

Pharmine



**Lifelong
Learning**

PHAR-QA Quality assurance in pharmacy education and training in Europe

***PHAR-QA: Quality assurance in
pharmacy education and training in Europe***

Quality Assurance of Competences

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Theme of the Ankara 2013 EAFP meeting
Curriculum optimization, towards learning outcomes: Practical experiences

“focus on the need for the Faculties of Pharmacy to optimize their curriculum by adapting their teaching methods to incorporating learning outcomes...”



first step: define competences



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Plan

- Existing EU system of accreditation / QA
- Why a new Pan-European system based on competences?
- What does 2005/36/EC say?
- Competences for healthcare professionals: medical doctors and dentists
- Existing competence frameworks for pharmacists
- Follow-on from PHARMINE – PHAR-QA
- A double system
- Bibliometrics for research but for teaching...



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Existing EU system of accreditation / QA

National system based on human and material resources plus some element of QA on (generic) competences

Expert panel: national / international & internal / external

University A

University B, etc.

Student evaluation and feedback of courses, staff...

Pharmacy department

Possible input from chamber (e.g. UK GPhC)



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Why a new Pan-European system based on competences for pharmacy?

Because national systems are **NOT**:

Pan-European (exceptions NVAO for Belgium (Flanders) & The Netherlands)

Based on **competences for pharmacy**, stemming from directive 2005/36/EC chapter 44.3

In line with the **wide diversity of professions** open to pharmacy graduates, and developments in CPD and RPL



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What does directive 2005/36/EC say on education for healthcare specialists?

Duration: expressed as 5 years (or in *ECTS*)

6-month *formative or terminal* traineeship

Specialisation (medical doctors & dentists)

Basic knowledge (chapter 44.3 for pharmacists)

Course content (*amended* annex V for pharmacists)



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Competences for healthcare professionals

Medical doctors 1

DG Internal market amendment to **directive 2005/36/EC** specifies 7 competences:

1. communication
2. problem solving
3. applying knowledge and science
4. patient examination
5. patient management/treatment
6. using the social and community context of healthcare
7. self reflection

See:

http://www.europarl.europa.eu/meetdocs/2009_2014/documents/imco/dv/vergnaud_profqual_finalreport_/vergnaud_profqual_finalreport_en.pdf



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Competences for medical doctors 2

DG EACEA-funded **MEDINE** consortium

- Web-based opinion survey (1302 replies) with Delphi & TUNING with core outcomes tuned to local needs
- Two level model
 - Level 1
 - carry out a consultation with a patient
 - assess clinical presentations, order investigations, make differential diagnoses, and negotiate a management
 - Level 2: further detail of level 1
 - carry out a consultation with a patient
 - take a history
 - carry out physical examination
- Use in curriculum planning and/or QA



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Competences for healthcare professionals: dentists

- **Directive 2005/36/EC:**
 - 5-years duration, can be expressed as ECTS
 - Section 4 article 34: basic dental training; article 35: specialist
- **ADEE – Association for Dental Education in Europe**
 - 7 field of competences:
 1. Professionalism
 2. Interpersonal, Communication and Social Skills
 3. Knowledge Base, Information and Information literacy
 4. Clinical Information Gathering
 5. Diagnosis and Treatment Planning
 6. Therapy: Establishing and Maintaining Oral Health
 7. Prevention and Health Promotion
 - No Delphi or TUNING
- **CED – Council of European Dentists**
 - Similar framework
- Fusion in 2013



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Existing competence frameworks for pharmacists

- **ACPE** - Accreditation Council for Pharmacy Education (USA)
(<https://www.acpe-accredit.org/>)
- **WHO / FIP** - International Pharmaceutical Federation (www.fip.org/)
- **CoDEG** - Competency Development and Evaluation Group (UK)
(<http://www.codeg.org/>)
- **PHARMINE** WP3 (I. Bates, UCL School of Pharmacy, PGEU, EPSA, et alii):
“Recommendations on a Competency Curriculum for Pharmacy”
(http://www.pharmine.org/Pharmine/Final_report_Lisbon_June_2011/)



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Quality Assurance in European Pharmacy Education and Training

www.pharmine.org/PHAR-QA/



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The PHAR-QA network

Organisation of PHAR-QA (EU/EACEA, ERASMUS LLL multilateral projects, 2012 call)

Administrator: P1 B. Rombaut, Belgium (WP MNGT), Executive Director: P2 J. Atkinson, France (WP IMPL)

Work programme (WP) leaders: P5 D. Volmer, Estonia (WP DISS), P8 S. Polak, Poland (WP EXPL), P9 C. Mircioui, Romania (WP QPLN)

<u>NORTHERN region</u>	<u>EASTERN region</u>	<u>WESTERN region</u>	<u>SOUTHERN region</u>
<u>Regional director</u> P6 J. Hirvonen – Finland	<u>Regional director</u> P7 B. Bozic - Slovenia	<u>Regional director</u> P4 D. Rekkas - Greece	<u>Regional director</u> P3 A.S. Pozo - Spain
<u>Members:</u> Denmark Estonia Finland Latvia Lithuania Sweden UK <i>Iceland</i> <i>Norway</i>	<u>Members:</u> Slovenia Poland Czech Republic Slovakia Hungary Austria Bulgaria Romania <i>Italics: EHEA</i>	<u>Members:</u> Belgium The Netherlands Ireland Germany Greece <i>Switzerland</i>	<u>Members:</u> Portugal Spain France Italy Malta
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Follow-on from PHARMINE – PHAR-QA

PHARMINE WP3

Ideas from MEDINE, CoDEG, FIP

Questionnaire with refinement using Delphi

Validation through PHAR-QA network

Elaboration of QA based on competences

QA agency run by EAFP



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A double system

National

- Obligatory
- Adapted to economics and politics of national healthcare, industry...
- Centres on national resources and tools for teaching & learning

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- Consultative
- EU cohesion of healthcare
- EU standards for CPE, RPL
- EHEA Bologna system
- Centres on Europe and competences for practice



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Bibliometrics for research but for teaching...

Bibliometrics: *“set of methods to quantitatively analyze scientific and technological literature”*

Bellis de Nicola, 2009; *Bibliometrics and citation analysis: from the Science Citation Index to cybermetrics*. Scarecrow Press. ISBN 0-8108-6713-3

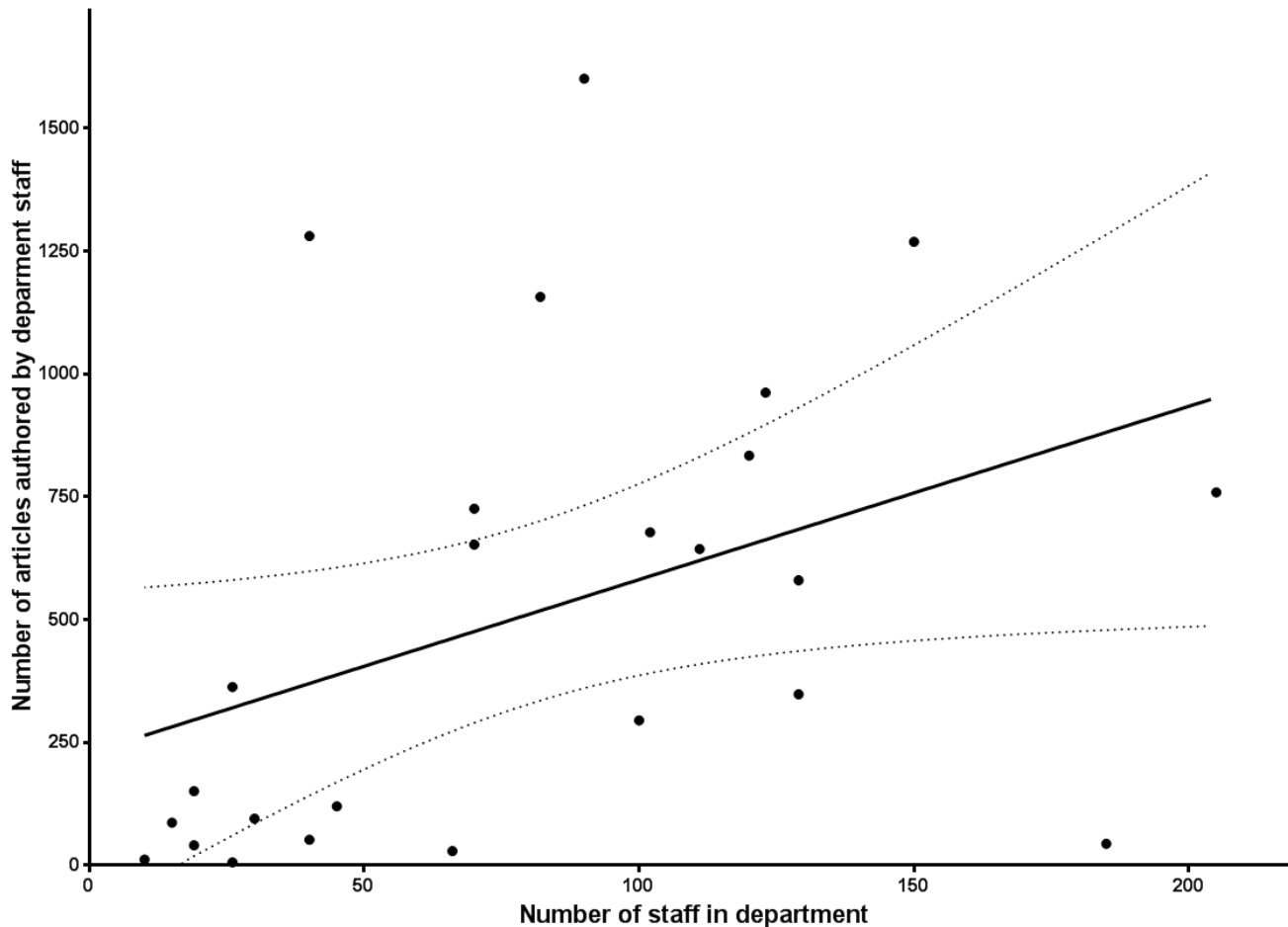
Index *h*: *“the number of papers with citation number $>h$ ”*

Hirsch, J.E. *An index to quantify an individual’s scientific research output*. PNAS, 2005; 102: 16569-16572



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Bibliometrics for research - examples





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Bibliometrics for research - examples

	USA		EU	
Reference	<u>2</u>	<u>3</u>	<u>This work</u>	<u>This work</u>
	Professor at a research-intensive pharmacy department	Dean of a pharmacy department	1 st publisher	2 nd publisher
Articles published / year	3.2/2.0	1.4/0.8	4.0/3.5	3.2/2.0
Citations / year	49/13	Not available	69/18	47/16
Citations / article	7.1/4.2	7.9/6.7	13/10	3.3/0.3
m-quotient	2.5/2.0	0.36/0.30	1.0/0.6	0.9/0.6

Data are given as mean/median.



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Bibliometrics for research but for teaching...

A system to evaluate competences and the ability to teach competences?