“Responding to the Pandemic Together” Programme
The immediate global impact of COVID-19 on higher education institutions & workforce development

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Speaker 1

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COVID-19 SPECIAL COLLECTION

INTRODUCTION

The immediate global impact of COVID-19 on higher education institutions and workforce development

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As the World Health Organisation (WHO) made us aware of the emergence of the COVID-19 virus and its progress across the regions of the world, it triggered the creation of initial plans for a potential response by governments and healthcare related organisations. Some HEIs showed their versatility by using more widely available social media apps such as WhatsApp as a platform for asynchronous discussion or provision of feedback on assignments between students, academic staff and in some cases, as a means by which preceptors or pharmacist tutors could also connect. The advantage of using such platforms is that the majority of students were likely to already have them and understand how they can be used.

In January 2020 The World Health Organisation (WHO) mission to Wuhan, China issued a statement suggesting the possibility of human to human transmission of the COVID-19 virus. This became a major factor in advancing these plans but the rapid switching from traditional methods of teaching...
Higher Education – FIP Rapid response survey

371 (225) valid responses from Universities providing Pharmacy initial E & T programmes

Responses from 63 countries across all WHO regions
Higher Education – FIP Rapid response survey

- Mainly Private funded for teaching: 26.5% (59)
- Mainly public funded for teaching: 64.6% (144)
- Mixed business model for teaching: 9.0% (20)

Mean n=106
Higher Education

CV19 “lockdown” decisions:

3% - not switched to online provision at time of survey

75% - switched to online in March
16% - switched to online in April
(remainder from May onwards…)

2 cases switched in FEBRUARY (Italy & South Korea)
Provision profile of sample…

<table>
<thead>
<tr>
<th>Programme Type</th>
<th>% (N programmes)</th>
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<tbody>
<tr>
<td>BPharm/Diploma</td>
<td>76% (155)</td>
</tr>
<tr>
<td>MPharm</td>
<td>45% (92)</td>
</tr>
<tr>
<td>PharmD</td>
<td>38% (78)</td>
</tr>
<tr>
<td>TPG Master</td>
<td>50% (101)</td>
</tr>
<tr>
<td>Doctoral</td>
<td>46% (94)</td>
</tr>
<tr>
<td>Technician</td>
<td>12% (25)</td>
</tr>
<tr>
<td>CPD</td>
<td>24% (49)</td>
</tr>
<tr>
<td><strong>Initial E&amp;T</strong></td>
<td></td>
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<tr>
<td><strong>PG</strong></td>
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<tr>
<td><strong>Professional</strong></td>
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</tbody>
</table>

- Principally national: 48% (300)
- International: 52% (326)

(Average across all programmes)
<table>
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<tr>
<th>Types of current Online delivery</th>
<th>% Cases</th>
</tr>
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<tbody>
<tr>
<td>Online synchronous lectures</td>
<td>85.5% (141)</td>
</tr>
<tr>
<td>Online pre-recorded lectures</td>
<td>81.8% (135)</td>
</tr>
<tr>
<td>Online seminars</td>
<td>67.9% (112)</td>
</tr>
<tr>
<td>Online student consultations</td>
<td>70.3% (116)</td>
</tr>
<tr>
<td>Online student discussion groups</td>
<td>78.2% (129)</td>
</tr>
<tr>
<td>Online reading resources</td>
<td>77.6% (128)</td>
</tr>
</tbody>
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A lot of Universities did a lot of catching up in a short time…
Programme access to Curriculum by students

Prior to CV19

- Undergraduate
- Taught postgraduate
- CPD (non-formal)
The switch to online Assessment

- Online OSCE
- Online open book exam
- Online short answers
- Online MCQ
- Online Experiential portfolios
- Online Coursework assessment

Prior vs Online distribution
Use of VLE…

Nearly all respondent universities reported using a VLE post lockdown.

However, around 16% reported that a principal VLE had not been in use before the pandemic, and 35% reported introducing **additional** VLE platforms into their provision since CV19

<table>
<thead>
<tr>
<th>Google Classroom</th>
<th>MS Teams</th>
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<tbody>
<tr>
<td>Zoom</td>
<td>Moodle</td>
</tr>
<tr>
<td>LinkedIn Learning</td>
<td>Skype</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Coursera</td>
</tr>
<tr>
<td>Top Hat</td>
<td>Canvas</td>
</tr>
<tr>
<td>Sakai</td>
<td>Webex</td>
</tr>
</tbody>
</table>
37% of institutional respondents indicated that laboratory classes had been suspended for the reminder of the academic cycle.

Lab replacements were listed as:

- Simulations
- Recorded material
- Social distancing, smaller groups
- Online case study
- Virtual labs (MyDispense)

Nothing – we’re waiting for face-to-face to return…
“Practicing on family and roommates…”
Forced Programme changes...

55% of institutional respondents added data security measures to accommodate online learning/teaching.

48% changed the programme syllabus to accommodate online switching.

49% made changes to processes and regulations for Doctoral/Graduate programme & thesis examinations.
National licensing changes...

32% countries have changed or are changing licensing regulations at time of survey.
Most frequently cited student challenges…

Access to computer and home www access;
Anxieties and mental health;
Social isolation & disruption;
Financial issues;
Anxieties about graduating;
New assessment schedules.
Faculty/staff challenges...

74% report “some” or “significant” difficulty with adjustment.

29% responding indicated faculty salary issues.
62% indicated “actual” or “possible” evidence that online switching has disadvantaged students.
Effects of CV19…

Previously un-recorded capability to make significant decisions…

A general low level of IT/digital provision prior – some, not a majority;

Online assessments a critical challenge reported by many;

Experiential and laboratory learning in the spotlight;

*Social restrictions, access to faculty resources, anxiety – significant but unmeasured student issues. Anecdotal evidence of increased inequality.

**In addition, there has been a noticeable impact on faculty/staff…
Wider picture...FIP DGs...R&E priorities...CV19 adjacency

Academic systems focus

Key workforce challenges

Evidence and data focus
Wider research urgencies in pharmaceutical education...

Outreach to more Regions, especially LMIC nations

Continue the upward trend in IT/digital evaluation of learning and provision effectiveness

Focus more on experiential learning

Focus more on outcomes

Workforce is now a much more complex and integrated challenge…