Global perspectives on health pharmacy education and workforce reform

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Workforce Development

Projects & Publications

Developing the Health Care Workforce of the Future

Professional development

…is all about the pharmacy WORKFORCE

Workforce:
- production
- capacity
- competency

Part 1: Workforce as an education model
Part 2: The dimensions of workforce development
Part 3: What it means for the higher education sector

Career development pathways

Level of knowledge, skills, experience (Competence)
The Workforce…

The active, registered “WORKFORCE”

what are the “stages”? (professional recognition)

Entry vs. loss/attrition

Production pipeline through Education

Workforce skills/capabilities (older pharmacists?)?

Education

Development

Pre-registration ‘Interns’

UG/Students
Schools/Faculties

Loss

Not active (eg. maternity)

Not pharmacy

Not working (eg. retired)

Convergence of strategic drivers

Workforce policies

Financial/economic

Demographic

Government policies

Knowledge/technology

Pharmaceutical care services

More flexible workforce

Competence-based workforce planning

Workforce dimensions

Workforce competency:

- Training
- CPD
- Career pathway

Service level

Service scope

Workforce size:

- Resources
- Supply
- Recruitment
- Retention

Service cover

Workforce capacity:

- Skill mix
- Environment
- Support systems

What’s the journey for me…?
Learning and working... a different culture

Typical student academic Learning Environment

Guided study material
Tutor Access
Defined curriculum
Regular Appraisal
Peer contact

Competence →
Competency →
Performance

Developing a culture of Workplace Education, work-based learning

Competency iceberg

Effective and persistent behaviour

Knowledge
Skills
Abilities
Values, attitudes and beliefs

Miller’s pyramid

Does
Shows how
Knows how
Knows

From UG to post-registration development
performance assessment in vivo
performance assessment in vitro
clinical context assessment
factual assessment
Competency?
A typical, routine hospital admission

Aspirin
Co-amoxiclav
Morphine
Paracetamol
Metformin
Omeprazole
Bisoprolol
Solifenacin
Sodium Valproate
Insulatard
Trimethoprim
Ondansetron
Cyclizine

74 year old:
Diabetes II
Glaucoma
Epilepsy
Dementia
Br Cancer*
UTI, incontinence
DVT risk

Knowing is not enough… being able "to do things" is what is needed

Long term conditions
Complex disease

Developmental Frameworks…

The global validity is now proven…

A Global Framework (Foundation)…

First round validation N = 470

Region of least consensus

Professional/ personal
Pharmaceutical public health
Pharmaceutical care
Organisation & management
Community
Hospital
Drug Information
Administrative
Academic
Industry
Practitioner development frameworks:
- Acute care to community care
- Medicines management
- Accessing to medicines and self care
- Cognitive pharmaceutical care services (all sectors)
- Not just "clinical"

PHARMINE:
- EAFP
- EAHP
- EIPG
- PGEU
- EPSA

Grass roots (foundation & advanced)
- 150 hospitals/PCTs;
- Wales and Northern Ireland (Eire)
- Royal College

Service level
- Workforce competency:
  - Training
  - CPD
  - Career pathway

Service scope
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Workforce data

www.worldmapper.org 2004 WHO data
Pharmacy Workforce Trends

Shortages in many regions
- insufficient capacity to train workforce, poor retention

Workforce distribution imbalance
- rural/urban, public/private

Practice role development
- need for education to be relevant to local needs

Increasing migration (within and between countries)

Poor utilisation of skills

(2012 FIP Global Pharmacy Workforce Report www.fip.org/humanresources)
NUMBER OF EDUCATION INSTITUTIONS

Pharmacy Schools per capita

Graduate density (against global average)

Capacity and supply

% gender
Convergence of strategic drivers

What's needed from the healthcare workforce...

Adaptability:
In a changing healthcare environment

Flexibility:
Recognition that enables the development of a flexible and adaptable workforce

Demonstrability/capability:
Demonstration of the benefit of pharmacy to health – competence and beyond

...the benefit to patients and the public

Health services in 2014...

Workforce dimensions

E&T

Quality

Innovation

Effectiveness

Delivery
Moving on with our careers…

Career progression

Self direction & self awareness
Support structures
National career pathways
National professional standards for recognition ("credentialing")

Practitioner progression pathways

Day 1 Outcomes & early years
"Advanced" Broad scope
"Advanced" highly specialist

Level of knowledge, skills, experience (Competence)

Where are we?

What role should the education sector play?
Where do we locate LEADERSHIP?

Professional partnerships?

Skills development for life-long learning? Portfolios?

Delivery of material mapped to advanced competencies?

Credentialing and professional recognition function?

Career development pathways

Pre-service initial education
Foundation years early career (return to work)
"Advanced 1" established career
"Advanced 2" Established career expertise
Advanced Mastery

Level of knowledge, skills, experience (Competence)
The Royal Pharmaceutical Society – “Royal College” approach

Full range of professional leadership functions – most importantly professional recognition

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation programme</td>
<td>1-2 years</td>
<td>MIFRPS</td>
</tr>
<tr>
<td>Advanced Stage 1 - experienced</td>
<td></td>
<td>MIFRPS</td>
</tr>
<tr>
<td>Advanced Stage 2 - expert</td>
<td></td>
<td>FFRPS</td>
</tr>
<tr>
<td>Faculty Fellow – exceptional</td>
<td></td>
<td>FFRPS</td>
</tr>
</tbody>
</table>

1. Formal, national portfolio based on APF
2. Scope of Practice
3. Peer review (MSF)

The education development process...

Support acquisition of complex skills through work-based learning models;
Put competency at the heart of experience;
Meet patient safety agenda;
Be accessible for all practitioners;

Demonstrate appropriate and consistent quality:
- of the workplace
- of the ‘educators’ – mentors, supervisors, seniors...

Workforce dimensions

Service level
Service cover
Workforce size:
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Service scope
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A basis for professional education practice & policy

Global model...

WHO:
Transformative Education
IPE, competence, values...

World Bank:
Workforce performance?
How do we measure on impact?

Quality assured
Locally determined
Globally connected
Socially accountable

WHO-UNESCO-FIP Education Initiative Development Team
In an ideal world of workforce development…

1. Professional recognition by peers (and Leadership bodies);
2. Availability of robust, transparent process for development;
3. Defined career pathways linked with recognition;
4. A focus on journey (for many) - rather than just the endpoint – developmental frameworks linked to performance & competence

Careering towards the future…

Partnerships are now key…

Universities
Workplaces
Professional Leadership Organisations

…and don’t forget the reasons
Better training, better care
Education saves lives

What I need…
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