



EuroPharmaFaculties News

The Journal of the European Association of Faculties of Pharmacy

www.eafponline.eu

April 2016

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**Starting the Celebrations of the 25th
Anniversary of EAFP
at the
22nd EAFP annual conference in
Paris
12-14 May 2016
University of Paris-Sud, France
Postgraduate studies in
Pharmacy Education**

Opening by Isabelle ADENOT
President of the National Council of the French
Chamber of Pharmacists

**The 2017 Annual Conference will be held
in Helsinki, Finland.**

22nd EAFP annual conference in Paris - page 2

News about PHAR-IN, page 3

News about PHAR-QA, page 5

Other conferences announcement, page 9

Changes in your files? Please send information to the General Secretary

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POSTGRADUATE STUDIES IN PHARMACY EDUCATION



22nd EAFP ANNUAL CONFERENCE

www.eafponline.eu

contact: christian.cave@u-psud.fr

12 - 14/05/2016 University of Paris-Sud, France

Postgraduate studies in Pharmacy Education

Preliminary Scientific Program

Thursday May 12, 2016

- 09:30 - 13:00 Pre-Conference: Nanomedicines for drug delivery and imaging
Pr Elias Fattal, Institut Galien, University of Paris-Sud, France
- 14:00 - 14:30 Opening Ceremony
- 14:30 - 16:30 Hospital and Clinical Pharmacy
- 16:30 - 18:00 Post graduate studies in Industrial Pharmacy

19:00 Welcome Reception

Friday May 13, 2016

- 09:00 - 10:30 Doctorate and Post-Doctoral Studies
- 10:30 - 11:00 Poster Presentations
- 11:00 - 12:30 Ethics in Pharmacy
- 12:30 - 13:30 EAFP General Assembly
- 13:30 - 15:30 Lunch, Poster Presentations, Career Fair
- 15:30 - 16:30 Future of Postgraduate studies
Round Table: with speakers from the previous sessions
- 16.30 - 17:00 Closing Session

20:00 Gala Dinner

Saturday May 14, 2016

- 9.00-10.00 EPSA-EAFP Meeting
- 10:00-11:00 Staff and Student mobility
- 11.00-12.00 ACPE or AACP workshop

Postgraduate studies in Pharmacy Education registration fees (in Euros)

	EAFP members	Non-EAFP members	Students
Early bird (before April 8)	175	350	100
Late registration (after April 7)	200	400	100
Conference dinner (May 13)	60	60	60

NEWS about PHAR-IN (Competences for industrial pharmacy practice in biotechnology)

The PHAR-IN project is funded by the European Commission *via* its Education, Audio-visual and Culture Agency. The consortium consists of pharmacy faculties and industrial partners from countries of the European Higher Education Area (EHEA) and members of the European Association of Faculties of Pharmacy (EAFP) together with the European Industrial Pharmacists' Group (EIPG).

The aim of the project was to recruit a panel of industrialists and educationalists that will propose a list of competences and outcomes required for education in biotechnology for future and current employees in the pharmaceutical industry. A consensual, hierarchal list of competences and outcomes has been produced. The list will be used to adapt the education and training in biotechnology given at HEIs.

Results have been published in a peer-review and free access journal:

***Pharmacy* 2015, 3(3), 101-128.**

A European Competence Framework for Industrial Pharmacy Practice in Biotechnology

Jeffrey Atkinson, Pat Crowley, Kristien De Paepe, Brian Gennery, Andries Koster, Luigi Martini, Vivien Moffat, Jane Nicholson, Gunther Pauwels, Giuseppe Ronsisvalle, Vitor Sousa, Chris van Schravendijk and Keith Wilson.

Abstract:

The PHAR-IN (“*Competences for industrial pharmacy practice in biotechnology*”) looked at whether there is a difference in how industrial employees and academics rank competences for practice in the biotechnological industry. A small expert panel consisting of the authors of this paper produced a biotechnology competence framework by drawing up an initial list of competences then ranking them in importance using a three-stage Delphi process. The framework was next evaluated and validated by a large expert panel of academics ($n = 37$) and industrial employees ($n = 154$). Results show that priorities for industrial employees and academics were similar. The competences for biotechnology practice that received the highest scores were mainly in: “Research and Development”, “Upstream” and “Downstream Processing”, “Product development and formulation”, “Aseptic processing”, “Analytical methodology”, “Product stability”, and “Regulation”. The main area of disagreement was in the category “Ethics and drug safety” where academics ranked competences higher than did industrial employees.

Pharmacy 2016, 4(1), 13

A Study on How Industrial Pharmacists Rank Competences for Pharmacy Practice: A Case for Industrial Pharmacy Specialization.

Jeffrey Atkinson, Kristien De Paepe, Antonio Sánchez Pozo, Dimitrios Rekkas, Daisy Volmer, Jouni Hirvonen, Borut Bozic, Agnieska Skowron, Constantin Mircioiu, Annie Marcincal, Andries Koster, Keith Wilson and Chris van Schravendijk.

Abstract:

This paper looks at the way in which industrial pharmacists rank the fundamental competences for pharmacy practice. European industrial pharmacists ($n = 135$) ranked 68 competences for practice, arranged into 13 clusters of two types (personal and patient care). Results show that, compared to community pharmacists ($n = 258$), industrial pharmacists rank competences centering on research, development and production of drugs higher, and those centering on patient care lower. Competences centering on values, communication skills, etc. were ranked similarly by the two groups of pharmacists. These results are discussed in the light of the existence or not of an “industrial pharmacy” specialization.

NEWS about PHAR-QA (Quality Assurance in European Pharmacy Education and Training)

This project by the Lifelong Learning Programme of the European Union is now in a stage of achievement and will end with a presentation of his results to the EAFP members in May in Paris during the EAFP annual conference (12-14 May 2016) and later as a final meeting.

Objectives of PHAR-QA :

To provide a source of information on Quality Assurance for universities by a survey of QA systems in Europe

To give information to harmonize QA frameworks

To disseminate the final model through EAFP and other channels so as to create the European Quality Assurance networking system and agency in Pharmaceutical Education and Training (PET°)

Pharmacy **2016**, 4(1), 8; doi:[10.3390/pharmacy4010008](https://doi.org/10.3390/pharmacy4010008)

Article

How Do European Pharmacy Students Rank Competences for Practice?

Jeffrey Atkinson *et al.*

Abstract:

European students ($n = 370$), academics ($n = 241$) and community pharmacists ($n = 258$) ranked 13 clusters of 68 personal and patient care competences for pharmacy practice. The results show that ranking profiles for all three groups as a rule were similar. This was especially true of the comparison between students and community pharmacists concerning patient care competences suggesting that students have a good idea of their future profession. A comparison of first and fifth (final) year students shows more awareness of patient care competences in the final year students. Differences do exist, however, between students and community pharmacists. Students—like academics—ranked competences concerned with industrial pharmacy and the quality aspects of preparing drugs, as well as scientific fundamentals of pharmacy practice, well above the rankings of community pharmacists. There were no substantial differences amongst rankings of students from different countries although some countries have more “medicinal” courses than others. This is to our knowledge the first paper to look at how, within a

healthcare sectoral profession such as pharmacy, the views on the relative importance of different competences for practice of those educating the future professionals and their students, are compared to the views of working professionals.

Pharmacy 2016, 4(1), 12; doi:[10.3390/pharmacy4010012](https://doi.org/10.3390/pharmacy4010012)

What is a Pharmacist?: Opinions of Pharmacy Department Academics and Community Pharmacists on Competences Required for Pharmacy Practice

Jeffrey Atkinson *et al.*

Abstract:

This paper looks at the opinions of 241 European academics (who provide pharmacy education), and of 258 European community pharmacists (who apply it), on competences for pharmacy practice. A proposal for competences was generated by a panel of experts using Delphi methodology. Once finalized, the proposal was then submitted to a large, European-wide community of academics and practicing pharmacists in an additional Delphi round. Academics and community pharmacy practitioners recognized the importance of the notion of patient care competences, underlining the nature of the pharmacist as a specialist of medicines. The survey revealed certain discrepancies. Academics placed substantial emphasis on research, pharmaceutical technology, regulatory aspects of quality, *etc.*, but these were ranked much lower by community pharmacists who concentrated more on patient care competences. In a sub-analysis of the data, we evaluated how perceptions may have changed since the 1980s and the introduction of the notions of competence and pharmaceutical care. This was done by splitting both groups into respondents < 40 and > 40 years old. Results for the subgroups were essentially statistically the same but with some different qualitative tendencies. The results are discussed in the light of the different conceptions of the professional identity of the pharmacist.

Pharmacy 2015, 3(4), 307-329; doi:[10.3390/pharmacy3040307](https://doi.org/10.3390/pharmacy3040307)

The PHAR-QA Project: Competency Framework for Pharmacy Practice—First Steps, the Results of the European Network Delphi Round 1

Jeffrey Atkinson *et al.*

Abstract

PHAR-QA, funded by the European Commission, is producing a framework of competences for pharmacy practice. The framework is in line with the EU directive on sectoral professions and takes into account the diversity of the pharmacy profession and the on-going changes in healthcare systems (with an increasingly important role for pharmacists), and in the pharmaceutical industry. PHAR-QA is

asking academia, students and practicing pharmacists to rank competences required for practice. The results show that competences in the areas of “drug interactions”, “need for drug treatment” and “provision of information and service” were ranked highest whereas those in the areas of “ability to design and conduct research” and “development and production of medicines” were ranked lower. For the latter two categories, industrial pharmacists ranked them higher than did the other five groups.

Pharmacy **2015**, 3(3), 137-153; doi:[10.3390/pharmacy3030137](https://doi.org/10.3390/pharmacy3030137)

Does the Subject Content of the Pharmacy Degree Course Influence the Community Pharmacist’s Views on Competencies for Practice?

Jeffrey Atkinson *et al.*

Abstract

Do community pharmacists coming from different educational backgrounds rank the importance of competences for practice differently—or is the way in which they see their profession more influenced by practice than university education? A survey was carried out on 68 competences for pharmacy practice in seven countries with different pharmacy education systems in terms of the relative importance of the subject areas chemical and medicinal sciences. Community pharmacists were asked to rank the competences in terms of relative importance for practice; competences were divided into personal and patient-care competences. The ranking was very similar in the seven countries suggesting that evaluation of competences for practice is based more on professional experience than on prior university education. There were some differences for instance in research-related competences and these may be influenced, by education.

Pharmacy **2014**, 2(2), 161-174; doi:[10.3390/pharmacy2020161](https://doi.org/10.3390/pharmacy2020161)

Review

The Production of a Framework of Competences for Pharmacy Practice in the European Union

Jeffrey Atkinson *et al.*

Abstract

The goal of the PHAR-QA (quality assurance in European pharmacy education and training) project is the production of a European framework for a quality assurance system based on competences for pharmacy practice. The PHAR-QA framework will be European, consultative and will encompass the various aspects of pharmacy practice. In this review, we describe the methodology to be used in the project and the

first stage in the development of this framework. Using the proposals for competences produced by our previous PHARMINE (Pharmacy education in Europe) project, together with those of other sources, three university professors of pharmacy (Authors 2 through 4) produced a list of three major competency domains that reflect the activities of practitioners: Patient Care Competences, Personal Competences and Management and Organizational Structure Competences. Each domain was subdivided into nine, nine and eight competencies, respectively, for a total of 27 major competencies that were further subdivided into an average of five supporting competences per major competence, giving a total of 140 proposals for competences for pharmacy practice. The 27 and 140 proposals were ranked by an expert panel of seven university professors of pharmacy (Authors 5 through 11). The panel also commented on the proposed competences. On the basis of the ranks and comments, a list of 68 proposals for competences was produced. This list was then examined by the expert panel and a new version based on their comments produced. The latter process was repeated twice based on Delphi methodology. This review presents this process and the 68 proposals. We invite the pharmacy community to participate in the second stage of the elaboration of the PHAR-QA competence framework for pharmacy practice by ranking the proposals and adding comments. It is anticipated that this survey will stimulate a productive discussion on pharmacy education and practice by the various stakeholders (department staff and students, community, hospital and industrial pharmacists, as well as pharmacists working in clinical biology and other branches, together with representatives of chambers and associations).

Pharmacy, 2014 - mdpi.com

Systems for Quality Assurance in Pharmacy Education and Training in the European Union

J Atkinson, B Rombaut, AS Pozo, D Rekkas, P Veski

Abstract:

With the changes in the Bologna process and the European directive on sectoral professions, the education and training of the pharmacists in the European Higher Education Area is moving towards a quality system based on competences. In this paper we analyze the existing quality assurance and accreditation systems in 10 countries and examine how far these systems have evolved from a resources and curriculum basis towards a competences basis. This is the first step towards the goal of the PHAR-QA project: establishment of a European quality assurance system based on competences. Existing systems of quality assurance for pharmacy education and teaching are based mainly on resources and management not competences. Furthermore, they are national, obligatory, and do not recognize all the current activities of the pharmacists. The PHAR-QA system that will be developed by the consortium of the same name will be based on competences; it will be European, consultative, and will encompass pharmacy practice in a wide sense.

Pharmacy **2014**, 2(3), 231-243; doi:[10.3390/pharmacy2030231](https://doi.org/10.3390/pharmacy2030231)

Heterogeneity of Pharmacy Education in Europe[†]

Jeffrey Atkinson

[†] This article is dedicated to the memory of Bart Rombaut, co-ordinator of the PHARMINE project, who passed away in January 2014.

Abstract

The 1985 European Economic Community (EEC) directive on the sectoral profession of pharmacy assumed that the comparability of pharmacy education across Europe could provide a basis for the mutual recognition of diplomas. A study by the European Association of Faculties of Pharmacy (EAFP) in 1994 showed, however, that there was large variability in course content. The 2011 PHARMINE study investigated whether such variability had decreased. Information from across the EU countries on the number of contact hours in specific subject areas was compared for the years of 1994 and 2011. Data was obtained from the original 1994 Bourlioux/EAFP study and the 2011 PHARMINE survey. As the latter was based on the 1994 survey, the questions and categories were similar. Results show that there has not been a fall in the variability of course content. Furthermore, EU pharmacy courses have become more “clinical” with an increase in contact hours in the subject area of medicinal sciences.

2nd International Congress of Controlled Release Society (CRS) – Greek Local Chapter

22-24 June 2016, Athens, Greece

TRIBUTE TO

Emeritus Professor George Digenis, University of Kentucky, USA
Emeritus Professor Gregory Gregoriadis, University College London, UK
Emeritus Professor Athanassios Iliadis, University of Aix Marseille, France

TOPICS

ADMET Studies
Analytical Sciences and Pharmaceutical Quality
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BCS, BDDCS and Biowaivers, BA/BE and Clinical Bridging Studies)
Translational Research and Individualized Medicines

web: www.aeglizappiou.gr, email: info@aeglizappiou.gr

Congress Website: www.afea.gr/crscongress

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11th Central European Symposium on Pharmaceutical Technology

22-24 September 2016, Belgrade, Serbia

Topics of the Symposium:

- From smart materials to advanced drug delivery systems
- Regulatory science - from generics to biosimilars
- Pharmaceutical engineering
- In vivo/in vitro/in silico modelling

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www.cespt2016.org

Other conferences to come:

See also: www.pharmweb.net

www.pharmacy.org/conf.html

26 May 2016- 28 May 2016

8th European Conference on Rare Diseases & Orphan Products
Edinburgh International Conference Centre, UK

28 August 2016- 01 September 2016

76th FIP World Congress of Pharmacy and Pharmaceutical Sciences 2016
Buenos Aires, Argentina

08 September 2016- 09 September 2016

1st International conference on risk assessment of pharmaceuticals in the environment
Paris, France

19 September 2016- 21 September 2016

18th International Pharmaceutical Technology Symposium (IPTTS 2016)
Antalya, Turkey

18 October 2016- 20 October 2016

Advancing Pharmacy Horizons: Integrating Education, Practice and Research
Lebanese International University, Bekaa, Lebanon

24 May 2017- 27 May 2017

6th FIP Pharmaceutical Sciences World Congress 2017
Stockholm, Sweden