**Aim**

1. Design the “Practice Educators’ Academy” program
2. Validate the “Practice Educators’ Academy” program
3. Refine the “Practice Educators’ Academy” program
4. Assess the educational needs of Qatari health curricula preceptors

**Methods**

- Assessment of preceptors’ needs using mixed methods methodology (5)
- Designing “The Practice Educators’ Academy” program by the research team

**Results**

**Stage 1: Assessment of the preceptors’ educational needs**

<table>
<thead>
<tr>
<th>Preceptors’ needs</th>
<th>Not a priority</th>
<th>Later priority</th>
<th>Medium priority</th>
<th>High priority</th>
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<tbody>
<tr>
<td>Adult Learning Principles</td>
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<td>9%</td>
<td>28%</td>
<td>60%</td>
</tr>
<tr>
<td>Curriculum &amp; Course Design</td>
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<td>7%</td>
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<tr>
<td>Teaching and learning in clinical settings</td>
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</tbody>
</table>

**Stage 2: Design of the “Practice Educators’ Academy” program**

- The Akram Clinical Education Program
- The North American Clinical Education Program
- The Australian Clinical Education Program

**Stage 3 & 4: Validation and refinement of the “Practice Educators’ Academy” program**

- There is lesser exposure to reflective practice in this program
- Add a hands-on simulation to allow attendees time to practice
- Inter-professional learning should be taught in module one

**Conclusions**

- “The Practice Educators Academy” is the first intervention nationally and regionally to develop the educational skills of preceptors considering their needs, while benchmarking with other programs available internationally.
- The development of academy aligns with the third pillar of the Qatar National Vision 2030 (6) on human capital development, and with the International Pharmaceutical Federation (FIP) Workforce Development Goals (7).
- This alignment is key in workforce planning and capacity building, nationally and globally, in order to achieve universal health coverage by 2030.
- Future research should focus on evaluating the effectiveness of the “Practice Educators Academy” program in improving the preceptors’ educational knowledge and skills, and enhancing students’ satisfaction.

**References**


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