

Pharmacy Education Taskforce: Vision and Competency Project Team Plan Outline

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Vision for pharmacy education objectives

- Establish a global sharing platform for dialogue
- Gather data in country studies on education infrastructure, delivery (cross-border, e-learning, work-based), teaching and assessment strategies
- Develop roadmap for education development

Competency framework for pharmaceutical services objectives

- Gather and review competency frameworks for pharmaceutical services
- Explore cultural influences on competency
- Develop broad pharmaceutical services competency framework

Year	Deliverable	Processes (describe methods, steps)	Potential role of partners (eg – project team members, students, universities, organisations)	Resource required (approx in EUROS or in kind support)	Time required (approx)
2008	Establish a global sharing platform for dialogue.	1.1 Plan A: write UNITWIN proposal, and use this as a network for work streams, in addition to wider use for FIP. 1.2 Plan B: establish network via auspices of FIP (ie. Taskforce). 1.3 Establish MoU for network partners. 1.4 Establish database from core data derived from network partners. Have focus on methods/processes for registration, CPD policy, accreditation, etc. 1.5 Use IPSF for gathering student experience. Gain macro-viewpoint from this.	Underway. Define data/variables. Include set of national data – eg. existence/location of qualifications frameworks, competency frameworks, etc. Can feed in the ISPW data – eg. semantics, environmental issues, etc. Use of CEQ gives macro-view of learning experience before registration. Focus on domains		

			relating to generic skills. Clues as to post-reg environment and readiness for competency-based approaches.		
2008	Gather and review competency frameworks.	2.1 Where competency frameworks do not exist, gather Qualifications frameworks; benchmark standards or equivalent (for pharmacy) 2.2 Where competency frameworks (or documents) do exist, use content analysis to derive characteristics and determinants.	Document analysis and synthesis of database. Merge with local data derived from HEI network. Develop map. Comparative analysis of competence (include theoretical definitions) based on available documentation.		
2009	Gather data in country studies on education delivery (cross-border, e-learning, work-based), teaching and assessment strategies.	3.1 Locate and obtain policy documents relating to HE strategy and pharmacy services. 3.2 Synthesise questionnaire with pharmacy education focus, and use Network for data gathering. Have focus on pre- and post-service education. (Parallel stream with Line 1.4)	Collation Content analysis and subsequent questionnaire construction.		
2009	Define competencies. Examine the curricular outcomes relevant in preparing pharmacists in country case studies.	4.1 From cumulative data set, correlate with known competency frameworks (ie. GLF/ACLF) for country examples 4.2 Update map 4.3 Conduct consensus development groups; capture data and update map.	Content analysis and subsequent matrix construction. Convene groups – probably virtual, or take opportunity for meeting within conferences. Finance for country visits also needs investigating.		
2010	Identify elements of a vision. Develop roadmap for education development. Form a vision for pharmacy education.	5.1 Policy formation using cumulative outcomes. 5.2 Include “gaps” and route maps for practitioner development strategies	Writing, dissemination for consultation and publication		
2010	Develop a broad competency framework that encompasses full scope and all levels	6.1 Formation of final outcomes, with full evidence base. 6.2 Hold consultation events	Writing, dissemination for consultation and publication		

	of potential pharmaceutical service.				
2010	Build consensus on vision. Publish education development roadmap.	7.1 Publish full version 7.2 Promotion 7.3 Establishment of FIP Oversight Group to disseminate and develop as Global Development Framework	Writing, dissemination for consultation and publication Long term infrastructure of Taskforce		
2010	Publish competency framework and guidance for education planning.	8.1 Academic and non-academic publishing 8.2 Promotion to other global agencies	Writing, dissemination and publication Taskforce working practice and infrastructure – will need revenue generation and finance plans.		

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