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Introduction

The higher education of future pharmacists offers a wide range, flexible and comprehensive type of education so as to accommodate a lifelong learning perspective and eventual professional mobility. However, it is necessary to ensure that students acquire, upon leaving university, competencies for the exercise of their future profession (1,2). Despite the evolution of the profession, pharmaceutical sciences graduate programs in Europe are mostly maintaining traditional methods for master's and doctoral student education. Thus, it is crucial to identify learning gaps in pharmaceutical sciences graduate education and areas for further development, and consequently, that can be used by education and training providers, employers and mentors to guide and set expectations for development.

Aim

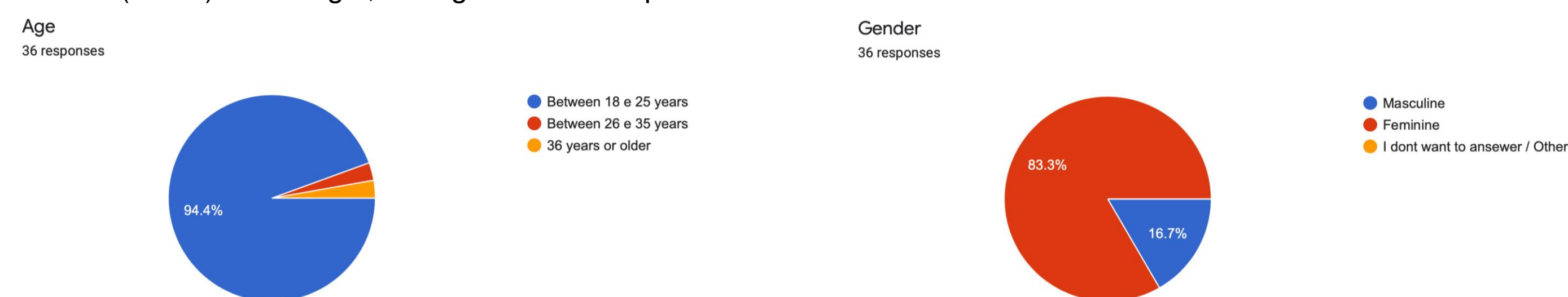
The present study seeks to understand the current training in a pharmaceutical sciences in face of the challenges of the profession, namely:

- Cluster 1 | Patient and Pharmaceutical Care – focuses on the patient and medicines.
- Cluster 2 | Professional Practice – identifies support, practice guidance and professional support tools.
- Cluster 3 | Personal Practice – relates to development, developing one's own practice.
- Cluster 4 | Management and Organisation – relates to leadership and service delivery.

Methods

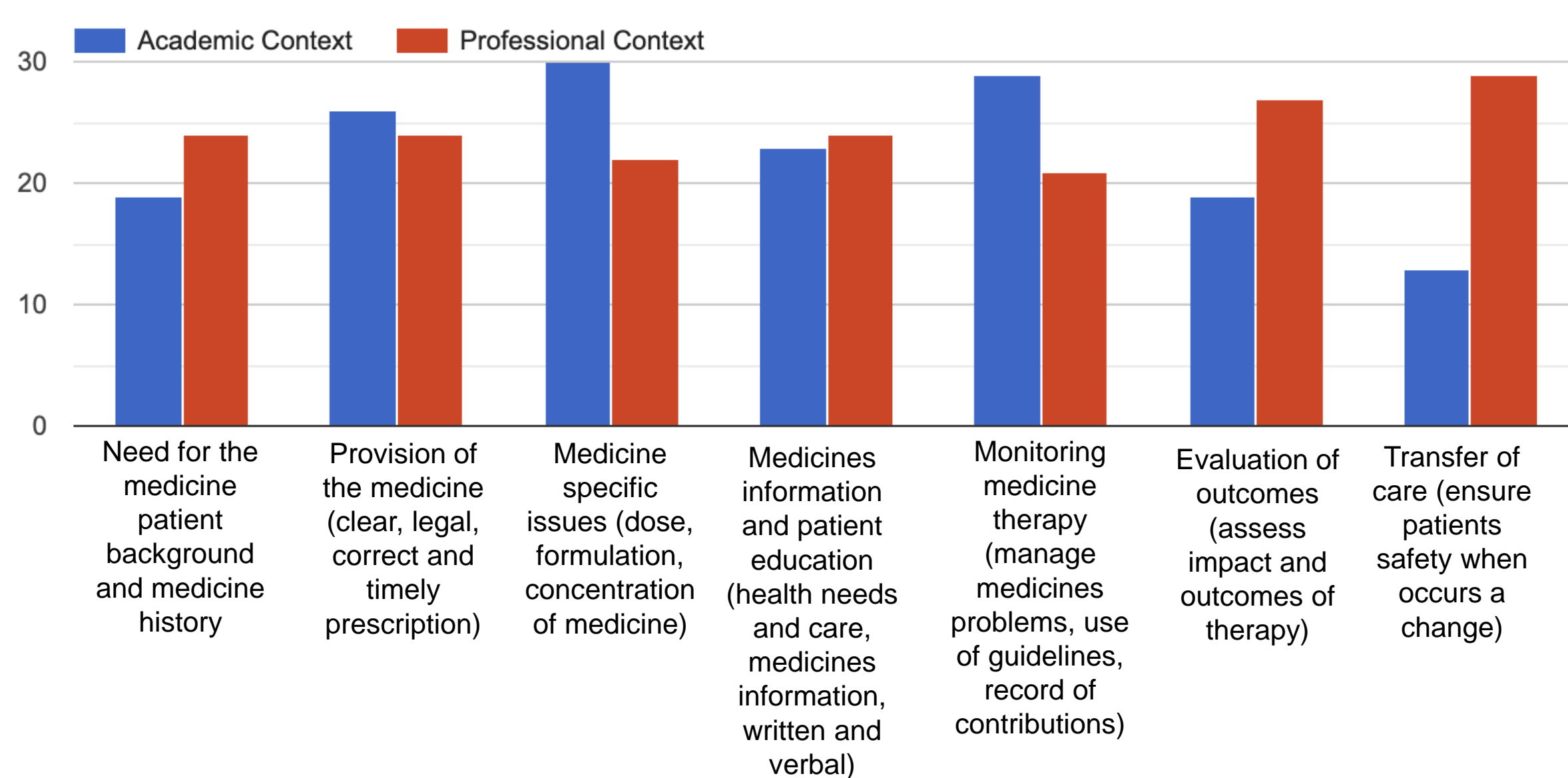
The Foundation Pharmacy Framework (FPF) aims to support the achievement of the core skills, knowledge and behaviours that are essential for all pharmacy practitioners. A blend of these key components provides a baseline for safe and effective pharmacy practice which underpins all roles within pharmacy practice and ensures a foundation of essential skills which can be built on depending on your focus and expectations for career development.

In this study, the General Level Framework directive set up by the Foundation Pharmacy Framework (FPF) from the Royal Pharmaceutical Society (RPC) was used to perform a systematic assessment the level of training perceived by 4th-year students of the Integrated Master Course in Pharmaceutical Sciences. A qualitative method based on a questionnaire was used to gain rich data from a total of 36 key informants from the Faculty of Pharmacy of the University of Lisbon (FFUL) in Portugal, during March and April 2022:

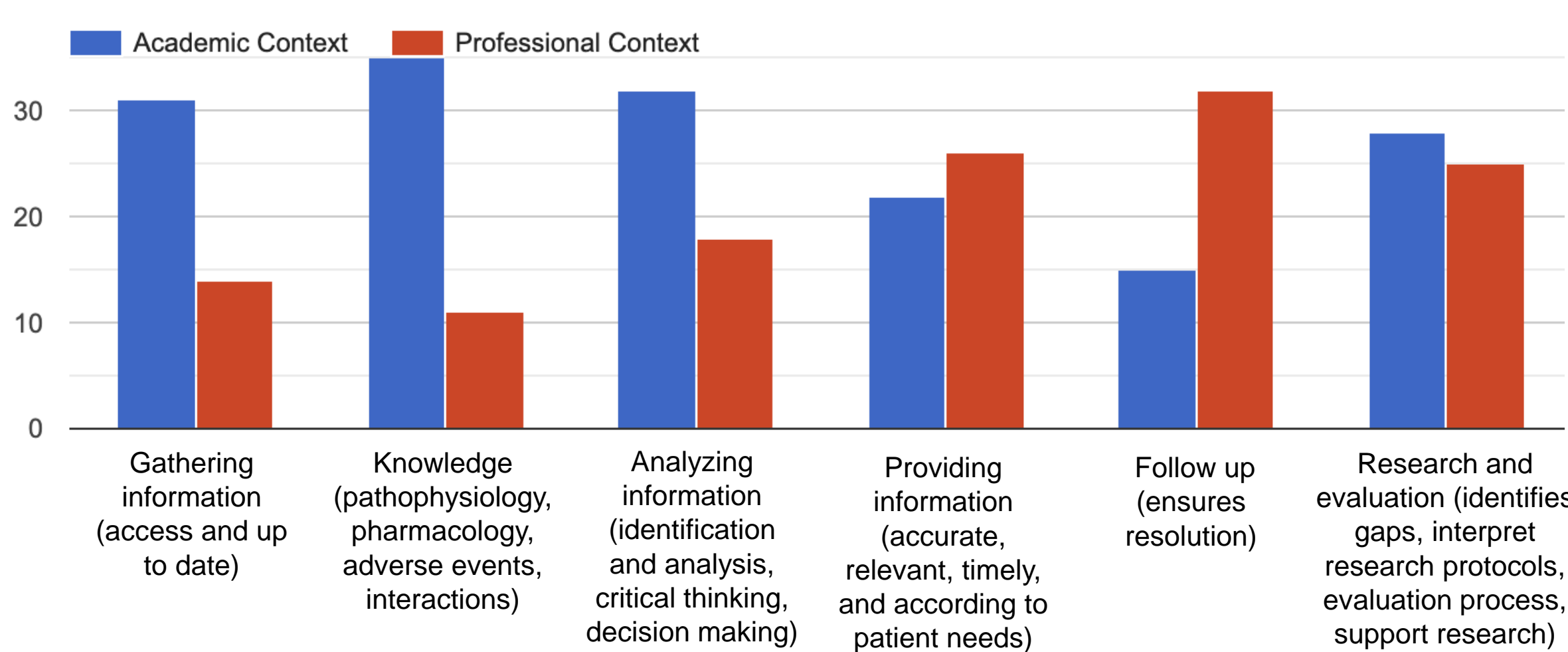


Results

1. The focuses on the patient implies pharmaceutical care and the development of skills around medicine (it focuses on our commitment to patient care and the provision of medicines). Among these, which ones do you think you must acquire in your training and/or in a professional environment?

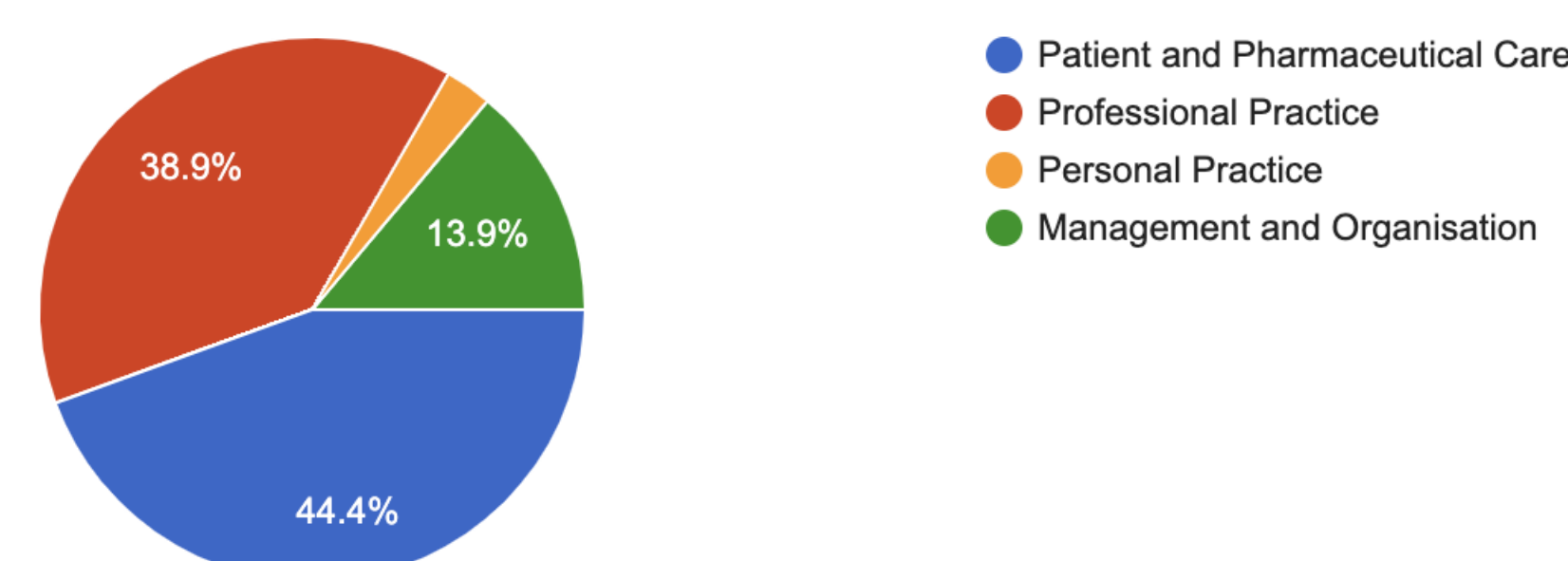


3. Individual practice competencies uses knowledge and research to inform and improve practice. Among these, which ones do you think you must acquire in your training and/or in a professional environment?

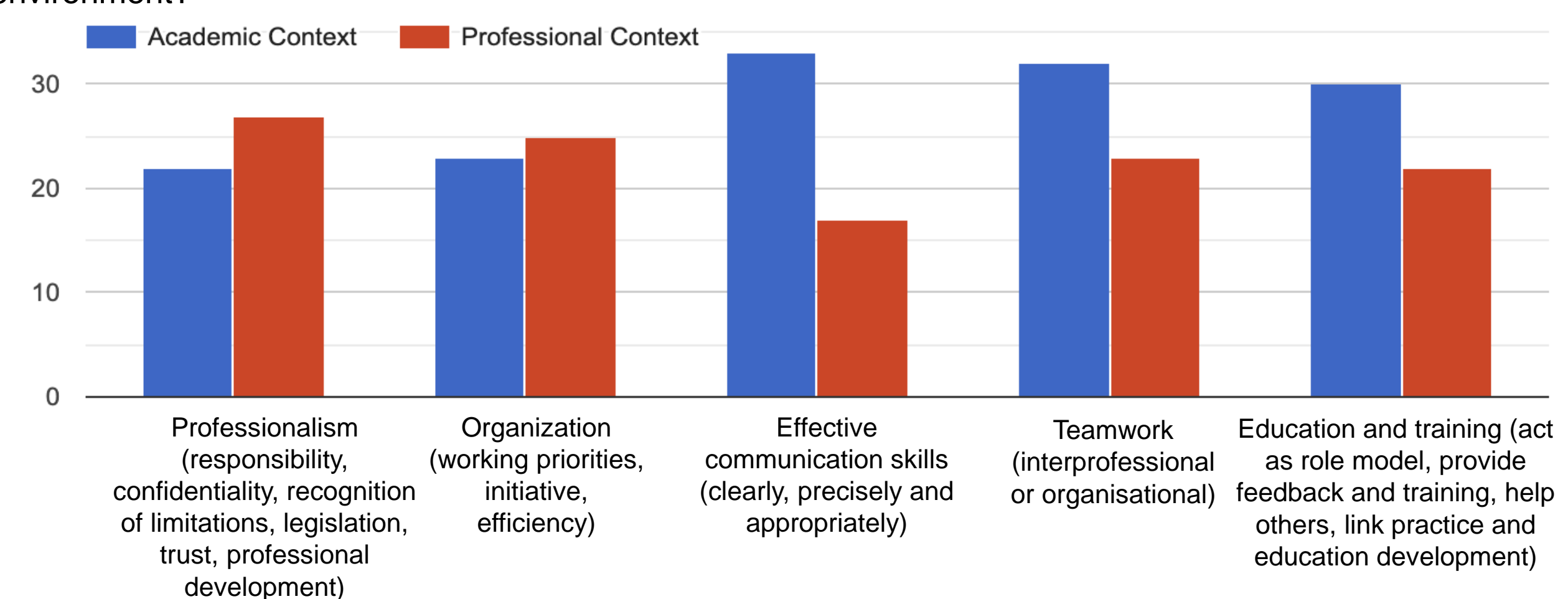


5. Nowadays, pharmaceutical sciences requires well-prepared professionals to work in different environments.

Which area do you elect as the most important to develop professional skills?

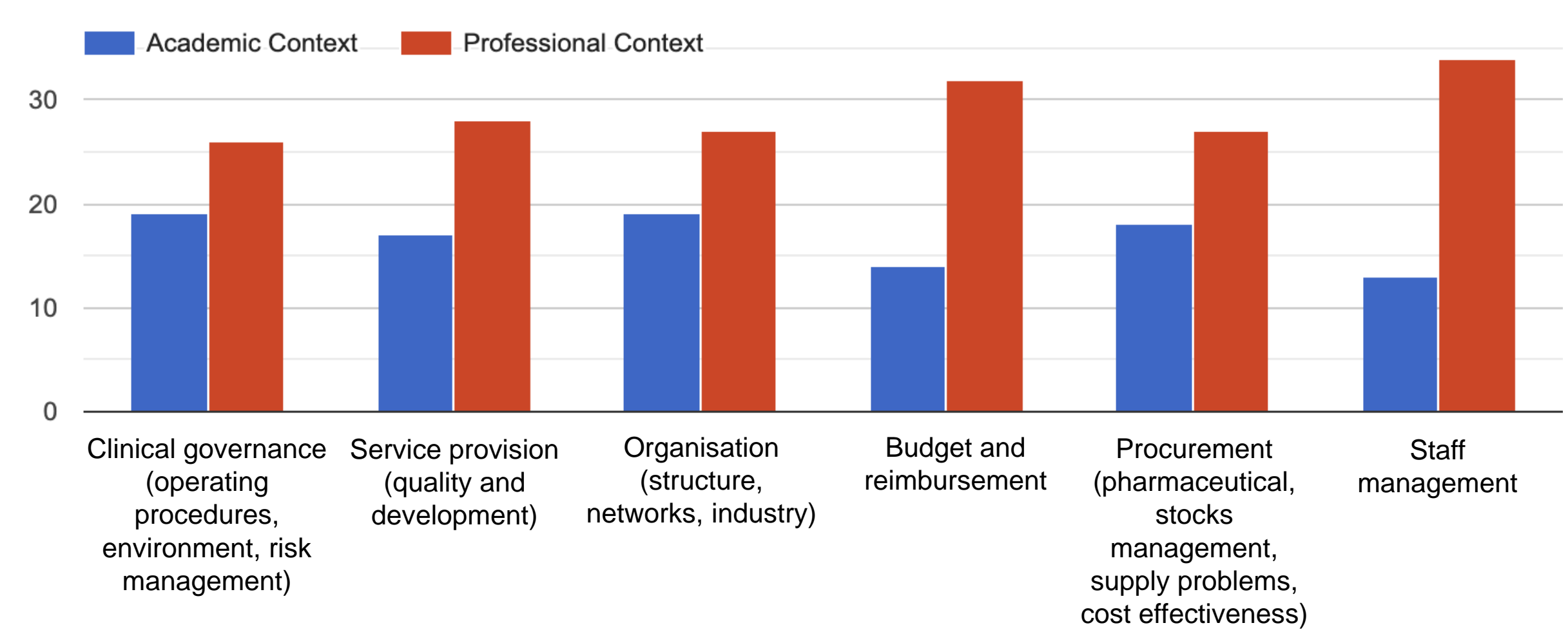


2. Professional practice competencies promote effective communication and professionalism individually and within the team (it supports the education and learning of others). Among these, which ones do you think you must acquire in your training and/or in a professional environment?



4. Management and organizational competencies are used to lead, manage and organize service delivery commensurate with working environment and scope of practice.

Among these, which ones do you think you must acquire in your training and/or in a professional environment?



Final remarks

Our study reinforces the importance of the development of transversal skills focused on the user, mainly for pharmaceutical sciences students, emphasizing the importance of basic technical and scientific knowledge, articulated with communication and interaction skills. We recommend that our pharmaceutical sciences graduate programs take a proactive leadership role in meeting the needs of our future graduates and employers. Moreover, our graduate programs should include the innovation and collaboration that our industry also requires to be successful and relevant in this century.

Acknowledgements

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References

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