FAPA-CP Program Development Guidelines

1. Introduction

These guidelines provide a comprehensive framework for the development, implementation, and maintenance of training programs across all chapters of the FAPA College of Pharmacy (FAPA CP). They are designed to ensure high standards of education and professional practice, preparing pharmacists for advanced certification and leadership roles in the pharmacy sector.

2. Program Structure

2.1. Certification Levels:

- **Assistant Fellow of FAPA CP (Assist. FACP)**:
  - **Requirement:** Completion of at least 1,000 supervised practice hours in a specific area of specialization.
  - **Specialty Focus:** This level focuses on hands-on experience in a selected area of pharmacy profession.
  - **Objective:** Build advanced skills tailored to the specific focus area, establishing a strong foundation in specialized practices that are crucial for progressing to higher levels of responsibility and expertise within the pharmacy profession.
- **Associate Fellow of FAPA CP (Assoc. FACP)**:
  - **Requirement:** An additional 1,000 practice hours beyond the Assistant Fellow level, totaling at least 2,000 practice hours.
  - **Specialty Focus:** This level deepens expertise in advanced practice areas tailored to the candidate's professional aspirations and the needs of the sector.
  - **Objective:** Prepare candidates for mid-level professional roles by enhancing their ability to manage complex clinical or operational issues within their specialty area. The training aims to develop specialized competencies that enable candidates to contribute significantly to healthcare teams and decision-making processes.
- **Fellow of FAPA CP (FACP)**:
  - **Requirement:** A total of 2,000 practice hours, which includes the hours accumulated at previous certification levels and the completion of a professional project.
  - **Specialty Focus:** The project should align with the candidate's specialized area of expertise, demonstrating innovation in practice or improvement of practices within the specialty.
  - **Objective:** The purpose of this level is to position the Fellow as a thought leader and expert in their chosen specialty area. The project should gain peer recognition through mechanisms such as scholarly publication, the practical application of innovative practice, the adoption of new clinical or operational guidelines, or the demonstrable enhancement of patient care or pharmacy services or other forms of acknowledgment that affirm its value and impact.

2.2. Competency-Based Modular Design:
Each certification level comprises a series of short courses designed to develop specific competencies. This modular system facilitates targeted development and specialization, ensuring that learning outcomes are achievable and measurable.

3. **Program Design and Focus**

   3.1. Program Learning Outcomes:
   Each training program is designed with clear Program Learning Outcomes (PLOs) that articulate the expected competencies, encompassing knowledge, skills, and attitudes, at the end of training. These outcomes align with professional standards and sector-specific needs, ensuring that the training remains relevant and effective.

   3.2. Course Learning Outcomes (CLOs):
   Each course within the program should have defined CLOs that are SMART (Specific, Measurable, Attainable, Relevant, Time-bound) and contribute to the overarching PLOs.

   3.3. Program Design:
   - **Incorporation in Program Development:**
     Systematic mapping is essential when designing or revision programs, Each course's CLOs should support the program's PLOs, ensuring a coherent alignment and integration of learning outcomes.
   - **Regular Review and Updating:**
     PLOs and CLOs are regularly reviewed and updated to reflect current trends, technological advancements, and stakeholder feedback.

   3.4. Preceptor Involvement

   3.4.1. Preceptor Roles:
   - **Instructional**: Preceptors guide practical instruction and ensure integration of theoretical knowledge into practice.
   - **Mentorship**: They provide support and career development advice, helping trainees navigate their professional growth.
   - **Assessment**: Preceptors are responsible for evaluating trainee progress and competency in achieving course outcomes.

   3.4.2. Accreditation of Preceptors:
   - **Initial Certification**:
     Preceptors are required to complete an assessment process to ensure that they are well-equipped to guide, mentor, and assess trainees effectively.
   - **Ongoing Development:**
     Preceptors must participate in continuous professional development programs to maintain their accreditation and stay effective in a rapidly evolving healthcare landscape.

   3.5. Local Adaptation and Cross-Chapter Collaboration

   3.5.1. Customization to Local Needs:
   While adhering to the overarching standards set by FAPA CP, chapters have the flexibility to tailor course durations, content, and the structure of the programs to suit local needs and contexts. This adaptability allows chapters to respond to specific regional requirements, cultural considerations, or unique professional demands without compromising the integrity and objectives of the certification process.

All customizations, including changes to course lengths or the number of courses offered, require prior approval from the FAPA CP Executive Committee. This ensures that despite local adaptations, all training programs uniformly meet the standards necessary for certification and that all pharmacists, regardless of geographical location, achieve the same level of expertise and qualification.

3.6. Sharing Resources:

Encourages resource sharing and collaborative learning among chapters to improve efficiency and program quality.

4. Approval Process

4.1. Program and Course Approval Process:

To uphold educational excellence and ensure all offerings align with the strategic goals of FAPA CP, a formal approval process is essential for all new or revised programs and courses.

- **Program Submission and Review**:
  Proposals for new programs or significant revisions to existing ones must be submitted to the FAPA CP Executive Committee. These proposals should detail the curriculum, courses, learning outcomes, assessment methods, and preceptor involvement, following the guidelines set forth in **Annex A** for the programs **and Annex B** for courses.
- **Individual Course Approval**:
  New courses that are not initially part of an existing program require a separate approval process. These proposals should outline the course's objectives, content, teaching methods, and evaluation mechanisms, as specified in the template in **Annex B**. This process allows chapters to quickly respond to emerging educational needs or innovative ideas.
- **Evaluation Criteria**:
  Proposals are assessed based on their alignment with educational and training objectives, relevance to current pharmacy practices, and compliance with accreditation standards. The aim is to ensure that all content is up-to-date, practically relevant, and capable of preparing students for professional challenges.
- **Feedback and Revisions**: Constructive feedback will be provided, and revisions may be requested to ensure that both programs and courses meet all necessary standards before final approval is granted.

5. Quality Assurance:

A systematic quality assurance process is implemented, including regular audits and evaluations, to maintain high standards.

5.1. **Systematic Review and Monitoring:** Quality assurance processes should be implemented to systematically review and monitor all aspects of the training programs. This includes regular audits, program review, and outcome measurement. These reviews help ensure that the programs maintain and enhance quality, regulatory requirements, and the evolving needs of the profession.

- **Program Reviews:** Regularly review the curriculum to ensure it remains relevant to current industry standards and technological advancements. Involve subject matter experts and stakeholders in the review process to gain diverse insights and recommendations.

- o **Outcome Assessments:** Track and analyze trainee performance and program outcomes to assess the effectiveness of the training. Develop varied assessment methods to evaluate the attainment of learning outcomes for both programs and individual courses. Actively use assessment results to refine and enhance educational content and methodologies.
  - **Feedback from Trainees:** Regularly collect and analyze feedback from current and former trainees regarding their educational experiences, satisfaction, and the applicability of learned skills in their professional settings. Use surveys, focus groups, and exit interviews as tools to gather this feedback.
  - **Performance Evaluations of Preceptors:** Conduct periodic evaluations of preceptors to assess their effectiveness in delivering course content and mentoring trainees. These evaluations should be based on direct observations, trainee feedback, and other relevant performance metrics. Use the results to identify areas where preceptors may benefit from additional training or resources.

5.2. **Stakeholder Engagement:** Incorporate feedback from a wide range of stakeholders, including trainees, alumni, employers, and industry experts, to assess and improve the quality of the programs. Stakeholder feedback is invaluable for identifying strengths and areas for improvement, ensuring that the programs remain aligned with industry standards and job market needs.

5.3. **Continuous Improvement Process:** Establish a continuous improvement process that utilizes the data gathered from program reviews, assessment, and stakeholder feedback. This process should involve regular updates to curriculum and teaching practices to address any identified issues, incorporate new scientific and technological advances, and improve overall program effectiveness.

5.4. **Transparency and Reporting:** Maintain transparency in all quality assurance processes by documenting and reporting the findings of reviews and audits to all relevant parties. This transparency helps build trust and accountability, ensuring all stakeholders are aware of the quality measures in place and the outcomes of quality assessments.
  - o **Documentation and Accessibility**: Maintain detailed records and publicly report on quality assurance activities and outcomes to ensure transparency and accountability.
  - o **Engagement and Feedback Mechanisms**: Establish effective feedback channels to ensure that all stakeholders can contribute to and influence the ongoing development of educational offerings.

Revise History

Version	Date	Description of Revisions
1.0	2025-03-28	Initial adoption of the guideline

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ANNEX A: Template for Program Development

1. Program Title
    1.1. Program Status
    1.2. Implementation Date: [Start year]
    1.3. Program Version: [Details about the new or revised status of the program]
2. Qualification Awarded
    2.1. Full Name : FAPA CP Fellowship Program in [Specialized Area]
    2.2. Abbreviation : FACP in [Specialized Area]
3. Governing Body:
    3.1. FAPA CP Chapter
    3.2. Affiliate / Collaborative Organizations
4. Program Philosophy
5. Program Objective:
    5.1. [Comprehensive description of the educational objectives and learning philosophy]
6. Learning Outcomes (Program Learning Outcomes, PLOs)
    6.1. List and describe each learning outcome, specifying how they align with professional competencies.
7. Educational System
    7.1. Course Duration: [months/weeks]
    7.2. Credit System: [Description of the credit system]
8. Admission Criteria:
    8.1. Qualification and Requirement
9. Admission and Selection
    9.1. Criteria: [Description of admission requirements]
    9.2. Selection Process: [Details on how candidates are selected, including tests and interviews]
10. Program Structure
    10.1. Compulsory
    10.2. Electives
    10.3. Professional Project / Research
11. List of Available Courses
12. Detailed Course Descriptions
    12.1. Course Codes: Explanation of the coding system
    12.2. Course Title:
    12.3. Course Description
13. Graduation Requirements
    13.1. Assistant FACP: Training and Certfication Requirement
    13.2. Associate FACP: Training and Certfication Requirement
    13.3. FACP: Training and Certfication Requirement
14. Quality Assurance
15. Program Review and Improvement: [How and when the program is evaluated and updated]

ANNEX B: Template of Course Development

1. Course Code and CourseTitle

2. Area of specialization

3. Responsible Institution
   3.1. FAPA CP Chapter
   3.2. Affiliate / Collaborative Organizations

4. Course Status:
   4.1. Compulsory / Elective
   4.2. Prerequisite (if needed)

5. Course Description

6. Course Objectives

7. Learning Outcome
   7.1. Course Learning Outcomes (CLOs) mapping with PLOs

8. Admission Requirements

9. Course Structure
   9.1. Duration:
   9.2. Theoretical Instruction: xxx hours total
   9.3. Professional Practice Training: xxx hours total

10. Course Contents and Schedule

11. Teachning and Learning Methods

12. Assessment
    12.1. Formation evaluation
         12.1.1. Skills assessments in practical settings.
    12.2. Summative evaluation
         12.2.1. Written examinations
         12.2.2. Portfolio
    12.3. Passing Criteria