

*This word document is open for public consultation. We are seeking comments to enhance the Workforce Development Goals training for the FIP Global Conference on Pharmacy and Pharmaceutical Sciences Education. Please use the online survey to submit your comments. Only electronic submissions will be considered. Any queries please send them to [andreia@fip.org](mailto:andreia@fip.org).*

## Workforce Development Goals (WDGs) | Draft version 5

The Global Conference on Pharmacy and Pharmaceutical Sciences Education objective is to establish the milestones for impactful global development for pharmacy and pharmaceutical sciences education.

FIPeD aims to have a platform from which to build sustainable near and longer term plans of action on behalf of member Organisations and Partners, by reaching agreement on the range and scope of workforce development goals, arising from the broad international consultation leading to and including the Nanjing conference. WDGs will be a significant directive force for actions, fund-raising and near and long term deliverables for FIPeD. FIP will adhere to a set of principles<sup>1</sup> for WDGs that will guide subsequent plan of action.

There is no attempt to prioritise or attach levels of importance to individual WDGs; the important feature is the whole scope/range of potential Goals that can be influential and achievable from a global leadership perspective. For each WDG, a summative set of drivers, imperatives and indicators is provided, which are, again, subject to further development and refinement.

Currently there are **13 WDGs** that have been provisionally grouped into three *clusters* (pages 2 to 7):

Cluster/Focus (for guidance only)	WDG <i>Not in order/priority</i>
<b>Academy</b> <i>Focus on the schools, universities and education providers</i>	1. Academic capacity
	2. Foundation training and early career development
	3. Quality Assurance
<b>Professional Development</b> <i>Focus on the pharmacy workforce<sup>2</sup></i>	4. Advanced and specialist expert development
	5. Competency development
	6. Leadership development in professional settings
	7. Service provision and workforce education and training
	8. Working with others in the healthcare team
<b>Systems</b> <i>Focus on policy development, governmental strategy and planning, and monitoring systems</i>	9. Continuing Professional Development strategies
	10. Pharmacy workforce <sup>2</sup> gender and diversity balances
	11. Workforce impact and effect on health improvement
	12. Workforce intelligence
	13. Workforce policy formation

Your participation is **vital** to support the development of education worldwide, and to assist in the development of global pharmacy education policy recommendations and further resources, based on the WDGs. **Thank you in advance for your contribution.**

<sup>1</sup> Assumption: that WDG principles and goals are also aligned with the Nanjing conference objectives as described in the terms of reference and emergent from the conference statements.

<sup>2</sup> Pharmacy 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.

## Workforce Development Goals (WDGs) | FOR COMMENTS

Cluster (for guidance only)	WDG Not in order/priority	WDG General description. Preface each with <b>Countries/Territories and Member Organisations should have:</b>	Rationale, drivers and potential Indicators	Agree (Y/N)
<b>Academy</b> <i>Focus on the schools, universities and education providers</i>	<b>1. Academic capacity</b>	Engagement with pharmaceutical higher education development policies and ready access to leaders in pharmaceutical science and clinical practice in order to support supply-side workforce development agendas.	<ul style="list-style-type: none"> <li>• Increase the capacity to provide a competent pharmacy workforce, by developing initial education and training programmes that are fit for purpose, according to local health resource needs (clinical practice and pharmaceutical science areas across all cadres).</li> <li>• Develop new and innovative ways to attract young pharmacists into areas outside the community and hospital settings of practice (e.g. encourage young pharmacists to consider careers in clinical academia, preceptors/trainers, industrial pharmacy, regulatory sciences, nuclear and veterinary pharmacy, among others).</li> <li>• Capacity building should include ability to meet minimum standards of facilities, educators, and student support in order to ensure access to quality education for all students.</li> <li>• Enhance interprofessional education and collaboration with key stakeholders including government, national and international pharmacy/pharmaceutical organisations to achieve sustainable solutions for capacity development.</li> </ul>	
<b>Comments:</b>				
<b>Academy</b> <i>Focus on the schools, universities and education providers</i>	<b>2. Foundation training and early career development</b>	Foundation training infrastructures in place for the early years pharmacy workforce* as a basis for consolidating initial education and training and progressing the novice workforce towards advancing practice.	<ul style="list-style-type: none"> <li>• Create clear and purposeful education and training pathways/programmes to support post-registration foundation training (clinical practice and pharmaceutical science areas).</li> <li>• Develop early career maps and frameworks to support a seamless transition into early career practice and towards advanced practice.</li> <li>• Develop structured approaches to early career mentoring systems to support novice practitioners to engage with peers and preceptors (in clinical practice and pharmaceutical science areas across all cadres).</li> </ul>	
<b>Comments:</b>				

<p><b>Academy</b> <i>Focus on the schools, universities and education providers</i></p>	<p><b>3. Quality Assurance</b></p>	<p>Transparent and contemporary processes for the quality assurance of needs-based education and training systems.</p>	<ul style="list-style-type: none"> <li>• Enhance the quality of the workforce by quality assuring the development and the delivery of adequate and appropriate education and training, along with academic and institutional infrastructure to deliver the required needs and competency-based education and training.</li> <li>• Establish a standards-based global guidance for quality assurance of pharmacy and pharmaceutical science education in the context of local needs and practice.</li> <li>• Implement fair and effective policies and procedures for quality assurance of pharmacy and pharmaceutical science education and training.</li> <li>• Define critical stakeholder input on development of adequate education and training and fair and effective policies, including necessary student input.</li> </ul>	
<p><b>Comments:</b></p>				

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Cluster (for guidance only)	WDG Not in order/priority	WDG General description. Preface each with <b>Countries/Territories and Member Organisations should have:</b>	Rationale, drivers and potential Indicators	Agree (Y/N)
<b>Professional Development</b> <i>Focus on the pharmacy workforce*</i>	<b>4. Advanced and specialist expert development</b>	Education and training infrastructures in place for the recognised advancement of the pharmacy workforce* as a basis for enhancing patient care and health system deliverables.	<ul style="list-style-type: none"> <li>• Need for a common and shared understanding of what is meant by “specialisation” and “advanced practice” in context of scope of practice.</li> <li>• Enhance competency and capability of an advanced and expert pharmacist (including specialisations extending into industry and administration settings) for greater optimisation of complex pharmaceutical patient care.</li> <li>• Systematic use of professional recognition programmes/systems as markers for advancement and specialisation.</li> </ul>	
<b>Comments:</b>				
<b>Professional Development</b> <i>Focus on the pharmacy workforce*</i>	<b>5. Competency development</b>	Clear and accessible developmental frameworks describing competencies and scope of practice for all stages of professional careers. This should include leadership development frameworks for the pharmacy workforce*.	<ul style="list-style-type: none"> <li>• Use of evidence-based developmental frameworks to support the translation of pharmaceutical science within scope of practice, across all settings and accordingly to local/national needs.</li> <li>• Support professional career development by using tools, such as competency frameworks, describing competencies and behaviours across all settings.</li> <li>• Evidence of clear policy that links leadership development with competence attainment for the advancement of practice activities.</li> </ul>	
<b>Comments:</b>				
<b>Professional Development</b> <i>Focus on the pharmacy workforce*</i>	<b>6. Leadership development in professional settings</b>	Strategies and programmes in place that develop professional leadership skills (including clinical and executive leadership) for all stages of career development, including pharmaceutical sciences and initial education and training.	<ul style="list-style-type: none"> <li>• Creation of programmes/strategies for the development of leadership skills (including tools and mentoring systems), to support pharmacists and pharmaceutical scientists through their career.</li> <li>• Advocacy for leadership development in healthcare teams, linked to collaborative working activities (for example, promotion of team-based approaches to healthcare service delivery).</li> <li>• Ideally, this should be linked with competency and foundation and early year career development activities.</li> </ul>	
<b>Comments:</b>				

<b>Professional Development</b> <i>Focus on the pharmacy workforce*</i>	<b>7. Service provision and workforce education and training</b>	A patient-centred and integrated health services foundation for workforce development, relevant to social determinants of health and needs-based approaches to workforce development.	<ul style="list-style-type: none"> <li>• Systematic development of education and training activities based on local health economies.</li> <li>• Evidence of systematic development policies and strategies for the strengthening and transforming pharmacy workforce* education.</li> <li>• Education provider must ensure, by provision of evidence-based, that lecturers/trainers are trained in the effective teaching.</li> <li>• Enable the pharmacy workforce* and key stakeholders to promote health equity through actions related to social determinants of health.</li> </ul>	
<b>Comments:</b>				

<b>Professional Development</b> <i>Focus on the pharmacy workforce*</i>	<b>8. Working with others in the healthcare team</b>	Clearly identifiable elements of collaborative working and interprofessional education & training which should be a feature of all workforce development programmes and policies.	<ul style="list-style-type: none"> <li>• Evidence of policy formation to demonstrate how healthcare professionals can develop and engage in partnerships to achieve better health outcomes.</li> <li>• Develop education and training strategies/programmes to enhance collaboration within the pharmacy workforce* and with other healthcare professionals.</li> <li>• Ideally, this should be linked with formal professional development activities.</li> </ul>	
<b>Comments:</b>				

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Cluster (for guidance only)	WDG Not in order/priority	WDG General description. Preface each with <i>Countries/Territories and Member Organisations should have:</i>	Rationale, drivers and potential Indicators	Agree (Y/N)
<b>Systems</b> <i>Focus on policy development, governmental strategy and planning, and monitoring systems</i>	<b>9. Continuing Professional Development strategies</b>	Clear links with needs-based health policy initiatives and pharmaceutical career development pathways.	<ul style="list-style-type: none"> <li>• Evidence of an effective continuing professional development strategy according to the local needs.</li> <li>• Development of programmes to support professional development across all settings of practice and all stages of a pharmacist career.</li> <li>• Ideally, this should be linked with all the professional development activities.</li> <li>• Education of continuing professional development strategies and self-directed behaviours should be initiated at the student level.</li> </ul>	
<b>Comments:</b>				
<b>Systems</b> <i>Focus on policy development, governmental strategy and planning, and monitoring systems</i>	<b>10. Pharmacy workforce* gender and diversity balances</b>	Clear strategies for addressing gender and diversity inequalities in pharmacy workforce* development, continued education & training, and career progression opportunities.	<ul style="list-style-type: none"> <li>• Demonstration of strategies to address the gender and diversity inequalities across all pharmacy workforce* and career development opportunities.</li> <li>• Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in pharmaceutical environments.</li> <li>• Engagement and adoption of workforce development policies and enforceable legislation for the promotion of gender and diversity equality; policies and cultures for the empowerment of all women.</li> <li>• This should be applicable to academic capacity and leadership development activities.</li> </ul>	
<b>Comments:</b>				
<b>Systems</b> <i>Focus on policy development, governmental strategy and planning, and monitoring systems</i>	<b>11. Workforce impact and effect on health improvement</b>	Evidence of the impact of the pharmacy workforce* within health systems and mechanisms to continuously monitor and improve workforce impact.	<ul style="list-style-type: none"> <li>• Engagement with systems to measure the impact of the pharmaceutical workforce on health improvement and healthcare outcomes. Linkages with needs-based education, training and workforce planning.</li> <li>• Gather continuous data points to monitor the performance of the workforce and the distributions within the pharmacy workforce*.</li> <li>• Ideally, this should be linked with workforce intelligence activities.</li> </ul>	
<b>Comments:</b>				

<p><b>Systems</b> Focus on policy development, governmental strategy and planning, and monitoring systems</p>	<p><b>12. Workforce intelligence</b></p>	<p>A national strategy and corresponding actions to collate workforce data and workforce planning activities (skill mixes, advanced and specialist practice, capacity). Without workforce intelligence data there can be no strategic workforce development.</p>	<ul style="list-style-type: none"> <li>• FIP should aim to have a global workforce compendium of case studies – “No pharmaceutical healthcare without a skilled workforce” – developed by 2018.</li> <li>• Develop monitoring systems to identify workforce trends to enable decision making on deployment and supply of pharmacy workforce* noting that time-lags are often present in these activities.</li> <li>• Ideally, this should be linked with ownership and leadership at professional body levels.</li> </ul>	
<p><b>Comments:</b></p>				

<p><b>Systems</b> Focus on policy development, governmental strategy and planning, and monitoring systems</p>	<p><b>13. Workforce policy formation</b></p>	<p>Clear and manageable strategies that develop comprehensive needs-based workforce development policies, from initial education and training through to advanced practice.</p>	<ul style="list-style-type: none"> <li>• Adopt and strengthen sound policies and enforceable legislation for holistic needs-based approaches to professional development across all settings and stages.</li> <li>• Develop strategies where pharmaceutical science and professional services are the driving forces for this activity.</li> </ul>	
<p><b>Comments:</b></p>				

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**For information | Workforce Development Goals (WDGs) alignment with Nanjing Global Conference statements and UN Sustainable Development Goals**

<b>Cluster/Focus (for guidance only)</b>	<b>WDG Not in order/priority</b>	<b>GC Statements alignment*</b>	<b>UN SDGS alignment</b>
<b>Academy</b> <i>Focus on the schools, universities and education providers</i>	<b>1. Academic capacity</b>	6	4, 10
	<b>2. Foundation training and early career development</b>	3, 4 and 5	3 and 4
	<b>3. Quality Assurance</b>	7	4
<b>Professional Development</b> <i>Focus on the pharmacy workforce</i>	<b>4. Advanced and specialist expert development</b>	8	3, 4 and 17
	<b>5. Competency development</b>	2	3, 4 and 17
	<b>6. Leadership development in professional settings</b>	2 and 4	3, 4 and 17
	<b>7. Service provision and workforce education and training</b>	-	3, 4 and 17
	<b>8. Working with others in the healthcare team</b>	-	17
<b>Systems</b> <i>Focus on policy development, governmental strategy and planning, and monitoring systems</i>	<b>9. Continuing Professional Development strategies</b>	-	3 and 4
	<b>10. Pharmacy workforce gender and diversity balances</b>	1	5 and 10
	<b>11. Workforce impact and effect on health improvement</b>	1	17
	<b>12. Workforce intelligence</b>	1	17
	<b>13. Workforce policy formation</b>	1	3, 4 and 17

**\*Global Conference - Draft Statements Provisional Cluster headings:**

1. "Global Vision" (Global Vision and Approach);
2. "Skills Mix" (Disciplines, Topics and Competency Profiles);
3. "The right learners" (Starting Material);
4. "Foundation Training and Leadership";
5. "Experiential training including the first 1000 days of practice";
6. "Resources and Faculty";
7. "Quality Assurance";
8. "Advanced Practice" (Advanced, Consolidated, Enhanced or Refined Role...).



Appendix

“Transforming our world: the 2030 Agenda for Sustainable Development” | United Nations | <https://sustainabledevelopment.un.org/sdgs>



“#Workforce2030 and the Sustainable Development Goals” | Health Workers - A Proven Return on Investment | World Health Organisation | [http://www.who.int/hrh/HRH-SDG\\_infographic\\_Jan2016.png?ua=1](http://www.who.int/hrh/HRH-SDG_infographic_Jan2016.png?ua=1)

