The Competency Framework for Educators
Is it too much to ask?

Life Long Learning in Pharmacy Conference
Brisbane, Australia
09th July 2018

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Intended Learning Outcomes

1. **Outcome one**: Understand the skill set that enables educators in pharmacy to facilitate learning, change, and improvement in pharmacy profession.

2. **Outcome two**: Focus on the outcomes, impact and quality of education that impact the quality of pharmacy services and outcomes for patients.

3. **Outcome three**: Consider competency areas to be achieved in academic and CE/CPD education in pharmacy.

4. **Outcome four**: Create the individual plan for improvement and competency development.
Schedule

• Introduction 10 min
• Reflection 10 min
• Group work 30 min
• Reporting and discussion 40 min
Variety of competencies are needed for an educator in pharmacy

Competencies are designed to describe the abilities needed for success and to outline a professional development pathway for CEhp practitioners. Self-assessment and monitoring of performance in each area will support CEhp practitioners’ lifelong learning journeys. The Competencies also provide a framework for position descriptions, performance expectations, and career growth.

- National Learning Competencies to Support Excellence in CEhp, 2013, the Alliance for Continuing Medical Education
- Meštrović A, Rouse MJ. Ensuring quality of pharmacists' continuing education - pillars of quality based on science, practice and ethics; American Journal of Pharmaceutical Education. 2015;79(3)
Professional profile for the pharmacy educators

• Describing the possible standards for their knowledge, skills, attitudes and values to address the academic context in pharmacy education, but also CE and CPD approach.

• The list of competencies should ideally need to be scientifically based on published evidence and academic tradition, but also founded on practical aspects of academic and continuing education, addressing ethical and professional standards and needs of the learner.
National Learning Competencies to Support Excellence in CEhp,
2013, the Alliance for Continuing Medical Education

1 Use of Adult and Organizational Learning Principles
2 Designing Educational Interventions
3 Measuring the Performance of CEhp activities and the overall CEhp Program
4 Collaborating and Partnering with Stakeholders
5 Manage and Administer the CE Program
6 Lead the CEhp Program
7 Engage in Self-Assessment and Lifelong Learning
Pillars and Foundations of Quality for Pharmacy Education

Meštrović A, Rouse MJ. Ensuring Quality of Pharmacists’ Continuing Education - Pillars of Quality based on Science, Practice and Ethics American Journal of Pharmaceutical Education. 2015;79(3)
Global Advanced Level Framework …
…some areas to consider

1. Expert Professional Practice
2. Building Working Relationships
3. Leadership
4. Medicine Therapy Management
5. Education, Training & Development
6. Research & Evaluation
7. Quality Assurance
8. Interprofessional Education and Collaboration

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FIP
Pharmaceutical Workforce Development Goals
Nanjing 2016

International Pharmaceutical Federation

Quality Assurance of Pharmacy Education: the FIP Global Framework. 2nd Ed. 2014. and more
Where are you at the moment?
Think about one competency in teaching that you would like to focus on personally, after this conference

- What is on my mind?
- What is stopping me-holding me back?
- What are opportunities in front of me?
Let us collect key words from your reflection

- Advocacy and leadership
- Network and connections
- Presentation and narrative skills
- Quality assurance
- Mentoring
- Advocacy
- Assessment
- Science, practice, ethics
- Mentoring
- Strategy and planning
- Teaching methodologies
- Research and publication
- Change Management
- Context
- Impact and influence
- Inter-professional
- IT literacy
- Social, cultural and interpersonal
- Presentation and narrative skills
- Quality assurance
- Mentoring
- Advocacy
- Assessment
- Science, practice, ethics
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- Strategy and planning
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- Inter-professional
- IT literacy
- Social, cultural and interpersonal
Small group discussion

Presentation and narrative skills

• What knowledge do we need?
• What skills are required?
• What attitudes would be good to be visible?
• What values drive this competence?
What is your personal plan?

• What will you do next week?
• What will you do next month?
• What will you do in the next 100 days?
• What will you do till the next LLLP conference?
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