Challenges in Pharmacy Education in Europe

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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
(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
(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-higer 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

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(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
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

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(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
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Answer to these challenges → PHARMINE
PHARMACY EDUCATION IN EUROPE

European project:

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

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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

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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

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