

AN EVALUATION OF PHARMACEUTICAL WORKFORCE AND PHARMACY EDUCATION USING THE FIP'S WORKFORCE DEVELOPMENT GOALS: A CASE FROM QATAR

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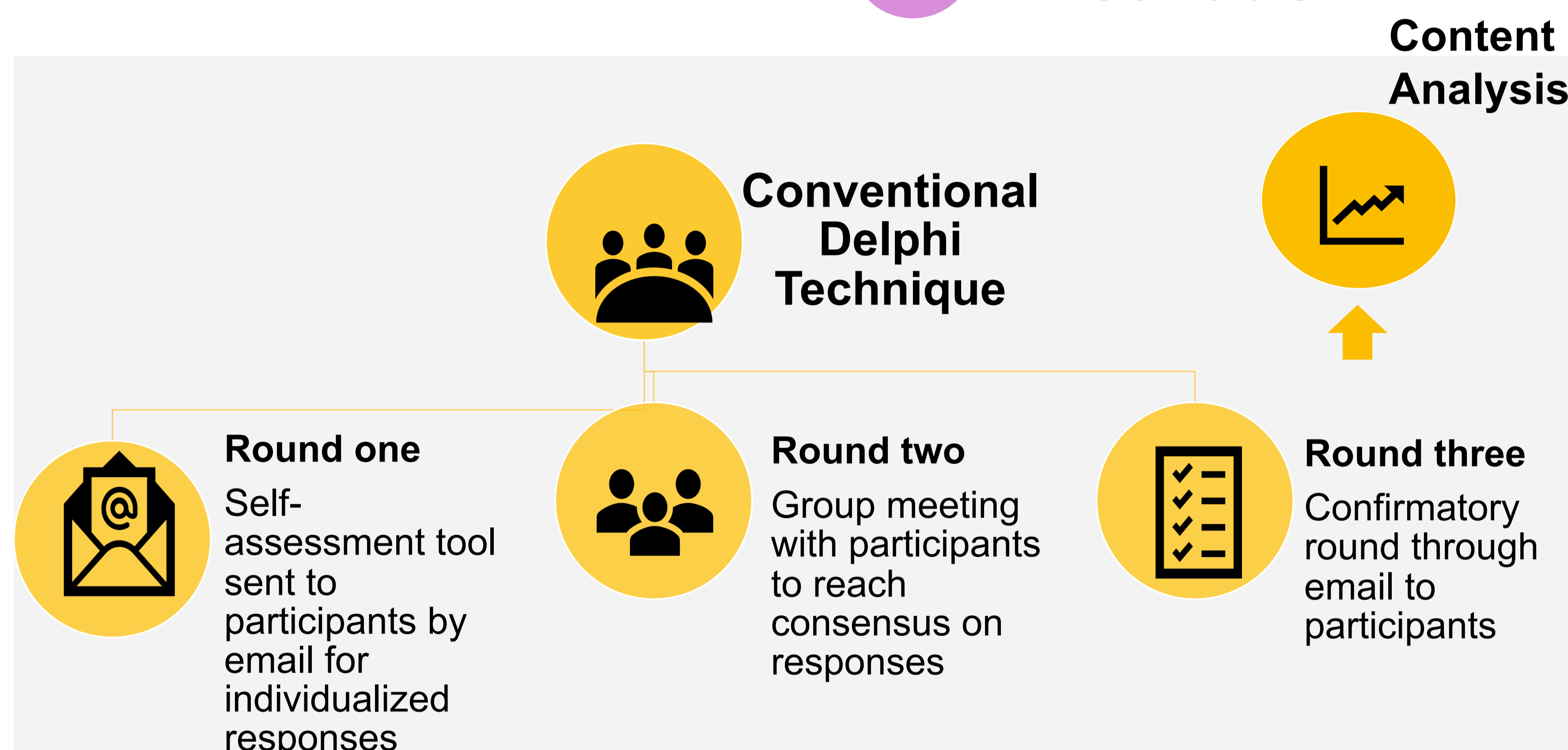
1 Introduction

- WHO estimates a healthcare workforce shortage of 12.9 million by 2030, which constrains the achievement of Sustainable Development Goals
- Several reports on the pharmacy workforce published by FIP indicates shortages of pharmacists in all sectors
- Data regarding the Eastern Mediterranean Region (EMR) highlights a disconnection between education, regulations, and practice
- Available literature in Qatar did not discuss workforce intelligence in terms of capacity planning and development

2 Research Objectives

- Conduct a self-assessment of pharmacy education and workforce in Qatar in relation to the FIP's Pharmaceutical Workforce Development Goals (PWDGs)
- Prioritize the identified gaps
- Recommend potential solutions to address them

3 Methods



Setting	<ul style="list-style-type: none"> • Ministry of Public Health (MOPH) • College of Pharmacy Qatar University (CPH)
Participants	Leaders of pharmacy practice and education in Qatar <ul style="list-style-type: none"> • 5 from CPH • 6 from MOPH
Data collection tool	FIP validated self assessment survey tool utilizing Conventional Delphi Approach
Data analysis:	Content analysis

4 Results

The Academy Cluster

- CPH is expanding its capacity, but not based on national needs
- Quality assurance tasks are carried out yearly
- Stakeholders are not involved in policy development

The Professional Development Cluster

- There is no common understanding of specialization and advanced practice
- Lack of competency framework ladder

The System Cluster

- Lack of workforce policy intelligence
- Lack of workforce policy

Identified Gaps from each Cluster

Increasing the academic capacity is not based on national needs

Academy

Lacking of a competency framework

Professional Development

Lacking workforce intelligence and workforce policies

Systems

The Priority Gaps

Establishment of national pharmacy association

Development of competency framework

Further research related to Workforce intelligence

Possible Solutions

5 Conclusions

- PWDGs are interrelated and a gap in one goal can negatively influence other goals
- Increasing the educational capacity based on national needs, (PWDG 1) in the academy cluster, cannot be achieved without workforce intelligence and workforce planning, (PWDG 12) in the systems cluster
- Lacking a competency framework, (PWDG 5) in the professional development cluster, has negatively impacted other professional development goals , leadership development (PWDG 6) and the advanced and specialists expert development goal (PWDG 4)
- Countries in the EMR should ideally collaborate in initiating regional workforce transformation strategies