

Strengthening Pharmacy Education through International Formative Peer Evaluation

Claude Mailhot, Honorary Professor, Faculty of pharmacy, Université de Montréal, Canada
Jean-Pierre Grégoire, Emeritus Professor, Faculty of pharmacy, Université Laval, Canada

Take home message

- Unique international francophone **quality improvement** initiative
- A model based on professional **solidarity**
- Focus on **formative** peer evaluation rather than accreditation
- Participation from **12 countries** (30 evaluations)
- **Action plans** are a key driver of change and progress
- **Positive outcomes** observed across multiple domains, including strategic planning, curriculum development, teaching methods, infrastructure, and experiential education

Introduction

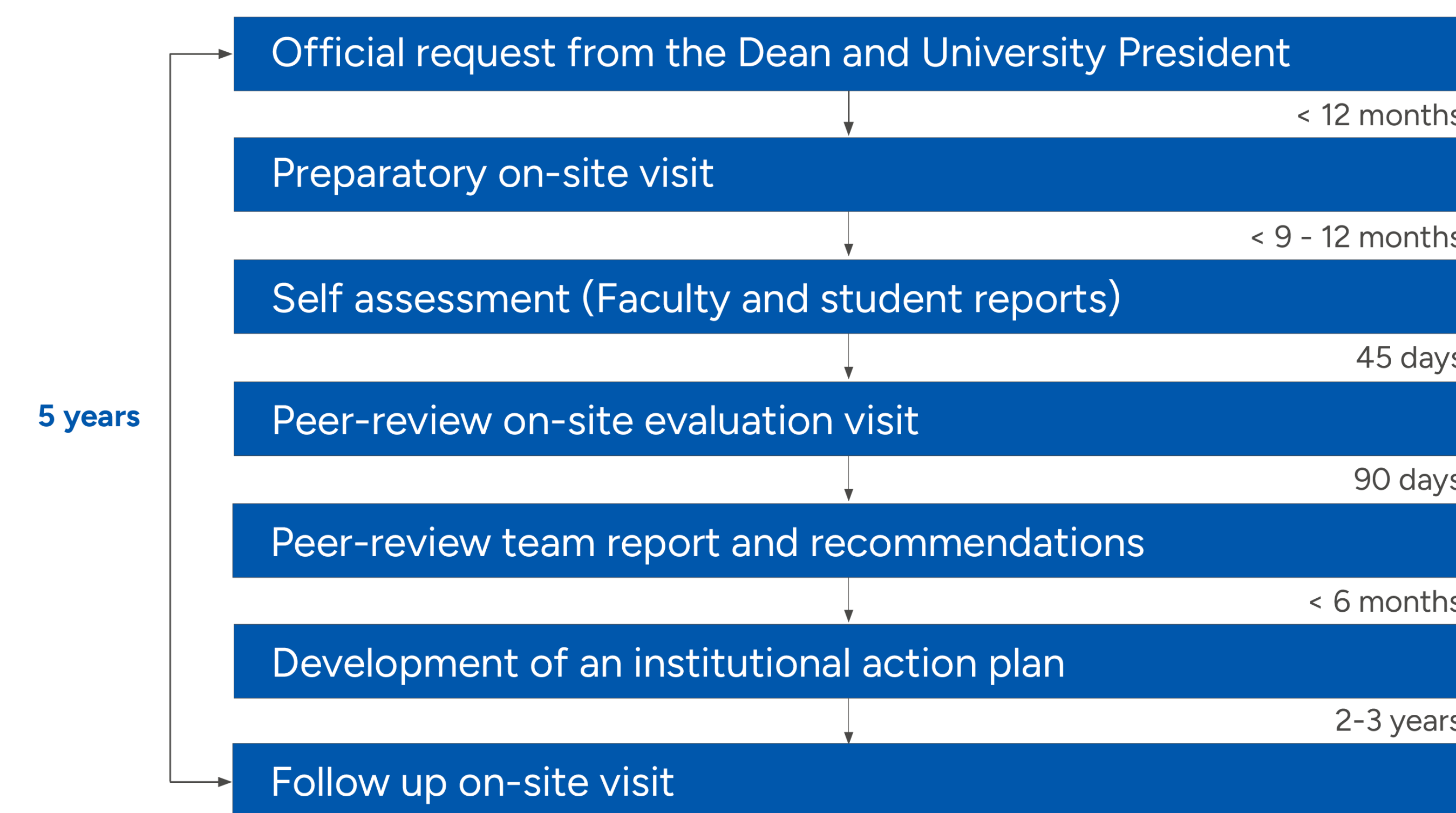
- Ensuring the quality of pharmacy education is a global priority
- Since 2005, CIDPHARMEF* has implemented a formative peer-evaluation process to support quality improvement in francophone faculties of pharmacy
- The process combines self-assessment, stakeholder engagement, peer review, and structured feedback
- It promotes continuous improvement while remaining adaptable to local educational contexts
- A distinctive strength is its foundation in professional solidarity, with volunteer experts supporting institutional development across the Francophone world

Objective

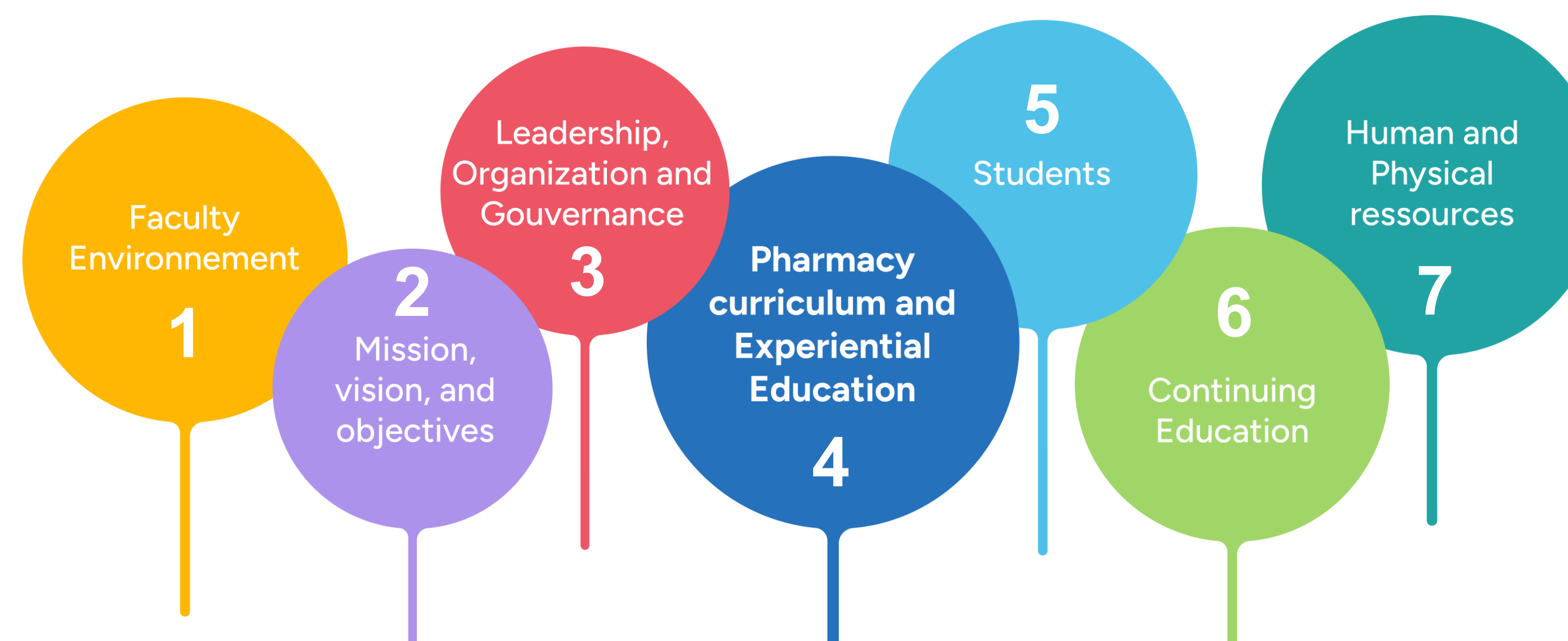
To describe the CIDPHARMEF* formative peer-evaluation process and illustrate its contribution to continuous quality improvement in pharmacy education

Methods

Flow chart of formative evaluation process



Seven Quality Domains



Quality criteria

27 criteria updated periodically, taking into account international good practices in pharmacy education.

Faculty Self-Assessment report includes:

- Description of current practices and implementation of criteria
- Critical analysis (strengths, areas for improvement, and proposed actions)
- Supporting documentation

Results

Program Reach since 2005 | 30 evaluations | 12 countries
Hundreds of quality improvement actions implemented



Examples of actions implemented

- 1 Development of interprofessional education activities
- 2 Implementation of systematic assessment and quality-monitoring procedures
- 3 Organization of regular faculty development and pedagogical discussion sessions
- 4 Expansion of active learning methods and simulation-based activities
Development of preceptor training programs
- 5 Organization of career development events and career fairs for students
- 6 Implementation of a needs assessment questionnaire for education
- 7 Renovation of teaching laboratories
Development of pharmacy simulation facilities

Contribution of the process

- **> 90%** of recommendations addressed in action plans
- **> 75%** of actions implemented at follow-up on-site visits
- **85%** of evaluated faculties implemented curriculum modifications

Conclusion and Perspectives

The CIDPHARMEF formative evaluation process has contributed to the continuous improvement of pharmacy education and aligns with FIP principles for pharmacy educational development. By encouraging self-assessment, collaboration, and broad stakeholder engagement, it supports the establishment of a sustainable culture of quality improvement within francophone faculties of pharmacy.