

PHAR-QA project was presented as a part of invited lecture at 2nd Congress of Pharmacists of Montenegro with international participation. The congress was indeed regional with about 600 participants from several countries of SE Europe. The abstract and presentation are included. Additionally, PHAR-QA activities were presented at the Slovenian national pharmaceutical symposium (cca 300 participants) in Portoroz, May 14-16, 2015 by poster, included.

Competencies of the "first day of job" pharmacist
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In the last decades, we are faced with altered approach of educational process on the tertiary level. Competency models are introduced instead of earlier structured type of curricula. Quality assurance was recognized as one of the reason for this, based on the biggest change of higher education area – access to the higher education: 2% of the population in 19th century versus EU stated ambition of 40% of all young people graduating by 2020.

The core mission of higher education remains to enable people to learn. Increased number of students and higher education institution (HEIs), diversification of HEIs landscape on one hand and scarce funding and massive changes in science on the other hand have dramatically changed the context of HEIs. Considering the shorter shelf-life of knowledge it is difficult to know, with what kind of demands will be graduates faced from the working and social surroundings in the next decades. The quality of teaching and learning at HEIs determines how efficiently their graduates will fulfill those demands. Not only knowledge but also development of personal capability should be included into educational process at HEIs to provide competent graduates to the society. Competency, which is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees, are of two types - general and job/program-specific, on five levels: Novice, Experienced Beginner, Practitioner, Knowledgeable practitioner and Expert. The HEIs may provide graduates with competencies as novices – this is called the “first day of job” competencies.

What kind of competencies pharmacists will need in the future? This is the task, treats through European association of faculties of pharmacy (EAFP) and two European projects PHARMacy education IN Europe (Pharmine) and Quality assurance in European pharmacy education and training (Phar QA), both focused on the role for pharmacists and their ability to fulfill future demands of the society. In the XXI century, pharmacists will play an increasingly important role as partners in the efficient use of the health care resources of the EU (community and hospital pharmacists) and be major players in the development of the EU pharmaceutical industry. The bottom line is patient safety. The scope of PHAR-QA is the production of a European Quality Assurance framework, assessing the competences in pharmacy practice and aiming at the development of academic curricula, through which the said mission will be fulfilled. The Delphi method was adopted for the elaboration of the competences: it is a process for structuring communication, allowing a group of individuals, to deal with a complex problem even if the information comes from different countries, sectoral activities and education systems.

The use of competencies eliminates ambiguity and clearly establishes what the student is able to do at the end of the program. Although, the final list of competences is not an absolute guide for

curricula modifications, undoubtedly its analysis will promote a productive discussion among the stakeholders.

Key words: Pharmacy education and training, quality assurance, competencies.

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