

**Assessing Competency Development across 5-year Bachelor of Pharmacy
Curriculum in Jordan**

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Abstract

Background: Pharmacy education is defined as the educational design and capacity to develop professional pharmacists to take their future role in various settings that include community, hospital, research, industry, regulatory and academia. This diverse profession is in need for an education that would meet various competencies to prepare pharmacy student for their various future roles. The development in pharmacy education needs to improve the quality of learning outcomes, healthcare settings, and students' educational skills, the global attention to quality education of pharmacy is growing, consequently new ideas and concepts are being built and developed, such as "quality criteria", "quality indicators", "quality assurance" and "accreditation" of pharmacy education.

Methods: The new Jordanian national competencies framework (JNCF) and FIP Global Competency Framework (GbCF), were mapped to the courses objectives. Educational sessions for students were performed, to make them aware of the definitions of competencies and a survey tool then distributed pre and post- workshop sessions for assessing students' comprehension and knowledge of anticipated competencies.

Questionnaires were also designed for stakeholders and academics to evaluate their perspective and perception of the new competencies and their evaluation of the students' accomplishment of these competencies according to the students' performance.

Wilcoxon paired t-test was performed for student's surveys, pre and post workshop, third and fourth years show difference in their questionnaire analysis, with p-value less than 0.05, and improvement in their knowledge of competencies. Stakeholders including practicing pharmacists were asked for their opinions about the important competencies that must exist in undergraduates to enable them to practice the profession. But for academics show their subjects under any competency and if they achieved it or not in course objectives.

Results: JNCF for B.Sc. Pharmacy is considered to align with CAPE competencies and to a certain degree with FIP- GbCF competencies. Competence based curriculum needs to viewed from more than one perspective in order to implement the required changes.

Keywords: pharmacy education, pharmacy competencies, Jordan national competencies framework, course intended learning outcomes (CILOs), and program learning outcomes (PLOs).