



# EAFP Future Perspectives

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# European setting



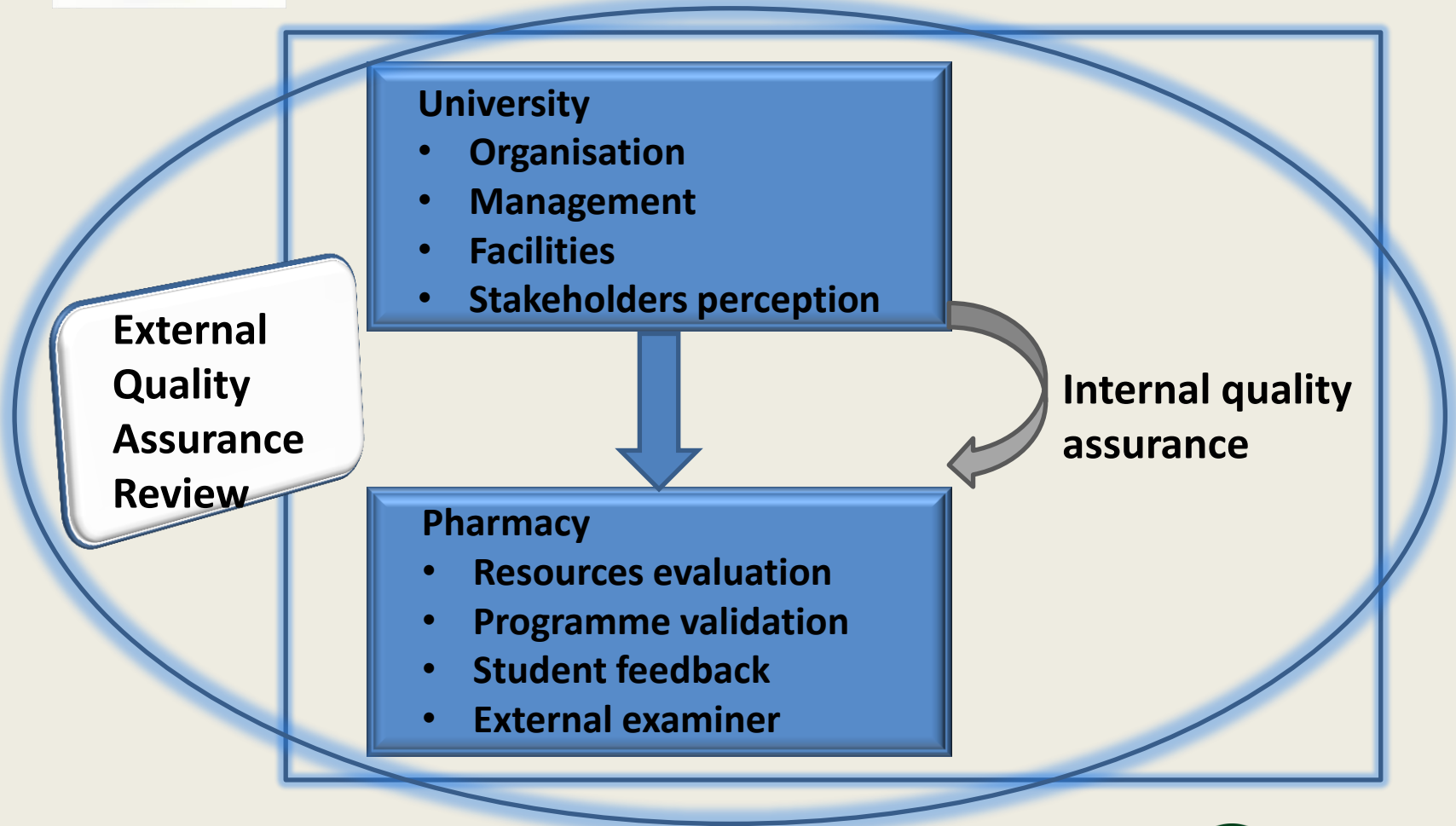
## Phar-QA

## National Higher Education Quality Agencies





# European settings





# US setting

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## Accreditation Council for Pharmacy Education

- Established since 1932
- ACPE Standards for 2016 for PharmD programmes in the US



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## US setting

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### ACPE Standards 2016

“focus on the **educational outcomes** required of PharmD programmes and the **assessment** of those outcomes. They also address structural and process-related elements within pharmacy education that are necessary to implement evidence-based outcome measures and document achievement of the standards”



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# International setting

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## ACPE

International Quality criteria for certification of professional degree programs in pharmacy

**External, peer-review system of evaluation using quality criteria developed with a transnational perspective**



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# International setting

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## International Pharmaceutical Federation

2000 Statement of Policy on Good Pharmacy Education Practice

Global framework for Quality Assurance of Pharmacy Education

2008

**concept**

2014

**tools**



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## Regional needs

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“It is still recognised that there is a need to undertake **pharmacy specific assessment** processes and the Ministry of Education has moved some way towards developing these, although they have yet to be implemented.”

Xu X, Wu S, Wang J, Davey AK. Pharmacy Education Quality Assurance in China: Moving towards a national accreditation system?

Pharmacy Education 2010; 10 (2): 47-49



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# Why do we need to seek Quality Assurance in Pharmacy Education?

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- Protection of public safety
- Social accountability
- Mutual recognition for mobility of professionals

**To support development in pharmacy schools**



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# Accreditation and Quality Assurance: An Alternative View

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“Accreditation and evaluation of academic departments by external agencies often do not serve the purpose of quality assurance because they are conducted at a given point in time by teams who are not always considered to be the peers of those evaluated.

In pharmacy, there is a need for a broad view of the role of education in the profession, but this is defeated by those with their own professional agendas .”

Florence AT, Accreditation and Quality Assurance: An alternative view

Pharmacy Education 2002; 2(3): 143-145



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## The alternative

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In approaching a regional process with the **diversity** that comes along, we need to **protect** against a dogmatic exercise, and hence leading to an inflexible pharmacy course, such as focusing solely on patient-directed programmes and eliminating pharmaceutical industry-related skills





# The alternative process

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- **Supportive**
- **Not stifling innovation**
- **Maintaining diversity**
- **Balancing workload implications with achieving outcomes**





# EAFP Future perspective

Objective	Postive characteristic
To provide a process that is <b>supportive</b> and <b>constructive</b>	Promote innovation
To look at <b>research</b> aspects	Teaching and research go hand in hand Not dissecting institutions into components
To provide quality assurance for different <b>learning methods</b>	Support institutions in developing new teaching methods eg experiential and graduate programmes
<b>Collaborate</b> with other parties	Addressing the question of who assesses the assessor





# EAFP Future Perspective

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2016 ?

