A story of educational enhancement: developing the postgraduate qualification in pharmacy in Serbia

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“The development of the pharmaceutical field calls for further education and specialization beyond the master level. In Europe there are as many ways to pursue this challenge as there are national states. In the Bologna framework the PhD degree is the only formal framework for postgraduate education (third cycle). The educational needs for pharmacists to be able to practice as specialists in various fields do not always fit into the PhD format and expectations. We have a need for a more diversified tool-box.”

(preface to the 2009 Annual Conference of the European Association of Faculties of Pharmacy)
Postgraduate Qualification in Pharmacy

- Formal/informal
- Postgraduate courses at the university leading to PG degree
- Seminars and workshops organised by university, professional associations and companies
- In-house seminars and workshops
- CPD requested by the regulatory authorities
  - licence for professionals working in the healthcare system
  - GMP requirement for professionals working in pharmaceutical industry
Postgraduate Qualification in Pharmacy

**Students**
mature, employed, with different learning needs

**EXPECT/ASK FOR**

**Courses**
part-time, flexible
blended learning
work based learning

&

**Teachers/mentors**
competent, professional, facilitators
both at University and at work
Course profile

- ‘departmentalisation’
- poor vertical and horizontal association
- lack of appropriate educational resources
- mostly, teacher – centered
- limited use of innovative teaching/learning methods
- practical/work placement increasingly difficult to provide

Course ‘needs’

- introduction of a more flexible curricular structure
- introduction of more student-centered approach
- introduction of blended learning
- VLE development (and maintenance)
- development of infrastructure for work-based learning
Teachers ‘profile’

- graduate pharmacists, chemist …
- not enough familiar with IT, ICT, ILT (*digital immigrants*)
- teaching based on personal experience
- teaching based on intuition

Teachers needs

- introduction to new and innovative learning and teaching methods
- professional support in different aspects of academic practice development
- inter-institutional and international cooperation and exchange
- mobility
• Modernisation of higher education in the EU’s neighbouring countries

• Cooperation in higher education between the EU and Partner Countries (PC)

• Development, modernization and dissemination of new curricula, teaching methods and teaching materials

• Enhance quality assurance mechanisms in PC higher education institutions

• Strengthen the role of higher education institutions in society and enhance their contribution to the development of lifelong learning

TEMPUS
Trans European Mobility Scheme for University Studies
**Tempus: Modernisation of Higher Education in countries surrounding the EU**

Tempus supports the modernisation of higher education and creates an area of co-operation in countries surrounding the EU. Established in 1990 after the fall of the Berlin Wall, the scheme now covers 27 countries in the Western Balkans, Eastern Europe and Central Asia, North Africa and the Middle East.

**Tempus** finances two types of actions:

1. **Joint Projects** are based on multilateral partnerships between higher education institutions in the EU and the partner countries. They can develop, modernise and disseminate new curricula, teaching methods or materials, boost a quality assurance culture, and modernise the management and governance of higher education institutions.

2. **Structural Measures** contribute to the development and reform of higher education institutions and systems in partner countries, to enhance their quality and relevance, and increase their convergence with EU developments.

Partnerships are made up of consortia of organisations including higher education institutions, businesses, ministries, NGOs, and other organisations working in higher education; both from the EU and partner countries.

**Launch of Tempus IV**

The latest phase of the programme, Tempus IV, started in 2008. The annual Tempus budget amounts to around €50 million, and individual projects receive funding between €0.5 and €1.5 million. All conditions and criteria to apply for Tempus funds are laid out in the text of the [call for proposals](#) which is available in English, German and French.

The Education, Audiovisual and Culture Agency Executive is responsible for the management of all Tempus actions, under the supervision of the European Commission.

The [Erasmus Mundus 'Action 2'](https://www.cedefop.europa.eu/en/what-we-do/european-skills-education/policies/erasmus-mundus) is a complementary programme that funds higher education student and teaching staff mobility activities between European universities and universities from targeted third-countries.
Project objectives

Update and modernisation of the Pharmacy Postgraduate Qualification Curricula and Continuing Professional Development

through

• improvement of existing/introduction of new study programmes
• staff development
• improvement of teaching/learning methods and educational resources
• development of e-learning platform
Project activities

University cooperation: mobility & academic exchange
- working in an international setting
- revealing that we face same problems, share common dilemmas and can solve them together
- dealing with the resistance to change

Modernisation & Sustainability
- Curriculum update & accreditation
- educational resources development (e-learning packages, textbook translation, study guides)

Visibility & Dissemination
- Presentations & Publications
Academic Staff Development

- educational seminars & workshops delivered both at home university and in partner institutions
- participation in ‘real time’ teaching sessions at EU universities
- exchange of ideas and experience of good (as well as bad) academic practices
Academic Staff Development

Subtle Pressure

- voluntary participation
- according to the individual needs and interests
- supportive
- inspiring
- motivating
Academic Staff Development

Measurable and non-measurable outcomes

§ Number of new courses/course amendments applications
§ Number of e-learning units
§ Students feedback
§ Increased self-esteem
§ Improved interaction
§ Improved collaboration between departments