

New FIP resources to advance Pharmacy education and early career development

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Introduction: During the COVID-19 pandemic, FIP Education (FIPeD) continued to produce reports, guidance documents, toolkits and virtual programmes to advance pharmacy education and early career development.

Method: FIPeD, consisting of academic pharmacy section (AcPS), academic institutional membership (AIM), workforce development hub (WDH), university twinning and networking scheme (UNITWIN) – collaborating with Board Pharmaceutical Sciences (BPS), Board Pharmaceutical Practice (BPP), Young Pharmacists Group (YGP), and International Pharmaceutical Students' Federation (IPSF), developed resources, through consultation and validation, to advance pharmacy education and training programmes.

Results: FIPeD resources 2020 – 2022 span a wide perspective of areas: 1) *Global Competency Framework v2 (2020)* – competencies for early career development; 2) *Digital Health in Pharmacy Education report (2020) and Train the Trainer Course (2022)* – current status and development of digital health education programmes; 3) *UNITWIN Pharmacy Education in Sub-Saharan Africa report (2020) and 4) UNITWIN Pathfinder Toolkit (2021)* – led to UNITWIN Regional Workshops and Global Summit 2021, subject of the FIP Workshop at EAFP 2022 with a regional specific roadmap for the European region; 5) *FIP WISE – Women in Science and Education toolkit (2021)* – promote positive practice environments for women in science and education; 6) *FIP AIM Enhancing academic leadership horizons in trying times virtual course (2021)* – academic leadership skills development; 7) *Global Humanitarian Competency Framework (2021)* – competencies for pharmacists working in humanitarian arenas; 8) *Curriculum for pharmacy students on substandard and falsified medicines (2021)* – collaboration with WHO; 9) *FIP handbooks for accreditors and providers of programmes supporting the FIP platform for provision through partnerships (2022)* – a new FIP programme whereby the FIP Seal assures programme providers align with the FIP mission and meet quality criteria. *Upcoming resources for 2022 include:* Competency Framework for Pharmaceutical Educators; Competency Based Education Handbook; Quality Assurance education tool; Impact of pharmaceutical workforce on health improvement and outcomes tool; Interprofessional Education Readiness tool.

Conclusions: FIP resources have been used effectively by educators globally as guides to advancing pharmacy education. These new resources provide further guidance to

assure pharmacy education programmes prepare graduates for contemporary and future-oriented careers to meet societal needs.

Important academic skills for the future

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Introduction: When applying for an academic position within the Faculty of Pharmacy, it is common to see misleading expectations of the workload. As fresh Doctor of Philosophy (Ph.D.) graduates, many expect to devote their career to science. And occasionally share scientific knowledge with students who are excited to absorb every piece of information. However, there is no training to transfer knowledge in an effective manner. For this reason, it was believed as essential to train academics, support their personal growth and deepen the set of qualities that are vital to becoming a successful academic.

Method: To provide the academics with essential skills to cope with their role within the educational system, a set of soft-skills trainings was launched. These are focused on communication, presentation skills, stress management, leadership, mentoring and coaching, all in academic context. Trainings were delivered by two soft-skills trainers and teaching methods were experience sharing, brainstorming, theory explanations and practical exercises that aim to help transferring newly gained experience into practice.

Results: By January 2022, nine trainings were delivered. Highest interest was observed in Stress Management and Academic Presentation Techniques courses. In total, 81 participants from 22 European countries and one Asian country have attended the trainings and 45 participants filled the detailed evaluation form. Overall satisfaction was measured on the scale 1 – 10, one being the worst. 51% evaluated training with 10; 36% with 9; 7% with 8 and 4% with 7. None of the participants used rating lower than 7.

Conclusions: Soft-skills in pharmacy education has recently become a 'buzz-word'. However, it is equally important to support educators in improving themselves in soft-skills to become successful role models to their students.