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An official satellite meeting of



LifeTrain: Towards a European common framework for continuing professional development (CPD) in the biomedical sciences

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on behalf of the IMI Education and Training projects



The challenge...



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Traditional approach

- Biology
- Pharmacology
- Chemistry
- Pharmacy
- Immunology
- Medicine

- *Professional development within silos*
- *Limited sharing of knowledge between them*

21st century approach

- Predictive science
- Translational medicine
- Personalised health care
- Open innovation
- Big data...

- *Need to collaborate between disciplines*
- *Need to shift discipline*
- *Silo-based approach to professional development doesn't work!*



The solution



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Every professional in the biomedical sciences needs to **develop and maintain** an optimal level of professional competence, to speed up the development of better medicines for patients



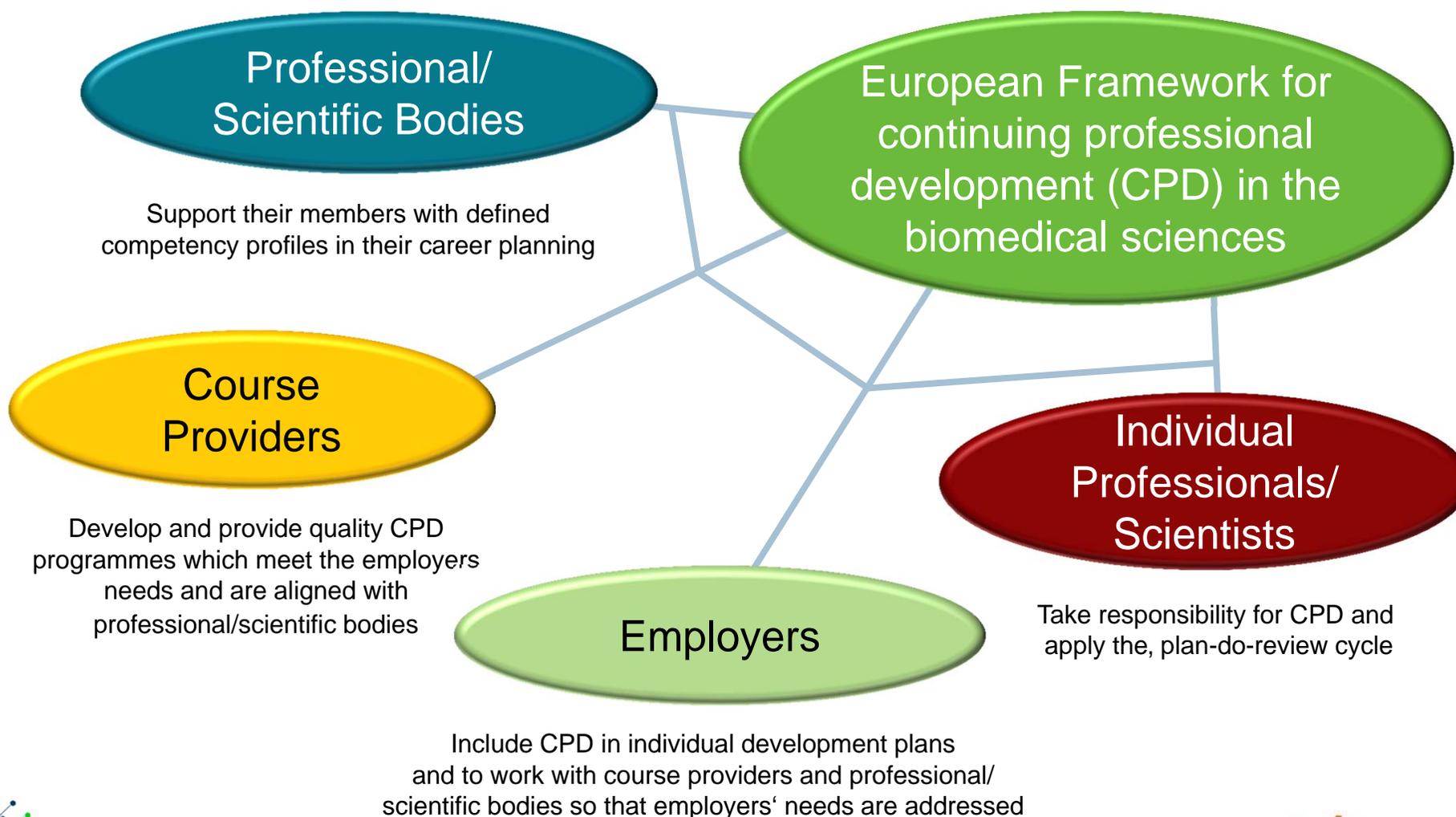
Better
medicines
for patients



The IMI LifeTrain Stakeholders



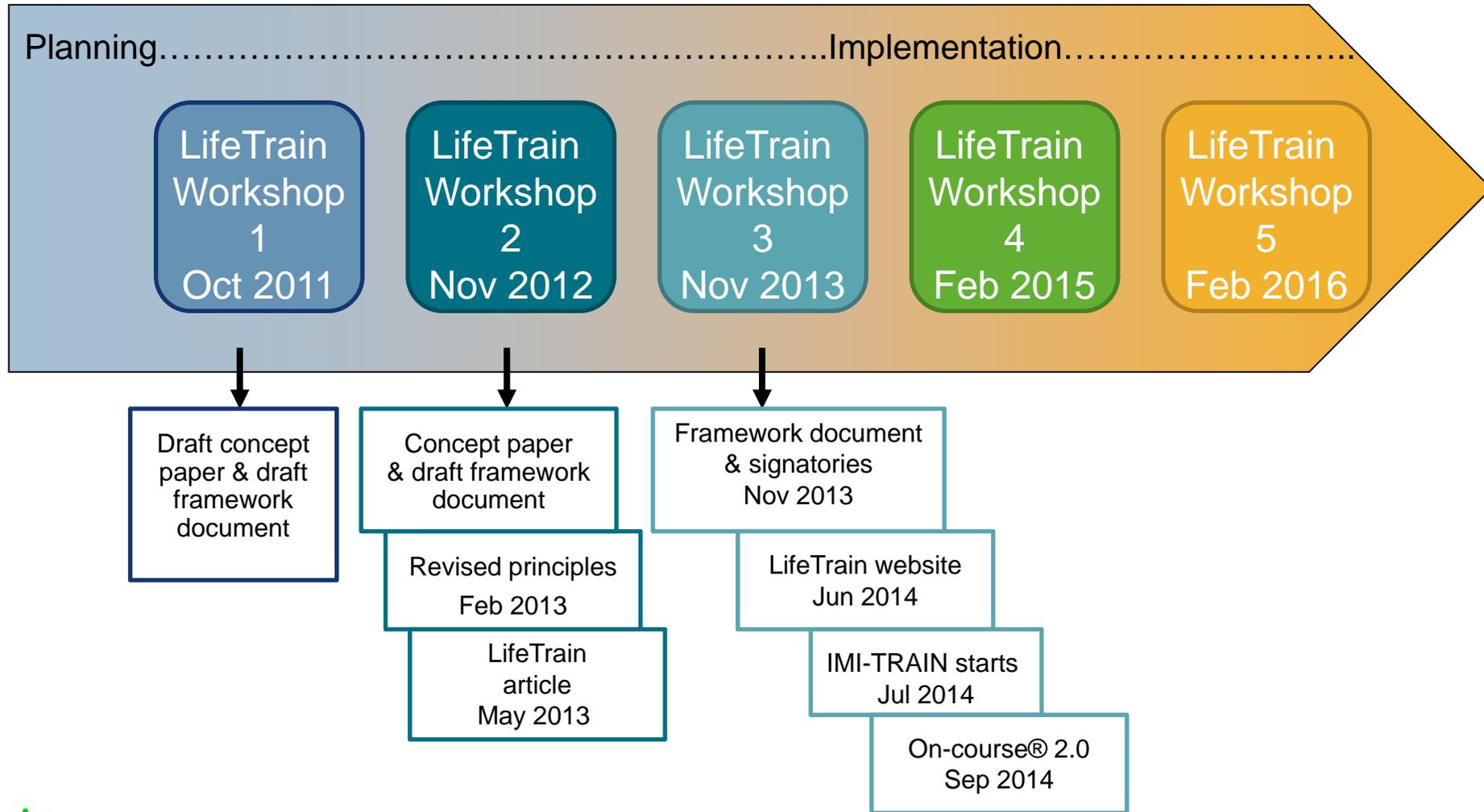
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The LifeTrain journey



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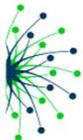


LifeTrain's key messages



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- Every professional in the biomedical sciences needs to develop and maintain an optimal level of professional competence in order to contribute to speeding up the development of better medicines for patients.
- An individual competency portfolio should capture all relevant information in a transparent, easy-to-understand way in order to facilitate mobility between: scientific disciplines; academia, health authorities and industry; jobs and countries; and to support career development.
- Continuing professional development (CPD) is essential and should be driven by each individual in agreement with their employer and in compliance with the requirements of the respective professional/scientific bodies.
- CPD should be part of a “plan, do, review” cycle and can include formal, non-formal and informal learning. Each individual should reflect on the learning and its application in practice.
- Objective assessments of competence should be made by the individual and by others, on a regular basis throughout the individual's professional working life.
- Needs should be identified and professional training courses developed and delivered in collaboration between industry, technical experts, and course providers (including universities). They should meet the needs of adult-learners and should be available on on-course®.



Professional/scientific bodies will:



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- Encourage members to establish and develop professional competencies by the provision of a framework for lifelong learning and professional recognition
- Support their membership in the development and maintenance of a competency portfolio
- **Recognise** the importance of relevant trans-disciplinary and generic competences
- Recognise core competences from other IMI LifeTrain partner professional/scientific bodies
- Work towards the implementation of the IMI Education and Training quality standard
- Recognise continuing education courses that fulfil the appropriate IMI Education and Training standard as part of an individual's CPD
- Recognise the added value of periodic auditing of CPD records



Employers will:



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- **Provide input** to the development of CPD competency and learning requirements, to ensure employer needs are addressed
- Recognise the roles and requirements of professional/scientific bodies
- Recognise the value of competency portfolios in career development
- Include CPD in individual recruitment and development plans
- Recognise the value of CPD courses which meet the IMI Education and Training quality standard and recommend them for training
- Advise future employees about the importance of maintaining professional competence and include CPD requirements in job adverts
- Recognise the importance of temporary work placements for enhancing learning, networking and mobility



Course providers will:



- Develop and deliver professional training courses in collaboration with industry and other employers
- Recognise the IMI Education Training quality standard and, when applicable, meet these standards
- Address and **meet the needs** of adult learners. Provide flexible, modular/short courses with provision of varied learning methodologies
- Work with LifeTrain to raise awareness of on-course® and, where feasible, enter and update data



Individual professionals will:



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- Develop and maintain an optimal level of professional competence in their respective and related function(s) in order to contribute to speeding up the development of better medicines for patients
- **Take responsibility** for their continuing professional development
- Work closely with employers and professional/scientific bodies to maintain professional competence
- Take advantage of the “Plan-Do-Review Cycle” new competencies
- Develop and maintain a competency portfolio and share relevant information with professional/scientific bodies and employers



What do LifeTrain's signatories commit to?



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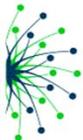
The signatories to this European Common Framework for CPD in the biomedical sciences have agreed to the principles of the framework and to continue the collaboration in the implementation process.

**European Common Framework for
Continuing Professional Development
in the Biomedical Sciences**

Developed by LifeTrain

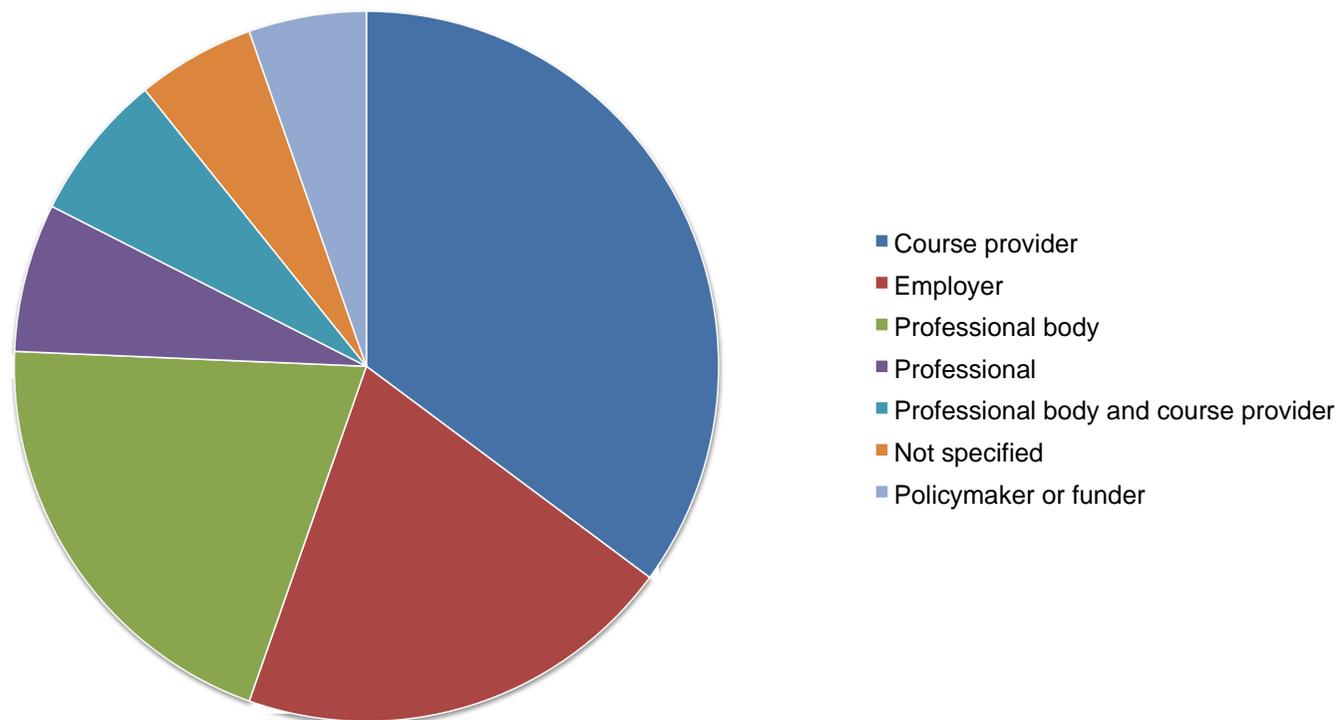


Biomedical sciences includes ALL science disciplines involved in the discovery, development, processing and usage of medicines research, including supporting technologies



Signatories status

- 81 signatories representing 74 organisations
- 43 of these organisations have specified that they agree to the LifeTrain principles; 15 are discussing; 16 did not specify their organisations level of involvement



The questions for LifeTrain



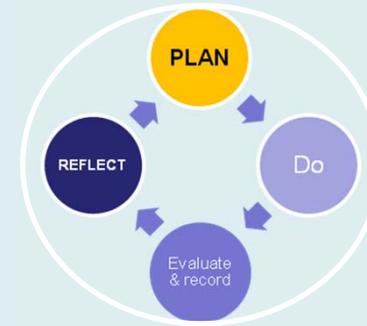
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What competences do I need for my work and what are the gaps?



What learning opportunities can help me?



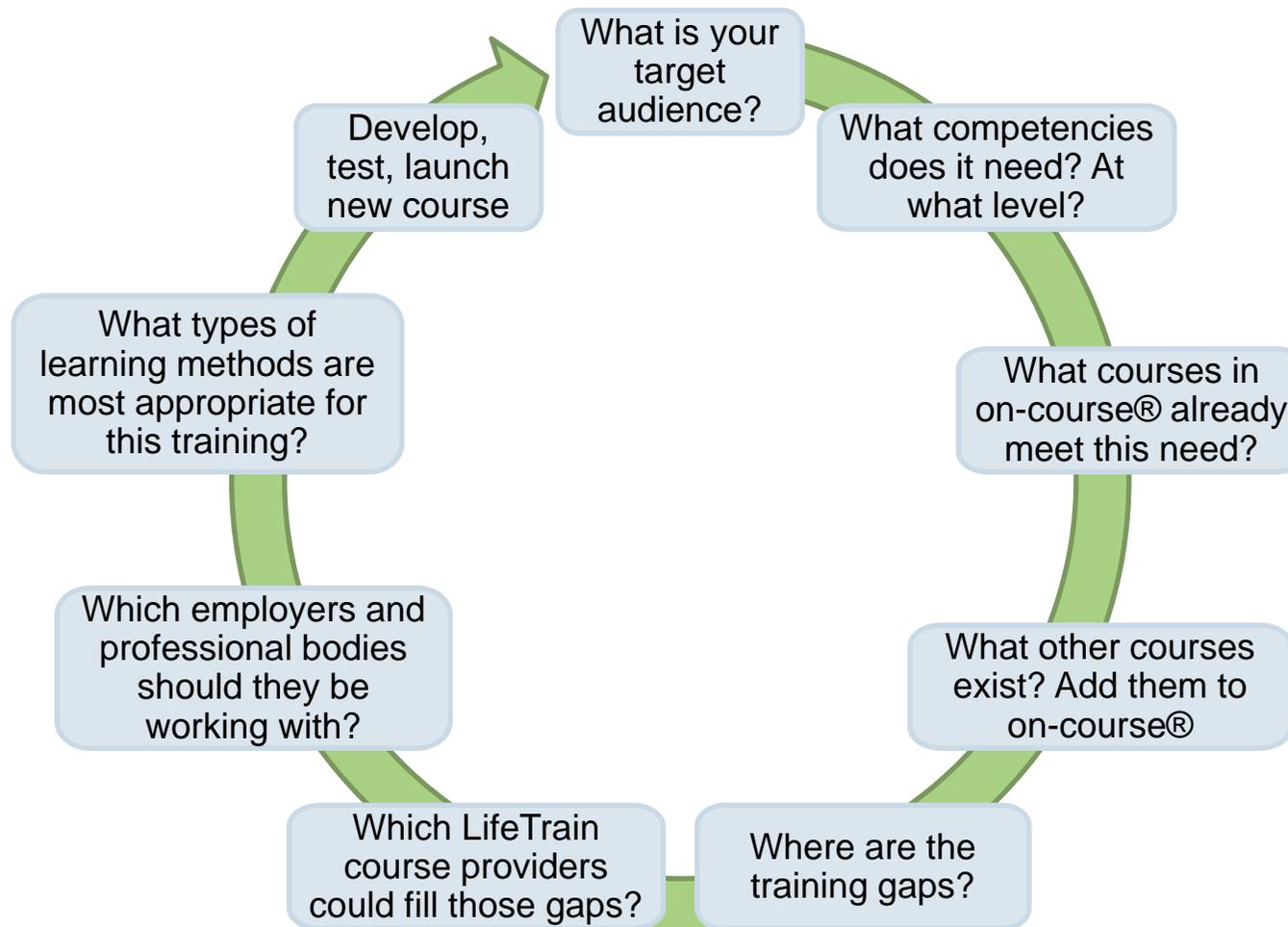
How can I consolidate the learning and become competent?



An iterative competency building process



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Competency portfolio

An individual competency portfolio should capture all relevant information in order to facilitate mobility, and to support career development.



Source: Google image



Illustrative success stories



- Core competencies for pharmaceutical physicians and drug development scientists
Silva, H. et al. 2013
DOI: 10.3389/fphar.2013.00105 (1259 views)
<http://journal.frontiersin.org/Journal/10.3389/fphar.2013.00105/abstract>
- Bioinformatics Curriculum Guidelines: Toward a Definition of Core Competencies
Welch, L. et al. 2014
DOI: 10.1371/journal.pcbi.1003496 (12338 views)
- EPHAR European Certified Pharmacologist
http://www.ephar.org/docs/Guidelines_EuCP_20140328.pdf
Guidelines approved by 21/27 member societies



Thank you!



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