

Challenges in Pharmacy Education in Europe

Prof. Dr. Pharm. B. ROMBAUT

President EAFP

Coordinator PHARMINE

Lisbon, August 31, 2010



Challenges in Pharmacy Education in Europe

- (1)** - Evolution of the profession
 - New role of the pharmacist in the 21st century
- (2)** Bologna Declaration (1999) on the European space for higher education
- (3)** Mobility of Pharmacists in Europe and Directive 2005/36/EC (Recognition of Professional Qualifications of the European Union)

(1) Evolution of the profession and the new role of the pharmacist in Europe

(i) Evolution or revolution in the profession

- community pharmacist
- Hospital pharmacist
- Industrial pharmacist

(ii) Community pharmacist

- pharmacy practice : patient centered rather than medication centered setting
- new medicines, new formulations and medical devices (biotech medicines)

(1) Evolution of the profession and the new role of the pharmacist in Europe

(iii) Hospital pharmacy

- clinical pharmacy and new settings (wards)
- new medicines, new formulations and medical devices

(iv) Industrial pharmacy

- new medicines and new regulations, pharmaco-economics

The logo for the European Association of Pharmaceutical Practitioners (EAFP) is centered on the slide. It features a stylized, multi-layered circular emblem in shades of green and blue above the acronym 'EAFP' in a bold, sans-serif font.

(1) How to respond to this evolution of the profession

This evolution requires new competencies. How to provide these new competencies to the pharmacy students ?

(1) introduction of new courses

- social pharmacy
- pharmaceutical care
- communication skills
- pharmaceutical biotechnology
- molecular biology

(2) Introduction of new educational methods

- problem based learning
- project based learning
- gaming
- integrated learning

(1) How to respond to this evolution of the profession

Problems we are faced with :

(i) new methods, new courses

→ where to find competent teachers ?

→ where to find experienced teachers ?

(ii) The clash between “hard” and “soft” sciences

The logo for EAFP (European Association of Financial Planners) features a stylized globe with a green and blue color scheme, positioned above the acronym 'EAFP' in large, bold, green capital letters.

(2) Introduction of Bologna in the curriculum

Adherence to 6 principles of Bologna

1. Easily readable and comparable degrees
 - 1) Diploma supplement
2. Two main cycles
 - 1) 3 year undergraduate (B) and graduate (M & D)
 - 2) **Degree awarded after first cycle relevant to the European labour market**
3. System of credits (ECTS)
 - 1) Student mobility
 - 2) Can be acquired in non-higher education contexts
 - 3) Include lifelong learning
4. Mobility
 - 1) Identify and remove obstacles
5. European co-operation in quality assurance
 - 1) Comparable criteria and methodologies
6. European dimensions in higher education
 - 1) Curricular development
 - 2) Interinstitutional co-operation
 - 3) Integrated programmes of study, training and research

(3) Directive 2005/36/EC on the recognition of professional qualifications

- The Directive concerns the recognition by Member States of professional qualifications in other Member States
- Doctor, nurses, architects and **pharmacists** (regulated professions)
- Article 44 : training as a pharmacist “pharmacists shall attest to training of at least five years duration” including :
 - four years of full-time theoretical and practical training at the university
 - six month traineeship in a pharmacy open to public or in an hospital
- Article 44 describes also a set of knowledge and skills

(3) Directive 2005/36/EC on the recognition of professional qualifications

Annex V describes the minimum programme (course of training) :

- Plant and animal biology
- Physics
- General and inorganic chemistry
- Organic chemistry
- Analytical chemistry
- Pharmaceutical chemistry, including analysis of medicinal products
- General and applied biochemistry (medical)
- Anatomy and physiology; medical terminology
- Microbiology
- Pharmacology and pharmacotherapy
- Pharmaceutical technology
- Toxicology
- Pharmacognosy
- Legislation and, where appropriate, professional ethics

(3) Directive 2005/36/EC on the recognition of professional qualifications

- The Directive 2005/36/EC is now under revision
- Revision of minimum programme ?
- Introduction of Bologna principles ?
- 2012



Challenges in Pharmacy education in Europe

Answer to these challenges → PHARMINE
PHARMACY EDUCATION IN EUROPE

European project :



EU project no. 142078-LLP-1-2008-BE-ERASMUS-ECDSP



Pharmacy Education in Europe

PHARMINE consortium :

Four universities (Brussels, Lisbon, London, Nancy)

EAFP : European Association of Faculties of Pharmacy

EAHP : European Association of Hospital Pharmacists

PGEU : Pharmaceutical Group of the European Union

EIPG : European Industrial Pharmacists Group

EPSA : European Pharmaceutical Students Association





Pharmacy Education in Europe

Goals of PHARMINE :

- Survey EU Pharmacy curricula
 - Directive 2005/36/EC
 - Bologna
- Develop common competence curricula (taking into account Bologna)
- Curricula for specialisation and
- Dissimination of these competence curricula
- Develop EU standard for pharmacy education
- Quality Assurance System

