

Endorsed by:



EAHP EUROPEAN ASSOCIATION OF
FACULTIES OF PHARMACY



eahp
european association
of hospital pharmacists



PGEU GPUE
Pharmaceutical Group of European Union
Groupement Pharmacologique de l'Union Européenne



Methodology Booklet

*Annexe 1:
Soft Skills*



European
Commission

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2020

1st Edition

WELCOMING WORDS FROM EPSA



Dear readers,

After 10 months of extensive work from the European Pharmaceutical Students' Association (EPSA) Educational and European Affairs Department, it is our immense pleasure to introduce you with the 1st Methodology Booklet Annex 1: Soft Skills.

One of the main pillars of EPSA has been and will always be the education of pharmaceutical students across Europe. For this reason, EPSA has always been a pioneer in showcasing the most contemporary and significant matters in the world of pharmacy to the European pharmaceutical youth.

Historically speaking, EPSA has always recognised the importance of soft skills in modern business, academia and everyday life of the pharmaceutical students, which led to the establishment of EPSA's longest-lasting project - the EPSA Training Project in 2009, and sequentially the release of the EPSA Position Paper on Soft Skills in 2016.

With the newly-elected European Commission, the release of the Strategic Framework for the European Cooperation in Education and Training (ET2020), and the beginning of the new decade, now it has become more important than ever to address the matter of including the Soft Skills in the Pharmaceutical Curricula of the European Faculties of Pharmacy.

That being said, we invite you to read this carefully prepared document to acquaint yourself with the requirements of European pharmaceutical students and recent graduates and provide a solid foundation for the continuous development of European pharmaceutical education.

We would like to acknowledge the contributions of the EPSA Vice President of External Relations on assuring the external representation of this project among the EPSA Partners and Stakeholders and EPSA Public Relations Department and Subcommittee for great efforts in proofreading this document.



Yours in EPSA,
Stefan Grgić
EPSA Educational Affairs Coordinator 2019/2020



EPSA

European Pharmaceutical
Students Association

43
Member
Associations

Over
100,000
European
Pharmaceutical
Students



35
European
Countries

**Bringing
Pharmacy,
Knowledge
and Students
together**

EPSA (European Pharmaceutical Students' Association) is a European independent, non-religious, non-profit, Non-Governmental Student Organisation committed to the interests of pharmaceutical students, and the ultimate benefit of society. EPSA is a student organisation that represents over 100 000 pharmaceutical students distributed over 45 Member Associations from 37 European countries as perceived by the Council of Europe.

EPSA stimulates scientific, educational and mobility projects, striving to gather students from its member associations in four annual events: Annual Congress, Summer University, Autumn Assembly and Annual Reception. Students in EPSA are motivated to actively promote the pharmaceutical profession and social awareness of the pharmacist as well as take vigorous participation in Professional Development concerns. EPSA also strives to enhance the European consciousness among members as well as the intervention of students on public health and social services actions.

ABSTRACT

The aim of the EPSA Methodology Booklet is to present the opinion of the European pharmaceutical students and recent graduates on the teaching methodologies currently utilised by the European faculties of pharmacy and to assist educators and policymakers to continue to evolve and improve the European pharmaceutical education. The Annexes represent the more detailed follow up on the main outcomes of the EPSA Methodology Booklet released in 2018, and they shall go hand in hand with it.

Therefore, each Annexe shall meet the following three objectives:

- To serve as a follow up on certain outcomes from the Methodology Booklet.
- To have a clear vision that will focus on the objectives of the Methodology Booklet.
- To have a concrete aim that would be linked to the aim of the Methodology Booklet.

Based on the Methodology Booklet, ***“93% of students expressed their desire for more inclusion of soft skills in the European pharmaceutical curricula”***, which initiated the necessity to investigate this matter profoundly.

Having said that, **the vision behind the 1st Methodology Booklet Annexe 1: Soft Skills is to propose to universities, ministries for education and to national governments possible solutions on the implementation of soft skills in the pharmaceutical curricula across Europe.**

The aim of this Annexe is to propose how soft skills should be taught from the pharmaceutical students’ perspective and to envision how a soft skills course should be conceptualised. Since some universities have already implemented soft skills in their curricula, it would be of immense importance for EPSA to be acquainted with the aforementioned information and for the students to assess their soft skills courses, their benefits, as well as the potential for their improvements whilst actively liaising with EAAP - the European Association of Faculties of Pharmacy.

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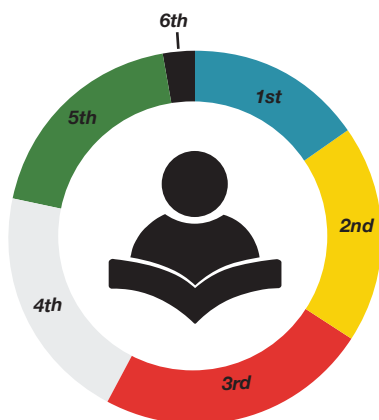
SURVEY ANALYSIS

The Methodology Booklet Annex 1: Soft Skills Survey consists of **32 questions in total**, divided into three different parts:

- The first part collecting general information from participants about the overall presence of soft skills in the pharmaceutical curricula and their assessment on when should soft skills education occur and for how long
- The second part is evaluating the importance of soft skills with the focus on particular topics which are beneficial to professional development as the future healthcare professionals, The final part suggests how soft skills classes should be conceptualised - from knowledge acquisition to evaluation.

Our target audience for this survey is the European pharmaceutical students at a different level of studies, as well as recent graduates within 38 European countries.

The survey has been open from October 24th, 2019 until February 8th, 2020 with a total 1508 responses collected from 30 European Countries.

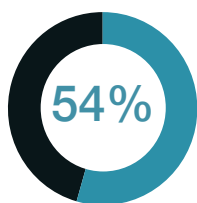


	Year of Study	Percentage (%)	Number of Responses (n)
	First	14.66	221
	Second	17.64	266
	Third	22.48	339
	Fourth	19.43	293
	Fifth	17.77	268
	Sixth	2.52	38

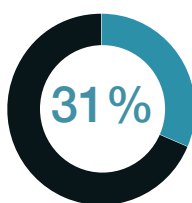
GENERAL INFORMATION

When Soft Skills Should be Implemented in the Pharmaceutical Curricula

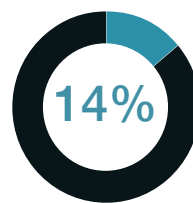
Do you think Soft Skills education should be obligatory or elective?



Obligatory



Elective

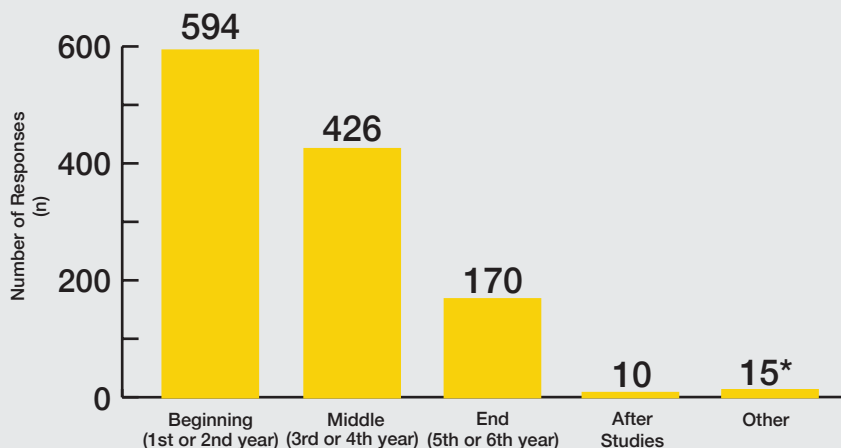


Undecided

Outcome	Percentage (%)	Number of Response (n)
Obligatory	54.7	663
Elective	31.44	382
I cannot decide at this point, I need more information	13.99	170

As shown in the Survey conducted, over half of all participants (54.57%) agreed that soft skills education should be obligatory. This shows the importance of soft skills to current European pharmaceutical students and the desire for having Soft Skills education included as part of the pharmaceutical curricula.

At what stage of your studies would you like to start with Soft Skills education?

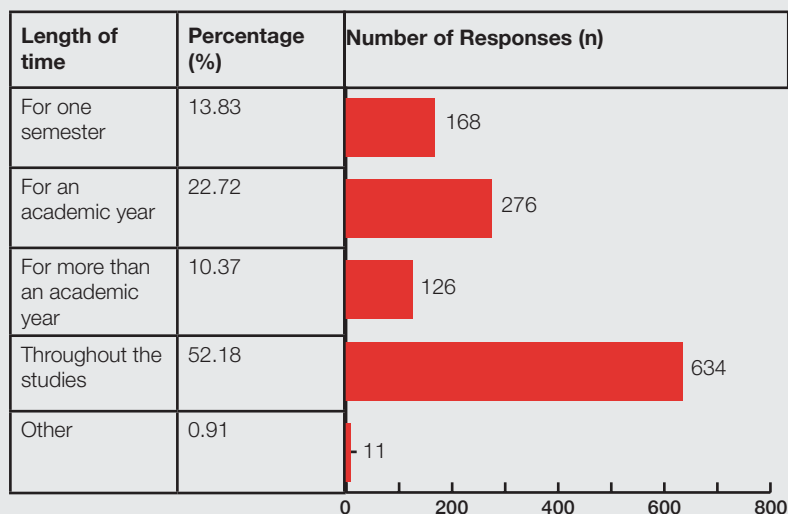


Stage of Studies	Percentage (%)	Number of Responses (n)
Beginning (1st or 2nd year of studies)	48.89	594
In the middle of the studies (3rd or 4th year of studies)	35.06	426
At the end of the studies (5th or 6th year of studies)	13.99	170
After the studies	0.82	10
Other	1.23	15*

* 7 out of 15 would like to have soft skills education throughout the studies

It was seen that 48.9% (n = 594) of survey respondents would prefer that Soft Skills education was introduced at the beginning of their studies (within the 1st or 2nd year of studies). The results suggest that 84.0% (n = 1020/1215) of participants would like for Soft Skills education to be included within 4 years of their studies. Therefore this suggests survey respondents would prefer if Soft Skills education was incorporated early on in their pharmaceutical education and curricula.

For how long would you like to have Soft Skills as part of the curricula?



Given the presented results, over half of all participants agreed that soft skills education should be obligatory (54.57%). This shows **the importance of soft skills to current European pharmaceutical students and the desire for having Soft Skills education**. Students believe that they should start with learning and improving their Soft Skills at the very start of their formal university education, as this can undoubtedly comprehend their interest in personal and professional development. Given the fact that pharmacy is a very comprehensive life-science and healthcare discipline, students have this unique opportunity to acquire a great versatility of technical skills and knowledge, primarily medicinal and medical, while addressing the importance of ensuring patients' health and wellbeing. With that being said, students would like to be given an equal opportunity to develop their Soft Skills through formal education in the same manner their technical skills and knowledge are, which is confirmed by the fact that more than 50% students would like to have Soft Skills as a part of curricula throughout their studies.

MANDATORY SOFT SKILLS

Topics which need to be addressed in the pharmaceutical curricula

In order to assess the benefit and importance of Soft Skills among pharmaceutical students in their personal and professional development, it was mandatory to cluster Soft Skills accordingly, using the groups which are obtained and modified from [1]. With the aforementioned being addressed, Soft Skills have been clustered as followed [2]:

- Aspects linked to interpersonal relationships, or social skills
- Aspects linked to the most attitudinal component of the skill, personal skills
- Aspects linked to the methodological aspects of work, both management and achievement and aspects related to innovation and change

Aspects linked to interpersonal relationships, or social skills are included and defined as followed [2]:

- **Communication** - the ability to transmit ideas, information and opinions clearly and convincingly both verbally and in writing, while listening and being receptive to the proposals of others.
- **Teamwork** - the ability to build relationships of participation and cooperation with other people. It involves sharing resources and knowledge, harmonizing interests and contributing actively to reach the objectives of the organization.
- **Leadership** - the ability to motivate and guide others to get them to contribute effectively and adequately to the attainment of the objectives.
- **Negotiation** - the ability to argue clearly and coherently and conciliate different opinions to reach an agreement that satisfies everyone with the aim of achieving the proposed goals.
- **Conflict Management** - the ability to manage conflict, which means stimulating, regulating or resolving the conflict between two or more parties.
- **Networking** - the ability to argue clearly and coherently and conciliate different opinions to reach an agreement that satisfies everyone with the aim of achieving the proposed goals.

Aspects linked to the most attitudinal component of the skill, personal skills are included and defined as followed [2]:

- **Lifelong Learning/Learning Skills** - the ability to provide a self-assessment of the necessities of knowledge (theoretical or practical) and take measures to acquire

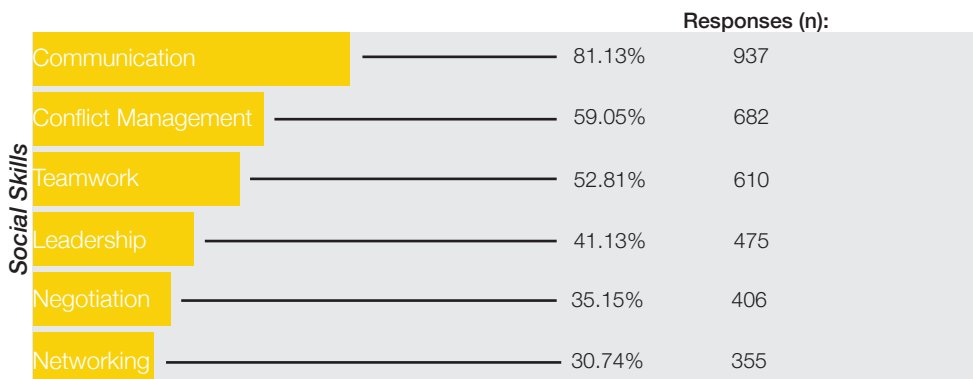
and implement this knowledge, while maintaining a flexible and open attitude towards learning throughout the professional life.

- **Professional Ethics** - the ability to take actions while bearing in mind the principles and ethics of the profession in daily activities.
- **Stress Management** - the ability to show endurance in complicated or stressful situations, and when facing barriers in the way, workloads or a pace of working differently from usual while maintaining the same quality level in the tasks accomplished.
- **Self-awareness** - the ability to grasp our real weaknesses and strengths, as well as the motivations and values behind our behaviour.
- **Cultural Awareness** - the ability to carry out managerial and entrepreneurial processes in multicultural environments.

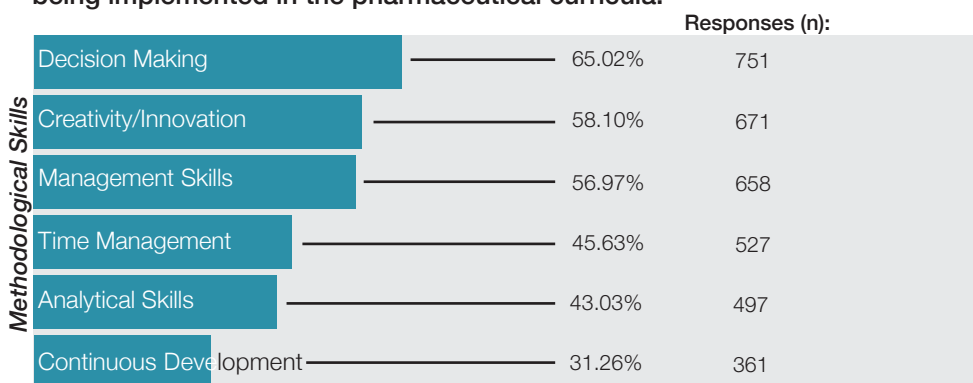
Aspects linked to the methodological aspects of work, both management and achievement and aspects related to innovation and change are included and defined as follows [2]:

- **Creativity/Innovation** - the ability to contribute with new ideas to develop improvements in the products or services of the organization as well as in the activities performed in the job, with the aim of responding to the needs of the evolution of the organization.
- **Decision Making** - the ability to make the decisions needed to achieve the objectives quickly and proactively. Decision making uses the relevant information to make the choice of the best alternative easier (by consulting the most appropriate sources, checking and implementing that alternative) and involves considering the assumption of some risks in conditions of uncertainty.
- **Analytical Skills** - the ability to draw conclusions and forecasts for the future by getting information from different sources and establishing cause and effect relationships.
- **Management Skills** - the ability to set goals and priorities by the selection and distribution of the tasks and resources, follow-up of the evolution in the execution of those objectives and act on the deviations from the initially planned that may occur.
- **Continuous Development** - the ability to perform the activities, duties and responsibilities inherent to the job under quality standards and look for the continuous improvement by proposing the adaptation and modernisation of the process and techniques in use.
- **Time Management** - the ability to make the organisational efforts profitable while having always in mind the goals pursued. It involves optimising and prioritising the future activities and using tools or techniques that make it easier to develop them.

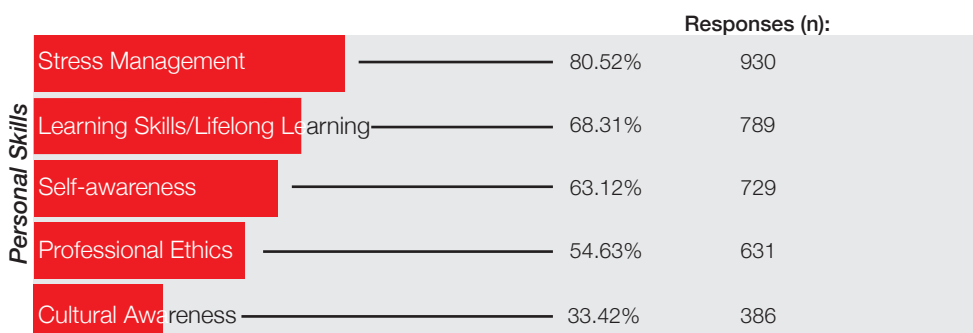
Given the aforementioned, participants have expressed the importance of the following Social Skills to be included in curricula as follows:



When it comes to Methodological Skills, participants expressed different viewpoints with the aim to accentuate the equal importance of these skills being implemented in the pharmaceutical curricula:



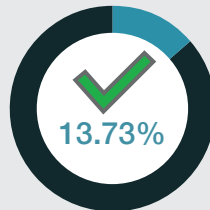
Personal Skills Cluster provides with a more straightforward and intuitive assessment of their importance to be included in the pharmaceutical curricula:



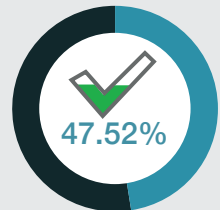
More than 60% of participants have expressed that they feel prepared in regards to **Soft Skills needed for their future profession**. However, 47.50% expressed that they feel partially prepared, whereas up to 40% of participants do not feel prepared at all and require more information to provide more concrete decisions on this matter. This might be explained by the fact that students with a more comprehensive overview of their Soft Skills have been obtaining and improving them through extra-curricular activities (sports and hobbies), voluntary work, student internships/jobs and/or through involvement in pharmaceutical students' association(s) and other organisation dedicated to the improvement of their Soft Skills through Soft Skills Training and various workshops.

Based on the responses obtained through this survey, it is completely understandable and justifiable why more than 80% of students require special emphasis on **Communication and Stress Management**., belief that they do not possess the skill set to adequately streamline the technical knowledge obtained during studies in providing necessary information about pharmacological treatments to the patient.

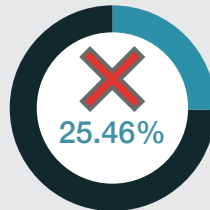
Preparedness	Percentage (%)	Number of Responses (n)
Yes, Fully	13.73	158
Yes, Partly	47.52	547
Not at all	25.46	293
I cannot decide at this point, I need more information	13.29	153



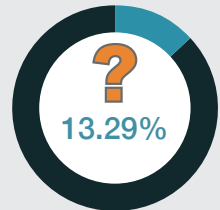
Yes, Fully



Yes, Partly



Not at all

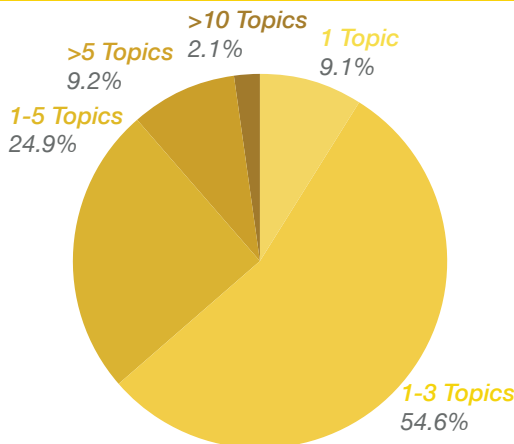


Cannot Decide

TEACHING ASPECTS

Implementation of Soft Skills in Pharmaceutical Curricula

How many Soft Skills topics should be included in the curriculum in an academic year/each academic year?



Number of soft skills topics	Percentage (%)	Number of Responses (n)
One Topic	9.10	77
Up to 3 topics	54.61	462
Up to 5 topics	24.94	211
More than 5 topics	9.22	78
More than 10 topics	2.13	18

What is a useful way to deliver Soft Skills sessions?

Lectures and Trainings - 45.6%

Trainings - 26.5%

Workshops - 20.9%

Seminars - 4.1%

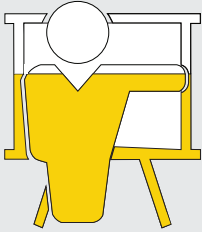
Other - 1.5%

Lectures - 1.3%

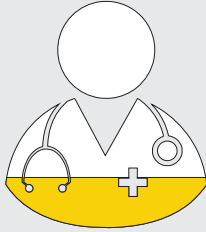
Delivery Method	Percentage (%)	Number of Responses (n)
Lectures	1.30	11
Workshops	20.92	177
Seminars	4.14	35
Trainings	26.48	224
Combination of lectures and trainings	45.63	386
Other (please specify)	1.54	13*

*9/13 Combining several options

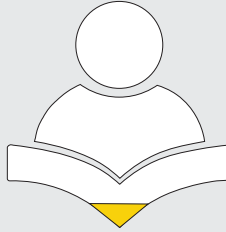
Who should facilitate the Soft Skills session?



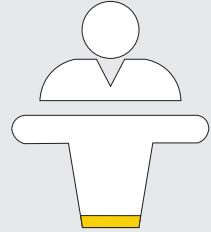
**Soft skills
Trainers - 67%**



**Healthcare
Professionals - 21%**



Students - 4%



Lecturers - 3%

Facilitation Method	Percentage (%)	Number of Responses (n)
Lecturers	2.99	30
Healthcare professionals	21.44	215
Soft Skills Trainers	67.60	678
Students	3.99	40
Other (please specify)	3.99	40*

*18/40 indicate that the combination of both healthcare professionals and soft skills trainer would be optimal

Almost 55% of respondents expressed that up to three Soft Skills topics should be covered in each semester (54.61%), while accentuating the importance of profoundly understanding, acquiring and implementing particular Soft Skills, being taught, in both personal and professional environments. More than 45% of pharmaceutical students believe that the optimal teaching method for adequate acquisition of Soft Skills is through the combination of lectures and soft skills training (45.63%), being delivered either by Soft Skills Trainers (67.60%) or Healthcare Professionals (21.44%).

In order to determine the best knowledge acquisition technique, it is essential to define them as follows:

- **Case studies (scenario-based questions)** - use of interactive scenarios to support active learning strategies such as problem-based or case-based learning [3];
- **Team-based learning** - collaborative learning and teaching strategy that enables students to follow a structured process to increase their engagement and the quality of student or trainee learning [4];
- **Role-playing learning** - role-play is a technique that allows students to explore

realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment [5];

- **Flipped Classroom** - the pedagogical approach, in which students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers [6];
- **Group discussion** - group discussion is a collaborative exchange of ideas among students for the purpose of furthering students thinking, learning, problem-solving, understanding, or literary appreciation [7];
- **Self-reflection** - a process that gives students opportunities to think about the learning that has taken place, evaluate their performance and set future goals [8].

Case studies - 63.8%

Role-Playing Learning - 50.9%

Team-Based Learning - 46.1%

Group Discussions - 39.1%

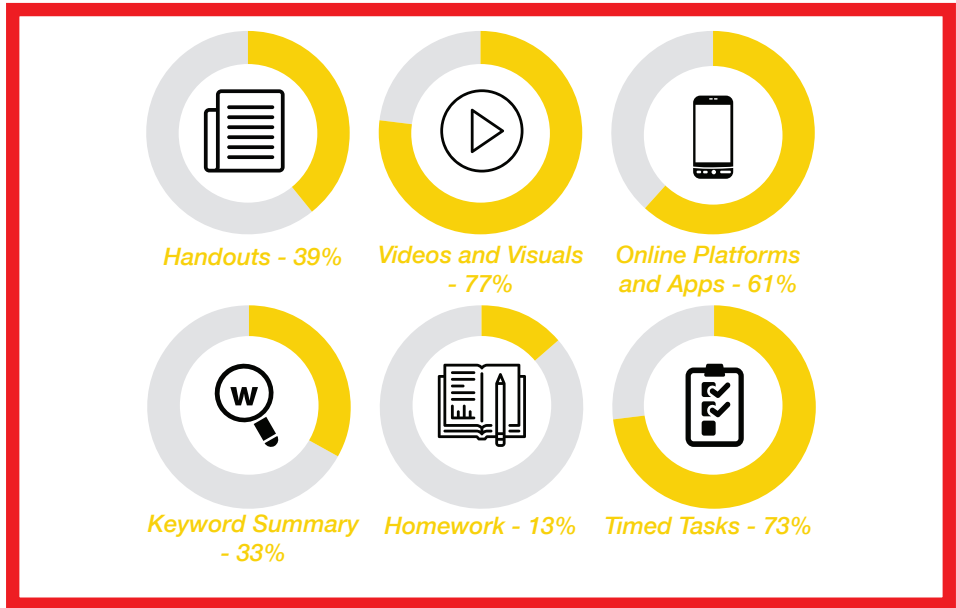
Self-Reflection - 25.2%

Flipped Classroom - 15.5%

Soft Skills Acquisition Technique	Percentage (%)	Number of Responses (n)
Case studies	63.81	603
Team-based learning	46.14	436
Role-playing learning	50.90	481
Flipped Classroom	15.56	147
Group discussion	39.15	370
Self-reflection	25.29	239

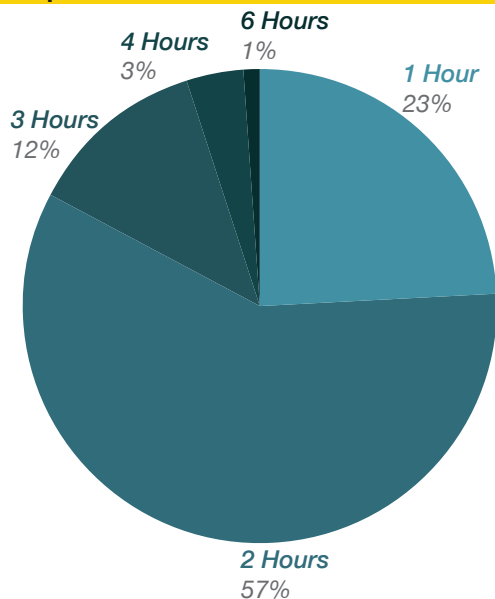
Given the results presented, case studies (63.81%) as well as role-playing (50.9%) were determined as best soft-skills acquisition techniques by the pharmaceutical students, who participated in the survey.

What tools can be used to help students continue learning after the classes?



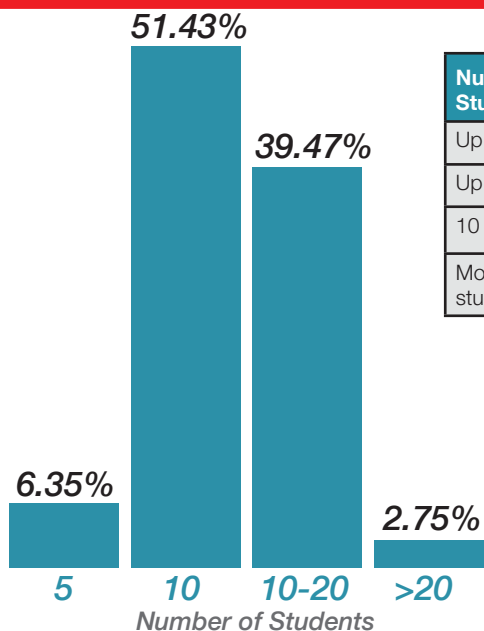
Supplementary Tools	Percentage (%)	Number of Responses (n)
Handouts	39.37	372
Videos and visuals	77.14	729
The online platform and smartphone applications as Koru and Pymetrics	61.80	584
Keyword summary	33.12	313
Regular homework	13.76	130
Tasks to implement learnt soft skills in a certain amount of time	73.12	691
Other	1.69	16

How much should be the length of classes/trainings/learning experiences of Soft Skills in weekly curricula?



Time (hours)	Percentage (%)	Number of Responses (n)
Approximately 1 hour	23.81	225
Approximately 2 hours	57.14	540
Approximately 3 hours	12.17	115
Approximately 4 hours	3.60	34
Approximately 6 hours	1.06	10
Other	2.22	21

What would be the optimal number of students taking each class to ensure everyone's participation?

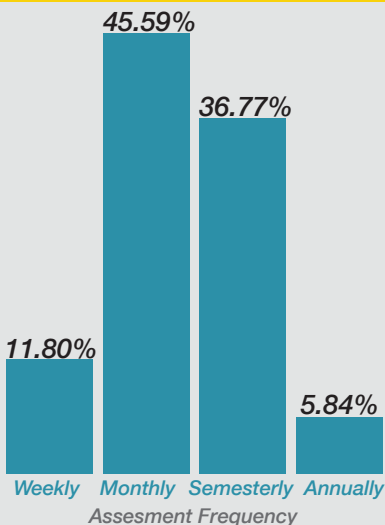


Number of Students	Percentage (%)	Number of Responses (n)
Up to 5 students	6.35	60
Up to 10 students	51.43	486
10 to 20 students	39.47	373
More than 20 students	2.75	26

How could the quality of the learning be maintained?

Method to ensure the Quality of Learning is maintained	Percentage (%)	Number of Responses (n)
Attending to the diversity of students and their needs, enabling flexible learning paths;	51.20	447
Implementing different modes of Soft Skills delivery, where appropriate;	47.88	418
Flexibly using a variety of pedagogical methods;	42.96	375
Regularly evaluation and adjustment the modes of delivery and pedagogical methods;	25.43	222
Encouraging a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;	42.50	371
Promoting mutual respect within the learner-teacher relationship;	30.81	269
Implementing appropriate procedures for dealing with students' suggestions and feedback	36.77	321

How often should the knowledge of the students be assessed?



Student Assessment Frequency	Percentage (%)	Number of Responses (n)
Once a week	11.80	103
Once a month	45.59	398
Once every semester	36.77	321
Once a year	5.84	51

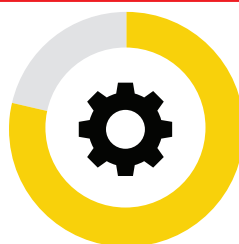
What would be the best knowledge assessment strategy for Soft Skills in the curricula?



Oral Exam - 14%



Written Exam - 3%



Practical Experience - 78%

Method of Assessment	Percentage (%)	Number of Responses (n)
Oral exam(s)	14.43	126
Written exam(s)	3.44	30
Practical experience(s)	78.81	688
Other	3.32	29*

*7 - no assessment; 11 - a mixture of the above

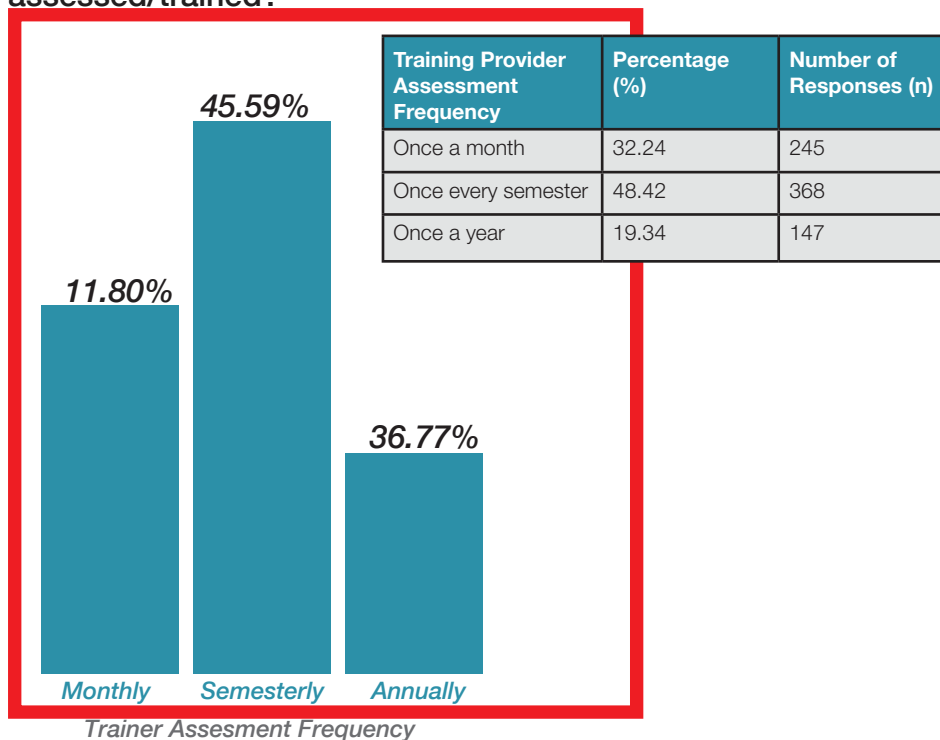
It can be easily noticed that approximately 80% believe that practical experience(s) are the optimal knowledge assessment method since, according to the responses of the European pharmaceutical students (78.81%), they highly resemble real-world scenarios, which pharmacists of tomorrow will be encountering on their daily basis in their professional lives. This supports the fact that students would like to have their Soft Skills knowledge assessed once a month (45.59%).

Additionally, some of the respondents stated that this kind of knowledge assessment does not induce stress, in comparison to oral and/or written exams. Furthermore, there are a significant number of pharmaceutical students emphasising that the practical experiences in combination with a scenario-based approach provides the opportunity for students to easily retain knowledge with the addition to acknowledge one's own adaptability, improvisation and problem-solving capabilities.

Students expressed a great affinity towards quality of learning and obtaining Soft Skills through pharmaceutical curricula. Namely, more than 50% of pharmaceutical students believe that by ensuring up to 10 students per class (51.43%), for approximately 2 hours assures everyone's participation, as long as the quality of learning is maintained through:

- Attending to the diversity of students and their needs, enabling flexible learning paths;
- Implementing different modes of Soft Skills delivery, where appropriate;
- Flexibly using a variety of pedagogical methods;
- Encouraging a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.

How often should the people delivering the knowledge be assessed/trained?



What would be the best method to assess people delivering Soft Skills sessions?

Even though more than 25% of students cannot suggest the optimal method to assess people delivering Soft Skills sessions, however, there are some interesting observations which are important to be emphasised in this document: **More than 35% believes that the optimal method would be collecting feedback from students and/or other more experienced Soft Skills facilitator through questionnaires.** This assessment method should be incorporated once every semester (48.42%). One of the respondents has included some of the potential questions which would include:

- Was the lecturer comprehensible enough?
- Did he make concrete the subject?
- How well did they know the subject?
- Did they use role-play methods?
- Can their subject be used instantly by the students?

How could the students be motivated to practice Soft Skills?

Methods to Motivate Students	Percentage (%)	Number of Responses (n)
By being provided with good examples from the practice of when Soft Skills represented the added value	26.45	201
By being presented with statistics about the employability of people with different levels of Soft Skills	8.16	62
By addressing which Soft Skills, in particular, are necessary to possess and for students to improve to be working in a certain field(s) of pharmacy	21.18	161
By making the approach more interactive and connecting Soft Skills better with the healthcare sphere	19.34	147
By ensuring a good and relaxing atmosphere where students would feel safe to make mistakes without any further sanctions	23.68	180
Other	1.18	9

What practices could help increase the credibility of Soft Skills knowledge?

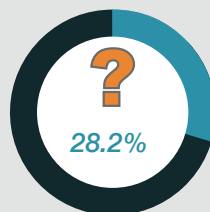
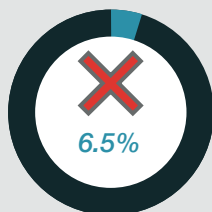
Method to Increase Credibility of Soft Skills Knowledge Acquired	Percentage (%)	Number of Responses (n)
Needs assessment a systematic process for determining and addressing needs, or “gaps” between current conditions and desired conditions or “wants”	31.97	243
Feedback from students comments, suggestions and input from students on Soft Skills sessions	59.34	451
Training quality assurance harmonised and internationally accepted criteria consisting of elements essential to delivering a high-quality Soft Skills training session	46.05	350
Continuous training for the session providers this would include attending events or the activities which focus on improving the quality of the Soft Skills Sessions	47.63	362
Other	0.79	6

As previously mentioned, quality of both Soft Skills knowledge acquisition and teaching methodologies are of great importance to the pharmaceutical students, in order to actively utilise them, while being given the opportunities and adequate motivation to practise them:

- By being provided with good examples from the practice of when Soft Skills represented the added value;
- By ensuring a good and relaxing atmosphere where students would feel safe to make mistakes without any further sanctions;
- By addressing which Soft Skills, in particular, are necessary to possess and for students to improve to be working in a certain field(s) of pharmacy.

Therefore, pharmaceutical students expressed their interest to be actively involved in assuring a high-quality Soft Skills session overall through feedback, suggestions and input (59.34%).

Should Soft Skills sessions be incorporated during PhD studies?



Incorporating Soft Skill education for PhD students	Percentage (%)	Number of Responses (n)
Yes	50.40	380
No	6.50	49
Maybe	28.25	213
I cannot decide at this point, I need more information	14.85	112

CONCLUSIONS AND FUTURE RECOMMENDATIONS

- The survey has been open from October 24th, 2019 until February 8th, 2020 with a total 1508 responses being collected within 30 European Countries.
- More than half of all participants (54.57%) agreed that soft skills education should be obligatory.
- Through case-studies and role-playing with theoretical background provided through lectures has been demonstrated to be the optimal knowledge acquisition and teaching techniques for Soft Skills, expressed by the European pharmaceutical students.
- Based on the responses obtained through this survey more than 80% of pharmaceutical students require a special emphasis of improving Communication (81.13%) and Stress Management (80.52%) through formal education by implementing Soft Skills in the pharmaceutical curricula.
- More than 50% of pharmaceutical students believe that by ensuring up to 10 students per class (51.43%), for approximately 2 hours (57.14%) assures everyone's participation, as long as the quality of learning is maintained, and being given the opportunity to actively utilise them:
 - By being provided with good examples from the practice of when Soft Skills represented the added value;
 - By ensuring a good and relaxing atmosphere where students would feel safe to make mistakes without any further sanctions;
 - By addressing which Soft Skills, in particular, are necessary to possess and for students to improve to be working in a certain field(s) of pharmacy.

Based on the aforementioned outcomes, EPSA calls for the inclusion of soft skills in the pharmaceutical curricula, prospecting that soft skills inclusion in the curricula will complement the aforementioned. As such, soft skills inclusion in the pharmaceutical curricula caters for the vision of the European Higher Education Area, following the Bologna Process that states that 'Higher Education will prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development'.

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CLOSING REMARKS

Dear readers, here you will find the reasoning behind this EPSA project.

The Methodology Booklet is an EPSA project that has the objective of collecting pharmaceutical students' and recent graduates' opinion on teaching methodologies around Europe and sharing these with educators. Since education is developed continuously, this will allow us to showcase what students and recent graduates think of the current situation of the methodologies applied to teaching and what they want for the future regarding education.

We are aware that students, recent graduates and professionals should strive to continuously improve themselves and strive for knowledge. Higher education should facilitate the gaining of knowledge we aspire to. We believe that a continuous dialogue is important and endeavor to motivate students and recent graduates to seek knowledge and opportunities through many projects and activities within EPSA's scope.

Who we are linked with?

On this journey we were encouraged and supported by institutions such as The European Association of Faculties of Pharmacy (EAFP).

Benefit of European students and academia from both EU and non-EU countries
The opportunity to unify the pharmaceutical curricula on a European level would ease the possibility for immediate enrichment of and participation in adjuvant education. Moreover, subsequent equal employment opportunities across Europe, where every student would have the same pillars and focus on equally vital matters of the healthcare sphere, could possibly arise.

How has EPSA promoted and advocated the importance of Soft Skills through years?

In 2009, EPSA initiated the EPSA Training Project with the aim to provide Soft Skills Trainings to pharmaceutical students across Europe and to advocate for the incorporation of soft skills in the pharmaceutical curricula. Today, this Project relies on more than 60 active Trainers in 20 European countries that deliver high-quality Training sessions both on a local and international level. The EPSA Training Project has an internal quality assurance system that guarantees the quality of the Training Sessions delivered by EPSA Trainers from fourteen generations, where in 2018, EPSA Trainers delivered over 827 hours of Training sessions throughout Europe.

Furthermore, EPSA released the Position Paper on Soft Skills in 2016 with the aim to augment the awareness of soft skills being essential in the professional development of pharmacists as healthcare professionals.

The Future of Methodology Booklet

In order to ensure a continuous promotion and preserve the strong voice within Europe, for the next five years, we will focus on four Annexes which will go hand in hand with the Methodology Booklet and represent the more detailed follow up on the main outcomes of the Methodology Booklet. The aforementioned policy documents are intended to be released in the period from 2019 - 2023.

For more information about the Methodology Booklet visit EPSA Website or contact EPSA Educational Affairs Coordinator via email: edu.affairs@epsa-online.org or Policy Affairs Coordinator via policy@epsa-online.org.

Engage in the EPSA over social media using hashtags:

#EduMethod

#EPSAMethodologyBooklet

#EPSALifelonglearning

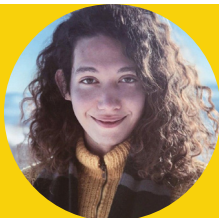
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