

# FIP Global Conference on Pharmacy and Pharmaceutical Sciences Education – A Consensus Framework to Transform Pharmaceutical Education

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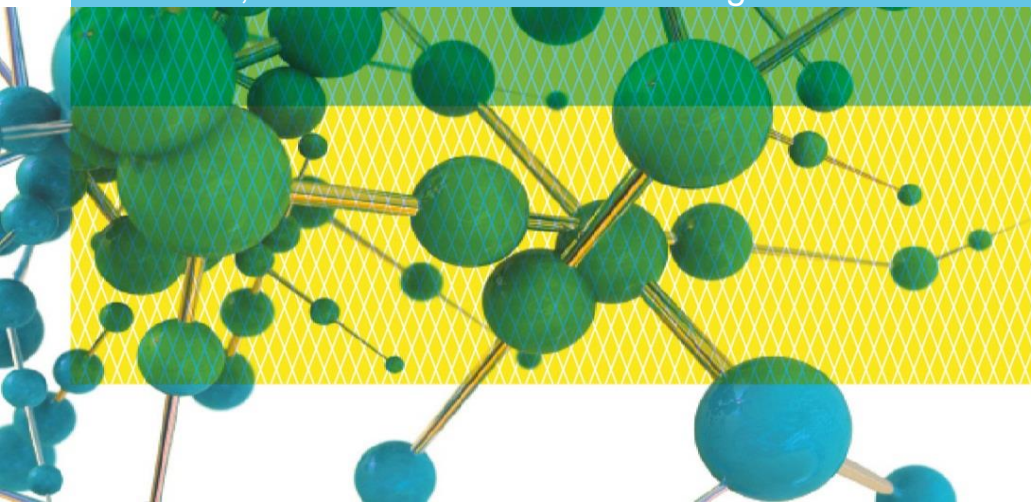
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European Association of  
Faculties of Pharmacy Annual  
Meeting  
16-18 MAY 2018  
Parma, Italy



# Outline of Presentation



- The Case for Transformation of Pharmaceutical Education
    - UN and WHO Global Context
    - 2016 FIP Global Conference on Pharmacy and Pharmaceutical Science Education
  - Outcomes of FIP Global Conference – Vision, Statements, PWDGs
  - Next Steps
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# Global Context: United Nations Sustainable Development Goals

- 17 Sustainable Development Goals (2015-2030) adopted September 2015



## SUSTAINABLE DEVELOPMENT GOALS



- Human Resources for Health is a major focus of the SDG
- WHO estimates need for 40M healthcare workers by 2030 but projects a shortfall of 18M
- Pharmacy can help fill this gap



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# Global Context: HRH - The Strategy and Value Proposition

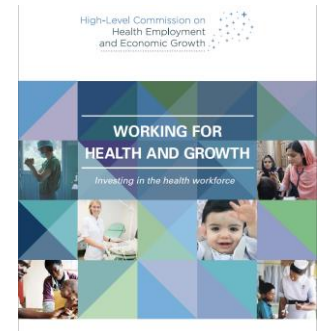
## Transformative action is needed to meet this global need

There is no HC workforce without education (“education” appears 95 times in HRH report = 1.5x per page; “transformative” appears 13 times)

The WHO Director of Financing stated at the HRH Forum November 2017 that investment in education and training was the most important contribution donors can make to address this global need

FIP Global Conference is one step in this transformative change – FIP PWDGs are leading the way forward among all health professions for meeting UN SDGs and HRH

The new value proposition: WHO High Commission on Health Employment and Economic Growth (2016) linked development of the HC workforce to increased economic activity – makes the case for investing in health workforce to stimulate economic growth in multiple ways



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# Global Conference on Pharmacy and Pharmaceutical Sciences Education 7&8 November 2016



Over 600 participants from 46 countries

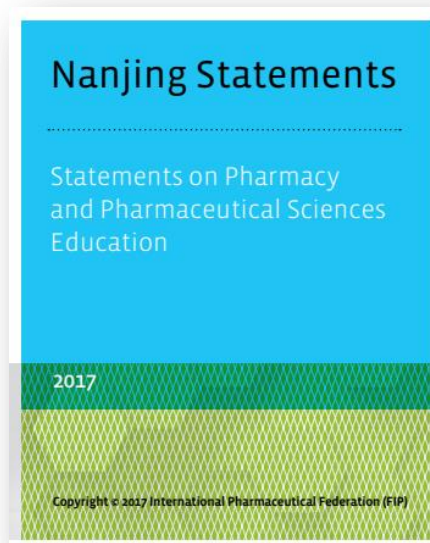
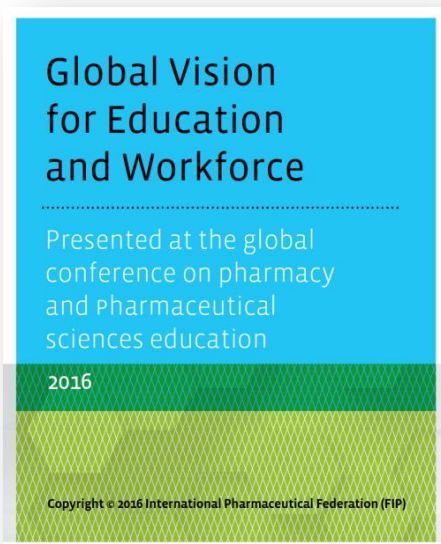


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# Global Vision, Nanjing Statements and PWDGs



[www.fip.org/publications](http://www.fip.org/publications) (click on FIP Education)

**Value proposition** – through a consensus driven process, these global outcomes provide a **framework and roadmap** to facilitate transformation of pharmaceutical education and workforce through strategic tools to support and develop quality-driven education at national levels.



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# Planning, drafting and consensus driven consultation processes

	<i>Planning and Drafting</i>	<i>FIP Consultation</i>	<i>Public and organisational consultation</i>
<b>Global Vision for Education and Workforce</b>	Draft of the Global Vision was developed by FIP experts	Member organisations, Executive committee, Bureau, Boards and FIP <i>Ed</i>	<b>99</b> comments, suggestions and support were received from <b>31</b> countries and territories
<b>Pharmaceutical Workforce Development Goals (PWDGs)</b>	Draft of the PWDGs was the result of the content analysis of FIP <i>Ed</i> output since 2008	Member organisations, Executive committee, Bureau, Boards and FIP <i>Ed</i>	<b>689</b> comments, suggestions and support were received from <b>23</b> countries and territories
<b>Nanjing Statements on Pharmacy and Pharmaceutical Sciences Education</b>	Draft of the Statements on Pharmacy and Pharmaceutical Sciences Education prepared by the Working Group on Statements from the Planning Committee	Member organisations, Executive committee, Bureau, Boards and FIP <i>Ed</i>	<p><b>3,216</b> comments, suggestions and support were received from <b>22</b> countries and territories</p> <p>Live voting process by country delegates during the global conference; consensus of 80% positive votes</p> <p>Online iteration after global conference to understand country delegates' voting decisions and finalize voting on six statements to reach consensus on 67 statements</p>



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### 2012 FIP Centennial Declaration

“Pharmacists and pharmaceutical scientists accept **responsibility and accountability for improving global health and patient health outcomes** by closing gaps in the development, distribution and responsible use of medicines.”

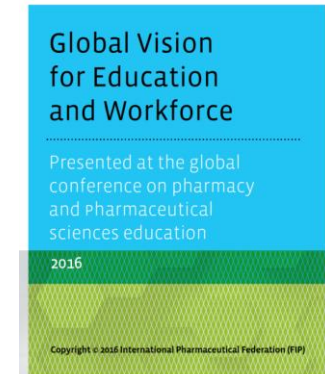
### Nanjing Declaration

“Pharmacists and pharmaceutical scientists accept responsibility for the development and sustainability of an adaptable and capable global workforce working in partnership for **better healthcare through transformative and continuous education.**”

**Purpose** “.... *to support and develop high standards of education and training and to promote and protect the health and well being of civil society ....*”

**Pharmaceutical leaders & stakeholders can use this vision for strategic development and advocacy to policy makers**

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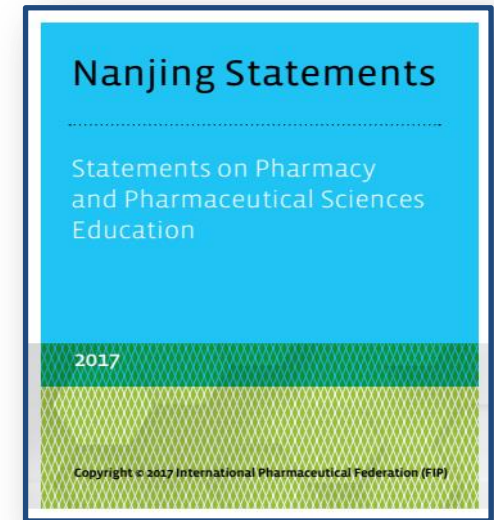
# FIP Global Conference

## Outcome 2. Nanjing Statements

A set of 67 statements on Pharmacy and Pharmaceutical Sciences Education (“the Nanjing Statements”) that describe an envisioned future for education, to enable transformation and enhancement of professional education standards worldwide. Designed primarily for education providers for strategic planning and overall quality assurance - self-assessment, gap analysis and transforming education programs

### 8 Clusters

- |                                       |  |
|---------------------------------------|--|
| 1. Shared Global Vision               | 5. Experiential Education              |
| 2. Professional Skills Mix            | 6. Resources and Academic Staff        |
| 3. Recruitment of Students            | 7. Quality Assurance                   |
| 4. Foundation Training and Leadership | 8. Continuing Professional Development |



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## Cluster 2: Professional Skills Mix

Pharmacists in **all settings** and pharmaceutical scientists need competence, skills, knowledge and attitudes to meet the needs of the public and interact with other health care professionals.

*2.1 The proper balance of science and practice should be established and taught: biomedical sciences, including pathophysiology, pharmacology and pharmacotherapy, should be distributed throughout the curriculum and should be taught in the context of patients and medicines.*

What does your curriculum look like relative to this statement?



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# FIP Global Statements on Pharmacy Education

## Cluster 4: Foundation Training and Leadership

Foundation training includes the process of education and leadership development for students and new graduates in pharmacy and the pharmaceutical sciences with a priority on developing the next generation of **clinical, scientific, academic and professional leaders**.

*4.6 Schools should prepare students to be future mentors, supervisors, preceptors and leaders. This includes promoting a culture of peer support and knowledge sharing among students and encouraging students to mentor younger students.*

IPSF 2017 World Congress students had strong positive feelings about this statement. How many of us have strong programs to address this statement?



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## Cluster 5: Experiential Education

Experiential education programmes are where students **incrementally** develop their pharmacy practice and science skills in a wide variety of real-life settings.

*5.1 Experiential education should foster development of critical thinking and problem solving processes relative to drug discovery and medicines use.*

*5.9 The culture of risk assessment, risk management and patient safety should be communicated clearly as an objective for a pharmacist when practising in different settings.*

Do you have a developmental experiential program? Do you instill a culture of patient safety and appropriate risk assessment and management?



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## Cluster 7: Quality Assurance

Quality assurance refers to the key aspects and mechanisms to identify opportunities for and make improvement in pharmacy and pharmaceutical sciences education to ensure a good, sustainable performance and suitable competencies of the future workforce.

*7.1 A quality improvement programme should be in place at the school and university, and examples of specific improvement should be demonstrated periodically.*

Does your school have an assessment program to support quality assurance?  
Does your country have a robust quality assurance program that advances pharmaceutical education? How can you promote both?



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# FIP Global Conference

## Outcome 3. Pharmaceutical Workforce Development Goals (PWDGs)

Actionable goals to achieve Vision and Nanjing Statements

Achievable

Relevant & useful

Evidence-based

Developmental

Dynamic



### Three Domains

#### 1) Academy

Focus on schools, universities and education providers

#### 2) Professional development

Focus on the pharmaceutical workforce

#### 3) Systems

Focus on policy development, governmental strategy and planning, and monitoring systems



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# Impact of FIP Global Conference on IPSF Members

The IPSF Pharmacy Education portfolio surveyed IPSF members to determine their opinions about the Global Conference:

- 93% of respondents wanted additions to their school's curriculum:

- 82% would like more inter-professional experience
- 70% would like more clinical experience
- 54% would like more leadership experience
- 41% would like more research experience
- Economics, Public/Global Health, and Technology were also mentioned as missing

**The statements and PWDGs from the Global Conference form a foundation on which faculty and students can work together to transform and improve the curriculum to meet local, national and global workforce needs.**



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# What Next? Action Plans for Home Institution and Country Based on FIP Global Conference Vision, Statements, PWDGs



WHO-UNESCO-FIP Education Initiative Development Team

**Place Global Conference reports on your physical or digital desktop or both**

**Evaluate** how your institution meets the Vision, Statements and PWDGs

- **Map** your curriculum and programs to identify gaps and prioritize opportunities for leading transformational change
- **Hold workshops** with faculty members, students, advocates to begin the process of education change and transformation
- **Support, advocate and engage a national dialogue with key stakeholders** to develop a strategy for pharmaceutical workforce
- **Share with FIP** on how have you implemented outcomes of the Global Conference and – contact us ([education@fip.org](mailto:education@fip.org)) so that FIP can develop and disseminate best practices



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# Implementation of Nanjing Outcomes: Country Case Studies Report



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