

Global Vision for Education and Workforce

Presented at the global
conference on pharmacy
and pharmaceutical
sciences education

2016

Copyright © 2016 International Pharmaceutical Federation (FIP)

Nanjing Declaration

Global Vision for a Global Pharmaceutical Workforce by Advancing Practice and Science through Transformative Education for Better Health care: “The FIP Vision for Education and Workforce”

Pharmacists and pharmaceutical scientists accept responsibility for the development and sustainability of an adaptable and capable global workforce working in partnership for better health care through transformative and continuous education. Our professional workforce will continuously strive to develop new medicines and to improve the use of existing medicines for better health care. Professional leadership organisations and government agencies can contribute to this vision by supporting progressive policies for professional development and practitioner recognition processes.

Leading Change

The FIP Centennial Declaration in 2012 on Improving Global Health by Closing Gaps in the Development, Distribution and Responsible Use of Medicines stated that: Pharmacists and pharmaceutical scientists accept responsibility and accountability for improving global health and patient health outcomes by closing gaps in the development, distribution and responsible use of medicines.

In support of this centennial declaration is the acknowledgement that worldwide variability exists in how pharmaceutical scientists, pharmacists and pharmacy support staff are educated, trained and utilised. The challenges of development, distribution and responsible use of medicines can only be met with an adaptable pharmaceutical workforce³ that deploys its knowledge, skills and abilities to the fullest degree in a wide array of environments and in collaboration with other stakeholders in health care.

FIP believes it is important that we articulate our vision for education, training and workforce development and for the progressive transformation of the overall workforce. This Vision links to current global health and health education policy for all our member organisations and partners and the anticipated health challenges of the future.

³ Pharmaceutical workforce – in this document, refers to the whole of the pharmacy related workforce (e.g. registered pharmacist practitioners, pharmaceutical scientists, pharmacy technicians and other pharmacy support workforce cadres, pre-service students/trainees) working in a diversity of settings (e.g. community, hospital, research and development, industry, military, regulatory, academia and other sectors) with a diversity of scope of practice.

Supporting and developing high standards of education and training

Through this Vision for Education and Workforce, FIP seeks to promote and enhance the health and well being of civil society through professional leadership and development of our professional workforce. FIP will also seek to ensure our profession's contribution to the health and well being of patients and the advancement of pharmaceutical sciences.

In the delivery of these broad aims FIP believes that professional education, training and development should be primarily directed to:

Producing high quality professionals for high quality patient care, public health and scientific advancement objectives, ensuring all education and training delivered to our professional workforce is of the highest quality and prepares them well for current and future roles.

FIP believes it is our responsibility to engage the whole pharmaceutical workforce with this vision, to lead on, and define, the skills, knowledge, attitudes and behaviours of pharmacists, pharmaceutical scientists, pharmacy technicians and other pharmacy support workforce cadres in all settings.

Developing our vision for the whole pharmaceutical workforce

FIP believes that a needs-based, outcomes-focused approach to education, workforce development and continuing education and training should be adopted. This means promoting models of education and training that ensure that all members of our workforce have access to the highest quality education and training experiences possible.

Pharmacy is a science-based profession and also a patient-facing profession; it is essential to build in learners, from initial education and training onwards, the capacity to demonstrate empathy for others, strong interpersonal communication skills and the understanding of the importance of teamwork and collaboration. The challenges of development, distribution, and responsible and safe use of medicines require a diverse workforce that is prepared to provide leadership for change in practice and to commit to lifelong learning to keep pace and lead the process with continuous changes in science and patient care.

With these principles in mind, models of education and training need to be flexible and adaptable to allow for innovations and developments led by educational experts, practitioners and leaders, among others, within responsible organisations.

The global education, training and development principles and imperatives

FIP believes that our strategic approach to education and workforce development should be grounded in the following principles:

1. The future workforce needs to be flexible in its development, adaptable to change and consciously competent within known scopes of practice.
2. Education provider organisations and education stakeholders should transparently support quality-driven development of education programmes founded on scientific knowledge and expertise in medicines.
3. Education and training in practice and science-oriented environments should reflect the best evidence and experience for an excellent education, including workplace education models and work-based learning systems.
4. Education providers should ensure that all teachers and tutors have access to teacher training programmes and development in order to become high quality teachers and trainers for our profession — we cannot achieve the best workforce without the best educators.
5. All members of the pharmaceutical workforce should have access to the best-practice education, the best in clinical, scientific and expert leadership and the best learning experiences to help equip them to become competent and capable practitioners in all relevant fields.
6. Access to systems for continuing professional development are essential for maintaining and advancing the competencies and capabilities of pharmacists and pharmaceutical scientists throughout their careers.
7. Workforce planning for health care for individuals and populations should be based on team-based collaborative care models and interprofessional models involving all relevant health care professionals.

Sufficient financial support from public and private sources must be available to sustain the mission of educational institutions that prepare the pharmaceutical workforce. There should be support to promote the participation of academic faculties, professional organisations, scientific societies, practitioners, preceptors and students in national and international activities of pharmacy and health care.

A needs-based approach to workforce and patient care

Our vision for the advancement and development of our workforce is aligned with identified drivers of demographic changes in health care, continuous developments in therapeutic technologies and the need for better access to medicines and medicines expertise. This means a continuous process of evolution and development.

An evolving pharmaceutical workforce is one that can adapt its core roles and responsibilities to meet the new and emerging needs of patients and civil society. For FIP, this means providing the necessary global leadership to encourage the development of the pharmaceutical workforce across all sectors to meet changing demographic and health care needs. FIP needs to promote advanced generalist and specialist skills development, leadership development and, most importantly, the flexibility to adapt to changing patient and health system needs.

The global workforce must be adaptable, flexible and constantly developed. It will need to be scientifically literate, holistic and patient-focused. Our education and training approach to getting the best from our workforce requires a focus on patient-centred professionalism, better health care partnerships both globally and regionally, and good clinical and scientific leadership.

Pharmacy leaders from practice, education and research should engage in workforce planning efforts in each country and region to ensure that plans include due attention to the integration of pharmacists, pharmaceutical scientists and pharmacy support cadres to meet local health needs. Workforce planning efforts should also be documented and shared internationally.

To pursue these aims, FIP believes that the development of a high level set of clear and common learning standards, that are manageable in number, will directly promote better education and health care outcomes.

Our commitment: The FIP vision for the pharmaceutical workforce

1. All patients will have access to the best pharmaceutical health care through a high quality pharmaceutical workforce. There is no health care without a properly qualified workforce.
2. All our pharmacy professionals responsible for providing patient care will ensure the adoption of actions for the responsible use of medicines that are clinically effective, safe and of suitable quality.
3. Our workforce will acknowledge and recognise our own core responsibilities for education, training and development of clinical, scientific and academic roles, and of pharmaceutical health care leadership.
4. All members of our workforce should have equitable access to education and development opportunities throughout their careers with a particular emphasis on early career foundation training and development.
5. FIP will commit to supporting the scientific workforce to constantly provide better medicines and health care through the application of research and development science.
6. All pharmacy professionals will be able to demonstrate continuous development in their skills, knowledge and competencies using appropriate standards and evidence-led professional development frameworks in all care, science and academic settings and for the ultimate benefits of patients and civil society.
7. Our pharmaceutical workforce will be valued across all countries and territories and at all career stages and recognised by patients and civil society for its impact and expert contribution to health care.

The FIP commitment to supporting this vision

Patients, civil society, health system planners, governments and the health care professionals we work with have a clear interest in the impact of the pharmaceutical health care workforce. FIP will therefore identify global priorities for professional development, education and training required to achieve this vision.

FIP will work with and influence policy makers on the transformation of education and training for our workforce to improve care and outcomes for patients, including the advancement of medicines science.

FIP will promote recognition of the importance of quality assured lifelong learning provision for our global workforce.

FIP will promote access to expertise in workforce development and support tools, including the development of workforce intelligence systems and workforce planning models.

A robust global pharmacy and pharmaceutical sciences workforce, supported by transformative education practices, will be able to lead the changes required to assure universal access to quality medicines and medicines information. Further, the pharmaceutical workforce can contribute significantly to the appropriate use of medicines through research and by active participation in pharmaceutical care in collaboration with patients and other health care professionals.

To that end FIP commits to the Global Vision for Education and Workforce Development.