

“Responding to the Pandemic Together” Programme

The immediate global impact of COVID-19 on higher education institutions & workforce development

Delivered by FIP Education and Workforce Development Hub
and Pharmacy Education Journal



Speaker 1

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Education and Global CV19 “lockd

Innovative Case Stud today...

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Submissions and nati

Pharmacy workforce

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COVID-19 SPECIAL COLLECTION

INTRODUCTION

The immediate global impact of COVID-19 on higher education institutions and workforce development

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As the World Health Organisation (WHO) made us aware of the emergence of the COVID-19 virus and its progress across the regions of the world, it triggered the creation of initial plans for a potential response by governments and healthcare related organisations.

In January 2020 The World Health Organisation (WHO) mission to Wuhan, China issued a statement suggesting the possibility of human to human transmission of the COVID-19 virus. This became a major factor in advancing these plans

Some HEIs showed their versatility by using more widely available social media apps such as WhatsApp as a platform for asynchronous discussion or provision of feedback on assignments between students, academic staff and in some cases, as a means by which preceptors or pharmacist tutors could also connect. The advantage of using such platforms is that the majority of students were likely to already have them and understand how they can be used.

But the rapid switching from traditional methods of teaching



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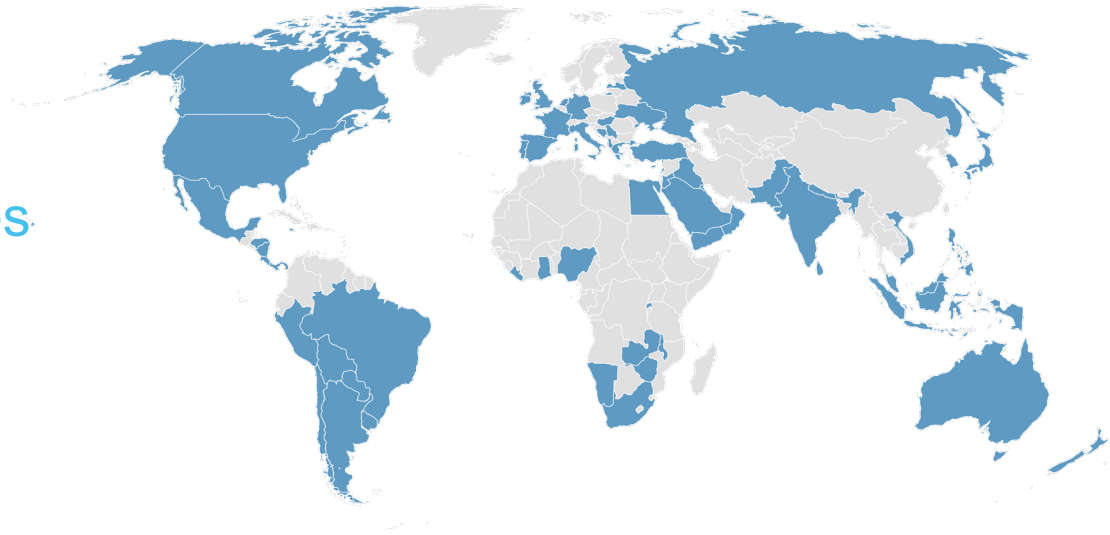


ADVANCING
PHARMACY
WORLDWIDE

Higher Education – FIP Rapid response survey

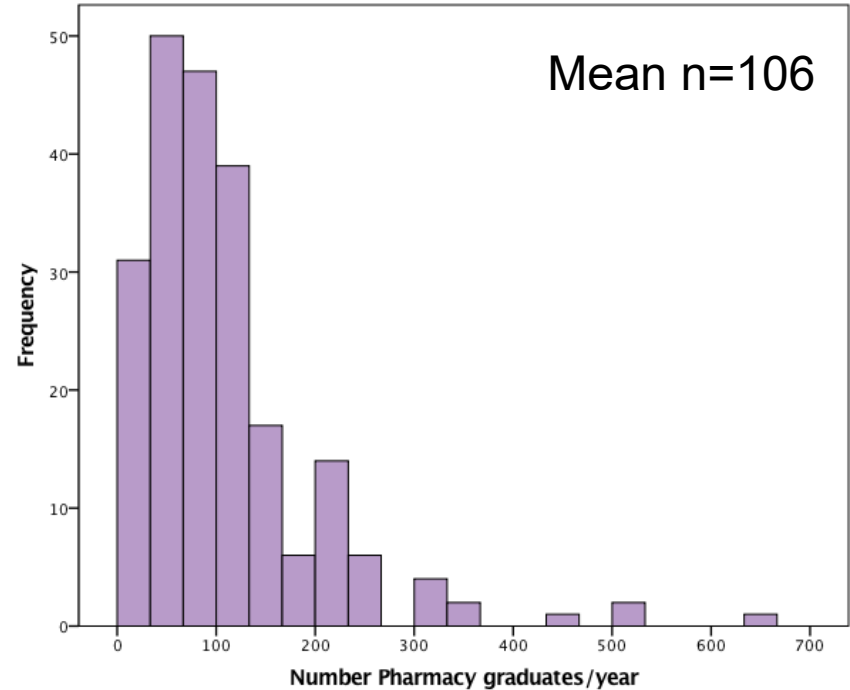
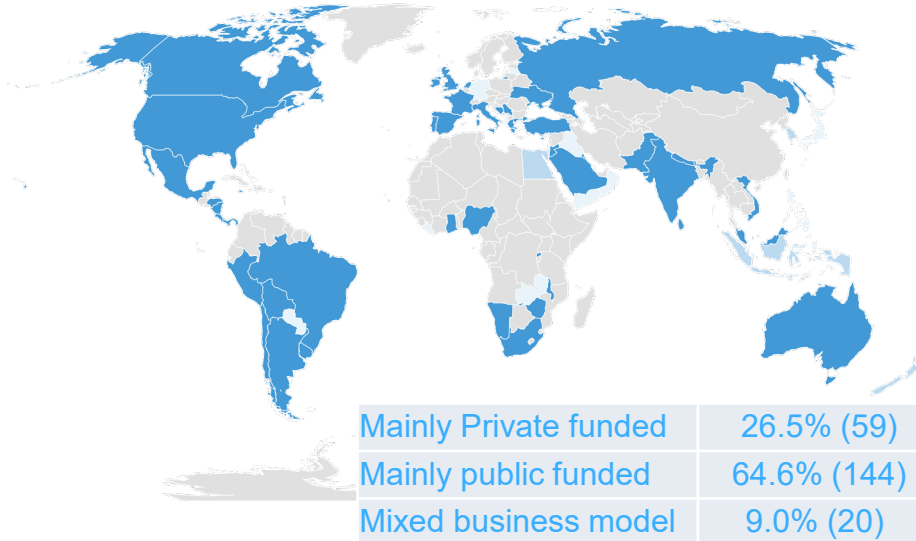
371 (225) valid responses from Universities providing Pharmacy initial E & T programmes

Responses from 63 countries across all WHO regions



Higher Education – FIP Rapid response survey

- Mainly Private funded for teaching
- Mixed business model for teaching
- Mainly public funded for teaching



Higher Education

CV19 “lockdown” decisions:

3% - not switched to online provision at time of survey

75% - switched to online in March

16% - switched to online in April

(Remainder from May onwards...)

2 cases switched in FEBRUARY (Italy & South Korea)

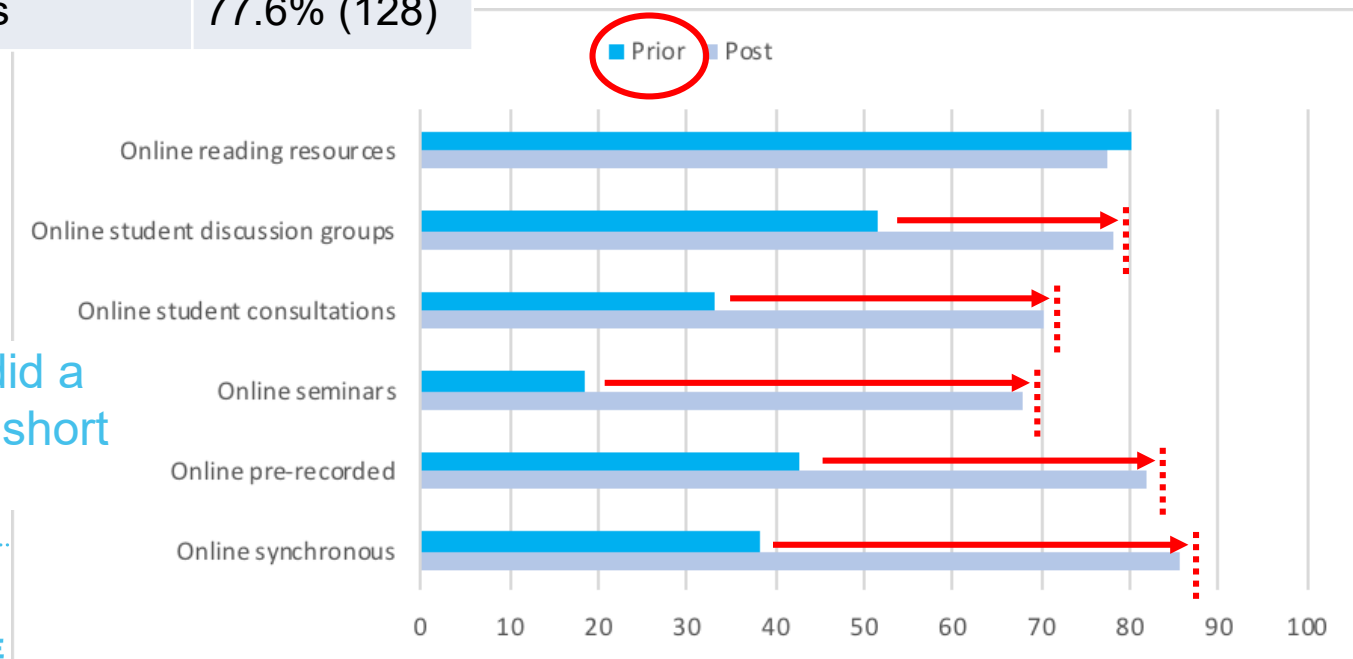
Provision profile of sample...

BPharm/Diploma	76% (155)	Initial E&T
MPharm	45% (92)	
PharmD	38% (78)	
TPG Master	50% (101)	PG
Doctoral	46% (94)	
Technician	12% (25)	Professional
CPD	24% (49)	

	% (N programmes)
Principally national	48% (300)
International	52% (326)
(Average across all programmes)	

Types of current Online delivery	% Cases
Online synchronous lectures	85.5% (141)
Online pre-recorded lectures	81.8% (135)
Online seminars	67.9% (112)
Online student consultations	70.3% (116)
Online student discussion groups	78.2% (129)
Online reading resources	77.6% (128)

Provision profile of sample...

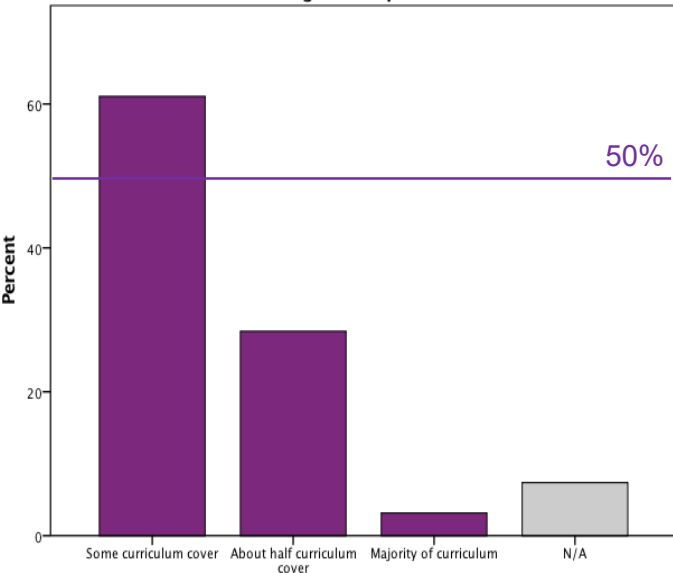


A lot of Universities did a lot of catching up in a short time...

Programme access to Curriculum by students

Prior to CV19

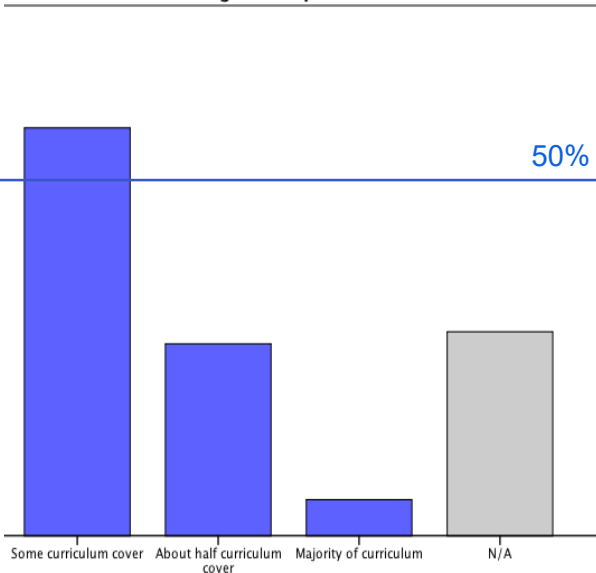
Prior Undergraduate provision



Prior provision online curriculum UG

Undergraduate

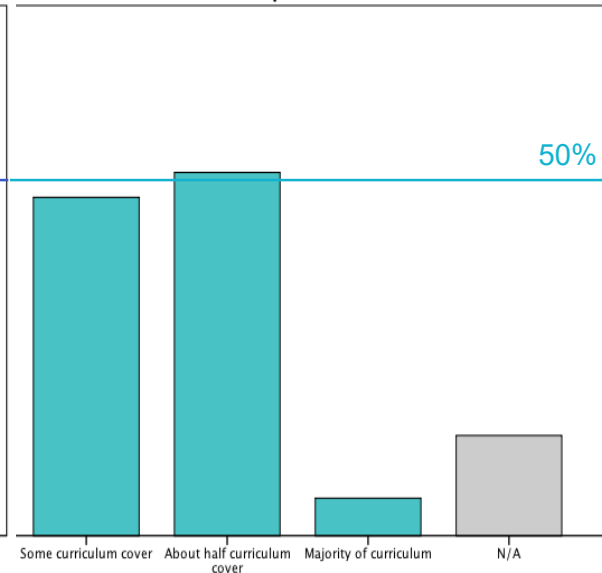
Prior Postgraduate provision



Prior provision online curriculum TPG

Taught postgraduate

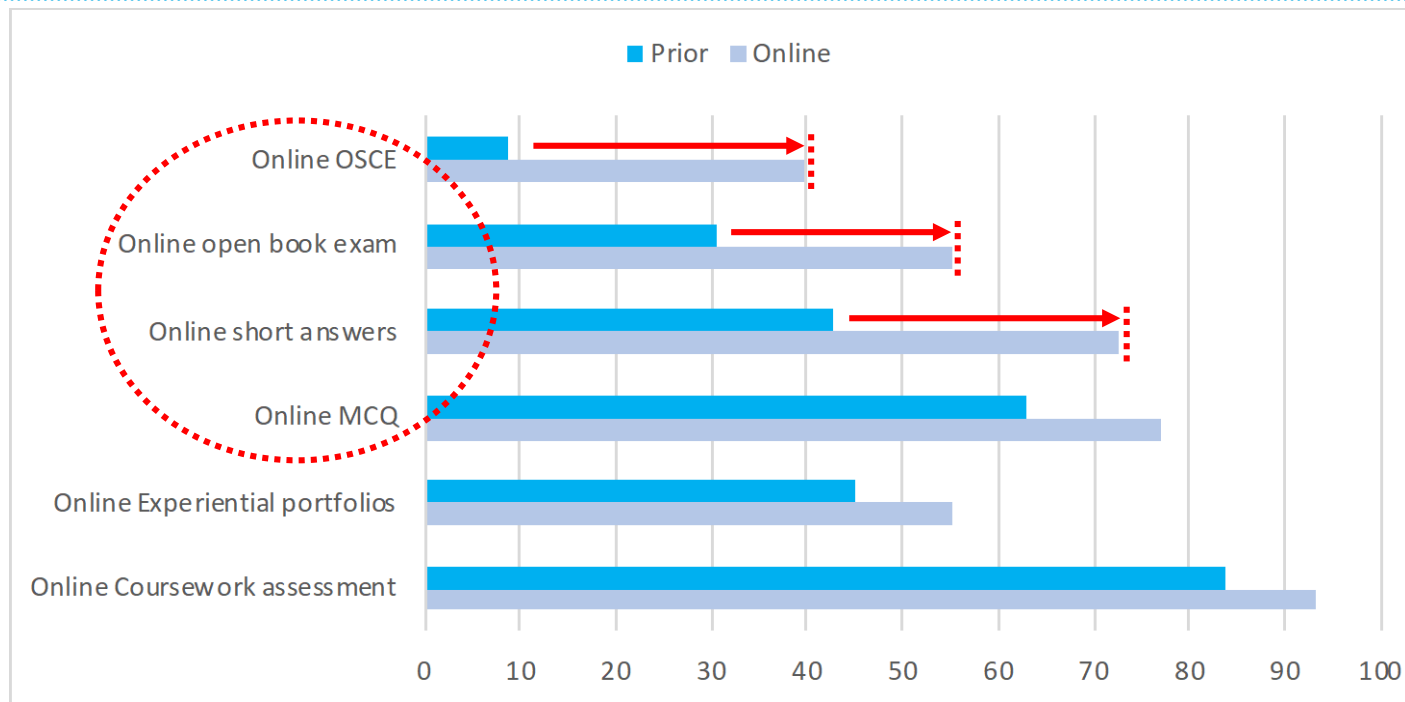
Prior CPD provision



Prior provision online curriculum CPD

CPD (non-formal)

The switch to online Assessment



Use of VLE...

Nearly all respondent universities reported using a VLE post lockdown.

However, around 16% reported that a principal VLE had not been in use before the pandemic, and 35% reported introducing additional VLE platforms into their provision since CV19

Google Classroom

Zoom

LinkedIn Learning

Blackboard

Top Hat

Sakai

MS Teams

Moodle

Skype

Coursera

Canvas

Webex

Laboratory and Experimental classes...

37% of institutional respondents indicated that laboratory classes had been suspended for the remainder of the academic cycle.

Lab replacements were listed as:

Simulations

Recorded material

Social distancing, smaller groups

Online case study

Virtual labs (MyDispense)

Nothing – we're waiting for face-to-face to return...

"Practicing on family and roommates..."

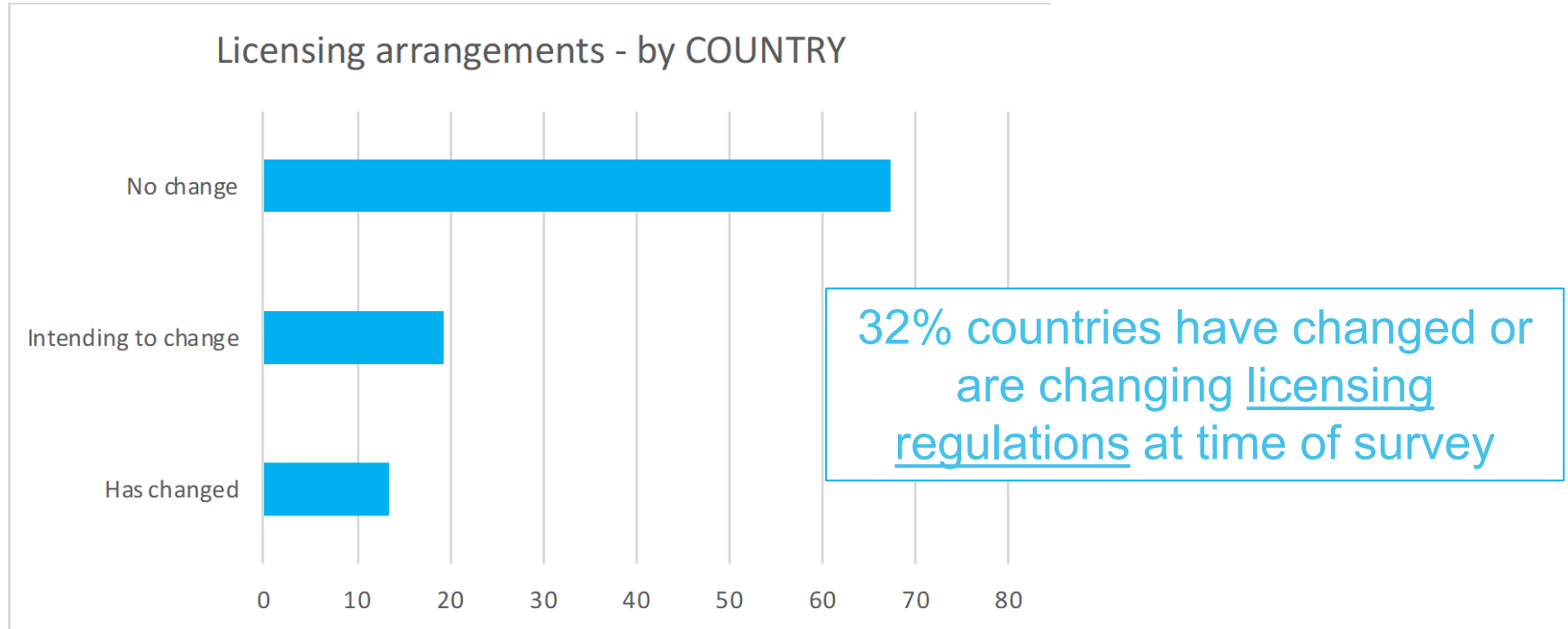
Forced Programme changes...

55% of institutional respondents added data security measures to accommodate online learning/teaching.

48% changed the programme syllabus to accommodate online switching.

49% made changes to processes and regulations for Doctoral/Graduate programme & thesis examinations.

National licensing changes...

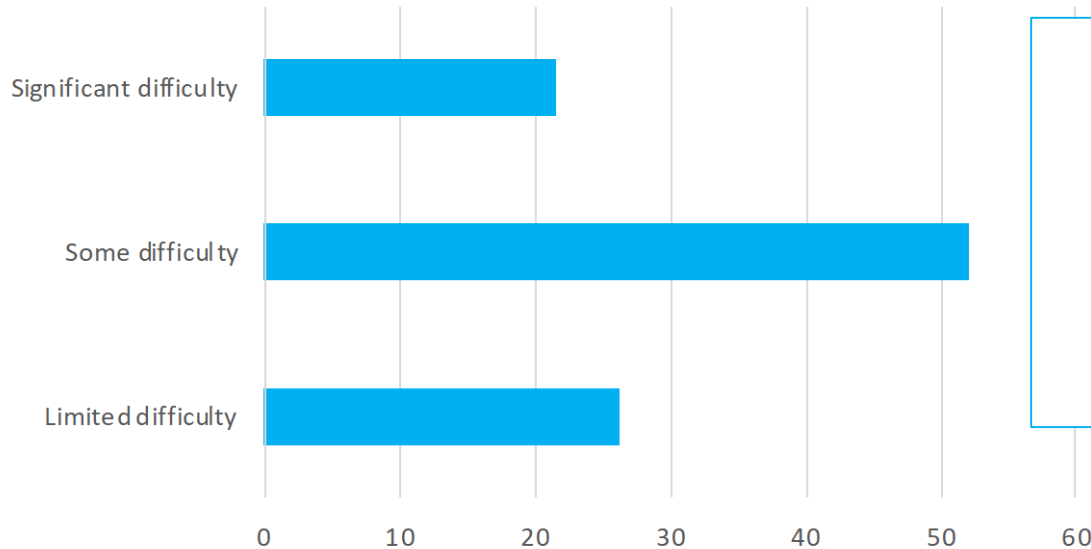


Most frequently cited student challenges...

Access to computer and home www access;
Anxieties and mental health;
Social isolation & disruption;
Financial issues;
Anxieties about graduating;
New assessment schedules.

Faculty/staff challenges...

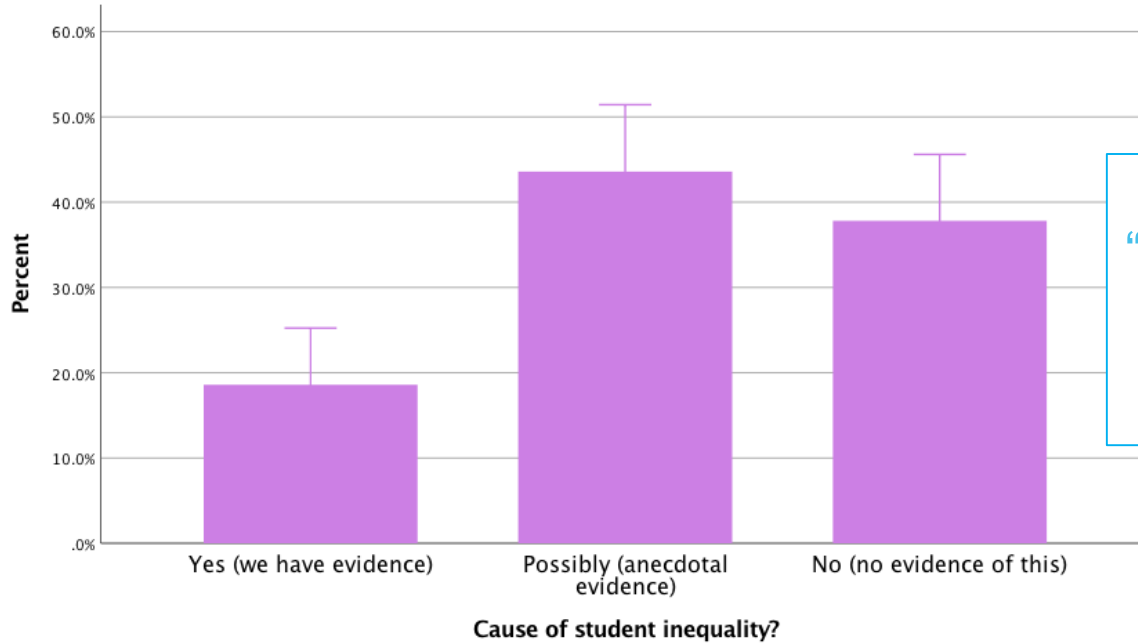
Staff/Faculty challenges



74% report “some” or “significant” difficulty with adjustment

29% responding indicated faculty salary issues

Student inequality impact?...



62% indicated “actual” or “possible” evidence that online switching has disadvantageded students

Effects of CV19...

Previously un-recorded capability to make significant decisions...

A general low level of IT/digital provision prior – some, not a majority;

Online assessments a critical challenge reported by many;

Experiential and laboratory learning in the spotlight;

*Social restrictions, access to faculty resources, anxiety – significant but unmeasured student issues. Anecdotal evidence of increased inequality.

**In addition, there has been a noticeable impact on faculty/staff...

Wider picture...FIP DGs...R&E priorities...CV19 adjacency

Academic
systems focus



Key workforce
challenges

Evidence and data
focus

Wider research urgencies in pharmaceutical education...

Outreach to more Regions, especially LMIC nations

Continue the upward trend in IT/digital evaluation of learning and provision effectiveness

Focus more on experiential learning

Focus more on outcomes

Workforce is now a much more complex and integrated challenge...
