

European Association of Faculties of Pharmacy

From the President: Essentials in Pharmacy Education

One of the primary focus of the European Association of Faculties of Pharmacy is to serve as a network within Europe to identify needs in pharmacy education and to create a dialogue with stakeholders in pharmacy so as to facilitate the evolution of education to meet the needs of the pharmaceutical profession transformation. Following extensive networking sessions, both within the Association as well as with all stakeholders, EAFP has for the past 6 years been advocating for a review of the essentials in pharmacy education as outlined in the EU Directive 2005/36/EC.

In response to this European effort, the Directorate-General for Internal Market, Industry, Entrepreneurship and SMEs of the European Commission launched the project to Map and Assess Developments in the Pharmacy Profession. The project kicked-off in 2020 and had the aim to compile information about national requirements with a focus to identify requisites that go beyond the minimum training requirements established by the Directive. The scoping exercise was intended to identify and evaluate commonalities between EU member states in terms of programme content and skills and knowledge that are currently reflected in pharmacy curricula across Europe to address the scientific and technical progress which has taken place over the years in the pharmaceutical profession. This data has been compiled and the project is at the stage of reflecting on the data and putting forward a proposal to update subjects to be included in the curriculum and the reflected skills expected.

The exercise is a long-due one and a number of subjects which are going to be identified have been included in the curricula for a number of years. Essentially the exercise will contribute to streamline the Directive to reflect subject areas that are relevant in pharmacy education to meet the

requirements of the development of competences.

The project will identify areas that are emerging in curricula in Europe and hence do not qualify for recommendation to be listed as minimum requirements. These are the signals of evolvments which EAFP and its members may consider and reflect upon so as to identify trends for innovation that are being driven as a result of the transformations in the pharmaceutical scenario.

I would like to thank all colleagues who participated in the discussion fora and the members of the Executive Committee for their contribution to frame EAFP's proposals to the Commission. I look forward to brainstorm with colleagues, share experiences and exchange views on how to plan for innovations in our curricula to maintain relevance in pharmacy education. Approaching the curriculum design and updating through competency-frameworks should be the next objective.

Lilian M. Azzopardi

President, University of Malta

EAFP News

Is your institution already a member?

At the moment EAFP is representing around 60 Faculties and Schools of Pharmacy in Europe and other faculties of pharmacy are encouraged to join so as to enjoy members benefits. At an annual institutional fee of o500 Euro all faculty and members of staff have access to members' benefits, namely being a member of this European pharmacy education network:

- ◇ Enhanced visibility of the department/ institution on the EAFP website
- ◇ Involvement in European decision making related to pharmacy education requirements
- ◇ Ability to promote activities, conferences, courses offered
- ◇ Assistance with staff and faculty recruitment
- ◇ Access to EAFP research and education development grants
- ◇ Reduced conference fees for all faculty and staff members

If your institution is not a member yet, contact our secretarial office! [All members](#) can be found on the EAFP website, where also a [membership application form](#) is available.

Can I become an individual member?

In addition to the institutional membership, EAFP offers individual membership to individuals (faculty and other teaching staff), who are or have been employed in Europe or elsewhere by an Institution, which confers a locally recognized professional pharmacy degree.

During the last General Assembly held in May 2021, the annual fee for the individual membership has been revised and is now 50 Euro annually. Benefits of individual membership of this European pharmacy education network:

- ◇ Access to EAFP research and education development grants
- ◇ Reduced conference fees for all faculty and/or staff members
- ◇ Networking and participation in discussion on advancements in pharmacy education

If you want to become a member, download the [membership application form](#) from the EAFP-website and send the filled-in form to our secretarial office!

Composition of the Executive Committee confirmed

Under normal conditions some members of the Executive Committee were due for re-election or stepping down in 2021, but given the exceptional circumstances of the Covid-19 crisis, the Executive Committee has decided unanimously to re-elect retiring members, according to art 8.7 of the Statutes, provided that they give their availability. All Executive

Committee members were available for re-election. Candidates were accepted as members of the Committee by assent of the online General Assembly meeting (31 May 2021, online).

The composition of the Executive Committee can be found on the EAFP-website.

Regional contact persons from the Executive Committee are appointed: North: Jouni Hirvonen, West: Kristien de Paepe, East Borut Bozic, South West: Teresa Garrigues and South East: Dimitrios Rekkas.

EAFP development grants for research and education

SUBMISSION DEADLINE: 30 September 2021

The EAFP executive committee has decided to make available 4 partnership development grants for the year 2021. Each grant involves a maximum of 2000 Euro's, plus a free participation in an EAFP annual conference (conference fee, travel expenses, 3 nights of accommodation).

The grants are intended to facilitate network forming between European member institutions, to identify new opportunities for education ([PED-grant](#)) or for research ([PRD-grant](#)). The grants are primarily intended to provide funding for members and member institutions to start up new projects and to assist in the development of an effective collaboration. Project-funded activities must take place within one year after the grant allocation.

Details about eligibility criteria and the application procedure can be found in the [EAFP website](#).

Announcements

EAFP Annual Conference 2022, Valletta,

Malta

Due to the current pandemic situation we would like to announce that the EAFP Annual Conference 2021 is postponed to 2022. The EAFP Annual Conference for 2022 is planned to be organised in Malta, with tentative dates of 4-6 May 2022.



Kindly note that all paid registrations for the 2020 conference will be transferred for the 2022 conference.

For abstracts transferred for the 2021 conference, you will have the opportunity to update the abstract and resubmit to the abstract portal following a new abstract call which will be issued in due course.

Further information will be announced in due course.

Sharing experiences

Resilience in teaching – overcoming obstacles and coming out stronger.

Craig McDonald, Lindsey Taylor, Antonella Tonna, Ed Watson, Anita Weidmann,

School of Pharmacy and Life Sciences, Robert Gordon University, Aberdeen, Scotland, UK

In this short abstract we will try and share some initiatives taken by the School in response to the COVID-19 pandemic and the ensuing challenges remote learning presented us all with. We believe that these initiatives have allowed us to come out stronger and stimulated us to step outside our comfort zones to ensure the quality of the student learning and experience were maintained.

The move to mainly online teaching for all students during the pandemic required special cognisance of all types of learners, visual, auditory and kinesthetic (VAK) while meeting the expectation of the modern 21st century student (Jeral, 2010). In response to this need to ensure and maximise student engagement particularly when not on-campus, a number of “micro-learning” videos were produced by the e-Team within the School.

At this stage, these videos focused on the steps required to develop a research project. Development was targeted to facilitate the efficient creation of high-quality short animated videos, built from voice script documents and featuring precision-timed voiceover and music backing tracks. This custom production of high-quality animated content allowed for very targeted teaching aids to complement other teaching materials already available. Since its development the series has received 425 views across a number of modules and accounts for 36 hours of total viewing.

The challenging circumstances that we faced prompted us to reach out to other disciplines and share and collaborate to deliver teaching remotely in a more creative way. For example, the Communities for Practice (C4P) framework approach (Hoadley and Kilner, 2005) was introduced in an MPharm Stage 1 pharmacy practice module and was adapted from a fashion management module where it is routinely used. Using MS Teams as a platform, this supported the student pharmacists to develop more complex problem-solving skills and social skills through implementation of conversation, context, consultancy and content, key components of C4P. On reflection, this newly introduced activity aided collaboration, cooperation created communities and fostered skills development for the real world.

With the current requirement to work and study remotely, the challenge has been to ensure that student pharmacists can still develop the confidence and competence in the area of communication.

Stage 3 MPharm student feedback highlighted the preference of students to learn in interactive synchronous sessions rather than be provided with online written learning events. In response to this feedback a ‘Speed dating’ tutorial was developed, using Moodle and Blackboard Collaborate as a platform, which focuses on time-constrained gathering of patient information through questioning and making a professional judgement on the patient’s treatment options. The students took it in turn to role-play a patient or pharmacist using a range of patient profiles that reflect patient healthcare queries in a real-life pharmacy situation. A tutor-led debrief was then carried out to share decisions taken and to support reflection on reasons for these. This session has been so well received that the plans are to continue this as an adjunct to core teaching when “normal” delivery may be resumed.

Fewster-Thuente, L. and Batteson, T.J., (2018).. Kolb’s Experiential Learning Theory as a theoretical underpinning for interprofessional education. *Journal of Allied Health*, 47(1), pp.3-8.

Hoadley, C. M. and Kilner, P.G. (2005) ‘Using technology to transform communities of practice into knowledge building communities’, *SIGGROUP Bulletin*, 25(1), pp. 31- 40.

Jeral, K. (2010). The influence of visual, auditory and kinesthetic learning opportunities. MSc. Thesis. Southwest Minnesota State University. Available at:<https://search.proquest.com/openview/9db4ee208b5ec954e83255a64bbf13c/2/1?cbl=18750&diss=y&pq-origsite=gscholar> (Accessed: 12 February 2021)

60 years of pharmacy study in Slovenia and the foundation of the Faculty of Pharmacy in Ljubljana

Univerza v Ljubljani
Fakulteta za farmacijo



In 2020, University of Ljubljana Faculty of pharmacy celebrated 60 years from the introduction of a comprehensive study of pharmacy in Slovenia. Due to specific epidemiologic situation, the celebration has been moved to this year.



There were two attempts at organizing (partial) academic pharmacy studies in Slovenia, in 1945-1948 and 1955/56, which resulted in the beginning of a full university pharmacy study in 1960, when the Pharmaceutical department was established at the Faculty of Science and Technology, University of Ljubljana. With organizational growth the Department developed into Faculty of Pharmacy in 1994. The pharmacy study programme has undergone revisions and transformations, dictated by the intense pace of pharmaceutical profession development and aspiration towards international recognition and comparability.



The Faculty of Pharmacy carries out programmes at all three Bologna cycles: Uniform master's programme of pharmacy, first- and second-cycle university study programme of laboratory medicine, first-cycle university study programme of cosmetology and second cycle programme of industrial pharmacy. Doctoral study programme is carried out within interdisciplinary programme Biomedicine at the University level in three fields of study: Pharmacy, Clinical Biochemistry and Laboratory Biomedicine, and Toxicology. International student exchange programmes are proceeding at all three cycles. Specialist study programmes are carried out in cooperation with Slovenian Chamber of Pharmacy, Ministry of Health and Slovenian Chamber of Laboratory Medicine.



In addition to university education, the basic mission of the Faculty is top scientific research work. We disseminate knowledge and research results to generations of students and thus contribute to the better competencies of graduates, who also master critical scientific thinking and transfer it to the industrial and clinical work environment.

A special value of the Faculty of Pharmacy of the University of Ljubljana is the commitment to research and development cooperation with various faculties, institutes, clinics, pharmacies and especially with industry, at home and abroad.

Numerous collaborations with the industrial environment stem from several years of success in solving the most demanding development challenges. For successful research and pedagogical work, employees are constantly educated and take care of upgrading and updating equipment so as to effectively ensure a high level of scientific and development cooperation.

With almost 1500 students at all three levels of study and 200 employees, we are one of the largest pharmaceutical faculties in Europe. In order to continue to provide excellent working conditions for study and research and a generally stimulating university environment, we are planning a new building at the outskirts of Ljubljana.



In 2021, we are a recognized, internationally open and excellent research and teaching institution. We contribute our share to the Slovenian and world treasury of knowledge and transfer knowledge to students and other users. In cooperation with partners, we create added value in the field of improved health services with a goal to raise the quality of health and life of as many people as possible. The recognition goes to all the participants who formed the foundations of education, research and professional work, and to all generations of students who diligently weaved collaborations and successfully intertwined them into top services in the fields of pharmacy, laboratory biomedicine and cosmetology.