

PHARMINE WP6



EUROPEAN ASSOCIATION
OF FACULTIES OF PHARMACY



UNIVERSITY
OF OSLO

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New Issues in Postgraduate / post-registration Pharmacy Education

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WP6 – Quality Assurance

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1. Aims & Partners
2. Methodology
3. Timing, deadlines
4. Results
5. Perspectives

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- ◆ **AIM (1):**
 - ◆ *To collect data on the status of European Faculties of Pharmacy with respect to*
 - ◆ *The existence of a Quality Assurance (management) policy*
 - ◆ *The degree of Implementation of a Quality Assurance (management) system*
 - ◆ *To establish the PHARMINE quality assurance network for evaluation and help to HEIs wishing to incorporate the PHARMINE curriculum (fourth milestone)*

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- ◆ **AIM (2):**
 - ◆ *In order to accomplish this general aim, WP6 will*
 - ◆ *Identify key output elements*
 - ◆ *Produce performance indicators*
 - ◆ *Identify and document basic processes*
 - ◆ *which are specific to pharmacy education & training*

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◆ AIM (3):

- ◆ *Data is being collected within the general survey conducted within WP₇*
- ◆ *Data will be handled and harmonised*
- ◆ *Feedback to organisations concerned will be provided*
- ◆ *Recommendations will be produced on accreditation procedures for HEIs handling Pharmacy curricula*
- ◆ *The reports produced will serve as a basis for the establishment of accreditation procedures for EAFP, EWGPE and other organisations.*

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◆ *Partners:*

- ◆ *P₄ (FFUL) will coordinate WP₆ in collaboration with*
 - ◆ *Associate partners*
 - ◆ *Lille, Athens, Ankara and Tartu*
 - ◆ *PGEU and ACPE – USA*
 - ◆ *(Accreditation Council for Pharmacy Education)*

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2. Methodology. Data to be collected

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- ◆ Evaluation of strategic orientations aiming at excellence in Pharmacy Education & Training in each HEI requires
 - ◆ The definition of Quality reference standards
 - ◆ (ACPE collaboration)
- ◆ The performance indicators to be constructed should be adequate to evaluate the degree of compliance with these reference standards

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A Quality Assurance system consists of

- ♦ *goals*
- ♦ *devices*
- ♦ *activities*
- ♦ *procedures*
- ♦ *instruments*

allowing to verify to what extent an HEI fulfills its mission, in compliance with the established standards of reference.

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3. Timing, deadlines

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Timing, deadlines

- Scheduled to start month 12 and end month 24
- Preparation of survey to be included in WP₇ (6)
- Collection of data (9)
- Insertion in data base (12)
- Preparation of a proposal for the establishment of accreditation procedures for EAFF, EWGPE and other organisations (18)

4.

Results, statistical
treatment &
interpretation

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◆ *Milestones:*

◆ *This WP will produce reports on:*

- ◆ *QAS in existing HEIs for pharmacy*
- ◆ *QAS in the PHARMINE consortium*
- ◆ *A QAS procedure for accreditation of pharmacy curricula and HEIs.*
- ◆ *Aim to establish the PHARMINE quality assurance network for evaluation and help to HEIs wishing to incorporate the PHARMINE curriculum*

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	QUESTIONS	Y/N	COMMENTS
Quality Assurance (QA)	Does your High Education Institution (HEI) have a Quality Assurance (QA) system?	5 0	Edu+Res
	Is the QA system up-to-date and implemented?	5 0	
	Please indicate whether your system is (a) Internal to the HEI (b) External to the HEI (c) A combination of both	(a)a 2 (b)b 0 (c)c 3	
Mission, Planning and Evaluation			
Mission	Has your Faculty a published statement of its mission in all of the following topics: education, research, service and pharmacy practice?	4 0	National
Strategic Plan	Is your Faculty in the process of or has it developed, implemented and regularly reviewed a strategic plan in order to achieve the mission and goals?	5 0	
	Does your Faculty have an official document (such		

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Organization and administration		
Institutional Accreditation	Is your Faculty accredited by a national / international educational or professional body?	4 0
Faculty and University Relationship	Is your Faculty an autonomous unit within the university structure?	4 1
Faculty and Administrative Relationship	Does your Faculty have, within the university structure, autonomous administrative services related with academic, research and other scholarly activities?	3 2
Faculty Organization and Governance	Does the structure, organization and staffing of the Faculty foster the development of organizational units, allow appropriate allocation of resources and facilitate the accomplishment of the Faculty's mission and goals?	5 0
Dean Qualifications and Responsibilities	Is your Dean a chief administrative and academic officer, having direct access to the university Rector or other university officials delegated, with final responsibility for the college or Faculty?	5 0

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Curriculum

Goal of Curriculum	Does the Faculty's program curriculum prepare pharmacists for any practice setting by developing in graduates knowledge that meets the criteria of good science, professional skills, attitudes and values, and the ability to integrate and apply learning to current and future practice	5	0
Curricular Development	Does your curriculum define the expected outcomes and is it developed under the collective responsibility of the academic teaching staff with attention to sequencing and integration of contents and selection of teaching methods and assessments?	5	0
Teaching and Learning Methods	Does your Faculty use and integrate teaching and learning methods that have been showed through curricular assessments to produce graduates who became competent pharmacists with critical thinking, problem-solving and self-directed lifelong learning skills?	5	0
Professional Competencies	Are your graduates able to promote health, provide patient care in cooperation with all partners based upon good therapeutic principles and evidence-based data that may impact therapeutic outcomes, manage and use resources of the healthcare system, and effectively provide, assess and coordinate medication distribution?	5	0
Knowledge, Skills, Attitudes and Values	Does your curriculum have all the following areas: fundamental hard sciences, biomedical sciences, pharmaceutical sciences, social/behavioural/ administrative sciences and clinical sciences?	5	0
	Do graduates possess the required entry-level knowledge, skills, attitudes and values to practice pharmacy independently by graduation, including the training period as per Dir 2005/36?	5	0
Practice Experiences	Does your program curriculum include at least 6 months of training practice in community/hospital pharmacy?	5	0
	Are the practice experiences within the curriculum appropriately structured and sequenced to integrate, apply, reinforce and advance the knowledge, skills, attitudes and values developed through other components of the curriculum?		
Assessment and evaluation of student learning and curricular effectiveness	Does your Faculty use assessment measures throughout the program to evaluate the attainment of the desired educational outcomes and professional competencies, to improve student learning and to improve the curriculum and its delivery.	5	0 ₁₆

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Students

Organization of student services	Does your Faculty have organizational elements devoted to student services e.g. a confidential system of student records; and financial, academic and social support services for students?	4	1
Admission criteria, policies and procedures	Does your Faculty produce and make available to students criteria, policies, and procedures for admission to the degree program? Does your faculty have the final responsibility for selection and enrollment (numbers) of students?	4 3	1 2
Transfer of credits	Does your Faculty produce transfer credits (ECTS) based on rational procedures and defensible assessments, and makes that information available to students?	4	1
Progression of students	Does your Faculty produce and make available to students criteria, policies and procedures for academic progression?	5	0
Students complaints policies	Does your Faculty produce and make available to students a complaints policy that includes elements related to student rights and appeal mechanisms?	5	0
Program information	Does your Faculty produce and make available to students a complete and accurate description of the degree program, including its current accreditation status (if applicable)?	5	0
Student representation and perspectives	Does your Faculty involve student representatives on appropriate program committees, such as accreditation self-studies, assessment, curriculum and strategic planning?	5	0
Professional behaviour and harmonious relationship	Does your Faculty provide an environment and culture that promotes professional behaviour and harmonious relationships among students, staff and administrators?	5	0

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Faculty Staff

Faculty staff quantitative factors	Does your Faculty have a sufficient number of qualified full-time staff to effectively deliver and evaluate the degree program, while providing adequate time for staff development, research and other activities?	4	1
Faculty staff qualitative factors	Does your Faculty have qualified staff with the required professional and academic expertise and who, individually and collectively, are committed to its mission and goals?	5	0
Faculty staff continuing professional development and performance review	Does your Faculty have effective programs for performance review and continuing professional development for full-time, part-time, and voluntary faculty staff, consistent with their responsibilities in the program?	4	1

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Facilities and Resources

Physical facilities	Does your Faculty have adequate and appropriate physical facilities and equipment to achieve its mission and goals?	3	2
Practice facilities	Does your Faculty have criteria for the selection of its practice sites and work collaboratively with those sites to advance patient care services provided there?	4	1
Library and educational resources	Does your Faculty ensure access for all staff and students to a library and other educational resources, sufficient to support the degree program and to provide for research and other activities in accordance with its mission and goals?	5	0
Financial resources	Does your Faculty have the financial resources necessary to accomplish its mission and goals?	4	1

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5.

Perspectives & interactions
with other WPs

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- ◆ *Relationships with other WPs and overall project*
 - ◆ *The QA WP will work with the development WP (WP7) on the survey and evaluation of existing HEIs and with WP3-5 on the QA procedure for accreditation of pharmacy courses.*

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- ♦ *The reports produced will serve as a basis for the establishment of accreditation procedures for EAFF, EWGPE and other organisations.*
- ♦ *This vital activity will constitute one of the major axes of the future development of the PHARMINE consortium and EAFF*

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THANK YOU!

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QA System Indicators

The following will constitute guidance to collect data to assess the degree of implementation of Quality Assurance standards for Pharmacy Education within Europe

◆ Outcomes

- Educational outcomes and competencies
 - ◆ Competency-based Pharmacy programs; pharmacy specific competencies:
 - ◆ Ethical, caring and evidence-based practice
 - ◆ Cultural competence
 - ◆ Application of quality improvement principles
 - ◆ Use of information technologies
 - ◆ Working in interdisciplinary and inter-professional teams
- Evaluation of achievement of mission-related outcomes;
 - ◆ Student curriculum and curricular effectiveness

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QA System Indicators

The following will constitute guidance to collect data to assess the degree of implementation of Quality Assurance standards for Pharmacy Education within Europe

◆ Structure

- Mission, goals and the values of the school expressed in
 - ◆ Teaching, research and scholarly activity
 - ◆ Services to the community
 - ◆ Contribution to **pharmacy practice**
 - ◆ **Advancement** of the profession
- Organization, administration, leadership and communication
 - ◆ Leadership
 - ◆ Organisational structure
 - ◆ Committees, Councils and meetings
 - ◆ Internal communication and decision making process
- Collaborative relationships
 - ◆ within the University and with professional organisations

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QA System Indicators

The following will constitute guidance to collect data to assess the degree of implementation of Quality Assurance standards for Pharmacy Education within Europe

◆ Structure (cont)

▪ The curriculum

- ◆ WP₇

▪ Resources

- ◆ Staff: teaching, administrative and lab supporting
- ◆ Financial resources
- ◆ Physical facilities
- ◆ Lab supporting systems
- ◆ Facilities for Pharmacy practice
- ◆ Library and learning/educational resources

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QA System Indicators

The following will constitute guidance to collect data to assess the degree of implementation of Quality Assurance standards for Pharmacy Education within Europe

◆ Process

- ◆ Planning
- ◆ Enrolment management
- ◆ Evaluation and assessment
- ◆ Academic policies and procedures
- ◆ Student services
- ◆ Student representation and input
- ◆ Curricular development and improvement
- ◆ Teaching and learning methodologies
- ◆ Student assessment methodologies
- ◆ Teaching and supporting Staff development and evaluation