

Global indicator framework for the FIP Development Goals

FIP Development Goals	Indicators	Categories
 Academic capacity	1.1 Number of pharmacists working in academic settings	Capacity
	1.2 Number of pharmacy graduates nationally (national graduate supply)	Capacity
	1.3 Number of schools /faculties of pharmacy nationally	Capacity
	1.4 Number of pharmacy technicians nationally	Capacity
	1.5 Number of lecturers (teachers, practitioners, researchers) employed by institutions/universities to train pharmacy students	Capacity
	1.6 Inclusion of experiential learning into pharmacy curricula	Policies and regulatory systems
	1.7 Inclusion of interprofessional and interdisciplinary education in the pharmacy curricula	Policies and regulatory systems
	1.8 Median salaries among faculty members in private and government sectors	Policies and regulatory systems
	1.9 Existence of minimum period of practice training/clinical internship pre-licensing (pre-registration) programmes	Policies and regulatory systems, and Training and Professional development
	1.10 Existence of a policy regulating a minimum internship period for pharmaceutical scientists as part of their education and training	Policies and regulatory systems, and Training & Professional development
	1.11 Existence of career development programmes for academic pharmacists and pharmaceutical scientists at the national or institutional level	Training & professional development
 Early career training strategy	2.1 Existence of national regulations or standards for the licensing or registration of pharmacy graduates/new registrants.	Policies & regulatory systems
	2.2 Existence of national regulations or standards for the licensing or registration of pharmacy technician graduates/new registrants.	Policies & regulatory systems
	2.3 Existence of national mandatory requirements or standards for maintaining licensure of all early career or licensed pharmacists (e.g. CPD, portfolio, training, certification).	Policies & regulatory systems
	2.4 Existence of a national document defining the fundamental scope of practice within the licensing and/or registration of newly or any registered pharmacists (e.g. provision of services in community or hospital settings).	Policies & regulatory systems
	2.5 Availability of national strategies and mentoring programmes to support early-career pharmacists' progression to advanced practice (e.g. CPD, frameworks, certification, training).	Training & professional development
	2.6 Availability of specific training or qualifications for early career pharmacists to manage community and hospital pharmacies providing pharmaceutical services.	Policies & regulatory systems

	2.7 Existence of a national competency (development) framework for newly registered or early career pharmacists and pharmaceutical scientists.	Training & professional development
 Advanced and specialist development	4.1 Existence of national regulatory requirements for advanced practitioners and specialists to provide advanced services, such as licensure, formal scopes of practice, or legal authorisation.	Policies and regulatory systems
	4.2 Availability of a national professional recognition system for advanced practice and/or specialisation, whether through formal (government-backed) or informal (employer or professional body-led) mechanisms.	Policies and regulatory systems
	4.3 Existence of a national competency development framework for advanced and specialist scopes of practice, supporting pharmacists' career progression beyond early career or foundation level.	Training and professional development
	4.4 Existence of advanced pharmacy services (e.g. prescribing, therapeutic monitoring, complex medication management) with defined standards or guidelines for their delivery at practice sites (e.g. community, hospital).	Pharmaceutical services & facilities
	4.5 Availability of distinct and accessible infrastructures that support the development of advanced and/or specialist practice, such as CPD systems, residency programmes, board certification, or sector-specific training pathways.	Pharmaceutical services & facilities
 Competency development	5.1 Existence of a national development framework outlining competencies for pharmacists across all career stages and practice settings.	Training and professional development
	5.2 Existence of a national development framework outlining competencies for Pharmacy technicians across all career stages and practice settings.	Training and professional development
	5.3 Use of a competency-based approach by educational institutions to guide teaching and assess learners based on demonstrated skills and knowledge.	Training and professional development
 Leadership development	6.1 Availability of national strategies or programmes to develop leadership skills, including clinical, executive and scientific leadership, through tools, mentoring systems and training across all career stages and sectors.	Training and professional development
	6.2 Inclusion of leadership development training within the initial education and training curriculum in universities to build professional leadership skills.	Policies and regulatory systems
 Continuing professional development strategies	9.1 Existence of national regulations that mandate CPD as a requirement for pharmacist registration, licence renewal, or progression to advanced or specialist practice (for all registered/licensed pharmacists).	Policies and regulatory systems
	9.2 Existence of national regulations that mandate CPD as a requirement for pharmacy technician registration, licence renewal, or progression to advanced or specialist practice (for all registered/licensed pharmacy technicians).	Policies and regulatory systems
	9.3 Availability of certified CPD programmes (e.g. online or in-person) that award credits or points for continuing education and training relevant to workplace practice.	Training and professional development
	9.4 Existence of specialised CPD programmes aligned with national or international standards to support competency and training requirements across career stages and pharmacy sectors.	Training and professional development
 Equity & equality	10.1 Number of actively practising pharmacists (segmented number by sectors of practice, e.g., community, hospital pharmacists, academia, pharmaceutical science, and other sectors)	Capacity
	10.2 Existence of national legislations that promote equity and equality in opportunities in the workplace	Policies and regulatory systems

	10.3 Existence of national regulations that promote equity and equality in access to pharmacy education and training across all stages.	Policies and regulatory systems
 Impact & outcomes	11.1 Existence of national or standardised indicators to measure and monitor the impact of key pharmaceutical services on health outcomes, quality of life and health system performance.	Impact
	11.2 Existence of structured tools or systems to evaluate the performance and outcomes of pharmaceutical services, such as service evaluation frameworks, feedback mechanisms, or audit tools.	Impact
 Pharmacy intelligence	12.1 Existence of a national strategy or system to collect and share pharmaceutical workforce and education data, including profession (e.g. pharmacists, technicians, pharmaceutical scientists), sector of practice, age and gender, etc.	Policies & regulatory systems
 Communicable diseases	16.1 Existence of updated healthcare regulations that address service delivery and workforce roles in response to communicable disease emergencies (e.g. pandemic preparedness and response).	Policies & regulatory systems
	16.2 Existence of mandatory quality standards for community pharmacies, covering staff training, pharmacy operations, medicine handling, and service delivery, including for communicable diseases.	Policies & regulatory systems
	16.3 Availability of data to measure access to community and hospital pharmacy services, including population coverage, urban and rural distribution, and per capita service ratios.	Impact
 Antimicrobial stewardship	17.1 Existence of national policy and guidance that regulate the prescription of Antibiotics in community/hospital pharmacies and the use of antibiotics in livestock production and agriculture	Policies and regulatory systems
	17.2 Existence of a national strategic plan and training to support developing the pharmaceutical workforce with competencies needed for antimicrobial stewardship services delivery	Training and professional development
 Access to medicines, devices & services	18.1 Number of community and hospital pharmacies (per capita)	Capacity
	18.2 Number of community and hospital pharmacies in RURAL and URBAN geographic areas (per capita)	Capacity
	18.3 Availability of national guidelines or policies concerning access to medicines, pharmaceutical services & medical devices, including speciality medicines (HIV, cancer, hepatitis C, etc) and contingency plans for shortages of medicines and medical devices	Policies and regulatory systems
	18.4 Existence of regulations/laws for prescription or non-prescription medicines that can ONLY be supplied in community/hospital pharmacies	Policies and regulatory systems
	18.5 Existence of regulations/laws for non-prescription medicines, e.g., OTC, that can be supplied in non-community pharmacy outlets, or dispensaries	Policies and regulatory systems
	18.6 Existence of regulations/laws on categories of medicines available online from local or foreign providers.	Policies and regulatory systems
 Patient safety	19.1 Existence of national strategies that utilise patient safety as an indicator for evaluating health system performance and quality of care	Impact
	19.2 Inclusion of "patient safety" as part of the initial education and training curriculum (in universities).	Policies and regulatory systems, and Training and professional development

	19.3 Availability of training programmes that ensure the pharmaceutical workforce receives training in patient safety and medication-related harm reduction across all pharmacy settings and stages	Training and professional development
	19.4 Availability of training programmes to educate the public about the safe use of medicines provided by pharmacists	Training and professional development
	19.5 Existence of competency frameworks supporting and guiding national strategy for professional development and training in patient safety	Training and professional development
 Digital health	20.1 Existence of an accessible digital infrastructure to enable healthcare delivery of, for example, telemedicine, online health consultations, e-prescriptions, e-patient records, etc.	Pharmaceutical services & facilities
	20.2 Use of digital technology in health education and training delivery for the pharmaceutical workforce (for example, online university courses, online delivery of CPD, etc.)	Training and professional development

Indicators Category	Description
Capacity	Data expressed as numbers, e.g. number of pharmacists/pharmacies, pharmaceutical facilities available (universities, services)
Impact	Provision of Pharmaceutical services that support better health care and outcomes
Policies & regulatory systems	Regulations and strategies as drivers to shape the structure of the system and benefit populations
Training & Professional development	Focus on developing competencies and skills across all sectors and career stages.
Pharmaceutical services & facilities	Focus on the availability of pharmaceutical services, facilities & infrastructures needed.