Education, Managing Risk, Managing Performance in Educational activities, Project Management, Managing Change, Strategic Planning, and Working Across Boundaries (Profession/Sector/ Area).

- **Leadership cluster** describes the following competencies: Strategic Context, Governance (Standards, Quality and Accountability), Vision, Innovation, Education Service Development and Motivation.

[33]
Kobalia, Ketevan and Garakanidze, Elza. The Professional Competencies of the 21st Century Teacher Problems of Education in the 21st Century, 20. pp. 104-108. ISSN 1822-7864

[34]
Hesketh E A et al. A framework for developing excellence as a clinical educator, Blackwell Science Ltd, Medical Education 2001;35:555±564

10. Educational and research component of the GCFE

35

 Arakawa, N., Yamamura, S., Duggan, C., and Bates, I. (2020). The development of a foundation-level pharmacy competency framework: An analysis of country-level applicability of the Global Competency Framework. Research in Social and Administrative Pharmacy. 16(3): 396-404 DOI: doi. org/10.1016/j.sapharm.2019.06.007.

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 Alfaifi, S., Arakawa, N., and Bridges, S. (2021). The relevance of the international pharmaceutical federation global competency framework in developing a country-level competency framework for pharmacists: A cross-sectional study. Exploratory Research in Clinical and Social Pharmacy. In press. DOI: 10.1016/j.rcsop.2021.100095

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 Arakawa, N., and Bader, L. R. (2021). Consensus development methods: Considerations for national and global frameworks and policy development. Research in Social and Administrative Pharmacy. DOI: 10.1016/j.sapharm.2021.06.024

A global framework is beneficial in research. Developing a global framework allows the development of a transparent and evidence-based national framework with various research methods to meet national and local needs. Some case studies of using a GbCF are available at http://fip.org.

A global framework provides proxy indicators of competencies required for effective performance of the pharmaceutical workforce. A questionnaire adapting a global framework can assist in identifying the relevance and applicability of the framework in a specific national and local setting[35,36], This will enable researchers to recognise specific competencies and behavioural indicators for modification in the national and local setting. A global framework can be also used in the consensus development method to develop a national and local framework.[37]

A framework can be used to evaluate the effectiveness of the workforce development. Investigating trends of aggregated data of competency development using the framework will provide beneficial educational research to assist optimising the workforce development plan and educational activities for educator development.

The list of Competencies/Indicators/Behavioural statements

1.   Education, Training & Development

Competency	Indicators	Behaviours		
		Advancing Stage 1	**Advancing Stage 2**	**Advancing Stage 3**
1.1 **Role Model**	**1.1.1** **Inspire and Empower**	Share ideas and best practices with peers, students, colleagues, and collaborators	Provide examples of behaviour that inspire others to advance in their area of expertise	Inspire and empower others to advance on a national and international level as a reliable resource person
		Represent the profession's values and goals when teaching in area of expertise	Represent the pharmacy profession's values and achievements when teaching in interprofessional activities	Effectively represent the profession on national and international levels in teaching activities
		Participate in and support change, innovation and creativity in teaching and practice	Promote and initiate change, innovation, and creativity in the area of expertise	Empower others to advance in change, innovation, and creativity. Demonstrate the ability to promote, initiate and/or lead a process of change at a national or international level.
	1.1.2 **Show Integrity**	Show personal integrity, authenticity, and growth (emotional and social intelligence)	Promote and teach others about personal integrity, authenticity, and growth	Lead the way to teach and mentor others in autonomy, integrity, and professionalism
		Recognise the potential for excluding bias in teaching, mentoring, and evaluating educational outcomes and work to reduce its influence	Successfully exclude bias in teaching, mentoring and assessment	Mentor the Mentor - Inspire and teach others how to exclude bias in teaching, mentoring and assessment
		Respect intellectual property and copyrights	Maintain and assure respect to intellectual property and copyrights in teaching	Teach and mentor others to respect intellectual property and copyrights
		Understand and avoid conflict of interest	Successfully address conflict of interest	Empower and support others to recognise and address conflicts of interest

1.   Education, Training & Development *(continued)*

1.2 Mentorship	**1.2.1 Provide feedback and assessment**	Introduce learners' portfolios and encourage learners to record their learning plans and achievements	Evaluate learners' portfolios and encourage improvements	Empower, mentor and support learners to apply improvements in learning portfolios
		Provide valid and feasible assessment to the learners' activities	Provide constructive feedback and guidance to learners	Teach and support others to provide valid and feasible, constructive feedback and guidance to learners
	1.2.2 Guide	Demonstrate assertive communication skills	Teach and empower others to develop assertive communication skills.	Mentor others in using assertive communication skills whenever appropriate.
		Show understanding in ethical questions and dilemmas	Provide advice in ethical dilemmas	Teach, mentor and guide in ethical questions and dilemmas
		Understand the importance to plan and align learning outcomes with learners' needs	Ensure the planned outcomes in teaching	Continuously provide mentoring and guidance for learners to ensure the planned outcomes
1.3. Conducting Education & Training	**1.3.1. Plan and prepare educational activity**	Understand the importance of defining and adjusting the context of educational activity to achieve desired outcomes and the impact of education.	Define the context of teaching and learning activities to achieve intended outcomes and impact for present and future practice	Teach and mentor others to consider and adjust the context of the educational activity to achieve highest quality of education
		Align educational structure and process to curriculum design	Develop educational structure following curriculum design to achieve intended outcomes	Influence the use of innovative structures and processes in curriculum design change to achieve the highest quality of education.
		Plan and build SMART learning objectives to achieve planned outcomes	Design and use appropriate structures and processes in teaching and learning to achieve specified educational objectives.	Teach and mentor others to use and evaluate various structures and processes to meet the objectives of educational activities

1. Education, Training & Development *(continued)*

		Participate in design and writing of educational materials and the scientific content of the education	Independently create scientific content and written materials for educational activities.	Teach and mentor others to create scientific content and written materials for educational activities.
		Take into consideration various resources, facilities, tools, and materials to organize educational activities	Organize necessary resources, facilities, tools, and materials for educational activities	Supervise comprehensive organisation and preparation for educational activities
		Participate in planning to ensure appropriate structure of education including finances, administration, infrastructure, and operations	Create and follow strategies to plan appropriate structure of education including finances, administration, infrastructure, and operations	Supervise comprehensive strategies to ensure adequate structure including finances, administration, infrastructure, and operations
		Understand the importance of time management and coordination including all active participants and organisers of the education	Manage the time and priorities in coordination, including all active participants and organisers of the education	Supervise an integrative approach in time and interpersonal communication when preparing educational activities
	1.3.2 Perform teaching, training, and assessment	Understand and manage the components to influence time management in performing educational activity	Manage the time of educational process and performance	Demonstrate a flexible approach to manage the time, content delivery and priorities in educational activities
		Develop appropriate presentation skills to assure optimal performance of teaching and training	Optimize verbal, nonverbal and paraverbal presentation and communication skills for outstanding performance of teaching and training	Teach and mentor others to develop appropriate presentation skills to assure optimal performance of teaching and training
		Provide evaluation and assessment of achievement of learning objectives	Use and understand various teaching and assessment methodologies and andragogy	Combine teaching and assessment methodologies to address development of all components of competencies - knowledge, skills, attitudes, and values

1. Education, Training & Development *(continued)*

	1.3.3 **Use a variety of teaching and learning methodologies**	Take into consideration educational needs of participants of education, and design methodology to address those needs	Include participants in advance and during the educational sessions to reflect on their needs and expectations and provide appropriate methodology of education	Teach and mentor others to use a variety of teaching methodologies aligned with participants' needs and context of learning
		Use and blend a variety of teaching and learning methodologies, demonstrate digital literacy	Design and plan educational activities based on technology using digital tools and applications	Teach and supervise development of digital literacy of others, providing guidance and personal examples
1.4. **Professional Development**	**1.4.1.** **Nurture personal development and growth**	Reflect, plan, learn and evaluate new knowledge and skills to ensure continuing personal development and growth	Implement and apply new knowledge, skills, attitudes, and values in personal growth	Teach and supervise personal development of others, providing guidance and sharing personal examples
		Maintain personal development and growth of teaching expertise to achieve better outcomes	Document and plan new cycles of personal development and growth of teaching expertise to achieve better outcomes	Teach and mentor others to develop personal teaching skills, attitudes, and values
		Demonstrate enthusiasm, professionalism, and expertise in teaching	Consistently achieve excellence in a wide range of settings.	Empower and inspire others to continually develop personally and professionally in their education practice.
	1.4.2. **Ensure professional development including specialisation**	Foster professional development (such as specialisation) to provide updated content (knowledge, skills, attitudes, and values)	Use professional specialisation and development to update and improve specific knowledge and skills in teaching	Influence others to ensure professional growth to be able to apply updates into their everyday practice
		Actively maintain engagement with national and international professional and other relevant organizations	Take active and leading roles in national professional and other relevant organizations to ensure further professional development of others	Lead and guide professional development in regional or international professional or other relevant organizations

1. Education, Training & Development *(continued)*

		Maintain academic status and promotion	Apply constant advancement of academic status and promotion	Supervise others in the advancement of their academic status and promotion
		Regularly work on scientific and professional advancements and expertise	Implement and apply new knowledge, skills, attitudes, and values in teaching	Supervise others in planning and achieving professional development and specialisation
		Keep and maintain a personal and professional learning portfolio	Use the personal and professional learning portfolio to ensure ongoing professional development and specialisation	Teach and mentor others to keep and use the personal and professional learning portfolio in their learning
	1.4.3 Demonstrate cultural awareness & responsiveness	Respect diversity, equality, and cultural awareness in education	Commit to excellence and constant growth in cultural intelligence in teaching expertise	Teach and inspire others to keep respect of diversity, equality, and cultural awareness in education
		Recognize equity and equality of learners and teachers	Adopt an inclusive approach to ensure equity and equality of learners and teachers	Teach and inspire others to ensure equity and equality in their everyday practice (e.g., encourage students to approach vulnerable communities in their projects to make them move beyond traditional areas)
		Respect learners and colleagues in an affirmative and motivating way	Demonstrate respect and inclusiveness to colleagues and learners when teaching	Teach others how to respect learners and colleagues in an affirmative and motivating way
1.5 Links Practice, Science and Education	**1.5.1 Ensure that teaching and learning in Academia is appropriate for the contexts of different practice settings.**	Include multidisciplinary and interprofessional approaches in educational activities	Demonstrate interprofessional teaching in multidisciplinary collaboration with various stakeholders	Empower and motivate others to include multidisciplinary and interprofessional approaches in educational activities

1. Education, Training & Development *(continued)*

		Provide updated practice examples; use critical thinking, problem-solving and decision-making methods	Demonstrate the integration of practice examples and critical thinking, problem solving, and decision-making methods based on both personal experience and different practice settings	Empower and inspire others to introduce in their teaching critical evaluation, problem resolution and decision-making examples drawn from their practice and that of others.
		Teach in the contemporary practice context to make an impact and motivate learners	Maintain personal practice experience and demonstrate storytelling and case studies based on personal examples from practice	Supervise others to teach in the contemporary context of practice to motivate learners and assure impact on their everyday practice
		Prepare and participate in experiential learning	Engage with learners in direct experience of learning and focused reflection to advance their competencies	Supervise, facilitate, and guide others to practice, reflection, and evaluation of experiential learning.
		Maintain practice licence, professional registration and/or community engagement, if appropriate	Maintain continuous contact with and participation in practice and community engagement	Empower others to maintain practice licence, professional registration and/or community engagement
		Ensure quality of educational activities by connecting science and practice (incl. evidence based and updated content)	Constantly improve quality of educational activities connecting and reconnecting science and practice in teaching activities	Mentor and support others to link Practice, Science and Education
	1.5.2 Conduct training and CE activities based on science	Provide training and CE activities based on science to practitioners.	Demonstrate the links between science and the evidence base of practice when teaching	Supervise others to teach and demonstrate the use of evidence-based material and guidelines in practice to empower others to apply new knowledge in their own practices
		Use appropriate sources and evidence in educational processes, within specific contexts	Demonstrate the selection and use of appropriate resources when teaching practitioners at all stages of development.	Create and promote scientific evidence to help educators and practitioners to apply the facts in practice

1. Education, Training & Development *(continued)*

1.6 Educational Policy	1.6.1 Assure the quality of educational activities	Apply accreditation and certification standards in teaching activities	Demonstrate active role in creating self-study report and assessment of quality of education	Create, supervise, and participate in quality assurance policies and procedures including promotion of inclusive education policy
		Follow strategy and planning to ensure appropriate educational process in teaching	Influence strategy and planning to ensure appropriate educational process in local environment	Supervise and advise how to follow strategy and planning to ensure appropriate educational process on national and/or international level(s)
		Evaluate, measure, and interpret learning outcomes and impact to ensure quality of educational activities	Create evaluation processes to assure the quality of education in the local environment.	Supervise and advise how to evaluate, measure, and interpret learning outcomes and impact to ensure quality of educational activities on national and/or international levels
	1.6.2 Participate in curriculum design and development	Establish the alignment of teaching and learning with curriculum design	Participate in curriculum design to address the context of teaching and learning in the local environment	Participate in creating educational policy and regulation to lead design of curriculum on national and/or international levels
		Scaffold courses and instructions according to the curriculum plan	Participate in creating and updating the curriculum in the local environment	Participate in creating and changing curriculum design on a national and/or international level
	1.6.3 Align teaching and learning with educational policy and regulation	Align teaching and learning with regulation and educational policy to ensure an authentic practice context	Create educational activities in alignment with regulation and educational policy to ensure authentic context connected with practice	Mentor and support others to align teaching with regulation and educational policy to ensure authentic practice context
		Teach in accordance with regulation and law, respecting the scope of professional practice	Create educational activities in accordance with regulation and law, correctly addressing questions about scope of professional practice	Participate in creating educational policy and regulation and mentor others to teach in accordance with the policies and proceedures

2. Research, Evaluation and Scholarship

Competencies	(Advancing) Stage 1	(Advancing) Stage 2	(Advancing) Stage 3
2.1. Identifies Gaps in The Evidence Base	Identify where there is a gap in the evidence base to support practice and education.	Formulate appropriate and rigorous research questions and teach learners to do that.	Design successful strategies to address research questions and gaps in the evidence base
2.2. Develops and Evaluates Research Protocols	Describe and teach the core features of research protocols.	Design a rigorous protocol to address previously formulated research questions.	Demonstrate active involvement in the critical review of research protocols, teaching, and mentoring others to do the same.
2.3. Creates Evidence	Generate evidence suitable for presentation in teaching.	Demonstrate authorship by generating new evidence suitable for presentation at research or professional symposia.	Demonstrate authorship of primary evidence outcomes and interpretation in peer reviewed media.
2.4. Applies Research Evidence into teaching and practice	Apply research evidence to own teaching and practice	Apply research and evidence-based teaching and practice within the team and/or organisation.	Use research evidence to shape policy/procedure at the national, regional, and international levels.
2.5. Supervises and teaching others Undertaking Research	Demonstrate understanding and teaching of the principles of research governance.	Contribute to research supervision in collaboration with research experts.	Supervise research projects for postgraduate learners.
2.6. Establishes Research Partnerships	Work as a member of the research team.	Contribute to the work with others across professional boundaries to conduct research projects.	Demonstrate mentorship and leadership within research teams concerning the conduct of research. Demonstrate ability to attract/secure funding for research/scholarship

3.   Expert Professional Practice

Competencies	(Advancing) Stage 1	(Advancing) Stage 2	(Advancing) Stage 3
3.1. **Expert skills and knowledge**	Demonstrate general pharmaceutical skills and knowledge in core areas. Plan, manage, monitor, advise and review programmes and educational activities in core areas.	Disseminate and create expert pharmaceutical knowledge in specialist area(s). Plan, manage, monitor, advise and review in-depth/complex programmes and connected educational activities in defined practice area.	Develop programmes for advanced and/or specialist practice, or disciplines of science or education.
3.2. **Professional expertise, including accountability and responsibility**	Demonstrate accountability in providing professional expertise and teaching and learning concerning the delivery of professional activities and services	Provide and create educational programs for professional activities and services and expertise via a team or directly to groups of patients/clients/users.	Accountably provide professional expertise at a defined higher level (for example nationally, regionally, internationally or at a strategic level).
3.3. **Reasoning and Judgement Including:** **Analytical skills,** **Judgemental skills,** **Interpretational skills,** **Problem solving skills,** **Coping with uncertainty,** **Option appraisal**	Demonstrate the ability to use skills in a range of routine situations requiring analysis or comparison of a range of options. Recognise priorities when problem-solving and identify deviations from the normal pattern.	Demonstrate the ability to use skills to teach others to make decisions in complex situations where there are several factors that require analysis, interpretation, and comparison. Demonstrate the ability to see and present situations holistically and options clearly.	Demonstrate the ability to use skills to manage and teach others to manage difficult and complex situations. Demonstrate the ability to make decisions and mentor others in the absence of established practice, protocols, evidence, or data or when there is conflicting evidence or data. Demonstrate the ability to make the process of judging between different options explicit, and mentoring others in attaining this skill.
3.4. **Professional Autonomy**	Demonstrate the ability to follow legal, ethical, professional, and organisational policies/procedures and codes of conduct.	Demonstrate the ability to act based on own interpretation of broad professional policies/procedures where necessary.	Demonstrate the ability to interpret relevant policy and strategy, to establish goals and standards for others within the defined area(s) of expertise. Demonstrate professional autonomy in situations where there is uncertainty because of lack of information and/or guidance.

4. Working with Others

Competencies and Clusters	(Advancing) Stage 1	(Advancing) Stage 2	(Advancing) Stage 3
4.1. **Communication Including ability to: Persuade, Motivate, Negotiate, Empathise, provide reassurance, Listen, Influence, and Empower (includes Networking Skills and Presentation Skills)**	Demonstrate the use of appropriate communication to gain the co-operation of relevant stakeholders (including patients, colleagues, and other professions). Demonstrate the ability to communicate where the content of the discussion is explicitly defined.	Demonstrate the use of appropriately selected communication skills to gain co-operation of small groups of relevant stakeholders within the organisation. Demonstrate the ability to communicate where the content of the discussion is based on professional opinion.	Demonstrate the ability to present complex, sensitive, or contentious information to large groups of relevant stakeholders. Demonstrate the ability to communicate in a hostile, antagonistic or highly emotive atmosphere.
4.2. **Teamwork and Consultation**	Demonstrate the ability to work as a member of a team. Recognise one's own personal limitations and refer to more appropriate colleague(s).	Demonstrate the ability to work as an acknowledged member of a multidisciplinary team. Consult within an organisation/network and accept and use expert advice.	Work across boundaries to build relationships and share information, plans and resources.
4.3. **Interprofessional Education**	Participate in interprofessional educational activities representing profession in their area of expertise	Contribute to promotion and design of interprofessional educational activities	Demonstrate Leadership in the promotion and design of Interprofessional Education

5. Management, Strategy and Planning

Competencies	(Advancing) Stage 1	(Advancing) Stage 2	(Advancing) Stage 3
5.1. **Responding and Adapting Activities to Educational Needs**	Demonstrate understanding of the implications of national priorities for the team and/or organisation conducting educational activities	Shape the response of the team and/or organisation conducting educational activities to national priorities.	Demonstrate accountability for the direct delivery of educational activities meeting national, regional, and international priorities, including access to professional education (affordability)

5. Management, Strategy and Planning *(continued)*

5.2. Utilising Resources	Demonstrate understanding of the process for effective resource utilisation.	Demonstrate the ability to effectively manage resources.	Demonstrate the ability to reconfigure the use of available resources and attract new resources
5.3. Maintaining Standards of Education	Demonstrate understanding of, and conform to, relevant standards of education.	Develop and monitor standards of education at the team level.	Develop and monitor standards of education at a national or international level.
5.4. Managing Risk	Demonstrate the ability to identify and resolve risk management issues according to policy/ protocol. Adapt strategies in crises.	Develop risk management policies/protocols for the team and/or organisation, including identifying and resolving new risk management issues.	Develop risk management policies/procedures at a national or international level, including identifying and resolving new risk management issues.
5.5. Managing Performance in Educational Activities	Follow professional and organisational policies/ procedures relating to education performance management. Refer appropriately to colleagues for guidance.	Contribute to the educational performance management for a team.	Contribute to educational performance management at a national or international level.
5.6. Managing Projects	Demonstrate understanding of the principles of educational project management.	Demonstrate the ability to successfully manage an educational project at the team and/or organisation level(s).	Demonstrate the ability to successfully manage an educational project at a national or international level.
5.7. Managing Change	Demonstrate understanding of the principles of change management.	Demonstrate the ability to manage a process of change for the team and/or organisation.	Demonstrate the ability to promote, initiate and/or lead a process of change at a national or international level.
5.8. Strategic Planning	Demonstrate the ability to plan and deliver the intended outcomes according to the proposed educational strategy.	Demonstrate the ability to plan and deliver the intended outcomes, while adapting the planning and educational strategy based on the changes in internal and external environments.	Demonstrate long term and sector wide strategic planning and an ability to respond to change in education driven by external considerations
5.9. Working Across Boundaries (Profession/Sector/ Area)	Demonstrate the ability to extend boundaries of educational service delivery within the team.	Demonstrate the ability to extend the boundaries of the educational service delivery across more than one team.	Demonstrate the value of extending educational service delivery across boundaries in the external environment.

6. Leadership

Competencies and Clusters	(Advancing) Stage 1	(Advancing) Stage 2	(Advancing) Stage 3
6.1. **Strategic Context**	Demonstrate understanding of the needs of stakeholders. Practice reflecting relevant local, national, regional, or global policy.	Demonstrate the ability to incorporate relevant local, national, regional, or global policy to influence local strategy.	Participate actively in creating relevant local, national, regional, or global policy.
6.2. **Governance (Standards, Quality and Accountability)**	Demonstrate understanding of the pharmacy education and training role in governance	Influence the planning or development of governance processes in education, for the team and/or service delivery.	Shape and contribute to the planning or development of governance processes at a national or international level.
6.3. **Vision**	Demonstrate understanding of, and contribute to, the organisation vision.	Create a vision of the future and translate this into clear directions for others.	Convince others to share the vision at a regional or international level.
6.4. **Innovation**	Demonstrate the ability to improve quality within limitations of service.	Recognise and implement innovation from the external environment.	Take the lead to ensure innovation produces demonstrable improvement in education service delivery.
6.5. **Education Service Development**	Review prior progress and develop clear plans to achieve results within priorities set by others.	Develop clear understanding of priorities and formulate practical short-term plans in line with workplace strategy.	Relate goals and actions to the strategic aims of the organisation and profession.
6.6. **Motivation**	Demonstrate the ability to self-motivate to achieve goals.	Demonstrate the ability to motivate individuals and/or the team.	Demonstrate the ability to motivate individuals and/or teams at a higher level.

International
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**Fédération
Internationale
Pharmaceutique**

Andries Bickerweg 5
2517 JP The Hague
The Netherlands
-
T +31 (0)70 302 19 70
F +31 (0)70 302 19 99
fip@fip.org
-
www.fip.org

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