



DÜSSELDORF 2015
FIP WORLD CONGRESS
29 September - 3 October



MOVING FOR A NEW LEVEL OF UNDERSTANDING EDUCATION, COMPETENCIES AND SKILLS OF PHARMACY TECHNICIANS IN EU

Pharmacy Technicians Symposium
Düsseldorf, 28th August 2015

João José Joaquim



EAPT

EAPT is a non-profit making association and supports the PhT in the provision of a safe, effective and efficient pharmaceutical service for the benefit of the patient in all association member countries.

Goals

1. To promote and develop the profession and role of “pharmacy technicians”.
2. To promote patient safety within pharmacy practice.
3. To promote, influence and negotiate on European polices on issues relevant to the pharmacy technician profession.
4. To collaborate with other organizations with similar objectives.

Mission

The purpose and role of EAPT is to provide and compare information on the role and education of pharmacy technicians across Europe.

EAPT

Members

1. Croatia
2. Czech Republic
3. Denmark
4. France
5. Germany
6. Hungary
7. Ireland
8. Norway
9. Portugal
10. Serbia
11. Slovenia
12. Sweden
13. United Kingdom

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Pharmacy Technician

- EAPT Definition

For the purpose of EAPT a Pharmacy Technician is a qualified pharmacy professional who holds a formal qualification in pharmaceutical science recognised by their countries regulatory organisations.

The Pharmacy Technician is involved in optimising the use of medicines or medicinal products, within their national pharmacy legislation, in the best interests of patient safety.

Budapest, 2012

Some statistics

The statistics show the number of decisions taken on recognition of professional qualifications for the purpose of permanent establishment within the EU Member States, EEA countries and Switzerland.

Ranking - the most mobile professions

- Pharmacy Technician
- Position 56 (55) out of 383 (329) professions
- Mobility's registered in Europe
 - 2014 – 691/ 2015 - 761

November 2013

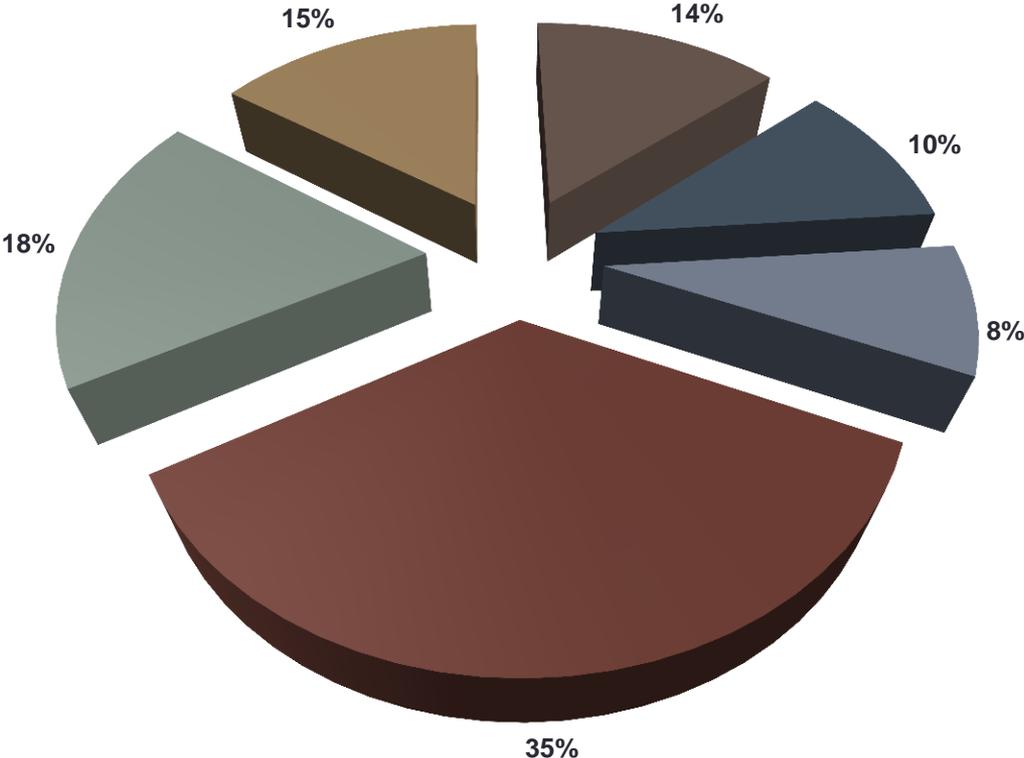
EAPT submitted an expression of interest for the pharmacy technician profession to be included in the European Professional Card programme.

> **200.000** Pharmacy Technicians

Some statistics

Country of qualification

■ Sweden ■ Poland ■ Finland ■ Germany ■ Romania ■ All other countries

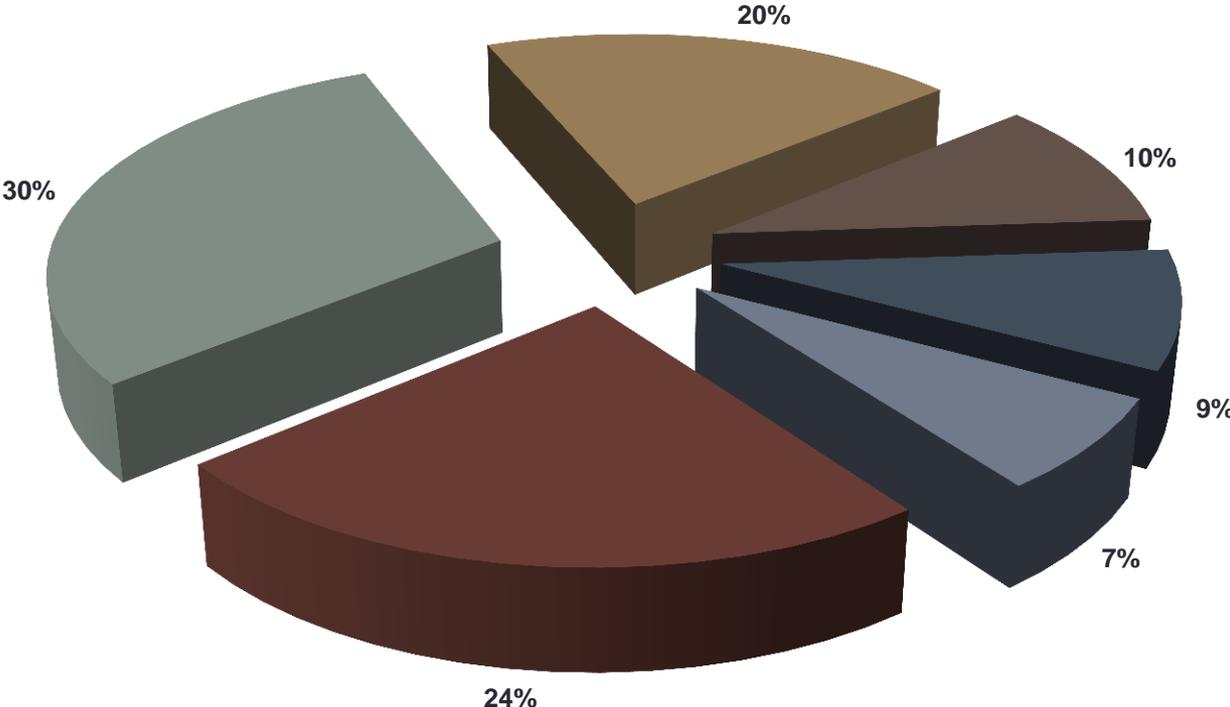


Source: http://ec.europa.eu/internal_market/qualifications/regprof/index.cfm?action=profession&id_profession=1400&tab=origin1 – Accessed 17/08/2014

Some statistics

Host country

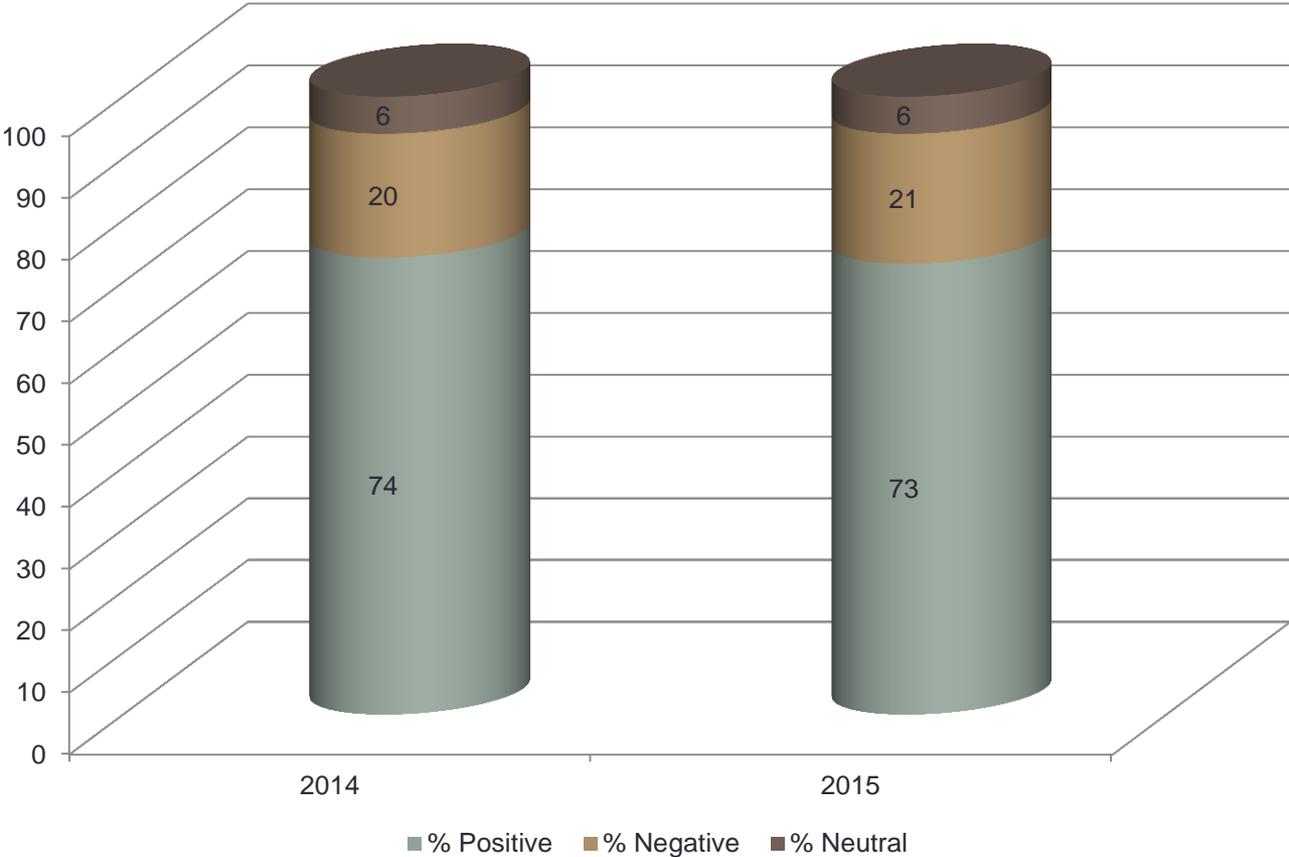
■ Norway ■ Germany ■ Sweden ■ United Kingdom ■ Belgium ■ All other countries



Source: http://ec.europa.eu/internal_market/qualifications/regprof/index.cfm?action=profession&id_profession=1400&tab=origin1 – Accessed 20/09/2015

Some statistics

Decisions take by Host countries



Source: http://ec.europa.eu/internal_market/qualifications/regprof/index.cfm?action=stat_overall&b_services=false – Accessed 20/09/2015

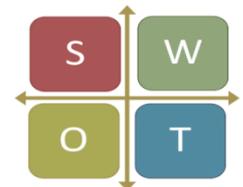
SWOT Analysis

Strengths

- European Dimension
- Diversity of experiences and work developed by CEPT
- The history of each National Association (skills and competencies)
- The cultural, social and professional richness of each National Association
- A common goal

Weaknesses

- The economic costs
- A more complex model organization
- Different national levels of development and organization



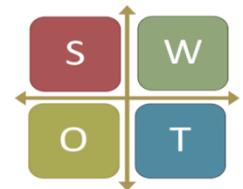
SWOT Analysis

Opportunities

- Work together (to get better?)
- Networking (other European/World organizations)
- Learn from each other
- Make a better future to the Profession
- More active on real time

Threats

- Diversity of skills, competences and education levels
- Language
- Cultural and social issues
- Different perspectives



EAPT- 2014, Helsinki

Working Groups

Community Pharmacy

Denmark (Coordinator), Germany and Ireland

Hospital Pharmacy

Croatia (Coordinator), France, Norway and Ireland

EAPT- 2014, Helsinki

European Qualification Framework

The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.

European Qualification Framework

Each of the 8 levels is defined by a set of descriptors indicating the **learning outcomes** relevant to qualifications at that level in any system of qualifications.

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.

European Qualification Framework

EQF Level	Knowledge	Skills	Competence
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

MobPharm

- What?

The Directive 2005/36/CE intended that, through a new and better process, professional recognition and professional mobility throughout Europe would be easier.

In spite of that new rules still remain “difficult” to move from a country to another.

A new Directive is already being processed through the European Parliament.

MobPharm

- Why?

To promote and simplify mobility of "Pharmacy Technicians", facilitating the decisions of Professional Recognition by appropriate committees (national and/or European) and a reduction in time and cost of the mobility process.

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- How?

- Analyze and Evaluate the substantial differences between countries – professional and education
- Highlight the Lifelong learning (LLL) national strategies

MobPharm

- Main Goals

- Create an European Union minimum standard level of skills for the profession “a common platform” for use in all countries
- Development of an European model of validation of LLL competencies;

MobPharm

- Outcomes

- To achieve an European professional demographic dimension
- To develop an European Professional card
- To “build” an European compensatory measures framework

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- Who?

Members of EAPT that belongs to EU and EEA

The secret of getting ahead is
getting started

Mark Twain



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Thank you

Tak

хвала

Hvala

Danke



Tack

Obrigado

Köszönöm

Merci

Kiitos

Takk

