



# **What students expect after a degree in Pharmacy or Biotechnology**

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**Josef Kunrt – EPSA Vice President of Education**

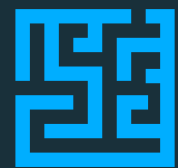
**Andreea Iordache - EPSA Educational Affairs Coordinator**

**23rd of November 2020**

# AGENDA



Expectations vs. Reality



Challenges



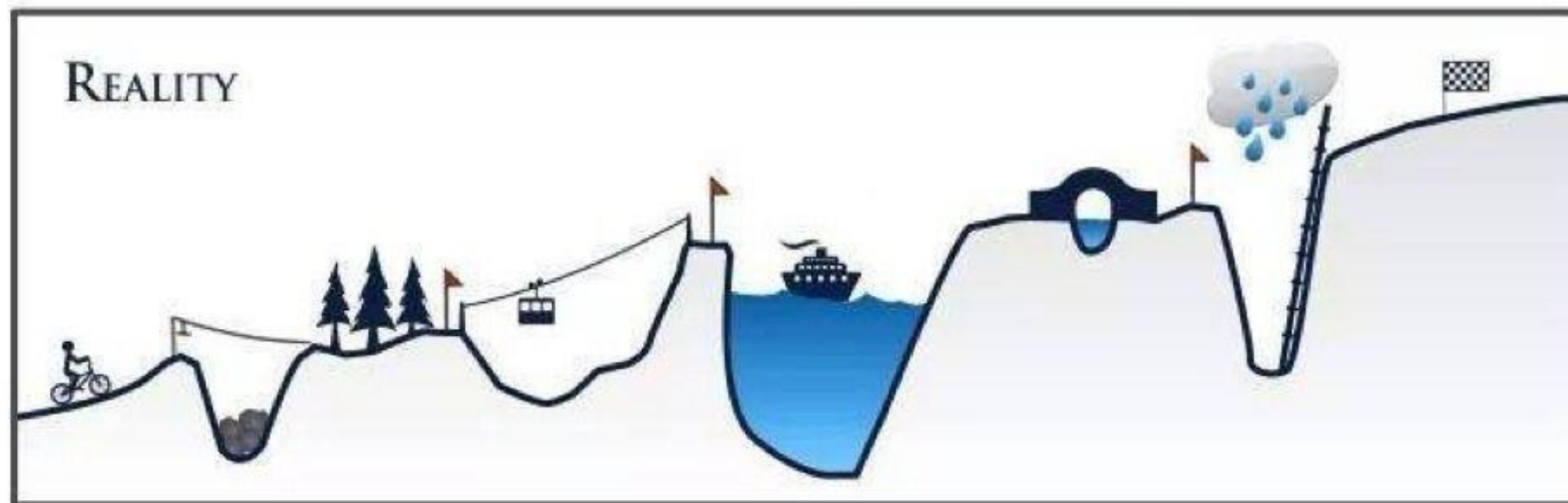
Lessons learned



What is EPSA doing



# 1. Expectations vs. Reality

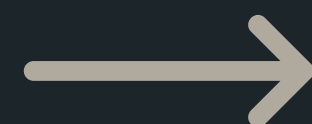




# 1. Expectations vs. Reality

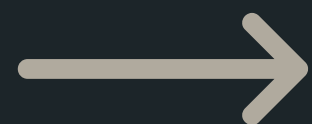


EASY JOB  
SEARCH



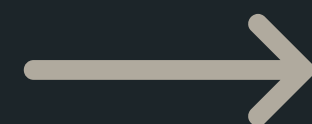
Not enough Entry-level/Junior positions

RESPECTED  
HCP



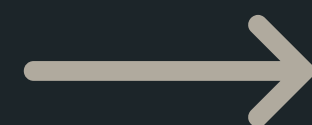
General perspective: Pharmacist = sellers of drugs

MAKING A  
CHANGE



Rigid systems/regulations

OPPORTUNITY  
TO GROW



Lack of learning opportunities and practical training



# 1. Expectations vs. Reality



What is taught  $\neq$  What is needed

No equal access to job opportunities across Europe

Quality of studies (MPharm., PhD.) different across Europe

No equal resources

R&D





# 1. Expectations vs. Reality



## Regulatory Affairs Associate

### Ideal candidate will possess:

- Few years of experience in Regulatory Affairs and Clinical Research in Pharma or CRO.
- A degree in Life Sciences. Advanced degree will be an asset.
- Fluency in English is a must along with the local language.
- Experience in clinical study start-up.
- Ability to work with a multinational team, focusing on multiple issues under tight timelines.
- Good Computer skills.

### Seniority Level

Entry level

### Employment Type

Full-time

### Industry

Pharmaceuticals

### Job Functions

Research , Consulting



# 1. Expectations vs. Reality

## Regulatory Affairs Officer

### Requirements

- Degree in **pharmacy, life science or related field**
- Experience in a pharmaceutical, biotech or CRO company
- Independent **clinical monitoring experience**
- Fluency in English and Romanian

### Knowledge, Skills And Abilities

- Demonstrated understanding of medical/therapeutic area knowledge and medical terminology
- Excellent understanding and demonstrated application of GCPs and applicable SOPs
- Management of regulatory and / or IEC questions
- Development and preparation of the local informed consent form
- Effective oral and written communication skills, with the ability to communicate effectively with medical personnel
- Management of the delivery of study supplies
- Strong customer focus
- Effective interpersonal skills
- Strong attention to detail
- Effective organizational and time management skills
- Proven flexibility and adaptability
- Ability to work in a team or independently as required
- Good computer skills: good knowledge of Microsoft Office and the ability to learn appropriate software
- Good presentation skills



## 2. Challenges

Lacking  
real-life skills

No internships  
outside  
pharmacy

Lack of  
Soft-Skills

Further implementation  
of different internships  
and Soft-Skills Trainings

Encourage students to develop  
outside of the studies  
(e.g. volunteering, congresses)





## 2. Challenges



Outdated  
curricula

Covering a wider  
spectrum of topics  
(e.g. Economics,  
regulatory)

Wrong  
motivation  
for studying

Implement  
different  
evaluation  
techniques

Not enough  
innovative  
teaching  
methods

Personalised  
teaching  
approach

Not knowing  
what is out  
there for you

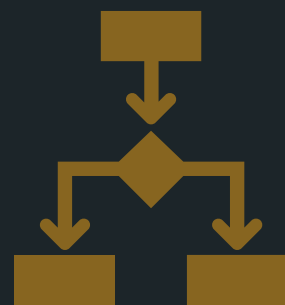
Provide students  
with information  
related to their  
career opportunitie



# 3. Lessons learned



A bigger variety of internships included



Empowering students to become lifelong learners

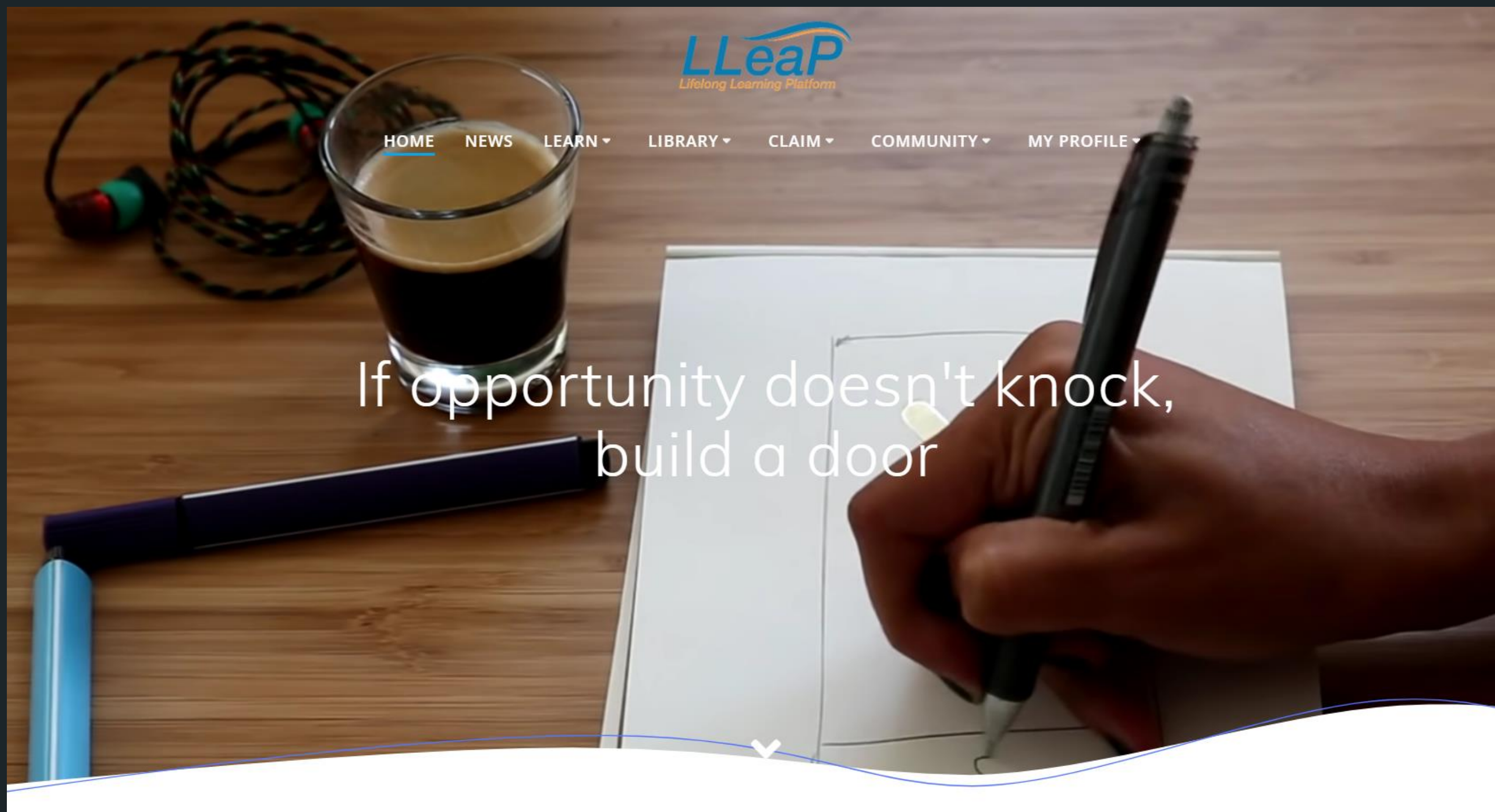
Building a fit-for-future curricula



Students' inclusion in the decision-making process



## 4. What is EPSA doing



If opportunity doesn't knock,  
build a door



## 4. What is EPSA doing



### EPSA Career Page



Community pharmacy

Hospital pharmacy

Industry

Academia

NGOs & Trade Associations

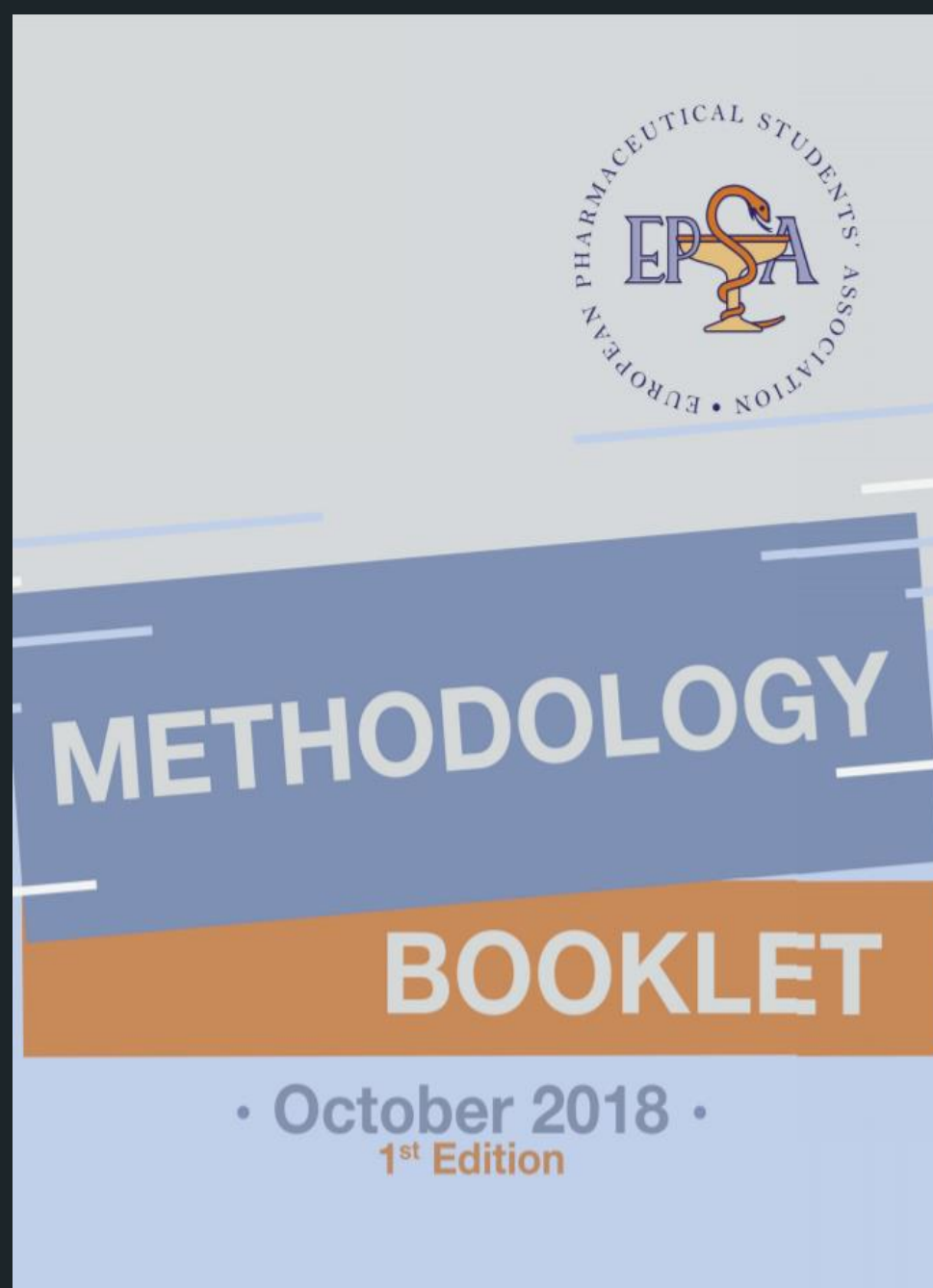
Clinical research

PhD

Overloaded university curricula lack practical knowledge about possible career pathways, leaving us, students unprepared to face certain challenges in the competitive pharmaceutical job market. Thanks to the EPSA Career Page we can complement this shortage. In all of the different sections of the Career Page, you will be able to find information on the core tasks and skills required for each professional area. Further, you can read pharmacist's testimonials about their day to day tasks and challenges they face within their fields of expertise. Finally, we provide external links and publications which will direct you to look further in other sources.



## 4. What is EPSA doing



Collect and present the **European pharmaceutical students' and recent graduates'** opinion on teaching methodologies utilized by faculties of pharmacy in Europe.



The outcomes of the surveys are meant to **assist educators and policymakers** to improve the European pharmaceutical education.





## 4. What is EPSA doing



80 questions, divided  
into 15 parts

1478 responses from 31 different European  
countries

On this journey, we were encouraged and  
supported by **The European Association of  
Faculties of Pharmacy (EAFP)**





## 4. What is EPSA doing



“93% of students expressed **their desire for more inclusion of soft skills** in the European pharmaceutical curricula.”





## 4. What is EPSA doing



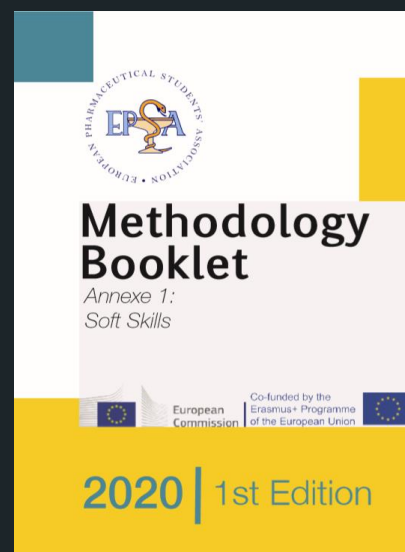
European pharmaceutical students  
and recent graduates within  
36 European countries



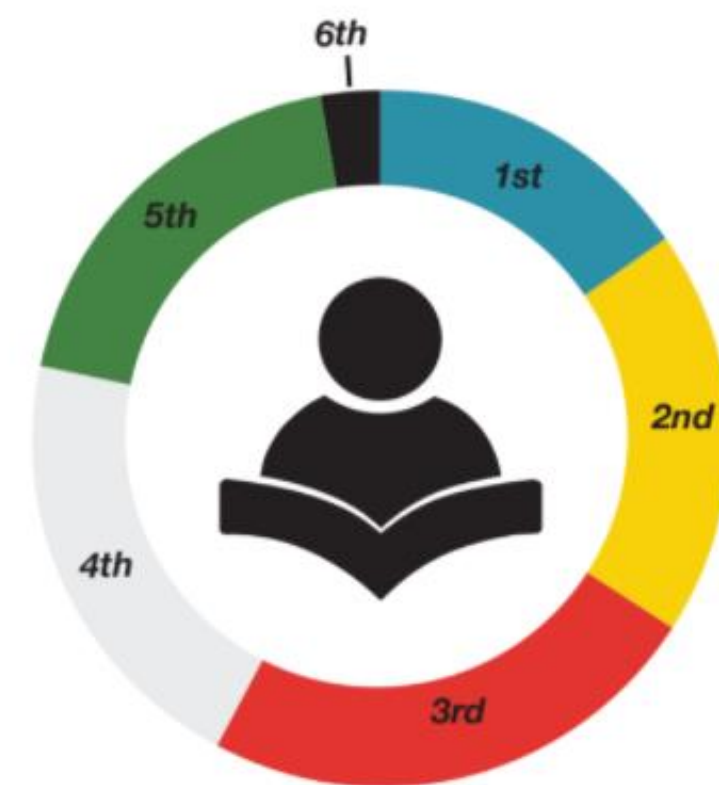
24th of October 2019 – 8th of  
February 2020



1508 responses



propose how Soft-Skills should be  
taught from the pharmaceutical  
students' perspective and envision  
how a Soft-Skills course  
should be conceptualized







## 4. What is EPSA doing



### Methodology Booklet Annexe 2: Teaching Methodologies

This survey aims to evaluate how different teaching methodologies should be improved in pharmaceutical education. The survey was created with EAFP (European Association of Faculties of Pharmacy) and is divided into 4 sections:

- Integration of **Divergent Teaching Methods\*** into the pharmaceutical curricula
- **Knowledge transfer** structuring to ensure an effective learning process
- **Tools** that educators can use to facilitate the learning process
- Assessing **students' satisfaction** with the teaching process



- Propose how different **teaching tools** should be implemented in pharmaceutical education and how the **knowledge transfer** between educators and students could be improved from the pharmaceutical students' perspective.
- How **progressive digitalisation** could be incorporated in the education process

# PHARMACISTS



What my friends think I do



What my family thinks I do



What I am supposed to do



What society thinks I do



What I think I do



What I really do







# Thank you!

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