

## COMMON TRAINING FRAMEWORK - Working Group 1

Saturday 24<sup>th</sup> October 2015, Crowne Plaza Airport Hotel, Brussels, Belgium

### Attendees:

Andreia Bruno (Chair) - AB  
Kees Neef (EAHP Director of Education, Science and Research) - KN  
Fons Verbruggen (Belgium) - FV  
Þórunn K. Guðmundsdóttir (Iceland) - TG  
Aurelie Guerin (France) - AG  
Antonio Gouveia (Portugal) - AnG  
Kersti Teder (Estonia) - KT  
Gyöngyvér Soós (Hungary) - GS  
Evgeni Grigorov (Bulgaria) - EG  
Ana Lozano (Spain) - AL  
Steffen Amann (Germany) - SA  
Inese Sviestina (Latvia) - IS  
Nataša Faganeli (Slovenia) - NS  
Hanna-Sisko Kortejärvi (Finland) - HK

#### *EAHP Secretariat:*

Jennie De Greef (EAHP Chief Operating Officer) - JDG  
Richard Price (EAHP Policy and Advocacy Officer) - RP

#### *Apologies received from...*

Paolo Serra (Italy)  
Marcela Heislerova (Czech Republic)  
Petur S. Gunnarsson (Iceland)  
Pierre Voirol (Switzerland)

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### **Welcome and introductions**

AB welcomed all to the meeting and following a tour-de-table of introductions gave an introduction to the stated objective of the meeting, as circulated in the agenda: to commence the matching between statements/current HP practice and Pharmine, ahead of presenting a draft common training framework to EAHP members in March 2016. AB thanked all for their completion of the template returns about competencies in their country and outlined the running order of the day.

AB had reviewed all information provided and shared with the WG her early analysis of what appeared to be current practice across Europe, according to the European Statements of Hospital Pharmacy (ESHP).

AB then outlined to the Working Group the first group exercise of the day, which was to perform an assessment via the breakout groups set previously, according to the 6 sections of the ESHP, whether, when reviewing all templates received:

- each particular statement could be considered current practice in Europe;
- whether the template returns were able to help identify clear competencies related to the statement; and,
- what competencies could otherwise address the needs of the statement

### Feedback from Morning Session

After a coffee break, each group shared their findings from the morning break out session, many providing electronic documents as a tabulated summary that was possible to share on screen.

FV remarked on the need to clearly distinguish between the difference associated with “knowledge” requirements and competence, the two not being the same issue. Reference was made to the Dutch hospital pharmacy education framework Eloz, which distinguishes between: knowledge, attitude and skills.

*The meeting broke for lunch at 1200.*

### Matching template returns to Pharmine WP4 (2011)

AB presented to the group an on-screen summary of the competencies that could be said to have emerged from the morning review of the template returns. These were provided in the below table:

<b>1   Clinical</b>	<b>2   Staff</b>	<b>3   Quality control/management</b>	<b>4   Medicines</b>
<ul style="list-style-type: none"> <li>- Pharmacotherapy</li> <li>- Pharmacology</li> <li>- Pharmacokinetics</li> <li>- Pharmacoeconomics</li> <li>- Pharmaceutics</li> <li>- Governance</li> <li>- Skills</li> <li>- Data</li> <li>- Review of patients</li> <li>- Trials</li> </ul>	<ul style="list-style-type: none"> <li>- Human resources</li> <li>- Planning</li> <li>- Management</li> <li>- Development</li> <li>- Monitoring for contamination</li> </ul> <p style="text-align: center;"><b>Procurement</b></p> <ul style="list-style-type: none"> <li>- Process design</li> <li>- Mapping</li> <li>- Regulatory requirements</li> </ul> <p style="text-align: center;"><b>Tutor mentoring</b></p> <p style="text-align: center;"><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Organisational skills</li> </ul> <p style="text-align: center;"><b>Information</b></p> <ul style="list-style-type: none"> <li>- Gathering</li> <li>- Analysing/synthesising</li> <li>- Providing</li> <li>- Evidence base</li> <li>- Databases</li> </ul> <p style="text-align: center;"><b>Team work</b></p> <ul style="list-style-type: none"> <li>- Transfer of care</li> <li>- Education and training</li> </ul>	<p style="text-align: center;"><b>Risk</b></p> <ul style="list-style-type: none"> <li>- Assessment</li> <li>- Related to medicines</li> <li>- Minimisation</li> </ul> <p style="text-align: center;"><b>Good Manufacturing Practice (GMP)</b></p> <p style="text-align: center;"><b>Responsibility</b></p> <p style="text-align: center;"><b>Public Health</b></p> <p style="text-align: center;"><b>CPD</b></p> <p style="text-align: center;"><b>Health Technology Assessment</b></p> <p style="text-align: center;"><b>Diagnostic tests</b></p> <p style="text-align: center;"><b>Research</b></p> <p style="text-align: center;"><b>Legislation</b></p> <ul style="list-style-type: none"> <li>- Regulatory requirements</li> <li>- Ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>- Safety</li> <li>- Monitoring</li> <li>- Information</li> <li>- Ergonomics (how to store effectively)</li> <li>- Stock management</li> <li>- Interactions</li> <li>- Therapeutic decisions</li> <li>- Medication change</li> </ul> <p style="text-align: center;"><b>Medical</b></p> <ul style="list-style-type: none"> <li>- devices</li> <li>- language</li> <li>- disease knowledge</li> </ul> <p style="text-align: center;"><b>Research</b></p> <p style="text-align: center;">Projects</p> <p style="text-align: center;"><b>Reimbursement</b></p> <p style="text-align: center;"><b>Service provision</b></p>
<p style="text-align: center;"><b>Practical knowledge</b></p> <ul style="list-style-type: none"> <li>- IT</li> <li>- Basic</li> <li>- Advanced</li> </ul> <p style="text-align: center;"><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>- Healthcare professionals</li> <li>- Patients/carers</li> <li>- Staff</li> </ul> <p style="text-align: center;"><b>Management (General)</b></p> <p style="text-align: center;"><b>Budget</b></p> <p style="text-align: center;"><b>Professionalism</b></p> <p style="text-align: center;"><b>Judgment</b></p>			

Four breakout groups were then asked to try and identify where each of the described competencies in the table might be found (or not) within the hospital pharmacy competencies outlined in Pharmine Work Package 4. Although matches for most could be found, some provided challenging e.g. diagnostic tests.

### Determining Knowledge, Skills and Attitudes for key competencies

As a final exercise the working groups then took one competency of their choice and attempted to dissect into categories of knowledge, skills and attitudes, as described earlier in the day in relation to the Dutch Eloz III model. The groups provided their feedback via display of their conclusions on screen.

**Next Steps**

AB thanked all for their participation in the exercises and hoped the breakout sessions facilitated thinking about how to structure and describe a common training framework for hospital pharmacy specialisation.

Picking up from the session, it was AB’s intention that a range of options for structuring the description of the hospital pharmacy common training framework be circulated to the group for decision.

Once the structure was determined it could begin to be populated on the basis of the template returns, European Statements of Hospital Pharmacy and Pharmine WP4 in time for a December first draft.

<b>Action</b>	AB and EAHP office to coordinate the circulation to the WG of options for structuring the presentation of a draft common training framework.
<b>Action</b>	WG Members to respond promptly and constructively to circulate options in order to enable prompt commencement of framework drafting.

**Other matters**

*CTF and Quality Management Systems (QMS)*

The Group discussed a proposal from EAHP Scientific Committee member, and member of CTF WG3 (communications), Professor Anthony Sinclair. Prof Sinclair’s proposal related to the need for a quality management system to underpin the future success of the CTF. This could be made accessible to EAHP members via introductory seminars and workshops. The Working Group sought greater information on the proposal and had questions in relation to suggested timescales for delivery.

<b>Action</b>	Further consideration in relation to the CTF QMS proposal to be conducted in conjunction with the November 2015 meetings of the Scientific Committee, CTF WG2 and WG3
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*PharQA*

RP described to CTF WG1 recent interactions with the European Commission funded project called Phar-QA, a follow up to Pharmine. A written report of the first round of a Delphi exercise had been provided to EAHP for comment. This exercise asked respondents to rate the importance of various competences for pharmacy practice. Responses were categorised by area of practice: community, hospital and industry, and comparisons in the responses were being drawn.

A second round of Delphi consultation was being conducted and it was likely EAHP member associations would be contacted about this in due course.

*ESCO (European Skills, Competences, Qualifications and Occupations)*

RP gave the WG background to a separate European Commission initiative to describe and categorise professions across Europe including pharmacy and “specialist pharmacy”. EAHP would seek to give comment in line with CTF developments.

AB thanked all for their participation and wished Committee members safe return travels.

**The meeting closed at 1630**