

## INTRODUCTION

To meet public expectation, university programmes are moving towards a quality system based on competences. The Faculty of Pharmacy in Ljubljana (UL FFA) runs 2 Master's programmes, Pharmacy - PHAR (5 years) and Laboratory Biomedicine - LBM, (3+2 years). Both profiles are expected to work in the health care system and perform demanding tasks related to patient care. As such, faculty programmes should develop ethically minded professionals with an appropriate level of regulatory understanding.

## AIM/S

Pharmacists and laboratory medicine professionals are employed in several different sectors where they may be faced with a wide range of ethical challenges which necessitate ethical decision making. For this reason, topics of study programmes should cover different aspects of medical ethics and related legislation.

With this work we aimed to:

1. review curricula of all courses in two main programmes at UL FFA .
2. check to what extent the topics about ethics and legislation are included in curricula.

## METHOD

Two rounds Delphi methodology was used by group of 5 experts involved in both programmes (Fig. 1).

Curricula, as written in the accreditation documents, have been reviewed for topics of ethics and legislation related to ethical questions. A 5-point Likert scale was used for evaluation: 0= not covered at all, 1=poor, 2=fair, 3=good, 4=very good. During the second round consensus was achieved.

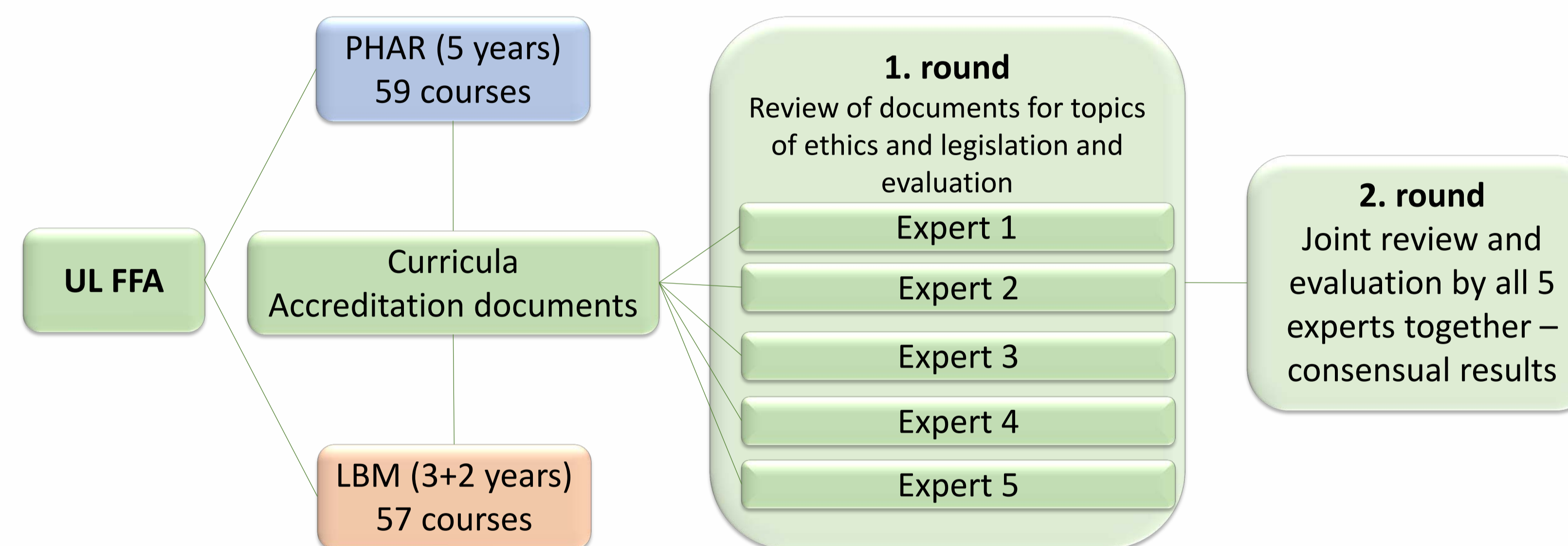


Fig. 1. Study design.

## RESULTS

Data show that PHAR and LBM graduate students are employed in several different but partially overlapping sectors (Fig 2).

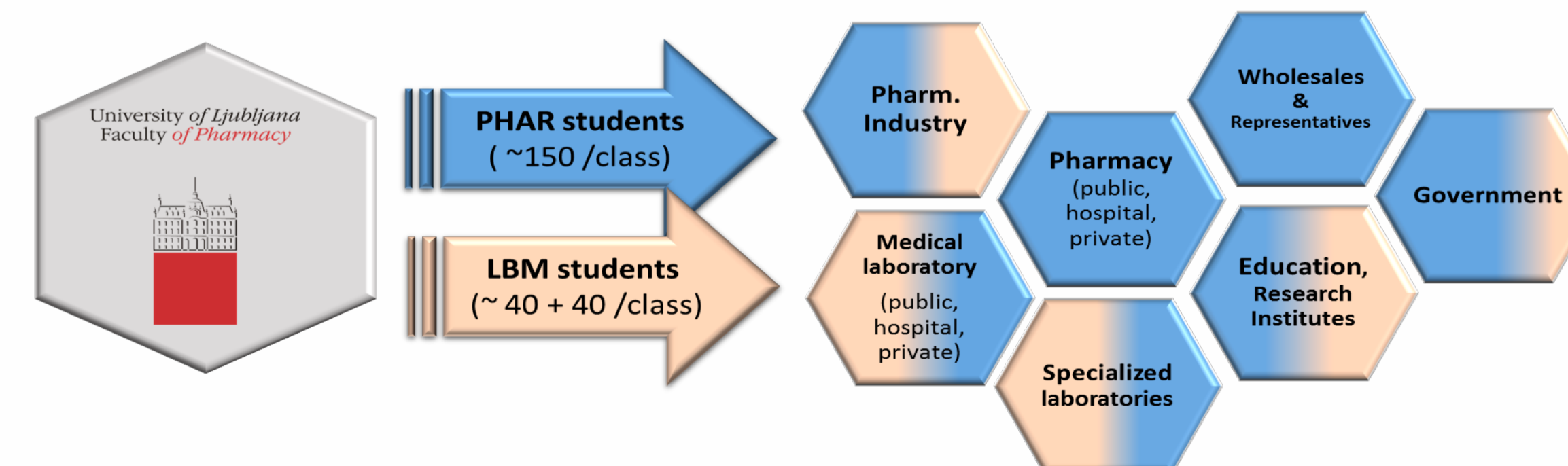


Fig. 2. Representation of sectors employing graduates of PHAR (5 years) and LBM (3 + 2 years) Master's programmes.

Searched topics were written in 14 out of 59 courses of PHAR and in 9 out of 57 courses of LBM programme. The consensual evaluation showed that the coverage of topics was "very good" in 2 LBM courses, "good" in 1 PHAR course, "fair to good" in 1 LBM course, "fair" in 4 PHAR courses, "poor to fair" in 2 LBM courses, "poor" in 9 PHAR and 4 LBM courses (Fig. 3). Among PHAR courses, 6 were mandatory and 8 elective, in range of 3-30 ECTS but mainly 5 ECTS. Among LBM courses, 5 were mandatory and 4 elective, in the range of 3-14 ECTS.

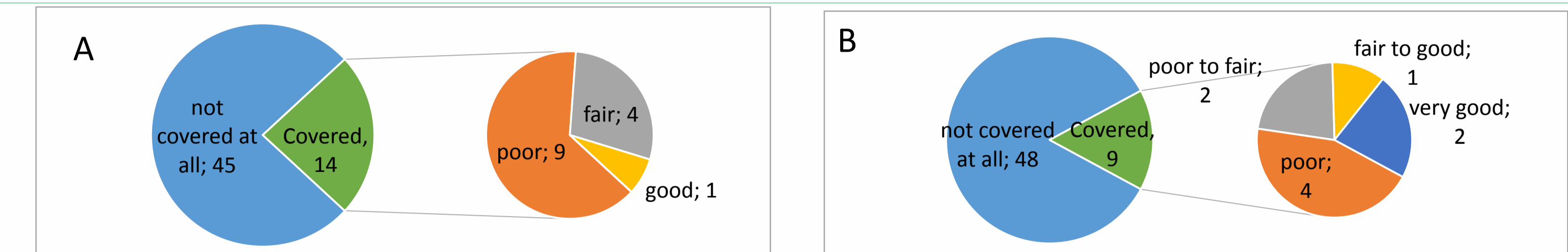


Fig. 3. Number of courses covering topics of ethics and related legislative as evaluated using the 5-point Likert scale for (A) PHAR programme and (B) LBM programme.

In PHAR curricula, the majority of courses covering topics of ethics and legislative are in the 3<sup>rd</sup> and 4<sup>th</sup> study year, whereas for LBM the majority of courses are in the 3<sup>rd</sup> year of the programme (Fig. 4).

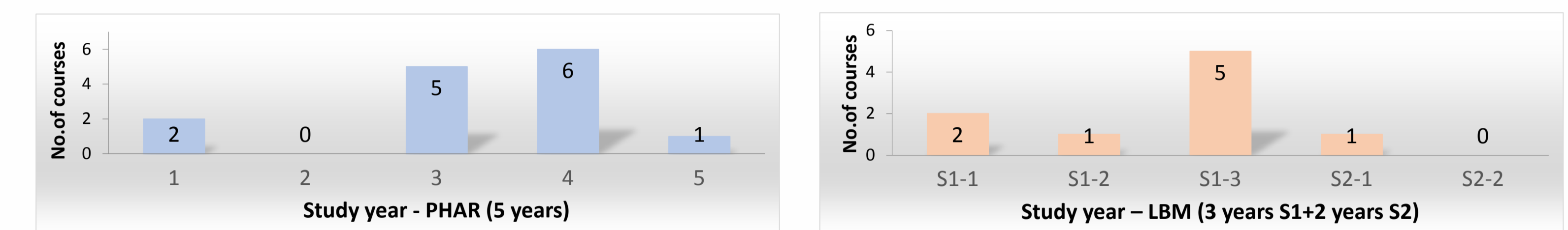


Fig. 4. Number of courses covering topics on ethics and related legislative per study year in PHAR (left) and LBM (right) study programmes

The results show that the coverage of ethics and legislation is „good“ to „very good“ in 1 and 2 courses in PHAR and LBM programme, respectively. Additionally, they are discussed to a lesser extent in other courses. Students at PHAR and LBM at UL FFA are faced with systematic approach in one or two courses, while they can upgrade competences with specific points in several other courses.

## CONCLUSION

The simultaneous mapping of PHAR and LBM programmes showed that topics of ethics and corresponding legislative are well covered in both programmes with two approaches: systematic or global and specific or dispersed.

This is only the first step of the evaluation. Comparison of intended, perceived and achieved competences as evaluated by students, graduates, teachers and employers would be very useful to improve the programmes and their performance.

## REFERENCES

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