

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



Quality Assurance and Standards in Pharmacy Education

Michael Rouse, Assistant Executive Director, Professional Affairs &
Director, International Services

1st SEE Quality in Pharmacy Summit

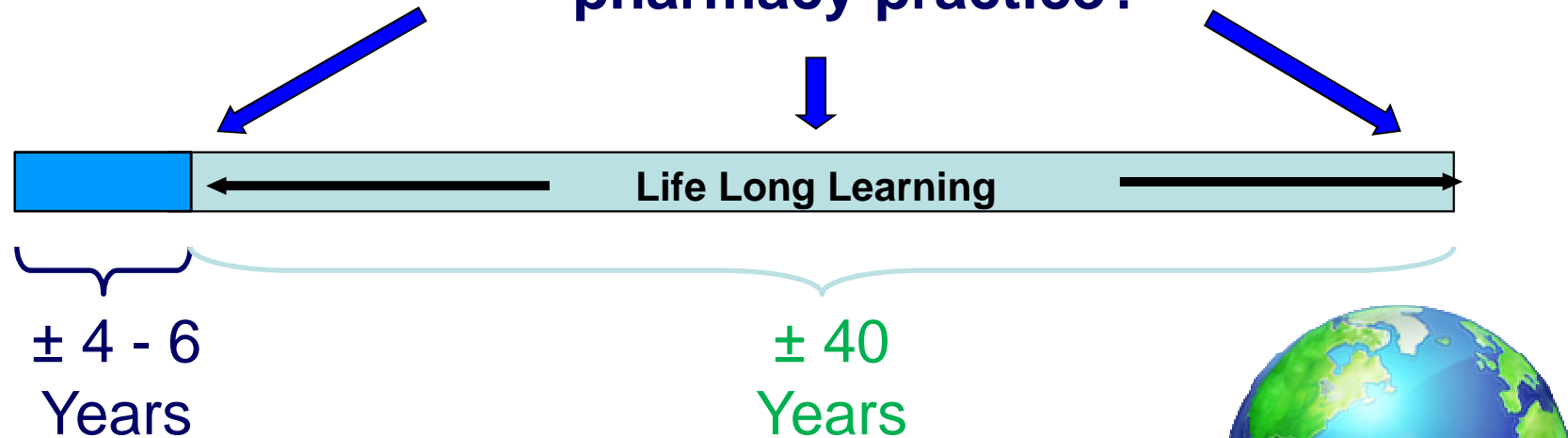
Belgrade, Serbia

October 23-24, 2015



The *Continuum* of Education for Professionals

What competencies are required for pharmacy practice?



Institute of Medicine (USA):
"Health Care Professionals not adequately prepared or supported in practice"



The 7 Habits of Highly Effective People

Habit 2: Begin with the End in Mind

Stephen R. Covey



FIP's Global Framework for Quality Assurance of Pharmacy Education

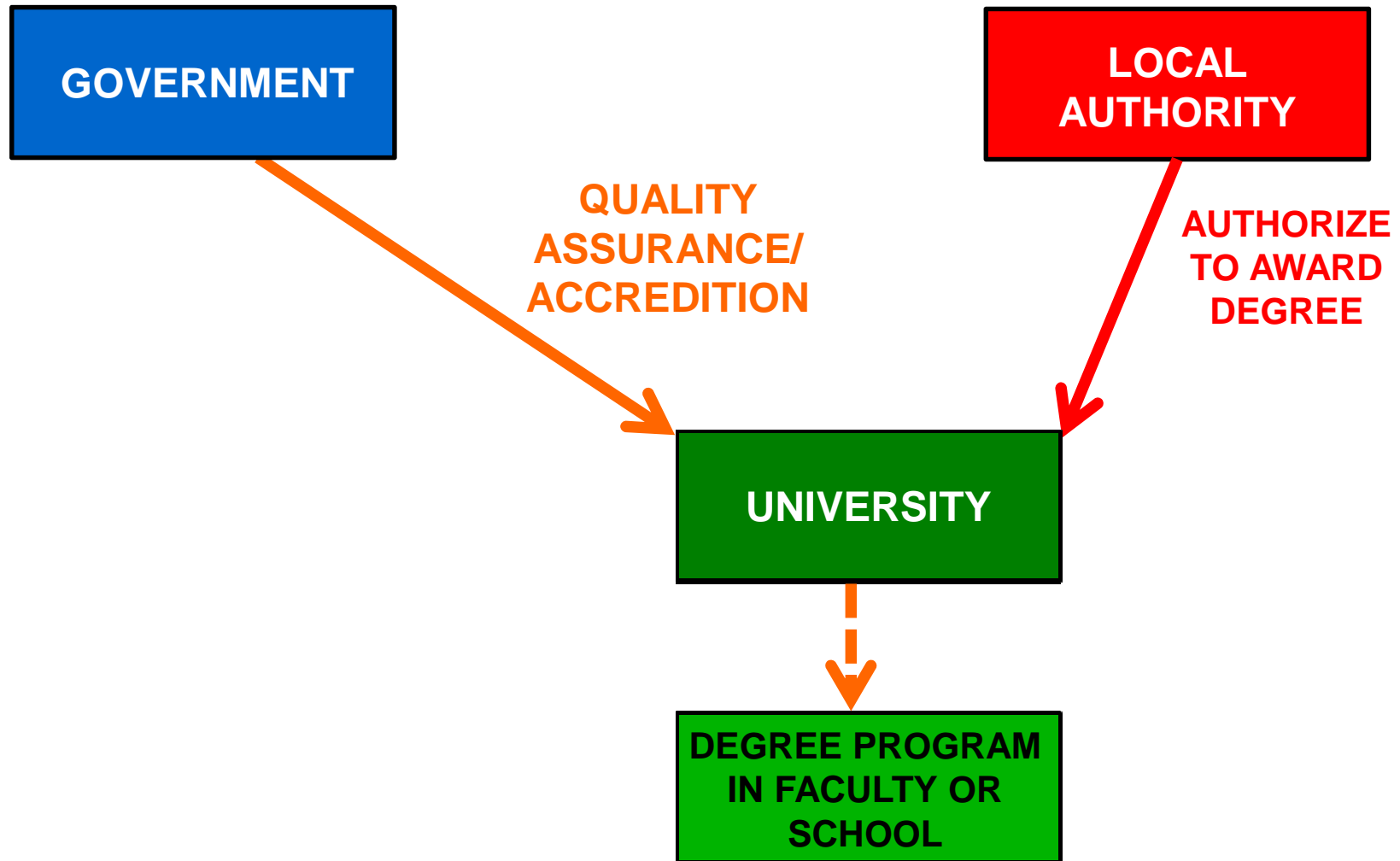
*“There is a need to assure the **development of an adequate and appropriately trained health care workforce**, along with the **academic and institutional infrastructure** to deliver the required competency-based education and training. Therefore, many countries are introducing, **expanding, or undertaking major transformations of pharmacy education**. Such developments must be accompanied by **robust systems to assure the quality** of the educational context, structure, process, outcomes and impact.”*



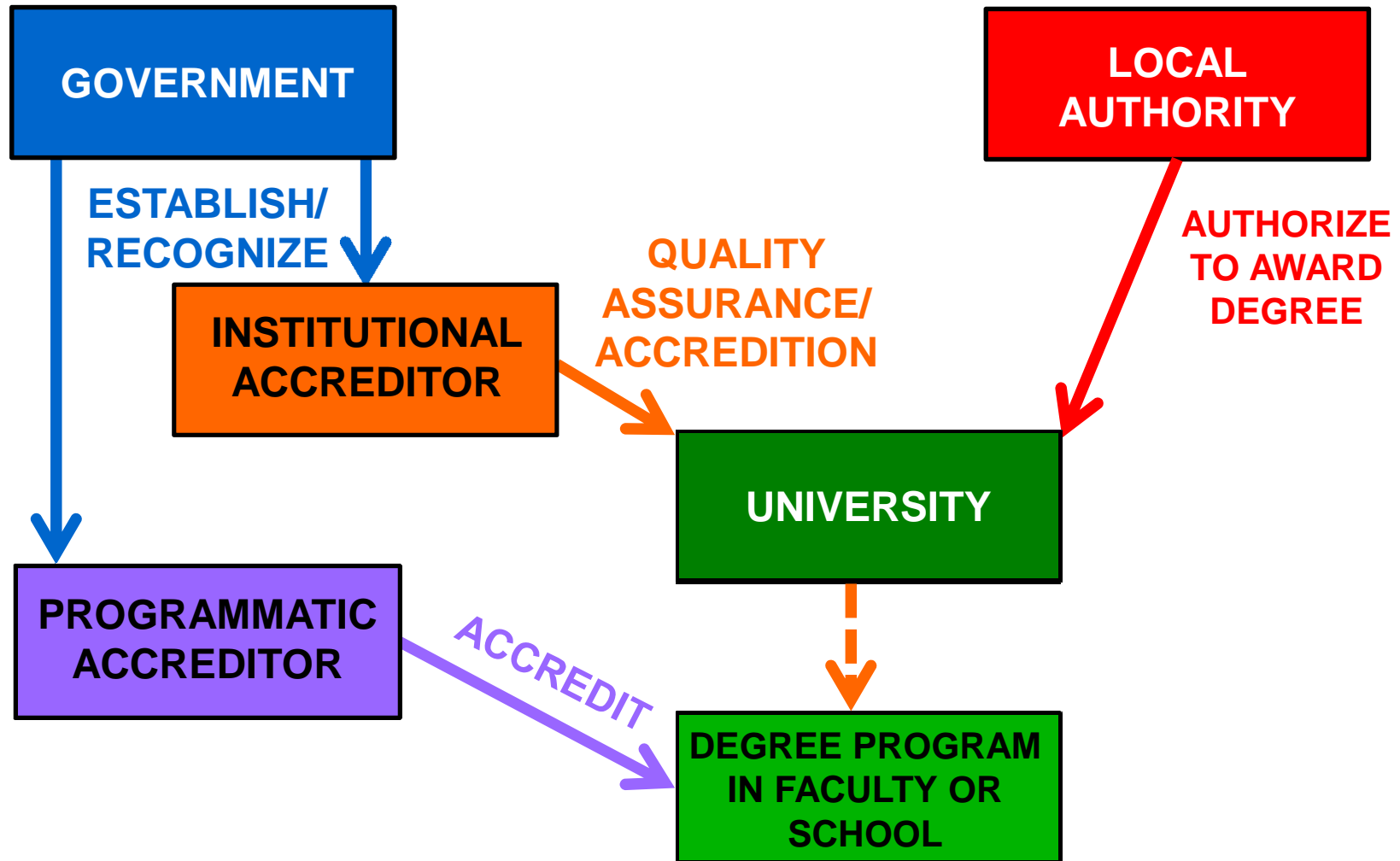
International Pharmaceutical Federation. *Quality Assurance of Pharmacy Education: the FIP Global Framework*. 2nd Ed. 2014.



Traditional Oversight of Higher Education



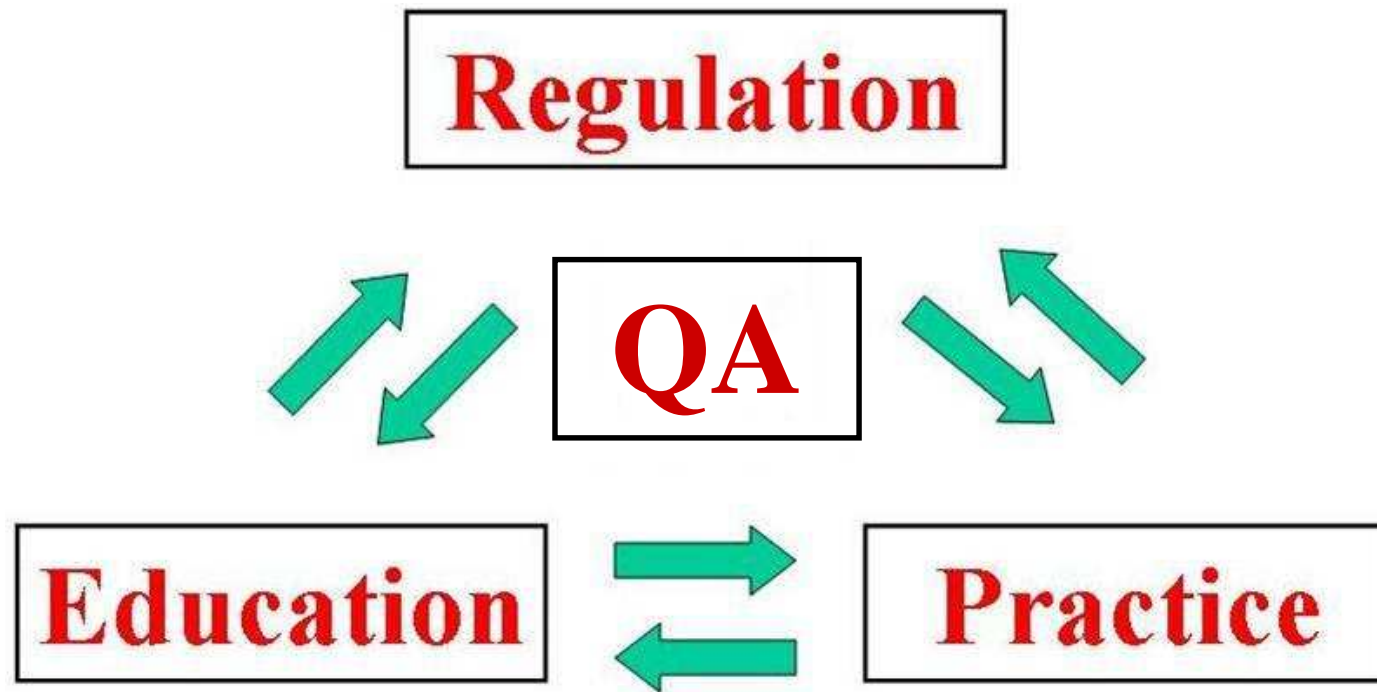
The Emerging Trend

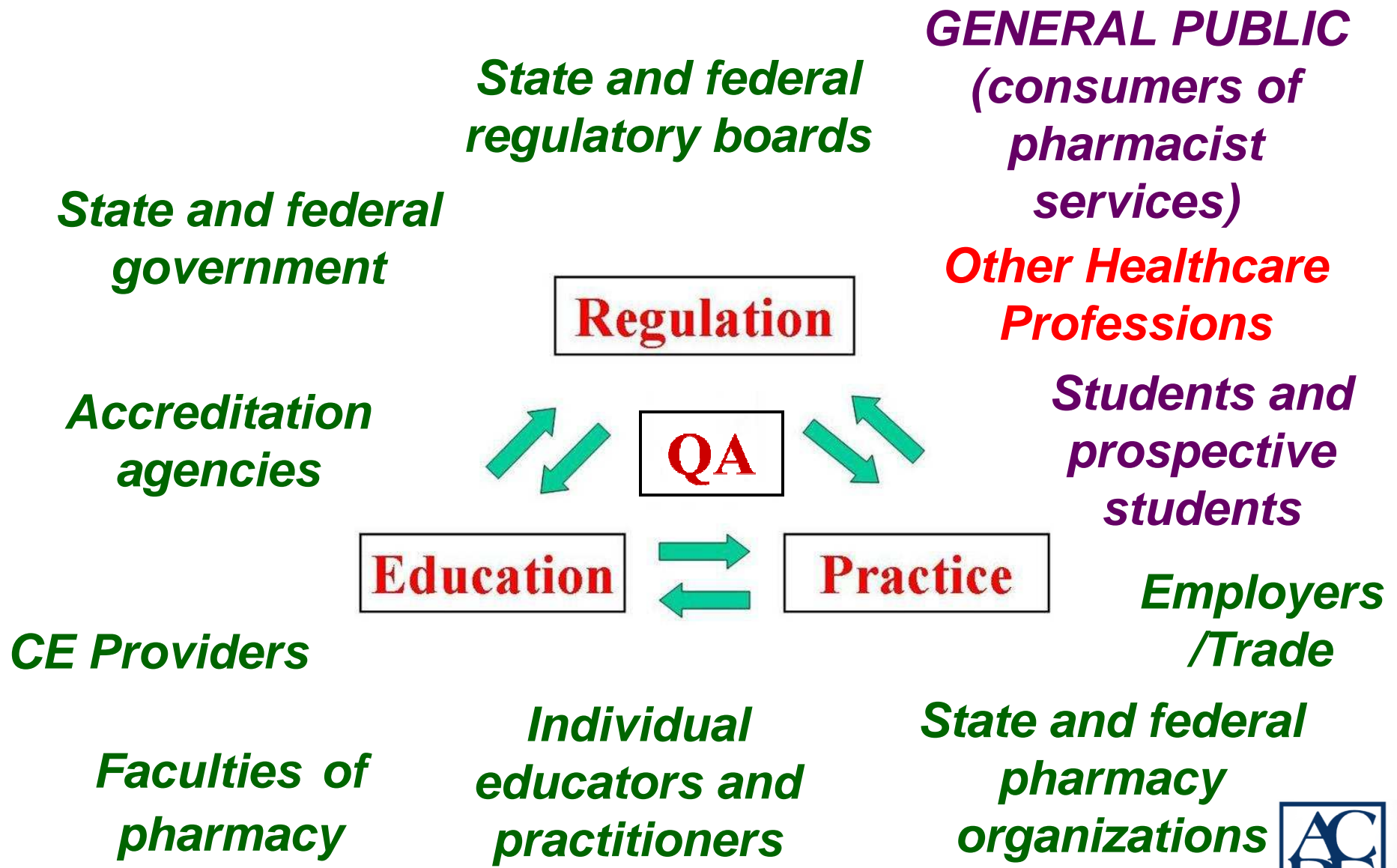


Where and How Does Quality Assurance Fit Within the Profession?



Driving Forces and Dynamic Relationships that Advance the Profession





Pharmacy Practice and Science: Today and in the Future?



From Product to Patient ... a Continuum of Competencies

National Needs
& Priorities



Patient &
Population Needs

Market Forces



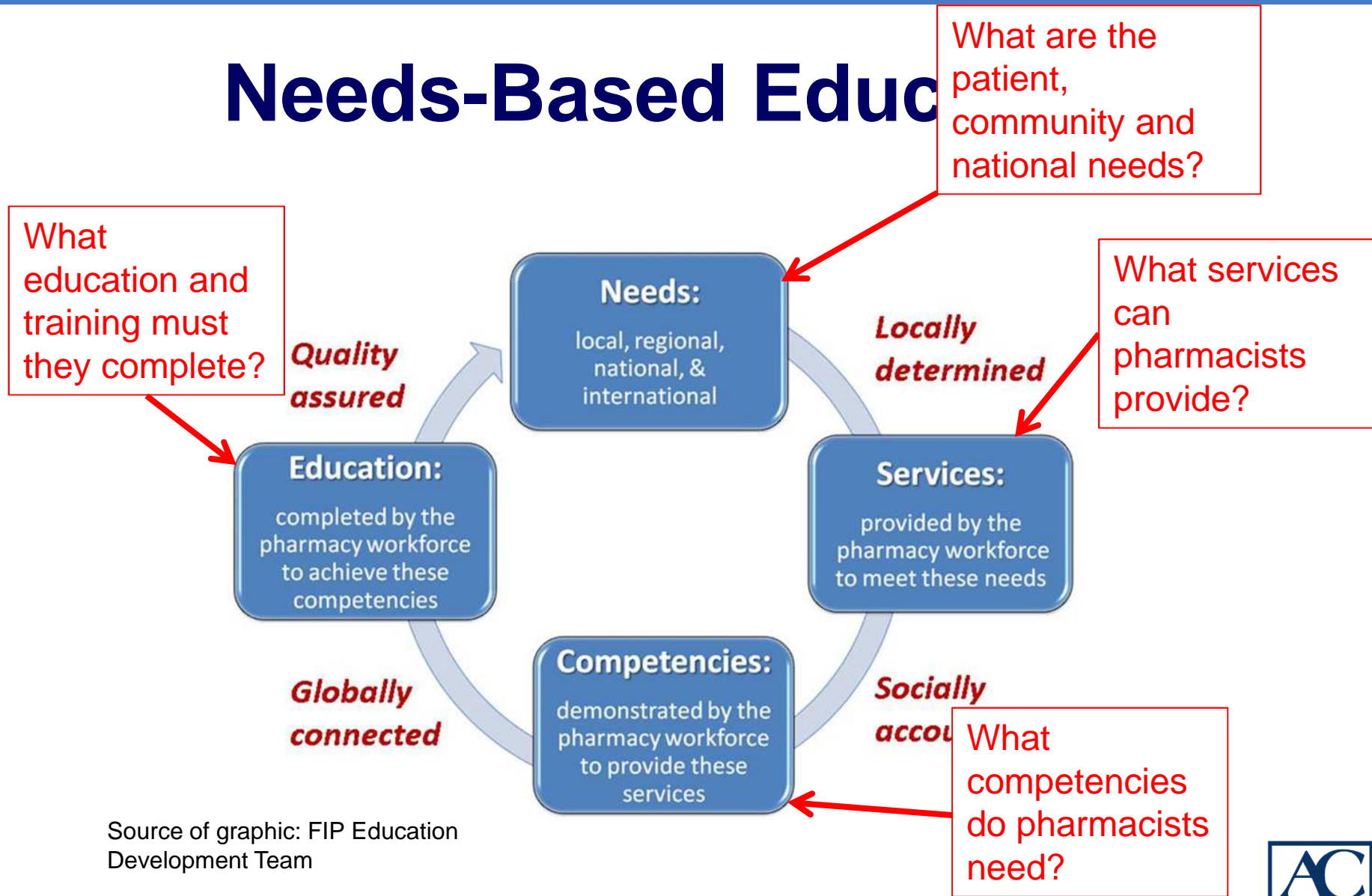
Are there “Core
Competencies”?



Who Decides?



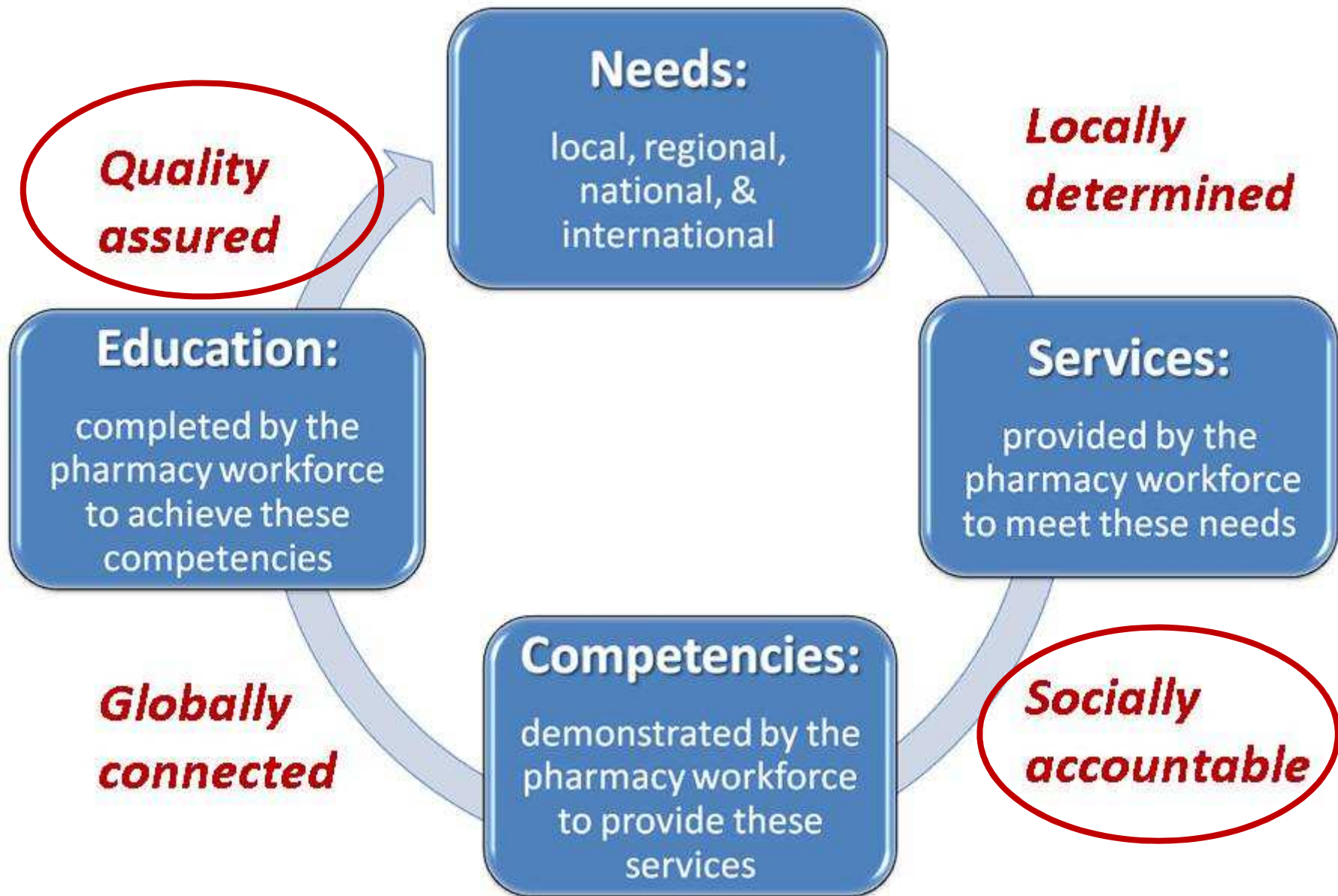
Needs-Based Education



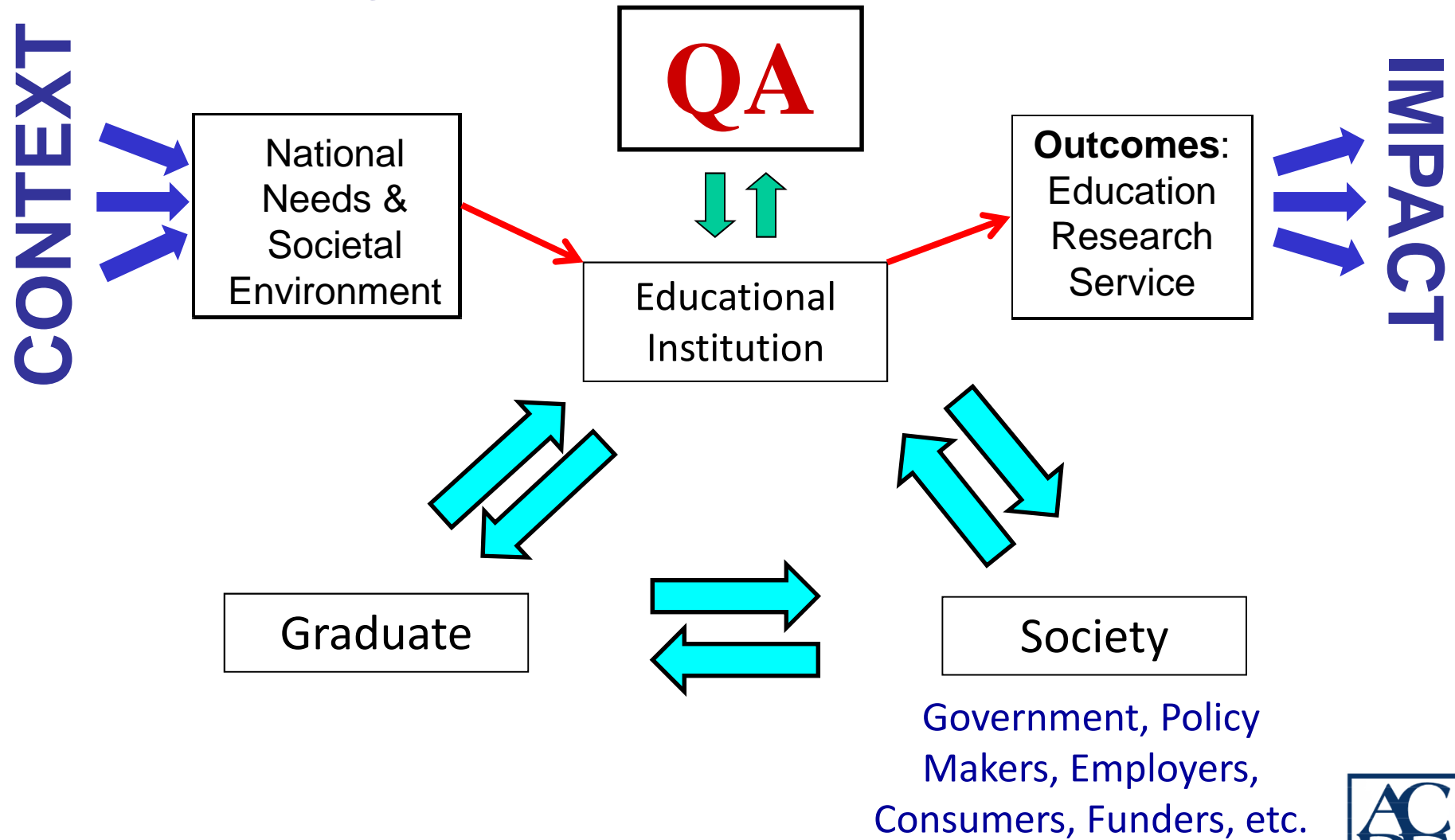
Source of graphic: FIP Education Development Team



Needs-Based Education Model



Socially Accountable Education



Quality Advancement

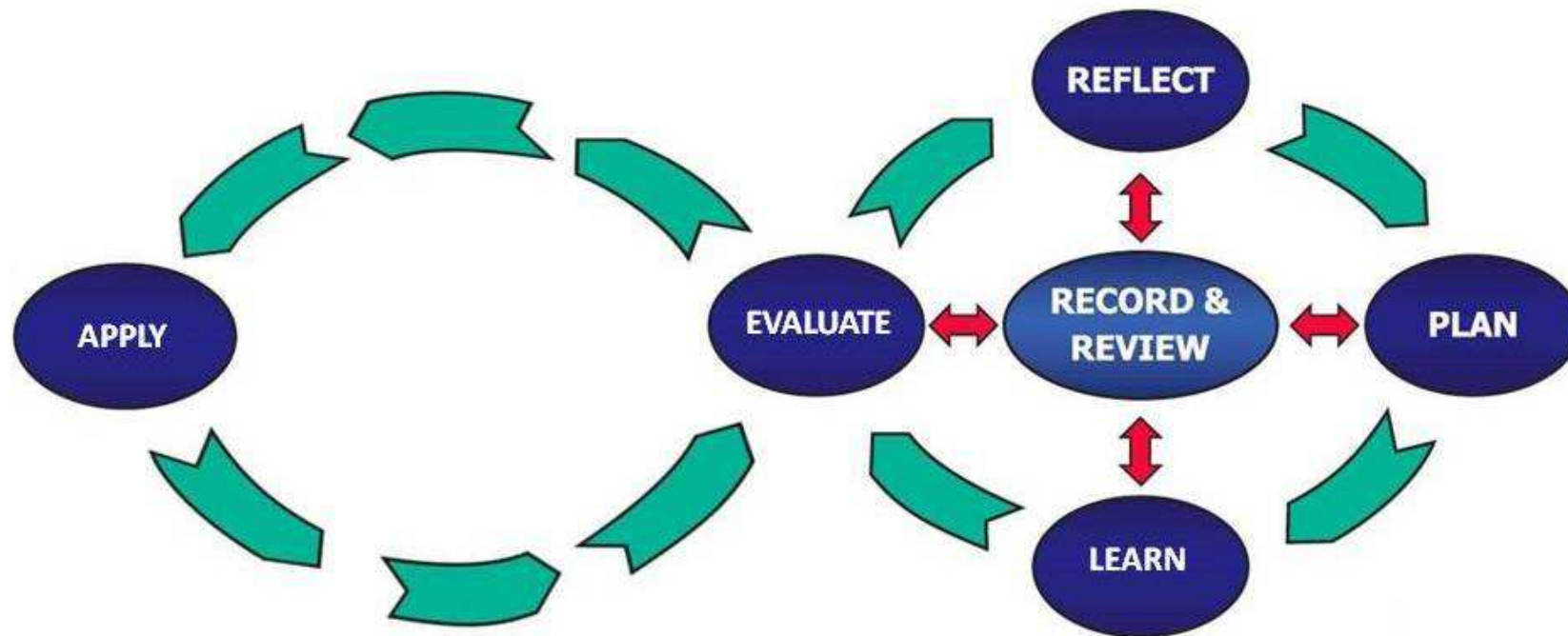
Quality Assurance

Accreditation
Standards;
Standardization;
Consistency

Institution/Provider-driven
Encouraged by accreditor
Innovation
Individuality

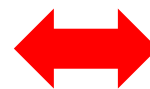


CPD: Bridging the Classroom and the Workplace



MUST BE ALIGNED

Patient and Organizational
Outcomes



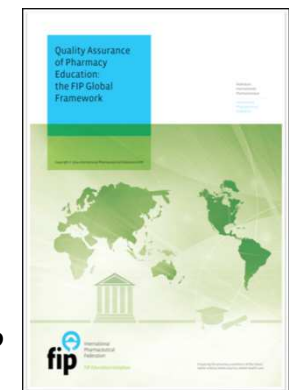
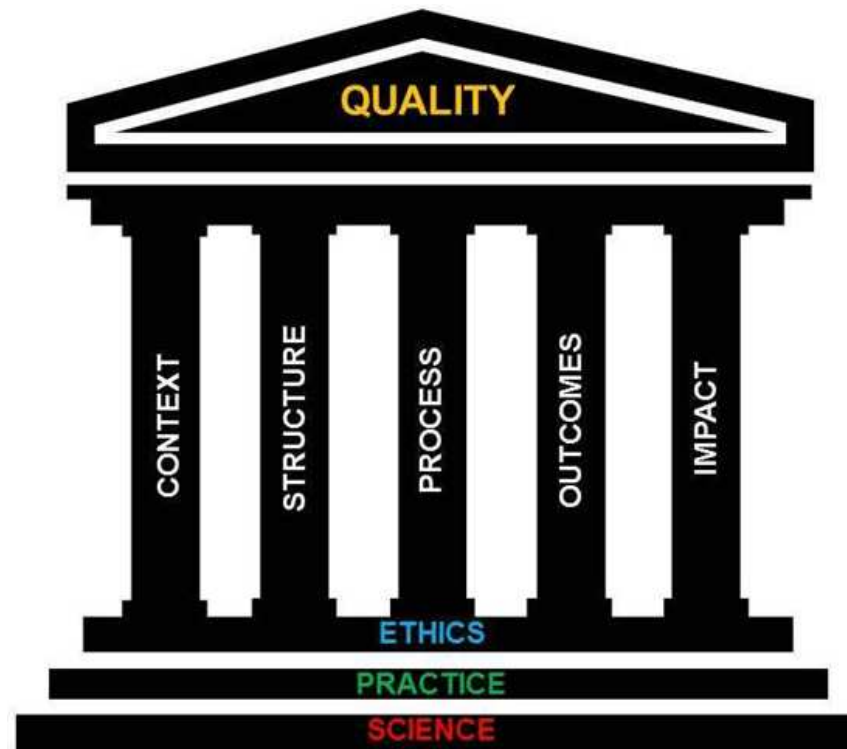
Learner's Educational
Outcomes



How Do We Build Quality?



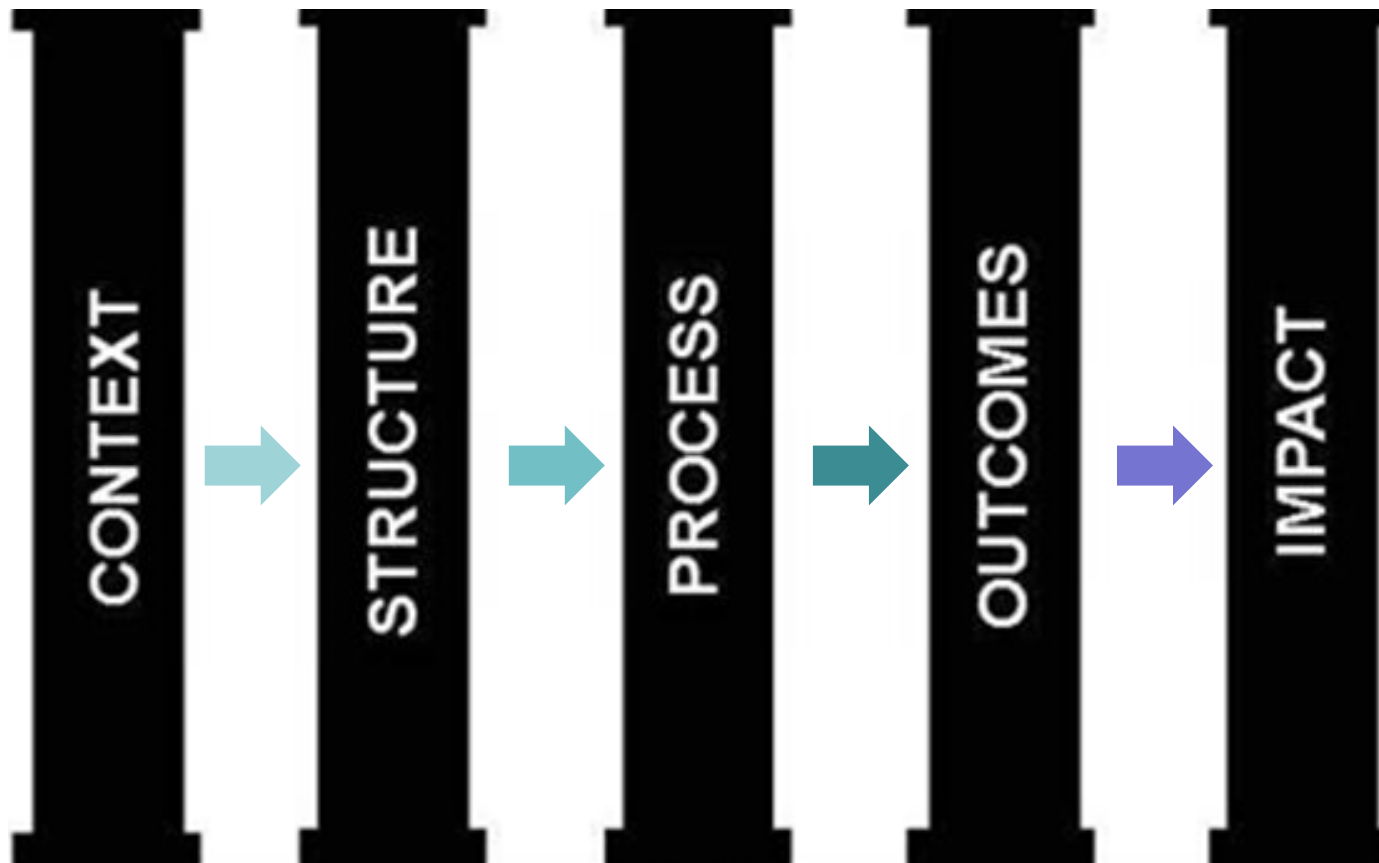
The Pillars and Foundations of Educational Quality



1. International Pharmaceutical Federation. *Quality Assurance of Pharmacy Education: the FIP Global Framework*. 2nd Ed. 2014.

2. Meštrović A, Rouse M. Pillars and Foundations of Quality for Continuing Education in Pharmacy. *American Journal of Pharmaceutical Education*. 2015; 79 (3) Article 45





What **OUTCOMES** do we need to achieve
(Competencies of Graduates) in order to
have the desired **IMPACT**?

Not Linear ... Dynamic

IMPACT creates new CONTEXT (CQI)



Pillar 1: Context

- ✓ What are the national and community needs?
- ✓ What is the profession-wide vision for pharmacy practice and education?
- ✓ How are the school's **vision, mission, goals, and values** developed and aligned with these?
- ✓ Does the school have unique aspects to its mission?
- ✓ What “culture” is the school trying to develop?
- ✓ What are the evolving technologies and trends?
- ✓ Are the goals set clearly?



Pillar 2: Structure

- ✓ Governance
- ✓ Administration
- ✓ Organizational structure
- ✓ Collaborative relationships
 - ✓ Research
 - ✓ Teaching
 - ✓ Practice
 - ✓ Inter-Professional

✓ Resources

- Human
- Educational
- Technological
- Financial
- Physical facilities
- Practice sites



Pillar 3: Process

- Policies, procedures, bylaws
- Strategic planning
- Management
- Assessment & evaluation
- Quality assurance
- Committee work
- CQI and innovation
- Curricular development, delivery, and improvement
- Teaching and learning methodologies
- Student services and advising
- Student input and representation
- Faculty mentoring
- Faculty and staff professional development



Pillar 4: Outcomes

Immediate/short-term; relatively easy to observe/measure; directly related to the program and/or activities of the school:

- ✓ Student learning & curricular effectiveness
 - “Practice-ready” graduates (as defined by Educational Outcomes & Competencies)
- ✓ Research – studies, publications, and presentations
- ✓ Service (university, community, national, international)
- ✓ Other mission-related outcomes



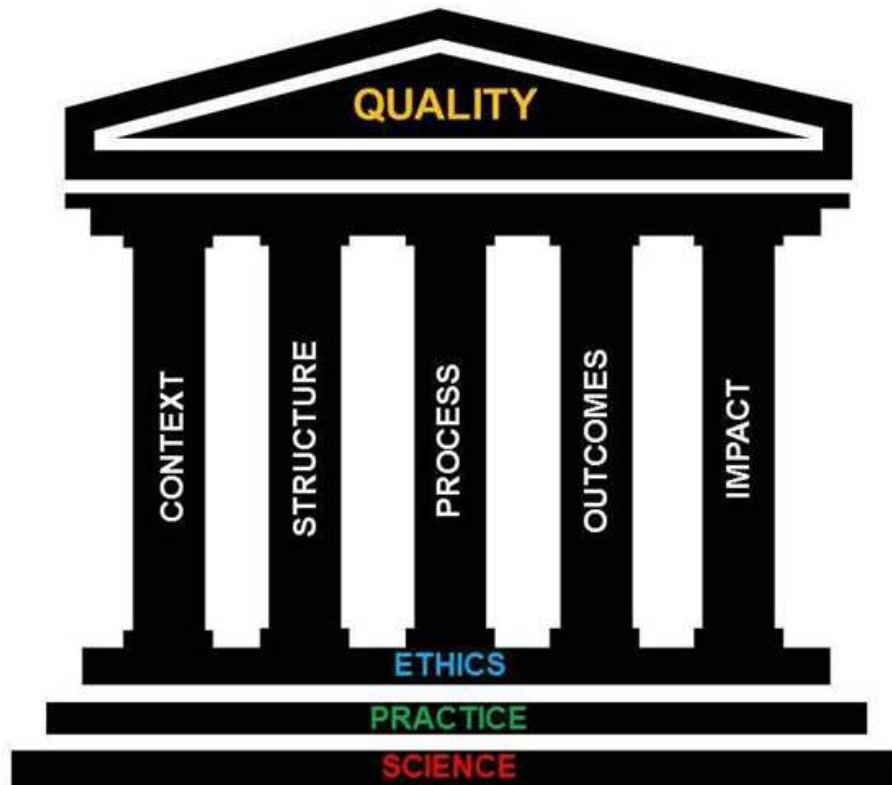
Pillar 5: Impact

Higher level local, national, international and social changes and advancement; more challenging to measure; generally factors other than the program and/or activities of the school also have a role:

- Scientific and technological **advances**
- Advancement of practice in the **community and nation**
- **Leadership** in the development of the **national vision for practice and education** and contribution to its achievement
- Graduates who become **leaders in the profession and agents of change**
- **Leadership** of and **advocacy for the profession**
- **Innovations and changes** that address or solve national health care needs and health-related priorities
- **Attitude, motivation and self image** of pharmacist
- Collectively reflect “**social accountability**”



Quality of Education



Educational activities must address **all competency areas** (knowledge, skills, attitudes, values)

- Science – base for knowledge
- Practice – base for experience
- Ethics – base for attitudes and values

} **competency**



Foundation 1: Science

- ✓ Appropriate **qualifications** of the academic staff
- ✓ **Science foundation** of the curriculum
- ✓ **Evidence-based** and **source-referenced** curricular content and delivery (teaching)
- ✓ **Materials and resources** provided to enhance understanding and application of the educational material in practice
- ✓ **Research** projects and publications; other **scholarly activity**



Foundation 2: Practice

- Involvement of **preceptors** (teacher practitioners)
- Reinforce application of **learning in practice** (case studies, workshops, projects)
- **Interactive educational activities** - using active learning strategies and exercises, and promote “**real life**” **problem solving** and critical thinking
- **Experiential learning** in practice settings
- Appropriate for **current and future practice**



Foundation 3: Ethics



- Including into curriculum the **principles of professional ethics and autonomy** that must guide future pharmacists in decisions about patient care and the responsible use of medicines
- **Oath of a Pharmacist** - administer the oath publicly to pharmacy students upon commencing their professional studies and new pharmacy graduates

FIP's Global QA Framework

- The FIP Global QA Framework is offered as a **tool to facilitate the establishment of QA systems and standards** in countries where no such formal systems exist and to improve existing systems.
- Where regional similarities and collaborations exist or are possible, the FIP Framework may also be **adapted and applied at a regional rather than national level**.
- Where resources or other constraints limit the immediate application of some of the principles of the framework, the document can **serve as a “road map”** for incremental application.

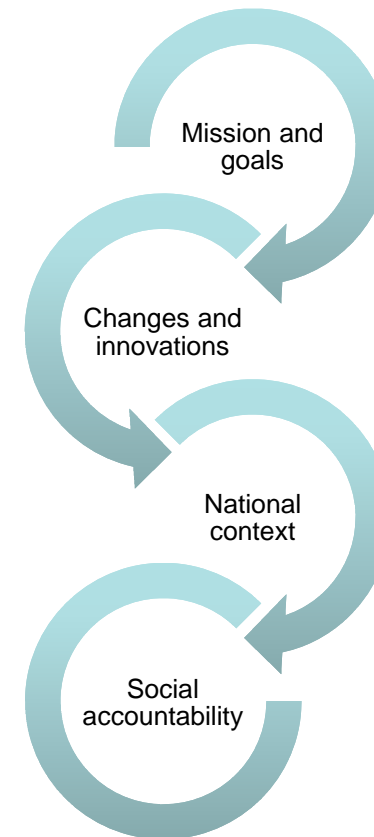


International Pharmaceutical Federation. *Quality Assurance of Pharmacy Education: the FIP Global Framework*. 2nd Ed. 2014.



Quality Indicators for Context

	Indicator	Non Compliant	Major Improvement Required	Minor Improvement Required	Compliant
1	The mission and goals of the school reflect and consider the national environment, needs, and priorities.				
2	The mission and goals of the school are aligned with the profession-wide vision for pharmacy practice and education.				
3	The mission and goals of the school are aligned with the mission and goals of the university (if applicable).				
4	The mission, goals, and values of the school are developed with input from key stakeholders (internal and external).				
5	The educational programme is designed and delivered based on national and professional needs and priorities.				
6	Changes in science, practice and regulation influence the content, design and delivery of the programme.				
7	Curricular changes are visible, consensus based, and aligned with changes impacting the pharmacy profession.				
8	The educational programme provides national and international perspectives on the topics being taught.				
9	The school implements strategies and programmes to broaden the scientific and professional horizons of students.				
10	The school provides and/or supports the delivery of educational programmes to its graduates and other pharmacy professionals in the form of CE and CPD activities to inform and influence pharmacy practice.				
11	The school's commitment to the generation, dissemination, and application of new knowledge is evident and demonstrated by productive research, publications, and other scholarly activities.				
12	The school embraces the obligation to be socially accountable and strives to address national and community needs through its educational, research and service activities.				
13	The school provides and supports projects and activities that bring about positive changes in society.				



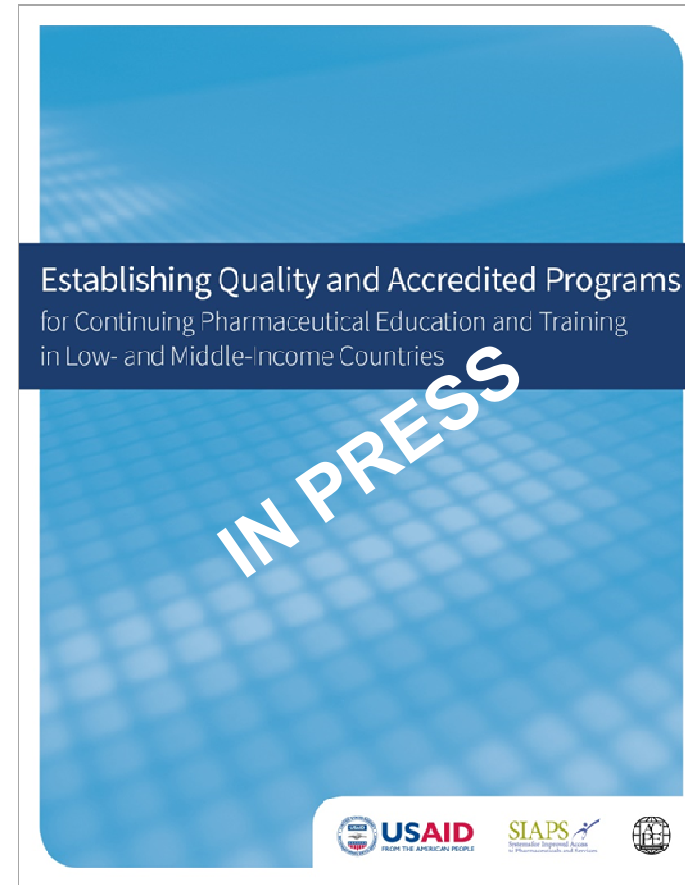
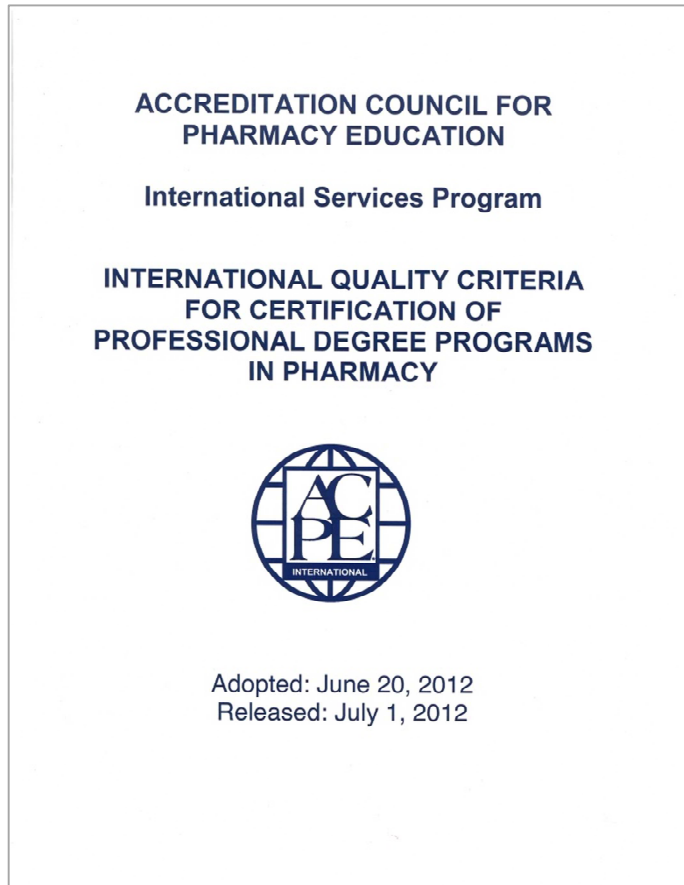
FIP's Statement of Policy: Quality of Pharmacy Education

Practical recommendations for:

- National Governments, Regulatory and Quality Assurance Organizations
- FIP Member Organizations
- Universities, Colleges and Schools of Pharmacy



Other Resources



***Thank you for your
attention!***

