

## *Letter from the Editor*

Welcome to the first issue of *Pharmacy Education*. Our aim is to provide an international forum for the publication of educational research in all fields of pharmaceutical science and professional practice. We believe that there is a demand for greater dissemination of evidence, ideas and informed opinion throughout higher education and beyond, which is presented in an accessible format.

*Pharmacy Education* will provide this format for educators and practitioners, from undergraduate to postgraduate, from continuing education to lifelong learning. In keeping with best practice, we will focus on facilitating contributions to the evidence base in all aspects of pharmaceutical education and learning. However, we shall also provide room for opinion makers and essayists. Educational progress is often associated with vision and ideas as much as evidence and research. Above all, *Pharmacy Education* must be inclusive and be progressive in its outlook.

This first edition tries to set the tone of this mission: there is a selection of peer reviewed papers describing evidence for the effectiveness of new learning and teaching designs, in addi-

tion to descriptions of novel ideas in undergraduate curricula. There is the first of an occasional series which will provide an opportunity for regional universities, educators and practitioners to outline new developments and initiatives, and this issue sees a Focus on Spain. The journal hopes that this will stimulate debate and discussion in future issues. We also have a regular short report section, where preliminary results or work in progress can be highlighted.

Already, in this first issue, current key questions are being addressed, such as collaboration in learning and practice between professions; the effectiveness of new methods like problem-based learning; the issue of common curricula between countries; and the use of new technologies within the traditional confines of laboratory classes.

In future issues, there will be more room for guest editorials and essays; readers who are stimulated (or provoked) to respond to these essays are invited to contact the Editor by letter or an essayed rebuttal. Educational practice should always be subject to challenge and analysis.

Ian Bates  
Editor-in-Chief