

Quality Assurance of Pharmacy Curricula

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WHO-UNESCO-FIP Pharmacy Education Taskforce

Monash University Symposium

July 13, 2011

Prato, Italy



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Overview of Presentation

- The International Forum for Quality Assurance of Pharmacy Education, Pharmacy Education Taskforce and QA Domain
- FIP's vision for pharmacy education and its role in advancing pharmacy education globally
- A Global Framework and its validation
- The role of quality assurance organizations



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History of the Forum

- Established in 2001
- Operated under the auspices of the Academic Section of the International Pharmaceutical Federation (FIP) and then the Pharmacy Education Taskforce (PET)
- Nine meetings at FIP annual congresses (2001 – 2010)
- Discussion, information exchange, speakers from different countries, wide range of topics and issues related to quality of pharmacy education



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Objectives of the Forum

- To promote excellence in education for the profession of pharmacy;
- To provide an international forum for information exchange, collaboration and cooperation in the area of quality assurance of pharmacy education (degree programs and continuing pharmacy education/continuing professional development)



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Objectives (cont'd)

- To facilitate and promote communication between individuals, agencies, associations, and other bodies actively involved or interested in quality assurance of pharmacy education, with a view to fostering:
 - the establishment of systems of quality assurance in countries where no such formal systems exist;
 - the continuous quality improvement of existing systems of quality assurance.



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48 countries, 10 regional and international organizations

FIP's Vision for Pharmacy Education and Quality Assurance

- Academic Section
- Statement on Good Pharmacy Education Practice (2000)
- Education Roundtables (2006 - 2010)
- Establishment of Pharmacy Education Taskforce (2007) and Action Plan 2008-10
- Adoption of Global Framework (2008); validation (2008-9)
- Statement on QA of Pharmacy Education (2009)
- Strategic priority (“third leg of the FIP stool”)
- Currently undergoing a structural reorganization



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Pharmacy Education Action Plan



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Pharmacy Education Action Plan

Needs based

**Vision for pharmacy
education &
competency
framework**

**Academic
& institutional
capacity**

**Quality of
education**

Advocacy Collaboration Evidence Strengthening



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Development of a Global Framework for Quality Assurance of Pharmacy Education



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Consensus Resulting from QA Forum Discussions

- In many countries, quality assurance systems for pharmacy education are well-developed; in other countries, they are still emerging



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Consensus Resulting from QA Forum Discussions

- Each country should have its own national system of quality assurance and standards for pharmacy education that:
- reflect contemporary pharmacy practice (within the overall system of healthcare delivery) and education
- meet the specific needs of the country



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Consensus Resulting from QA Forum Discussions

- The principles and core elements for quality assurance of pharmacy education are unlikely to differ significantly, if at all, from country to country



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Consensus Resulting from QA Forum Discussions

- Countries seeking to establish or improve their system of quality assurance would benefit from an internationally-developed and adopted framework for quality assurance of pharmacy education
- The development of such a framework is an appropriate project for the Forum to undertake



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Why Develop a Global Framework?

- Objective was to develop a globally-applicable framework for quality assurance of pharmacy education that would incorporate core principles and elements considered essential for an effective approach to quality assurance
- Intended to compliment (not replace) FIP's Statement of Policy on Good Pharmacy Education Practice (GPEP)



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What Does it Look Like?

- Designed as a framework or template that can be adapted and built-on to suit local needs and conditions
- Focuses more on the elements that need to be included, and how these elements are applied in principle, rather than attempting to be too specific or detailed
- Tries to avoid being prescriptive; does not advocate any particular QA or educational model



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Introduction

Background and intended purpose of the Global Framework



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Part 1: Setting the Context for Quality Assurance in Pharmacy Education

1. The vision for pharmacy practice and education
 - National, societal, and population needs; healthcare, political, regulatory, and quality assurance systems
 - Profession-wide vision for practice and education
 - Stakeholder involvement (role of government, practitioners, educators, students, consumers, and regulators)



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2. The philosophy and purpose of quality assurance in pharmacy education

- Who has an interest and involvement in quality assurance? Who is served by or benefits from quality assurance?
- Different models for quality assurance; institutional and programmatic quality assurance
- Concepts of quality assurance: external evaluation; standards/criteria-based; policies and procedures; consistency; impartiality; fairness; integrity; peer-review; initial and periodic review; monitoring; self-evaluation; culture of assessment and continuous quality improvement; right to due process and appeal



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Part 2. Structure and Governance of the Quality Assurance Agency

1. Nature of Quality Assurance Agency (mission, terms of reference, scope of operations; legal/statutory status; recognition, authority, accountability; degree of autonomy; influence of market forces; relationships with other organizations and stakeholders



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Part 2. Structure and Governance of the Quality Assurance Agency

2. Governing/decision making board/council – composition, officers, public input; criteria for appointment or selection of members; terms (duration) of office
3. Funding



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Part 3: Policies and Procedures

1. Board/Committee/Council operations:
 1. Procedure for school or program evaluation
 2. Meetings and decision making process
 3. Criteria on which decisions are made
2. Evaluation/Recognition/Approval:
 1. Requirements for initial application for evaluation/recognition/approval
 2. Stages of evaluation/recognition/approval including requirements for progression through stages (if applicable, e.g., for programs in development)
 3. Evaluation/recognition/approval cycle/review



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Part 3: Policies and Procedures

(cont'd)

2. Evaluation/Recognition/Approval (cont'd):
 4. Requirements for maintenance of recognition/approval, including reporting, annual monitoring data, ad hoc on-site evaluation visits/audits
 5. Consequences of non-compliance with standards/quality criteria



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Part 3: Policies and Procedures

(cont'd)

3. Public Disclosure

1. Published standards (quality criteria), policies and procedures
2. Board/Committee/Council decisions and actions
3. Recognition/approval status of school or program



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Part 3: Policies and Procedures

(cont'd)

4. Policies and Procedures:

1. Confidentiality
2. Conflict of Interest
3. Selection and training of persons used in evaluation
4. Substantive change (in the program/college)
5. Appeals (against decisions/actions of the quality assurance agency)
6. Complaints (against the quality assurance agency, a school or program)
7. Revision/updating of standards
8. Safeguards for students (for example, in the event of withdrawal of recognition/approval of a school or program)



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Part 4: Criteria for Quality: Principles and Core Elements

- **Outcomes**

What you should achieve or produce (e.g., defined educational outcomes/competencies, other desired outcomes – research, service)

- **Structure**

What you need to have in place (e.g., organizational structure and administration, physical facilities (incl. for practice experiences), resources, mission & goals)

- **Process**

What you need to do (e.g., policies and procedures, planning, curriculum, teaching methodologies, assessment and evaluation)



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Part 4.1 - Outcomes

4.1.1 Educational Outcomes & Competencies

4.1.2 Evaluation of Achievement of Mission-Related Outcomes

4.1.2.1 Student Learning & Curricular Effectiveness

4.1.2.2 Other Mission-Related Outcomes



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Part 4.2 - Structure

4.2.1 Mission, Goals & Values

4.2.2 Organization, Administration, Leadership,
& Communication

4.2.2.1 The Director

4.2.2.2 Organizational Structure

4.2.2.3 Committees



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Part 4.2 – Structure (cont'd)

4.2.3 Collaborative Relationships

4.2.3.1 Within the University

4.2.3.2 Other Collaborative Relationships

4.2.4 The Curriculum

4.2.5 Resources



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Part 4.2.5 - Resources

4.2.5.1 Faculty, Staff & Preceptors

4.2.5.2 Financial Resources

4.2.5.3 Physical Facilities

4.2.5.4 Facilities for Pharmacy Practice
Experiences

4.2.5.5 Library and Learning/Educational
Resources



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Part 4.3 - Process

- 4.3.1 Planning
- 4.3.2 Enrollment Management
- 4.3.3 Evaluation & Assessment
- 4.3.4 Academic Policies & Procedures
- 4.3.5 Student Services
- 4.3.6 Student Representation & Input
- 4.3.7 Curricular Development & Improvement
- 4.3.8 Teaching & Learning Methodologies
- 4.3.9 Faculty, Staff & Preceptor Development & Evaluation



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Part 5: Glossary of Terms

- Accreditation
- Approval
- Assessment
- Continuous Quality Improvement
- Competence
- Competencies
- Continuing Education
- Continuing Professional Development
- Credential
- Criteria
- Educational Outcomes
- Evaluation
- Faculty
- License



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Part 5: Glossary of Terms

- Lifelong Learning
- Mission
- Outcome
- Practice Experience
- Practice Site
- Preceptor
- Programmatic Outcomes
- Quality Assurance
- Recognition
- Scope of Practice
- Stakeholder
- Staff
- Standard



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Analysis of Data from Validation of FIP Global Framework for QA of Pharmacy Education

- Framework adopted September 2008; in use
- Validation exercise initiated Nov. 2008 with target to identify 15 participating countries; achieved 24
- Aim was to identify 4 individuals from each country (practitioner, QA, regulation, education); identified 95/96 possible participants
- 78 usable responses; 20 countries with 3 or 4 respondents
- Qualitative comments are being used in the revision of Framework



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The map displays the global distribution of major language families. Indo-European languages (red) are concentrated in Europe, North America, and parts of South America and Africa. Afro-Asiatic languages (blue) are primarily found in North Africa and the Middle East. Sino-Tibetan languages (green) are dominant in East Asia. Austronesian languages (yellow) are spread across Southeast Asia and the Pacific. Other languages (orange) are scattered in various regions, including Central America and parts of Africa and Asia.

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Results of Validation

- 62 criteria in 3 sections of the Framework; 30 terms in the Glossary
- Very high level of “validity” for all sections and the Glossary
- **Section A (Quality Assurance in Pharmacy Education): 1.5%** “not valid” or “not applicable”
- **Section B (The Quality Assurance Agency): 4.7%** “not valid” or “not applicable”
- **Section C (Quality Criteria for Pharmacy Education):**
 - **Outcomes: 0.4%** “not valid” or “not applicable”
 - **Structure: 0.3%** “not valid” or “not applicable”
 - **Process: 0.1%** “not valid” or “not applicable”
- **Glossary: 1.2%** “disagree” with the term



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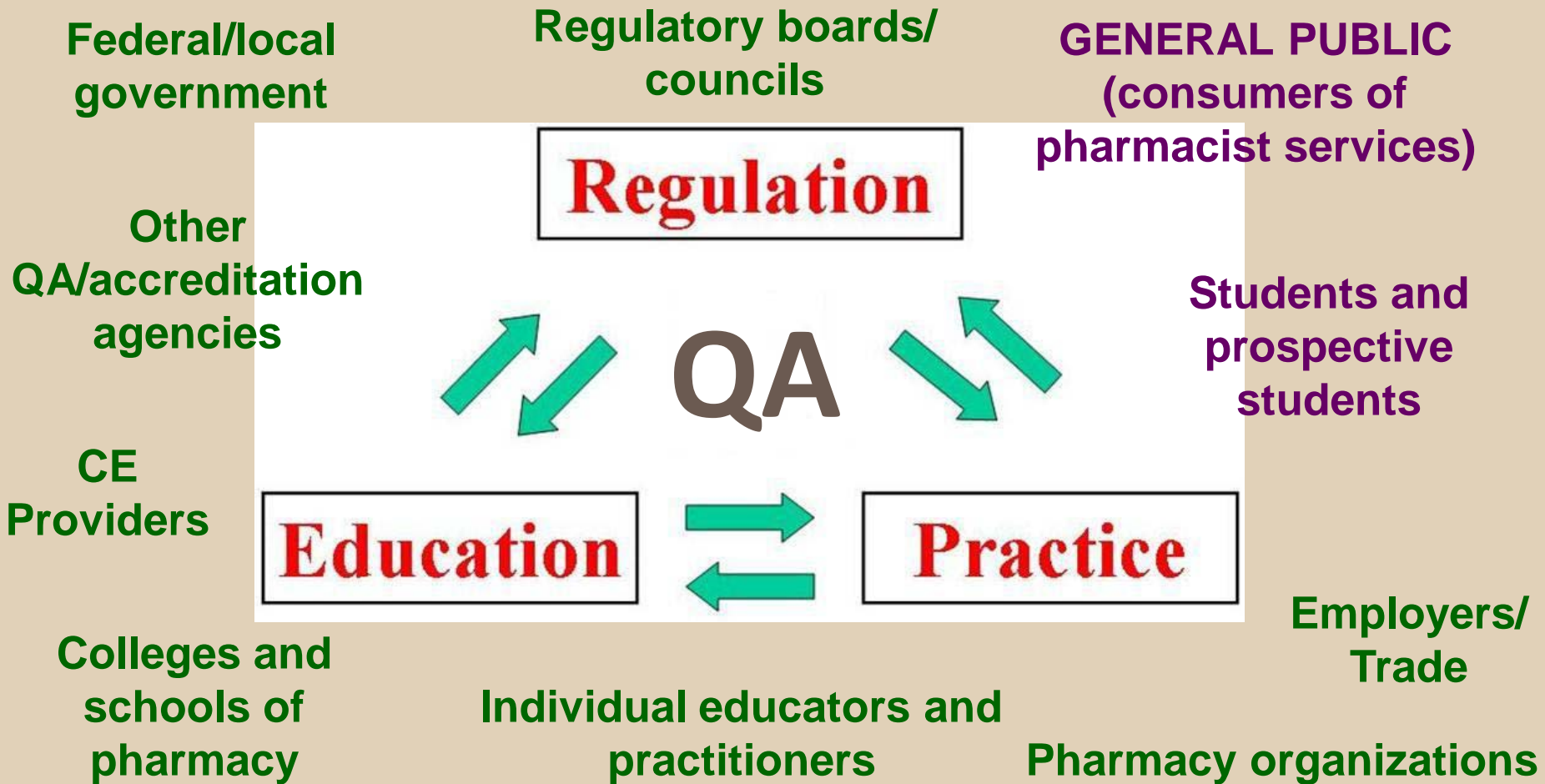
The Role of Quality Assurance Organizations



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Where does QA Fit?



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Philosophy & Principles

- Process is ongoing
- Involves periodic comprehensive review, annual monitoring and interim monitoring (if necessary)
- Based on philosophy of continuous quality improvement (CQI)
- Standards and guidelines should allow for institutional flexibility and unique aspects of program
- Increased emphasis on outcomes, while retaining some focus on structure, content, and process
- Should not be viewed as a barrier to innovation or responsible experimentation



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Philosophy & Principles

- Designed to assure quality of professional program while also facilitating college or school's goals
- Frequently a voluntary process but with strong regulatory “pull through”
- QA/accreditation process and decisions must:
 - Be standards based and evidence based
 - Be fair, impartial, consistent and free from conflict of interest
 - Allow for due process and appeal
 - Independence and autonomy in decision making process



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Philosophy & Principles

- Must achieve right balance between confidentiality (to encourage honest reflection, self-assessment, and quality improvement) and public disclosure (especially to protect students)
- Transparency (standards, evaluation criteria, outcome measures, policies, procedures, etc.)
- Opportunity for all to provide input (students, faculty, preceptors, practitioners, regulators, public, etc.)
- Standards must be reviewed regularly to ensure that they are valid and contemporary
- Resolution of deficiencies in an acceptable timeframe (to bring into compliance)



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Quality Advancement

Quality Assurance

ACPE Standards
Standardization
Consistency

Program/Provider-driven
ACPE-encouraged
Innovation
Individuality



Thank you for your participation!

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