



GUIDE TO SELF-ASSESSMENT OF PHARMACY SCHOOLS

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1. INTRODUCTION

This document defines a guide for the Lebanese higher education institutions to write their self-assessment report in accordance to the external quality assurance process as defined in the Lebanese Schools of Pharmacy Standards (Appendix 1). The evaluation of the programs has to cover two facets: the relevance of the program (an aspect covered by the competencies framework), and the quality of the program (its capacity to meet its objectives in terms of students learning and achievements in the most optimal way) [TLQAA plus, 2018].

The self-assessment report (SAR) has to cover both aspects. It has to provide evidences about the relevance of the program undergoing the evaluation when matching it against the qualifications framework, and about its quality. The SAR is a key document through which an academic unit conveys information about the Program under scrutiny. The backdrop of the self-assessment exercise is twofold. On the one hand it is a mechanism that should be part of the normal management of every institution: self-evaluation is a capacity all institutions should develop and keep at its best level [TLQAA plus, 2018].

On the other hand, self-assessment is an activity which outcomes, the self-assessment report, is at the starting point of the external review. The self-assessment report is a major piece of information for the review panel. It informs both about the outcomes and about the internal dynamic of the program management in terms of quality. Equally, preparing the self-assessment report allows the academic unit to conduct a critical reflection about the program and how it is managed. It is an evidence based reflection of what the unit believes to be working well and what to be improved [TLQAA plus, 2018].

Key Concepts [TLQAA plus, 2018]

- Self-assessment is more than a report. It is a process that should commit the whole academic unit managing the Program and all the other supporting units;
- Self-assessment shall cover both the quality of the provision of the Program and the relevance of the issued qualification, and this must be reflected in the self-assessment report;
- As the self-assessment exercise requires significant investment from the faculty/department at all levels and needs a strong support from the leadership. The involvement and support of the top administrators shall be secured at the beginning of the process;
- Self-assessment is an institution core capacity that is devolved in all the academic units and that should help the development of a relevant and well-developed quality culture;
- The self-assessment process (including final drafting and validation) must be clearly defined and presented to all stakeholders of the evaluated program including students. This process must involve all stakeholders (professors, administrative and technical staff members, and students) and the resulting self-assessment report (SAR) should be disseminated to all stakeholders.
- Integrity, honesty and openness are necessary for a successful self-assessment exercise. A climate of mutual respect and commitment should be established among all the units and persons involved in the self-assessment exercise;
- The self-assessment process should not be driven by the standards but shall describe and evaluate against the standards all the program functioning methods and achievements: goals, strategies, policies, activities and outcomes...
- The self-assessment report shall reflect to what extent the academic program under scrutiny meets the quality standards and the ones the institution has chosen for itself (if available);

- The self-assessment exercises should be organized in order it is beneficial for the academic unit and shall ultimately respond to the aims in terms of quality improvement;
- The self-assessment exercise should be evidence-based, analytical and self-critical and provide verifiable evidence;
- The self-assessment report should be full and frank. There should be no attempt to hide any weaknesses nor to over stress on some strengths. The SAR shall include any thought of how to improve things;
- It is preferred to avoid detailed description in the SAR. Emphasis shall be placed on a critical self-evaluation of how effective the various aspects of the program provision are;
- In case it is not the first self-assessment report, a differential analysis shall be done to analyze the developing improvement.
- The self-assessment report shall dedicate a section or a subsection in a section dedicated to the curriculum to present evidence showing how the program under scrutiny yields a qualification at the declared level in the Pharmacy core competencies framework.

2. HUMAN RESOURCE NECESSARY TO CONDUCT ACCREDITATION:

To start with the Accreditation process, you will need to distribute the work load over several committees, managed by an Accreditation Steering Committee. The following responsibilities would be assigned:

a. Accreditation Steering Committee (self-assessment report team):

- Reading and discussing the Accreditation Standards to be applied
- Preparing the Mission, Vision, Core Values and Activities of the faculty.
- Drafting an organogram of the faculty key positions and committees
- Distributing the work on standards over committees
- Preparing the Self-assessment report based on the Standards criteria

b. Curriculum Committee

- Drafting Program Educational Goals (PEGs) and Key Performance Criteria (KPC) for the Pharmacy Program, based on international recommendations and current core competencies, along with the Assessment Committee
- Making sure all syllabi are up-to-date and in the right form
- Mapping PEGs and KPC to current courses available in the curriculum
- Suggesting modifications to current courses and additional courses
- Drafting the part of the Self-assessment report related to the Curriculum
- Drafting a teaching strategy for the faculty, using SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and using a PESTLE technique for external factors assessment (this concept is used as a tool by companies to track the environment they're operating in or are planning to launch a new project/product/service etc. PESTLE is a mnemonic which in its expanded form denotes P for Political, E for Economic, S for Social, T for Technological, L for Legal and E for Environmental. It gives a bird's eye view of the whole environment from many different angles that one wants to check and keep a track of while contemplating on a certain idea/plan).
- Suggesting the necessary resources and strategic plan to be able to apply the teaching strategy
- Monitoring the application of the strategy using a dashboard or other equivalent tools

c. Assessment & Evaluation Committee:

- Drafting Program Educational Goals (PEGs) and Key Performance Criteria (KPC) for the Pharmacy Program, based on international recommendations and core competencies, along with the Curriculum Committee
- Suggesting an assessment plan based on direct and indirect evaluations of KPC, educational outcomes, and activities.
- Conducting all types of assessment activities (a staff dedicated to this work may be necessary).
- Drafting the part of the Self-assessment report related to the Assessment & Evaluation

d. Personnel Development Committee:

- Drafting developmental plans for academic instructors, physicians in charge of experiential education/training and for staff.
- Drafting the part of the Self-assessment report related to Personnel Development
- Planning and conducting professional continuing education activities

e. Research Committee:

- Drafting the part of the Self-assessment report related to Research
- Drafting a research strategy for the faculty, using SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and using a PESTLE technique for external factors assessment
- Suggesting the necessary resources and strategic plan to be able to apply the research strategy
- Monitoring the application of the strategy using a dashboard or other equivalent tools

f. Administrative Policies & Procedures Committee:

- Drafting Administrative Policies & Procedures based on currently available laws
- Ensuring the application and regular assessment of the quality assurance system
- Drafting the part of the Self-assessment report related to policies, procedures and quality assurance

g. Experiential training committee:

- Drafting experiential training courses syllabi according to relevant competencies
- Ensuring contact and agreements application with relevant external institutions for training of students
- Ensuring the application and regular assessment of competencies and relevant institutions

3. STEP BY STEP GUIDE FOR SELF-ASSESSMENT REPORT WRITING

The following steps are necessary for the preparation of a self-assessment report [TLQAplus, 2018]:

a. Forming a self-assessment project team, who can be the Accreditation Steering Committee

The self-assessment project team would be formed respecting the following criteria:

- The team should include respected members from the academic unit managing the program under scrutiny who believe in the self-assessment process;
- The team might also include a member of the Internal Quality Assurance Unit, however, this is not mandatory;

- The team should include resourceful members;
- The team should include one or more members from the administrative and technical staff;
- The team should include one or more students;
- The team members should be connected to what is going in the program;
- The team members should have time and efforts to spend on the process;
- The team size should be enough to conduct the work, this depends on the size of the program and the volume of its activities;
- Coherence and good communication should exist among the team members.
- In addition to the above the project team leader should be designated by the dean or by the chairperson of the academic unit in charge of the program. She/he has to have good mediation and communication skills and should be respected on campus. She/he must have good communication channels with the chairperson(s) of the academic unit and with the top management of the University.
- It would be a good practice to form subcommittees that take in charge specific standards or to assign the work on specific standard to specific member(s) of the project team. In this case, each additional committee would deliver a section/report on the standard it evaluated (as stated above).
- The project team would then compile the final self-study report.

b. Defining the elements/questions corresponding to each standard:

In order to define the elements to search for each standard, the following steps are suggested:

- Understand the goals of the standards used for the evaluation;
- Understand the procedure to align the qualification to the core competencies;
- Define the self-assessment report design;
- Developing a series of questions and elements to search per standard and in accordance to the design defined.

c. Understanding the standards

- In general, evaluation (self-assessment) is performed against a set of standards provided by an external agency or developed internally by the institution. It is crucial that the self-assessment project team understands the goals of the standards and the criteria that aim at supporting the evaluation before proceeding in any further step of the self-assessment reporting process.
- It should notably decide what are the main information and evidences that should document the evaluation of the level of achievement of the standards. It is suggested that the project team meets and discusses in depth the standards. When different committees are formed (as above) to deal with specific standards the project team should meet with each of them to discuss and deepen the understanding of the standards in order to assure consistency in the evaluation process.

d. Collecting information relative to each standard, in collaboration with relevant school committees/entities

- Analyzing the achievements (self-assessment)

e. Designing the self-assessment report

- Once the standards are understood, a decision must be taken regarding the design of the self-assessment report. The design of the self-assessment report guides the self-assessment process and, therefore, is as important as the report itself.

- Special attention must be provided by the self-assessment project team to the design of the self-assessment report and, early in the process, a decision shall be taken about the structure of the report.
- There are at least three ways to organize the self-assessment report:
- To have one chapter or section for each of the seven standards;
- To group standards together in sections corresponding to the structure and responsibilities in the academic unit and to the activities taken within the Program;
- To organize the report thematically and to group standards according to themes.

f. Reporting by synthesizing the information collected and the findings.

The school is free to adopt any organization for the report as long as the information and the analyses regarding the different standards are explicitly present. In all cases the self-assessment report should reflect to what extent each quality standard is met.

- While an organization by standard facilitates the external review process, a thematic organization might reflect better what matters in terms of management, policies or activities in the academic unit.
- The design of the core standards in sets of criteria is a convenient way to present them. However, this should not hide the fact that the core standards are interconnected as being the different dimensions of the quality of a program. Therefore, an overlap might appear while editing. The project team must be keen to keep this overlap minimal.
- It is worth noting that what matters in the self-assessment report is not its size but rather the quality of the critical analysis conducted and the associated evidences provided. As for the appendices, it is crucial to have them hierarchal, well-structured and limited in size and number.
- A template is available for easy reference (Appendix 5) or the below example can be applied.

EXAMPLE OF A SELF-ASSESSMENT REPORT STRUCTURE

Introduction

This section provides a brief description of the school, the academic units and the program under scrutiny. It also presents the self-assessment process that has been implemented leading to the report.

Alignment of the qualifications to the Lebanese Pharmacy Core Competencies

This section provides arguments and evidences to permit the alignment of the qualification delivered by the program on the Lebanese qualifications framework. a brief description of the school, the academic units and the program under scrutiny. It also presents the self-assessment process that has been implemented leading to the report.

A section for each standard/group of standards/theme (Lebanese Schools' of Pharmacy Standards)

- Standard or theme under consideration
- Description of the topic under review and evidence considered with a clear reference to the standards
- Analysis of relevant strengths and challenges with clear reference to standards
- Propositions for improvement

Conclusions Major findings and propositions for improvement

Appendix 1 Core competencies fulfillment

Appendix 2 Table of covered standards (rubric)

Appendix 3 Table of the quantitative indicators for the last 3 years

Appendix 4 Table of documents available as proofs

Appendix 5 Tables of the School Characterization (MEHE forms)

Other appendices as necessary (Up to 10)



PHARMACY CORE COMPETENCIES

SIMPLIFIED VERSION

INTRODUCTION

According to the FIP/WHO, the mission of pharmacy practice is to contribute to health improvement and to help patients with health problems to make the best use of their medicines. A “Seven-Star” pharmacist is a care provider/giver, decision maker, communicator, leader, manager, life-long learner and teacher/educator; according to the CAPE 2013, a pharmacist should also be a self-aware care health promoter, an includer, innovator and collaborator. The pharmacist has 4 essential roles that require competence in 6 domains (FIP):

Domains where competencies should be acquired during education	Roles at professional level (FIP)
<p>Fundamental knowledge</p> <ul style="list-style-type: none"> - Fundamental courses knowledge - Patient care courses knowledge - Pharmaceutical courses knowledge - Social, behavioral and administrative courses knowledge <p>Professional practice</p> <ul style="list-style-type: none"> - Professional practices - Ethical practices - Legal practices - Patient focus practices - Continuing professional development - Inter-professional collaboration <p>Personal skills</p> <ul style="list-style-type: none"> - Leadership skills - Decision-making skills - Team working skills - Communication skills - Information technology skills - Self-awareness - Innovation and entrepreneurship skills <p>Supply of medicines</p> <ul style="list-style-type: none"> - Manufacture and compounding of medicines - Supply chain management - Dispensing medicines <p>Safe and rational use of medicines</p> <ul style="list-style-type: none"> - Patient consultation skills - Patient counseling and advocacy skills - Monitor medicines use - Monitor medication safety 	<p>Prepare, obtain, store, secure, distribute, administer, dispense and dispose of medical products</p> <ul style="list-style-type: none"> - Prepare extemporaneous medicine preparations and medical products - Obtain, store and secure medicine preparations and medical products - Distribute medicine preparations and medical products - Administer medicines, vaccines and other injectable medications - Dispense medical products - Dispose of medical preparations and medical products <p>Provide effective medication therapy management</p> <ul style="list-style-type: none"> - Assess patient health status and needs - Manage patient medication therapy - Monitor patient progress and outcomes - Provide information about medicine and health related issues <p>Maintain and improve professional performance</p> <ul style="list-style-type: none"> - Evaluate the scientific literature and explain medication action - Plan and implement continuing professional development strategies to improve current and future performance

<p>Pharmaceutical public health competencies</p> <ul style="list-style-type: none"> - Population health - Health education and promotion - Medicines information and advice - Research and education <p>Organization and management competencies</p> <ul style="list-style-type: none"> - Self-management - Work place management - Human resources management - Budget, reimbursement and administration - Quality assurance - Pharmaceutical product development 	<p>Contribute to improve effectiveness of the health-care system and public health</p> <ul style="list-style-type: none"> - Disseminate evaluated information about medicines and various aspects of health care - Engage in preventive care activities and services - Comply with national professional obligations, guidelines and legislations - Advocate and support national policies that promote improved health outcomes - Advance patient-centered care
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LIST OF COMPETENCIES

0 Fundamental knowledge

0.1 Fundamental courses knowledge

Knows and understands basics of scientific fundamental knowledge courses

0.2 Patient care courses knowledge

Knows and understands basics of patient care knowledge courses

0.3 Pharmaceutical courses knowledge

Knows and understands basics of pharmaceuticals knowledge courses

0.4 Social, behavioral and administrative courses knowledge

Knows and understands basics of social, behavioral and administrative knowledge courses

1. Professional Practice

1.1 Professional Practices

Implements professional requirements to practice settings

1.2 Ethical Practices

Demonstrates awareness of codes of ethics and acts accordingly

1.3 Legal Practices

Demonstrates an understanding of the Lebanese pharmacy law and acts accordingly

1.4 Patient-Focused Practices

Demonstrates a patient-focused approach to practice

1.5 Continuing Professional Development (CPD)

Applies principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs

1.6 Inter-Professional Collaboration

Acts as a team member in all aspects of practice

2. Personal Skills

2.1 Leadership Skills

Demonstrates leadership abilities in the team processes.

2.2 Decision-Making Skills

Demonstrates the ability to take accurate, evidenced based and timely decisions

2.3 Team Working Skills

Recognizes the value of the pharmacy team and of a multi-disciplinary team and acts accordingly

2.4 Communication Skills

Communicates effectively with patients and their carers, with other healthcare professionals, other support staff, and other relevant third parties

2.5 Information Technology (IT) Skills

Applies a minimum of IT in daily work

2.6 Self-Awareness

Applies the principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs.

2.7 Innovation and Entrepreneurship

Develops new ideas to improve quality or overcome barriers to enhance the profession

3. Supply of medicines

3.1 Manufacture and Compounding of Medicines

Performs efficiently various tasks in pharmaceutical plant and product quality control units.

3.2 Supply Chain Management

Ensures the quality, safety and integrity of products

3.3 Dispensing Medicines

Dispenses a product safely and accurately that is appropriate for the patient.

4. Safe and Rational Use of Medicines

4.1 Patient Consultation Skills

Gathers information and discusses with the patient medication and disease issues

4.2 Patient Counseling and Advocacy Skills

Counsels patients and acts to promote the best patient care

4.3 Monitors medicines use

Monitors the patient's progress and assess therapeutic outcomes

4.4 Monitors Medication Safety

Prioritizes medication safety and acts accordingly

4.5 Working Environment Safety

Creates and maintains a working environment that promotes safety.

5. Pharmaceutical Public Health Competencies

5.1 Population Health

Engages in health promotion activities with the patient

5.2 Health Education and Promotion

Actively participates in health promotion issues

5.3 Medicines Information and Advice

Responds to questions using appropriate strategies

5.4 Research and Education

Applies knowledge, research skills and professional judgment to the decision-making process

6. Organization and Management Competencies

6.1 Self-Management at Work

Demonstrates personal organizational and management skills at work.

6.2 Workplace Management

Applies management principles and skills relevant to the workplace

6.3 Human Resources Management

Applies management principles and skills relevant to human resource

6.4 Budget, Reimbursement and Administration

Applies management principles and skills relevant to financial resources

6.5 Quality Assurance

Applies principles and skills relevant to quality assurance

6.6 Pharmaceutical Product Development

Understands the principles of pharmaceutical product development

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The Lebanese Academic Pharmacists - Competencies Workgroup:

Marwan Akel, PharmD, MPH

Rony Zeenny, PharmD, MPH, BCPS AQ-ID

Michelle Cherfan, PharmD, MS

Elie Raad, PharmD, MS

Pascale Salameh, PharmD, MPH, PhD

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PHARMACY CORE COMPETENCIES

Framework	Competencies	Behaviors and Outcomes (Key Performance Indicators)
0 Fundamental knowledge 0.1 Fundamental courses knowledge	Knows and understands basics of scientific fundamental knowledge courses	0.1.1 Understands basics of vegetal and animal biology, anatomy, physiology and microbiology 0.1.2 Understands basics of organic, inorganic and bio-chemistry 0.1.3 Understands basics of physics and biophysics 0.1.4 Understands basics of statistics, calculations and mathematical analysis 0.1.5 Understands and expresses himself in foreign languages 0.1.6 Articulates how knowledge in fundamental sciences is integral in practice reasoning 0.1.7 Applies this knowledge in pharmacy practice according to situation and field of specialty
0 Fundamental knowledge 0.2 Patient care courses knowledge	Knows and understands basics of patient care knowledge courses	0.2.1 Understands mechanisms of patho-physiology, clinical nutrition, clinical microbiology (bacteriology, virology, parasitology), clinical biochemistry, immunology, hematology and allergology 0.2.2 Understands mechanisms of pharmacology, pharmacognosy, and therapeutic chemistry 0.2.3 Has basic knowledge about disease diagnosis 0.2.4 Knows treatment guidelines of basic infectious and chronic diseases 0.2.5 Knows side effects, contraindications, interactions, dependence risks and consequences 0.2.6 Knows about pharmacokinetics and medication monitoring 0.2.7 Knows how to apply clinical information in patient care 0.2.8 Knows about medication use in special populations and pharmacogenetics 0.2.9 Knows basics of toxicology and clinical toxicology 0.2.10 Applies knowledge in pharmacy practice according to the situation and field of specialty 0.2.11 Applies knowledge in fundamental sciences to solve therapeutic problems and advance patient-centered care 0.2.12 Critically analyzes basic scientific literature related to medications and disease to enhance clinical decision making 0.2.13 Critically analyzes emerging scientific theories, information and technologies that may impact patient-centered or population based care.
0 Fundamental knowledge 0.3 Pharmaceutical courses knowledge	Knows and understands basics	0.3.1 Understands pharmaceutical preparations principles and industrial applications 0.3.2 Knows about biopharmacy 0.3.3 Knows about analytical chemistry and applied methods

	of pharmaceuticals knowledge courses	0.3.4 Knows how to assess quality of pharmaceutical preparation 0.3.5 Knows principles of marketing and sales 0.3.6 Knows principles of economy, accounting and management 0.3.7 Applies this knowledge in pharmacy practice according to situation and field of specialty
0 Fundamental knowledge 0.4 Social, behavioral and administrative courses knowledge	Knows and understands basics of social, behavioral and administrative knowledge courses	0.4.1 Understands principles of social, behavioral and administrative pharmacy 0.4.2 Understands the role of pharmacists as health care professionals and knows what is unique to their role 0.4.3 Applies this knowledge in pharmacy practice according to situation and field of specialty
1. Professional Practice 1.1 Professional Practices	Implements professional requirements to practice settings	1.1.1 Carries out duties as a pharmacist in a professional manner 1.1.2 Demonstrates altruism, integrity trustworthiness and flexibility 1.1.3 Demonstrates respect, sensitivity, dignity and empathy when communicating 1.1.4 Takes full responsibility for their own actions and decisions related to patient care 1.1.5 Maintains patient confidentiality 1.1.6 Obtains patient consent
1. Professional Practice 1.2 Ethical Practices	Demonstrates awareness of codes of ethics and acts accordingly	1.2.1 Demonstrates an understanding of ethical concepts related to pharmacy practice e.g. patient confidentiality, privacy, consent 1.2.2 Makes and justifies decisions in a manner that reflects the statutory code of conduct for pharmacists and pharmacy law 1.2.3 Recognizes ethical dilemmas in practice scenarios and reasons in a structured manner 1.2.4 Recognizes own professional limitations
1. Professional Practice 1.3 Legal Practices	Demonstrates an understanding of the Lebanese pharmacy law and acts accordingly	1.3.1 Understands and applies the requirements of FIP pharmacy practice foundations 1.3.2 Demonstrates an understanding of the roles and responsibilities of the supervising and superintendent pharmacists 1.3.3 Demonstrates an awareness of and adheres to professional indemnity requirements 1.3.4 Takes responsibility for own action and for patient care 1.3.5 Demonstrates awareness of relevant legislation including data protection law, health and safety law, employment law, consumer law, equality law and intellectual property rights 1.3.6 Demonstrates understanding of the requirements of regulatory frameworks to authorize a medicinal product including the quality, safety and efficacy assessment of the product
1. Professional Practice 1.4 Patient-Focused Practices	Demonstrates a patient-focused approach to practice	1.4.1 Ensures quality and patient safety are at the center of pharmacy practice 1.4.2 Educates and empowers the patient to manage their own health and medicines 1.4.3 Acts as a patient advocate to ensure that patient care is not jeopardized

		<p>1.4.4 Monitors the medicines and other healthcare needs of the patient on a regular basis and makes recommendations for improvement to the patient and other healthcare professionals</p> <p>1.4.5 Ensures that patient care reflects best available evidence and high quality information</p>
<p>1. Professional Practice</p> <p>1.5 Continuing Professional Development (CPD)</p>	<p>Applies principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs</p>	<p>1.5.1 Understands and accepts the importance of life-long learning for pharmacists</p> <p>1.5.2 Demonstrates the ability to critically reflect on their own practice and skills to identify learning and development needs</p> <p>1.5.3 Takes personal responsibility for engaging in CPD and achieving learning and professional development goals</p> <p>1.5.4 Undertakes appropriate learning activities that meet identified learning needs</p> <p>1.5.5 Keeps knowledge and skills up to date</p> <p>1.5.6 Commits to the continual improvement of the profession</p>
<p>1. Professional Practice</p> <p>1.6 Inter-Professional Collaboration</p>	<p>Acts as a team member in all aspects of practice</p>	<p>1.6.1 Actively participates and engages as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.</p> <p>1.6.2 Establishes a climate of shared values and mutual respect necessary to meet patient care needs.</p> <p>1.6.3 Interacts respectfully with other members of the team and manage disagreements and conflict.</p> <p>1.6.4 Collaborates with other parties in the relationship to define the roles and responsibilities of each party to optimize outcomes for specific patient care encounters.</p> <p>1.6.5. Communicates in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.</p> <p>1.6.6 Fosters accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving</p>
<p>2. Personal Skills</p> <p>2.1 Leadership Skills</p>	<p>Demonstrates leadership abilities in the team processes.</p>	<p>2.1.1 Applies assertiveness skills as appropriate and inspires confidence</p> <p>2.1.2 Provides leadership in the workplace to ensure quality and patient safety in the pharmacy</p> <p>2.1.3 Builds credibility and portrays the profession in a positive light by being professional and well informed</p> <p>2.1.4 Demonstrates determination and initiative to achieve and improve patients' service</p> <p>2.1.5 Inspires and motivates others to work to high standards by being enthusiastic about the profession and the service provided</p> <p>2.1.6 Provides appropriate supervision</p> <p>2.1.7 Identifies characteristics that reflect leadership versus management</p> <p>2.1.8 Identifies the history of a team before implementing changes</p> <p>2.1.9 Develops relationships, values diverse opinions, and understand individual strengths and weaknesses to promote teamwork</p>

		<p>2.1.10 Persuasively communicates goals to the team to help build consensus</p> <p>2.1.11 Empowers team members by actively listening, gathering input or feedback, and fostering collaboration.</p>
<p>2. Personal Skills 2.2 Decision-Making Skills</p>	<p>Demonstrates the ability to take accurate, evidenced based and timely decisions</p>	<p>2.2.1 Makes decisions and solves problems in a timely manner</p> <p>2.2.2 Gathers information from a number of reliable sources and people to enable them to make well-founded decisions.</p> <p>2.2.3 Communicates decisions comprehensively including the rationale behind decisions</p> <p>2.2.4 Ensures that relevant professional, ethical and patient safety factors are fully considered in decisions into which they have an input</p> <p>2.2.5 Distinguishes between important and unimportant issues</p> <p>2.2.6 Recognizes when it is appropriate to refer decisions to a higher level of authority or to include other colleagues in the decision</p>
<p>2. Personal Skills 2.3 Team Working Skills</p>	<p>Recognizes the value of the pharmacy team and of a multi-disciplinary team and acts accordingly</p>	<p>2.3.1 Identifies potential collaborators with whom to initiate ongoing professional relationships</p> <p>2.3.2 Collaborates with other parties in the relationship to define the roles and responsibilities of each party.</p> <p>2.3.3 Demonstrates a broad understanding of the services delivered by other healthcare professionals and disciplines professional to ensure continuity of patient care</p> <p>2.3.4 Participates, collaborates and advises on therapeutic decision-making and uses appropriate referral in a multi-disciplinary team</p> <p>2.3.5 Collaborates with other healthcare professionals to manage care of patient</p> <p>2.3.6 Ensures effective handover between team members or to another healthcare</p> <p>2.3.7 Shares decision-making activities with other team members</p>
<p>2. Personal Skills 2.4 Communication Skills</p>	<p>Communicates effectively with patients and their carers, with other healthcare professionals, other support staff, and other relevant third parties</p>	<p>2.4.1 Uses effective verbal, non-verbal, listening and written communication skills to communicate clearly, precisely and appropriately, when interacting with an individual, group or organization</p> <p>2.4.2. Implements safe, effective, and consistent communication systems</p> <p>2.4.3 Demonstrates respect, cultural awareness, sensitivity and empathy when communicating</p> <p>2.4.4. Demonstrates influencing and negotiation skills to resolve conflicts and problems</p> <p>2.4.5 Demonstrates the ability to build positive relationships with patients, carers, colleagues and other healthcare professionals</p> <p>2.4.6 Listens to patients and respects their views about their health and medicines</p> <p>2.4.7 Interviews patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.</p> <p>2.4.8 Actively listens and asks appropriate open and closed-ended questions to gather information.</p>

		<p>2.4.9 Uses available technology and other media to assist with communication as appropriate.</p> <p>2.4.10 Uses effective interpersonal skills to establish rapport and build trusting relationships.</p> <p>2.4.11 Communicates assertively, persuasively, confidently, and clearly.</p> <p>2.4.12 Delivers and obtains feedback to assess learning and promote goal setting and goal attainment.</p> <p>2.4.13 Develops professional documents pertinent to organizational needs (e.g., monographs, policy documents).</p> <p>2.4.14 Documents patient care activities clearly, concisely, and accurately using appropriate medical terminology.</p>
<p>2. Personal Skills 2.5 Information Technology (IT) Skills</p>	<p>Applies a minimum of IT in daily work</p>	<p>2.5.1 Knows how to use internet and perform basic search</p> <p>2.5.2 Knows how to use software of Microsoft office (Word, Excel, Power Point, Access)</p> <p>2.5.3 Knows how to use some management software</p> <p>2.5.4 Knows how to use OPL online platforms (Medication Safety, Patient Profile...)</p>
<p>2. Personal Skills 2.6 Self-Awareness</p>	<p>Applies the principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs.</p>	<p>2.6.1 Uses meta-cognition to regulate one’s own thinking and learning</p> <p>2.6.2 Maintains motivation, attention and interest during learning and work related activities</p> <p>2.6.3 Identifies, creates, implements, evaluate and modifies plans for personal and professional development for the purposes of individual growth</p> <p>2.6.4 Approaches tasks with a desire to learn</p> <p>2.6.5 Demonstrates persistence and flexibility, and engage in help seeking behavior if needed</p> <p>2.6.6 Strives for accuracy and precision by displaying willingness to recognize, correct, and learn from errors</p> <p>2.6.7 Uses constructive coping strategies to manage stress</p> <p>2.6.8 Seeks personal, professional or academic support to address personal limitations</p> <p>2.6.9 Displays positive self-esteem and confidence when working with others</p>
<p>2. Personal Skills 2.7 Innovation and Entrepreneurship</p>	<p>Develops new ideas to improve quality or overcome barriers to enhance the profession</p>	<p>2.7.1 Demonstrates initiative when confronted with challenges</p> <p>2.7.2 Demonstrates creative decision making when confronted with novel problems or challenges</p> <p>2.7.3 Assesses personal strengths and weaknesses in entrepreneurial skills</p> <p>2.7.4 Applies entrepreneurial skills within a simulated entrepreneurial activity</p> <p>2.7.5 Conducts a risk-benefit analysis for implementation of innovative ideas</p>
<p>3. Supply of medicines 3.1 Manufacture and Compounding of Medicines</p>	<p>Performs efficiently various tasks in pharmaceutical plant and product quality control units.</p>	<p>3.1.1 Demonstrates knowledge of the requirements for the formulation and compounding of pharmaceutical preparations</p> <p>3.1.2 Applies pharmaceutical knowledge to select appropriate high quality ingredients and excipients for manufacture and compounding</p> <p>3.1.3 Determines the requirements for preparation (calculations, appropriate formulation, procedures, raw materials, equipment etc.)</p>

		<p>3.1.4 Demonstrates the ability to perform pharmaceutical calculations accurately</p> <p>3.1.5 Applies pharmaceutical knowledge to select the appropriate route of administration and dosage form for the medicine</p> <p>3.1.6 Uses technical and research skills to prepare pharmaceutical products as appropriate to their practice setting</p> <p>3.1.7 Prepares pharmaceutical medicines (e.g. cytotoxic medicines, extemporaneous) appropriately</p> <p>3.1.8 Prepares pharmaceutical products according to the standards required including local standard operating procedures (SOPs), guidelines, or good manufacturing practice (GMP) as appropriate</p> <p>3.1.9 Demonstrates an understanding of the legislative framework and requirements that govern the manufacture of medicinal products including GMP</p> <p>3.1.10 Applies knowledge to ensure the appropriate quality controls and monitoring are in place</p> <p>3.1.11 Maintains appropriate records and documentation on procedures</p>
<p>3. Supply of medicines 3.2 Supply Chain Management</p>	<p>Ensures the quality, safety and integrity of products</p>	<p>3.2.1 Demonstrates knowledge of the medicinal products supply chain to select reliable and appropriately authorized suppliers of medicinal products</p> <p>3.2.2 Demonstrates an understanding of systems for forecasting patient needs and demands</p> <p>3.2.3 Ensures there is no conflict of interest or inappropriate inducements in the sourcing and supply of medicines</p> <p>3.2.4 Efficiently links procurement to formulary, supply chain management and payment mechanisms</p> <p>3.2.5 Supervises procurement activities from licensed and legitimate sources.</p> <p>3.2.6 Ensures that medicines are stored in appropriate facilities and environmental conditions to ensure stability, quality and safety of the medicinal product over its shelf life</p> <p>3.2.7 Ensure that products are stored and transported under the conditions required to maintain product quality, safety and integrity, including cold chain management</p> <p>3.2.8 Stores medicines in an organized, systematic and secure manner, to minimize errors and maximize efficacy</p> <p>3.2.9 Implements an effective stock management and rotation system and ensures its logistics</p> <p>3.2.10 Demonstrates an understanding of the legislative framework and requirements that govern the distribution of medicinal products including Good Distribution Practice (GDP)</p> <p>3.2.11 Addresses issues with the drug supply chain, including drug shortages and drug recalls.</p> <p>3.2.12 Develops and implements a contingency plan for shortages and discontinuations</p> <p>3.2.13 Accesses reliable information to ensure the most cost-effective medicines in the right quantities with the appropriate quality</p>

		<p>3.2.14 Selects reliable supplies of high quality products, including appropriate selection process, cost effectiveness and timely delivery</p> <p>3.2.15 Evaluates the quality of supplies and products using recognized quality assurance techniques including visual inspection, verification of the legitimacy of the supplier and use of manufacturers' quality markers.</p> <p>3.2.16 Understand the tendering methods and evaluations of tender bids</p> <p>3.2.17 Implements a system for documentation and record keeping</p> <p>3.2.18 Takes responsibility for quantification of forecasting</p>
<p>3. Supply of medicines 3.3 Dispensing Medicines</p>	<p>Dispenses a product safely and accurately that is appropriate for the patient.</p>	<p>3.3.1 Validates prescriptions ensuring that prescriptions are authentic, correctly interpreted and in line with legal requirements</p> <p>3.3.2 Applies knowledge in undertaking a therapeutic review of the prescription to ensure pharmaceutical and therapeutic appropriateness of the treatment for the patient.</p> <p>3.3.3 Selects the correct medicine(s), strength and pharmaceutical form for minor ailments (e.g. diarrhea, constipation, cough, hay fever, insect bites, etc.) and makes referrals when needed</p> <p>3.3.4 Screens the prescription for any potential therapy problems including therapeutic duplication, interaction with other medicinal products (including interactions with non-prescription medicinal products, herbal products or foods), incorrect dosage or duration of treatment, allergic reactions and clinical abuse and/or misuse</p> <p>3.3.5 Accurately dispenses medicines in an organized, safe and systematic way according to procedures and monitors the dispensing process</p> <p>3.3.6 Ensure appropriate medicines, route, time, dose, documentation, action, form and response for individual patients</p> <p>3.3.7 Demonstrates full knowledge of dispensary practice software and an appreciation of the potential and limitations of systems</p> <p>3.3.8 Monitors the dispense in case it was made by non-pharmacists (re-checking the Medicine</p> <p>3.3.9 Labels medicines with all the required clinical information and in line with legal requirements</p> <p>3.3.10 Packages medicines to optimize safety and stability including any appropriate repackaging and inclusion of patient information</p> <p>3.3.11 Identifies the interchangeability and bioequivalence of different proprietary products where applicable</p> <p>3.3.12 Accurately reports defective, counterfeit or substandard medicines to the appropriate authorities</p> <p>3.3.13 Dispenses devices and educates patients about their use (e.g. Inhaler, blood pressure device or a blood glucose meter)</p>
<p>4. Safe and Rational Use of Medicines</p>	<p>Gathers information and discusses with the</p>	<p>4.1.1 Determines and acknowledges the patient's needs, values, desired level of care and health goals.</p>

<p>4.1 Patient Consultation Skills</p>	<p>patient medication and disease issues</p>	<p>4.1.2 Consults with the patient to obtain relevant patient medication and disease history using appropriate interview techniques, including active listening 4.1.3 Uses different types of questions to gather information 4.1.4 Structures consultation against a protocol when appropriate in the patient consultation area 4.1.5 Assesses symptoms and diagnoses based on objective and subjective measures if appropriate using appropriate diagnostic aids and tests 4.1.6 Gathers information from the patient’s health records and from other health care team members. 4.1.7 Develops and implements the patient’s care plan, in partnership with the patient and in collaboration with other health professionals. 4.1.8 Discusses and agrees with the patients the appropriate use of medicines 4.1.9 Selects, discusses and agrees with patients upon appropriate non-prescription medicines for minor ailments (including herbal remedies and nutritional supplements), taking into account patients’ preferences 4.1.10 Advises patients when and in what circumstances to seek further medical intervention 4.1.11 Identifies, prioritizes and acts upon medicine-medicine interactions; medicine-disease interactions; medicine-patient interactions; medicines-food interactions 4.1.12 Applies first aid when required and acts to arrange follow-up care</p>
<p>4. Safe and Rational Use of Medicines 4.2 Patient Counseling and Advocacy Skills</p>	<p>Counsels patients and acts to promote the best patient care</p>	<p>4.2.1 Assesses patients’ needs and knowledge of the medicines 4.2.2 Assesses patients’ health literacy and modifies communication strategies to meet the patients’ needs 4.2.3 Provides the patient with appropriate information to assure the safe and proper use of the prescribed products, using best evidence and guidance in the relevant area 4.2.4 Counsels patient in a manner respectful of the privacy of the patient including use of the patient consultation area when appropriate 4.2.5 Maximizes opportunities for counseling and providing information and advice to Patient 4.2.6 Counsels patient in a structured and logical manner 4.2.7 Uses language the patient is likely to understand 4.2.8 Demonstrates usage and reviews patient usage of devices 4.2.9 Uses counseling aides to help the patient understand the information 4.2.10 Responds appropriately to more challenging or complex scenarios 4.2.11 Uses patient counseling skills to provide all the required information to ensure safe and rational use of the medicines 4.2.12 Advises patients on proper storage conditions of the medicines and ensure that medicines are stored appropriately (e.g. humidity, temperature, expiry date, etc.)</p>

		<p>4.2.13 Empowers patients to take responsibility for and control of their health</p> <p>4.2.14 Assists patients in navigating the complex health care system</p> <p>4.2.15 Ensures patients obtain the resources and care required in an efficient and cost effective manner, in relation with triage to social and other health care services</p>
<p>4. Safe and Rational Use of Medicines</p> <p>4.3 Monitors medicines use</p>	<p>Monitors the patient's progress and assess therapeutic outcomes</p>	<p>4.3.1 Monitors medicines use, tolerability and compliance as appropriate, to ensure positive clinical outcomes are achieved and patient needs are met using adequate monitoring parameters, including the clinical indicators, techniques and timelines</p> <p>4.3.2 Contributes to strategies on monitoring and improving medicines use</p> <p>4.3.3 Applies guidelines, medicines formulary system, protocols and treatment pathways</p> <p>4.3.4 Identify, prioritizes and resolve medicines management problems (including errors)</p> <p>4.3.5 Performs a complete follow-up: maintains, monitors, reviews, reconciles and updates patient medication history and records in a manner respectful of the confidentiality of patient information</p> <p>4.3.6 Enters all relevant data collected in the OPL Advanced Patient Profile Platform</p>
<p>4. Safe and Rational Use of Medicines</p> <p>4.4 Monitors Medication Safety</p>	<p>Prioritizes medication safety and acts accordingly</p>	<p>4.4.1 Identifies medication safety as a priority</p> <p>4.4.2 Maintains a reporting system of pharmacovigilance using the OPL Medication Safety Platform</p> <p>4.4.3 Encourages patients to be knowledgeable about their medication</p> <p>4.4.4 Document and act upon dispensing errors</p> <p>4.4.5 Implement and maintain a dispensing error reporting system and a 'near misses' reporting system</p> <p>4.4.6 Implements and manages risk management to avoid adverse events with medication</p> <p>4.4.7 Documents and acts upon errors to include clear and open communication with patients</p> <p>4.4.8 Learns from and acts upon previous 'near misses' and 'dispensing errors'</p> <p>4.4.9 Implements, conducts and maintains a reporting system of pharmacovigilance</p> <p>4.4.10 Identifies, prioritizes and resolves medicines management problems</p> <p>4.4.11 Takes action to prevent, minimize, resolve and follows up medicines related problems</p> <p>4.4.12 Takes steps to improve the safe use of medicines for patients in all practice settings.</p>
<p>4. Safe and Rational Use of Medicines</p> <p>4.5 Working Environment Safety</p>	<p>Creates and maintains a working environment that promotes safety.</p>	<p>4.5.1 Minimize and manage distractions in the work environment.</p> <p>4.5.2 Handle hazardous products safely by minimizing personal exposure and reducing environmental contamination.</p>
<p>5. Pharmaceutical Public Health Competencies</p>	<p>Engages in health promotion activities with the patient</p>	<p>5.1.1 Identifies the primary healthcare needs of patients taking into account the cultural and social setting of the patient considering the socio-economic, cultural,</p>

<p>5.1 Population Health</p>		<p>environmental and other factors that are barriers to, or facilitators of, health and wellness for the patient.</p> <p>5.1.2 Includes information on health promotion into practice in order to routinely provide advice and deliver patient-based clinical preventive services.</p> <p>5.1.3 Collaborates with the patient and other health professionals in the development and implementation of patient-specific health promotion strategies, such as smoking cessation, chronic disease prevention and immunization.</p> <p>5.1.4 Engages with and implements health and medicines policies and guidelines</p> <p>5.1.5 Identifies the need for, plans and implements new services according to patient’s needs</p> <p>5.1.6 Engages in research related to health care and population health</p> <p>5.1.7 Describes how population-based care influences patient-centered care</p> <p>5.1.8 Describes how practice guidelines and evidence based best practices are developed</p> <p>5.1.9 Assesses the health care status and needs of a targeted patient population</p> <p>5.1.10 Develops and provides an evidence-based approach that considers the cost, care, access and satisfaction needs in a targeted patient population</p> <p>5.1.11 Participates in population health management by evaluating and adjusting interventions to maximize health</p> <p>5.1.12 Recognizes the social determinants of health to diminish disparities and inequities in access to quality care</p> <p>5.1.13 Recognizes the collective identity and norms of different cultures without over generalizing, avoiding biases and stereotyping</p> <p>5.1.14 Demonstrates an attitude that is respectful to different cultures</p> <p>5.1.15 Safely and appropriately incorporates patients’ cultural beliefs and practices into health and wellness care plans</p>
<p>5. Pharmaceutical Public Health Competencies 5.2 Health Education and Promotion</p>	<p>Actively participates in health promotion issues</p>	<p>5.2.1 Provides information, advice and education for patients and public on health awareness, disease prevention and control, and healthy lifestyle and wellness</p> <p>5.2.2 Identifies opportunities to engage in health promotion</p> <p>5.2.3 Demonstrates support for initiatives in relation to health promotion</p> <p>5.2.4 Identifies and utilizes evidenced based sources of information on health</p> <p>5.2.5 Designs prevention, intervention, and educational strategies for individuals and communities to manage diseases and improve health and wellness</p> <p>5.2.6 Describes systematic preventive care, using risk assessment, reduction, screening, education and immunization</p> <p>5.2.7 Participates with inter-professional healthcare team members in the management of disease and health promotion for all patients</p>

		5.2.8 Evaluates personal, social, economic, and environmental conditions to maximize health and wellness
<p>5. Pharmaceutical Public Health Competencies 5.3 Medicines Information and Advice</p>	<p>Responds to questions using appropriate strategies</p>	<p>5.3.1 Provides accurate, quality and safe information and advice to patients and public regarding medicines, using a variety of retrieval techniques to access reliable sources of relevant information, including evidence-based information. 5.3.2 Advises patients and public on the safe and rational use of medicines and devices including the use, contraindications, storage, and side effects of non-prescription and prescription medicines 5.3.3 Identifies and utilizes evidenced based sources of information on medicines 5.3.4 Provides medicines information in response to queries in a manner appropriate to recipient 5.3.5 Manages information appropriately including documentation 5.3.6 Applies critical appraisal techniques to scientific and research information and accesses reliable information to ensure cost effective use of medicines 5.3.7 Conducts learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators). 5.3.8 Educates all audiences by determining the most effective methods to impart information and assess understanding against the learning needs 5.3.9. Selects the most effective techniques/strategies to achieve learning objectives 5.3.10. Demonstrates the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter. 5.3.11. Ensures instructional content contains the most current information relevant for the intended audience. 5.3.12. Adapts instruction and deliver to the intended audience. 5.3.13. Assesses audience comprehension</p>
<p>5. Pharmaceutical Public Health Competencies 5.4 Research and Education</p>	<p>Applies knowledge, research skills and professional judgment to the decision-making process</p>	<p>5.4.1 Educates patients, public, students and other healthcare professionals on medicines 5.4.2 Possesses the skills to initiate research and practice development activities 5.4.3 Applies principles of scientific enquiry to investigate a medicine or practice related issue 5.4.4 Understands and adheres to ethical research principles 5.4.5 Critically analyzes, applies and communicates research findings 5.4.6 Understands the benefit risk (e.g. pre-clinical, clinical trials, experimental clinical pharmacological research and risk management) 5.4.7 Identifies and evaluates evidence-based information to improve the use of medicines and services, and makes decisions appropriately</p>

		5.4.8 Identifies, investigates, conducts, supervises and supports research at the workplace (enquiry-driven practice)
6. Organization and Management Competencies 6.1 Self-Management at Work	Demonstrates personal organizational and management skills at work.	6.1.1 Demonstrates organization and efficiency in the workplace 6.1.2 Demonstrates the ability to prioritize work appropriately 6.1.3 Demonstrates awareness of responsibility of their position 6.1.4 Ensures punctuality and reliability 6.1.5 Reflects on and demonstrates learning from critical incidents 6.1.6 Apply assertiveness skills (inspire confidence) 6.1.7 Demonstrates leadership and practice management skills, initiative and efficiency 6.1.8 Implements innovative ideas
6. Organization and Management Competencies 6.2 Workplace Management	Applies management principles and skills relevant to the workplace	6.2.1 Demonstrates an understanding of the principles of organization and management 6.2.2 Takes responsibility as appropriate in the workplace 6.2.3 Works effectively with the documented procedures and policies within the workplace 6.2.4 Understands his role in the organizational structure and works effectively within the management structure of the organization 6.2.5 Addresses and manages day to day management issues as required in the position of responsibility 6.2.6 Ensures the work time and processes are appropriately planned and managed 6.2.7 Identifies pharmacy resource requirements and manages effectively 6.2.8 Contributes to the management of the workplace in relation to medicines 6.2.9 Demonstrates the ability to take accurately and timely decisions and make appropriate judgments 6.2.10 Identifies problems, explores and prioritizes potential strategies, designs, implements and evaluates viable solutions 6.2.11 Identifies and defines the primary problem when it presents 6.2.12 Defines goals and alternative goals. 6.2.13 Explores multiple solutions by organizing, prioritizing, and defending each possible solution. 6.2.14 Anticipates positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences. 6.2.15 Implements the most viable solution, including monitoring parameters, to measure intended and unintended consequences. 6.2.16 Reflects on the solution implemented and its effects to improve future performance.
6. Organization and Management Competencies 6.3 Human Resources Management	Applies management principles and skills relevant to human resource	6.3.1 Identifies and manages human resources and staffing issues as required in the position of responsibility 6.3.2 Recognizes and manages the potential of each member of the staff and engages with systems for performance management

		6.3.3 Supports and contributes to staff training and continuing professional development
6. Organization and Management Competencies 6.4 Budget, Reimbursement and Administration	Applies management principles and skills relevant to financial resources	6.4.1 Effectively sets and applies budgets; acknowledges the organizational structure 6.4.2 Demonstrates awareness of the health service reimbursement schemes through which patients are entitled to receive medication 6.4.3 Submits appropriate and accurate claims for reimbursement 6.4.4 Ensures appropriate reference sources are used to support applications for service reimbursement 6.4.5 Understands the principles of pharmaco-economic assessment 6.4.6 Ensures financial transparency
6. Organization and Management Competencies 6.5 Quality Assurance	Applies principles and skills relevant to quality assurance	6.5.1 Has quality as a core principle of medicines management and healthcare provision 6.5.2 Understands the role of policies and procedures in the organizational structure and in the provision of healthcare 6.5.3 Develops, implements, maintains and trains staff on standing operating procedures (SOP's) 6.5.4 Carries out regular audit activities, to make sure procedures meet local and national standards and specification; and then acts upon findings 6.5.5 Identifies and evaluates the evidence-base to improve the use of medicines and services including risk management 6.5.6 Uses feedback from complaints and audit to improve and develop services 6.5.7 Implements a system for documentation and record keeping 6.5.8 Ensure appropriate quality control tests are performed and managed appropriately 6.5.9 Ensures medicines and raw materials are of adequate standards 6.5.10 Identifies and implements new services according to the needs 6.5.11 Initiates and implements audit and research activities
6. Organization and Management Competencies 6.6 Pharmaceutical Product Development	Understands the principles of pharmaceutical product development	6.6.1 Understands the steps needed to bring a product to the market including safety, quality, efficacy and pharmaco-economic assessments of product, and makes decisions accordingly

CAPTION

Black: University basic responsibility
Green: OPL responsibility
Blue: University training responsibility

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PHARMACY CORE COMPETENCIES UNIVERSITY BASICS

Framework	Competencies	Behaviors and Outcomes (Key Performance Indicators)
0 Fundamental knowledge 0.1 Fundamental courses knowledge	Knows and understands basics of scientific fundamental knowledge courses	<p>0.1.1 Understands basics of vegetal and animal biology, anatomy, physiology and microbiology</p> <p>0.1.2 Understands basics of organic, inorganic and bio-chemistry</p> <p>0.1.3 Understands basics of physics and biophysics</p> <p>0.1.4 Understands basics of statistics, calculations and mathematical analysis</p> <p>0.1.5 Understands and expresses himself in foreign languages</p> <p>0.1.6 Articulates how knowledge in fundamental sciences is integral in practice reasoning</p>
0 Fundamental knowledge 0.2 Patient care courses knowledge	Knows and understands basics of patient care knowledge courses	<p>0.2.1 Understands mechanisms of patho-physiology, clinical nutrition, clinical microbiology (bacteriology, virology, parasitology), clinical biochemistry, immunology, hematology and allergology</p> <p>0.2.2 Understands mechanisms of pharmacology, pharmacognosy, and therapeutic chemistry</p> <p>0.2.3 Has basic knowledge about disease diagnosis</p> <p>0.2.4 Knows treatment guidelines of basic infectious and chronic diseases</p> <p>0.2.5 Knows side effects, contraindications, interactions, dependence risks and consequences</p> <p>0.2.6 Knows about pharmacokinetics and medication monitoring</p> <p>0.2.8 Knows about medication use in special populations and pharmacogenetics</p> <p>0.2.9 Knows basics of toxicology and clinical toxicology</p> <p>0.2.12 Critically analyzes basic scientific literature related to medications and disease to enhance clinical decision making</p> <p>0.2.13 Critically analyzes emerging scientific theories, information and technologies that may impact patient-centered or population based care.</p>
0 Fundamental knowledge 0.3 Pharmaceutical courses knowledge	Knows and understands basics of pharmaceuticals knowledge courses	<p>0.3.1 Understands pharmaceutical preparations principles and industrial applications</p> <p>0.3.2 Knows about biopharmacy</p> <p>0.3.3 Knows about analytical chemistry and applied methods</p> <p>0.3.4 Knows how to assess quality of pharmaceutical preparation</p> <p>0.3.5 Knows principles of marketing and sales</p> <p>0.3.6 Knows principles of economy, accounting and management</p>
0 Fundamental knowledge	Knows and understands basics	0.4.1 Understands principles of social, behavioral and administrative pharmacy

0.4 Social, behavioral and administrative courses knowledge	of social, behavioral and administrative knowledge courses	0.4.2 Understands the role of pharmacists as health care professionals and knows what is unique to their role
2. Personal Skills 2.5 Information Technology (IT) Skills	Applies a minimum of IT in daily work	2.5.1 Knows how to use internet and perform basic search 2.5.2 Knows how to use software of Microsoft office (Word, Excel, Power Point, Access)
2. Personal Skills 2.6 Self-Awareness	Applies the principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs.	2.6.1 Uses meta-cognition to regulate one’s own thinking and learning 2.6.2 Maintains motivation, attention and interest during learning and work related activities 2.6.3 Identifies, creates, implements, evaluate and modifies plans for personal and professional development for the purposes of individual growth 2.6.4 Approaches tasks with a desire to learn 2.6.5 Demonstrates persistence and flexibility, and engage in help seeking behavior if needed 2.6.6 Strives for accuracy and precision by displaying willingness to recognize, correct, and learn from errors 2.6.7 Uses constructive coping strategies to manage stress 2.6.8 Seeks personal, professional or academic support to address personal limitations 2.6.9 Displays positive self-esteem and confidence when working with others
5. Pharmaceutical Public Health Competencies 5.1 Population Health	Engages in health promotion activities with the patient	5.1.1 Identifies the primary healthcare needs of patients taking into account the cultural and social setting of the patient considering the socio-economic, cultural, environmental and other factors that are barriers to, or facilitators of, health and wellness for the patient. 5.1.7 Describes how population-based care influences patient-centered care 5.1.8 Describes how practice guidelines and evidence based best practices are developed 5.1.12 Recognizes the social determinants of health to diminish disparities and inequities in access to quality care 5.1.13 Recognizes the collective identity and norms of different cultures without over generalizing, avoiding biases and stereotyping

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PHARMACY CORE COMPETENCIES UNIVERSITY TRAININGS

Framework	Competencies	Behaviors and Outcomes (Key Performance Indicators)
0 Fundamental knowledge 0.1 Fundamental courses knowledge	Knows and understands basics of scientific fundamental knowledge courses	0.1.7 Applies this knowledge in pharmacy practice according to situation and field of specialty
0 Fundamental knowledge 0.2 Patient care courses knowledge	Knows and understands basics of patient care knowledge courses	0.2.7 Knows how to apply clinical information in patient care 0.2.10 Applies knowledge in pharmacy practice according to the situation and field of specialty 0.2.11 Applies knowledge in fundamental sciences to solve therapeutic problems and advance patient-centered care
0 Fundamental knowledge 0.3 Pharmaceutical courses knowledge	Knows and understands basics of pharmaceuticals knowledge courses	0.3.7 Applies this knowledge in pharmacy practice according to situation and field of specialty
0 Fundamental knowledge 0.4 Social, behavioral and administrative courses knowledge	Knows and understands basics of social, behavioral and administrative knowledge courses	0.4.3 Applies this knowledge in pharmacy practice according to situation and field of specialty
1. Professional Practice 1.1 Professional Practices	Implements professional requirements to practice settings	1.1.1 Carries out duties as a pharmacist in a professional manner 1.1.2 Demonstrates altruism, integrity trustworthiness and flexibility 1.1.3 Demonstrates respect, sensitivity, dignity and empathy when communicating 1.1.4 Takes full responsibility for their own actions and decisions related to patient care 1.1.5 Maintains patient confidentiality 1.1.6 Obtains patient consent
1. Professional Practice 1.2 Ethical Practices	Demonstrates awareness of codes of ethics and acts accordingly	1.2.1 Demonstrates an understanding of ethical concepts related to pharmacy practice e.g. patient confidentiality, privacy, consent 1.2.2 Makes and justifies decisions in a manner that reflects the statutory code of conduct for pharmacists and pharmacy law 1.2.3 Recognizes ethical dilemmas in practice scenarios and reasons in a structured manner 1.2.4 Recognizes own professional limitations
1. Professional Practice 1.3 Legal Practices	Demonstrates an understanding of the Lebanese pharmacy	1.3.1 Understands and applies the requirements of FIP pharmacy practice foundations

	law and acts accordingly	<p>1.3.2 Demonstrates an understanding of the roles and responsibilities of the supervising and superintendent pharmacists</p> <p>1.3.3 Demonstrates an awareness of and adheres to professional indemnity requirements</p> <p>1.3.4 Takes responsibility for own action and for patient care</p> <p>1.3.5 Demonstrates awareness of relevant legislation including data protection law, health and safety law, employment law, consumer law, equality law and intellectual property rights</p> <p>1.3.6 Demonstrates understanding of the requirements of regulatory frameworks to authorize a medicinal product including the quality, safety and efficacy assessment of the product</p>
<p>1. Professional Practice</p> <p>1.4 Patient-Focused Practices</p>	Demonstrates a patient-focused approach to practice	<p>1.4.1 Ensures quality and patient safety are at the center of pharmacy practice</p> <p>1.4.2 Educates and empowers the patient to manage their own health and medicines</p> <p>1.4.3 Acts as a patient advocate to ensure that patient care is not jeopardized</p> <p>1.4.4 Monitors the medicines and other healthcare needs of the patient on a regular basis and makes recommendations for improvement to the patient and other healthcare professionals</p> <p>1.4.5 Ensures that patient care reflects best available evidence and high quality information</p>
<p>1. Professional Practice</p> <p>1.6 Inter-Professional Collaboration</p>	Acts as a team member in all aspects of practice	<p>1.6.1 Actively participates and engages as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.</p> <p>1.6.2 Establishes a climate of shared values and mutual respect necessary to meet patient care needs.</p> <p>1.6.3 Interacts respectfully with other members of the team and manage disagreements and conflict.</p> <p>1.6.4 Collaborates with other parties in the relationship to define the roles and responsibilities of each party to optimize outcomes for specific patient care encounters.</p> <p>1.6.5. Communicates in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.</p> <p>1.6.6 Fosters accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving</p>
<p>2. Personal Skills</p> <p>2.2 Decision-Making Skills</p>	Demonstrates the ability to take accurate, evidenced based and timely decisions	<p>2.2.1 Makes decisions and solves problems in a timely manner</p> <p>2.2.2 Gathers information from a number of reliable sources and people to enable them to make well-founded decisions.</p> <p>2.2.3 Communicates decisions comprehensively including the rationale behind decisions</p> <p>2.2.4 Ensures that relevant professional, ethical and patient safety factors are fully considered in decisions into which they have an input</p> <p>2.2.5 Distinguishes between important and unimportant issues</p>

		2.2.6 Recognizes when it is appropriate to refer decisions to a higher level of authority or to include other colleagues in the decision
2. Personal Skills 2.3 Team Working Skills	Recognizes the value of the pharmacy team and of a multi-disciplinary team and acts accordingly	2.3.1 Identifies potential collaborators with whom to initiate ongoing professional relationships 2.3.2 Collaborates with other parties in the relationship to define the roles and responsibilities of each party. 2.3.3 Demonstrates a broad understanding of the services delivered by other healthcare professionals and disciplines professional to ensure continuity of patient care 2.3.4 Participates, collaborates and advises on therapeutic decision-making and uses appropriate referral in a multi-disciplinary team 2.3.5 Collaborates with other healthcare professionals to manage care of patient 2.3.6 Ensures effective handover between team members or to another healthcare 2.3.7 Shares decision-making activities with other team members
2. Personal Skills 2.4 Communication Skills	Communicates effectively with patients and their carers, with other healthcare professionals, other support staff, and other relevant third parties	2.4.1 Uses effective verbal, non-verbal, listening and written communication skills to communicate clearly, precisely and appropriately, when interacting with an individual, group or organization 2.4.2. Implements safe, effective, and consistent communication systems 2.4.3 Demonstrates respect, cultural awareness, sensitivity and empathy when communicating 2.4.4. Demonstrates influencing and negotiation skills to resolve conflicts and problems 2.4.5 Demonstrates the ability to build positive relationships with patients, carers, colleagues and other healthcare professionals 2.4.6 Listens to patients and respects their views about their health and medicines 2.4.7 Interviews patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience. 2.4.8 Actively listens and asks appropriate open and closed-ended questions to gather information. 2.4.9 Uses available technology and other media to assist with communication as appropriate. 2.4.10 Uses effective interpersonal skills to establish rapport and build trusting relationships. 2.4.11 Communicates assertively, persuasively, confidently, and clearly. 2.4.12 Delivers and obtains feedback to assess learning and promote goal setting and goal attainment. 2.4.13 Develops professional documents pertinent to organizational needs (e.g., monographs, policy documents). 2.4.14 Documents patient care activities clearly, concisely, and accurately using appropriate medical terminology.
2. Personal Skills	Applies a minimum of IT in daily work	2.5.3 Knows how to use some management software

2.5 Information Technology (IT) Skills		
2. Personal Skills 2.7 Innovation and Entrepreneurship	Develops new ideas to improve quality or overcome barriers to enhance the profession	2.7.1 Demonstrates initiative when confronted with challenges 2.7.2 Demonstrates creative decision making when confronted with novel problems or challenges 2.7.3 Assesses personal strengths and weaknesses in entrepreneurial skills 2.7.4 Applies entrepreneurial skills within a simulated entrepreneurial activity 2.7.5 Conducts a risk-benefit analysis for implementation of innovative ideas
3. Supply of medicines 3.1 Manufacture and Compounding of Medicines	Performs efficiently various tasks in pharmaceutical plant and product quality control units.	3.1.1 Demonstrates knowledge of the requirements for the formulation and compounding of pharmaceutical preparations 3.1.2 Applies pharmaceutical knowledge to select appropriate high quality ingredients and excipients for manufacture and compounding 3.1.3 Determines the requirements for preparation (calculations, appropriate formulation, procedures, raw materials, equipment etc.) 3.1.4 Demonstrates the ability to perform pharmaceutical calculations accurately 3.1.5 Applies pharmaceutical knowledge to select the appropriate route of administration and dosage form for the medicine 3.1.6 Uses technical and research skills to prepare pharmaceutical products as appropriate to their practice setting 3.1.7 Prepares pharmaceutical medicines (e.g. cytotoxic medicines, extemporaneous) appropriately 3.1.8 Prepares pharmaceutical products according to the standards required including local standard operating procedures (SOPs), guidelines, or good manufacturing practice (GMP) as appropriate 3.1.9 Demonstrates an understanding of the legislative framework and requirements that govern the manufacture of medicinal products including GMP 3.1.10 Applies knowledge to ensure the appropriate quality controls and monitoring are in place 3.1.11 Maintains appropriate records and documentation on procedures
3. Supply of medicines 3.2 Supply Chain Management	Ensures the quality, safety and integrity of products	3.2.1 Demonstrates knowledge of the medicinal products supply chain to select reliable and appropriately authorized suppliers of medicinal products 3.2.2 Demonstrates an understanding of systems for forecasting patient needs and demands 3.2.3 Ensures there is no conflict of interest or inappropriate inducements in the sourcing and supply of medicines 3.2.4 Efficiently links procurement to formulary, supply chain management and payment mechanisms 3.2.5 Supervises procurement activities from licensed and legitimate sources.

		<p>3.2.6 Ensures that medicines are stored in appropriate facilities and environmental conditions to ensure stability, quality and safety of the medicinal product over its shelf life</p> <p>3.2.7 Ensure that products are stored and transported under the conditions required to maintain product quality, safety and integrity, including cold chain management</p> <p>3.2.8 Stores medicines in an organized, systematic and secure manner, to minimize errors and maximize efficacy</p> <p>3.2.9 Implements an effective stock management and rotation system and ensures its logistics</p> <p>3.2.10 Demonstrates an understanding of the legislative framework and requirements that govern the distribution of medicinal products including Good Distribution Practice (GDP)</p> <p>3.2.11 Addresses issues with the drug supply chain, including drug shortages and drug recalls.</p> <p>3.2.12 Develops and implements a contingency plan for shortages and discontinuations</p> <p>3.2.13 Accesses reliable information to ensure the most cost-effective medicines in the right quantities with the appropriate quality</p> <p>3.2.14 Selects reliable supplies of high quality products, including appropriate selection process, cost effectiveness and timely delivery</p> <p>3.2.15 Evaluates the quality of supplies and products using recognized quality assurance techniques including visual inspection, verification of the legitimacy of the supplier and use of manufacturers’ quality markers.</p> <p>3.2.16 Understand the tendering methods and evaluations of tender bids</p> <p>3.2.17 Implements a system for documentation and record keeping</p> <p>3.2.18 Takes responsibility for quantification of forecasting</p>
<p>3. Supply of medicines 3.3 Dispensing Medicines</p>	<p>Dispenses a product safely and accurately that is appropriate for the patient.</p>	<p>3.3.1 Validates prescriptions ensuring that prescriptions are authentic, correctly interpreted and in line with legal requirements</p> <p>3.3.2 Applies knowledge in undertaking a therapeutic review of the prescription to ensure pharmaceutical and therapeutic appropriateness of the treatment for the patient.</p> <p>3.3.3 Selects the correct medicine(s), strength and pharmaceutical form for minor ailments (e.g. diarrhea, constipation, cough, hay fever, insect bites, etc.) and makes referrals when needed</p> <p>3.3.4 Screens the prescription for any potential therapy problems including therapeutic duplication, interaction with other medicinal products (including interactions with non-prescription medicinal products, herbal products or foods), incorrect dosage or duration of treatment, allergic reactions and clinical abuse and/or misuse</p> <p>3.3.5 Accurately dispenses medicines in an organized, safe and systematic way according to procedures and monitors the dispensing process</p>

		<p>3.3.6 Ensure appropriate medicines, route, time, dose, documentation, action, form and response for individual patients</p> <p>3.3.7 Demonstrates full knowledge of dispensary practice software and an appreciation of the potential and limitations of systems</p> <p>3.3.8 Monitors the dispense in case it was made by non-pharmacists (re-checking the Medicine</p> <p>3.3.9 Labels medicines with all the required clinical information and in line with legal requirements</p> <p>3.3.10 Packages medicines to optimize safety and stability including any appropriate repackaging and inclusion of patient information</p> <p>3.3.11 Identifies the interchangeability and bioequivalence of different proprietary products where applicable</p> <p>3.3.12 Accurately reports defective, counterfeit or substandard medicines to the appropriate authorities</p> <p>3.3.13 Dispenses devices and educates patients about their use (e.g. Inhaler, blood pressure device or a blood glucose meter)</p>
<p>4. Safe and Rational Use of Medicines 4.1 Patient Consultation Skills</p>	<p>Gathers information and discusses with the patient medication and disease issues</p>	<p>4.1.1 Determines and acknowledges the patient’s needs, values, desired level of care and health goals.</p> <p>4.1.2 Consults with the patient to obtain relevant patient medication and disease history using appropriate interview techniques, including active listening</p> <p>4.1.3 Uses different types of questions to gather information</p> <p>4.1.4 Structures consultation against a protocol when appropriate in the patient consultation area</p> <p>4.1.5 Assesses symptoms and diagnoses based on objective and subjective measures if appropriate using appropriate diagnostic aids and tests</p> <p>4.1.6 Gathers information from the patient’s health records and from other health care team members.</p> <p>4.1.7 Develops and implements the patient’s care plan, in partnership with the patient and in collaboration with other health professionals.</p> <p>4.1.8 Discusses and agrees with the patients the appropriate use of medicines</p> <p>4.1.9 Selects, discusses and agrees with patients upon appropriate non-prescription medicines for minor ailments (including herbal remedies and nutritional supplements), taking into account patients’ preferences</p> <p>4.1.10 Advises patients when and in what circumstances to seek further medical intervention</p> <p>4.1.11 Identifies, prioritizes and acts upon medicine-medicine interactions; medicine-disease interactions; medicine-patient interactions; medicines-food interactions</p> <p>4.1.12 Applies first aid when required and acts to arrange follow-up care</p>
<p>4. Safe and Rational Use of Medicines 4.2 Patient Counseling and Advocacy Skills</p>	<p>Counsels patients and acts to promote the best patient care</p>	<p>4.2.1 Assesses patients’ needs and knowledge of the medicines</p> <p>4.2.2 Assesses patients’ health literacy and modifies communication strategies to meet the patients’ needs</p>

		<p>4.2.3 Provides the patient with appropriate information to assure the safe and proper use of the prescribed products, using best evidence and guidance in the relevant area</p> <p>4.2.4 Counsels patient in a manner respectful of the privacy of the patient including use of the patient consultation area when appropriate</p> <p>4.2.5 Maximizes opportunities for counseling and providing information and advice to Patient</p> <p>4.2.6 Counsels patient in a structured and logical manner</p> <p>4.2.7 Uses language the patient is likely to understand</p> <p>4.2.8 Demonstrates usage and reviews patient usage of devices</p> <p>4.2.9 Uses counseling aides to help the patient understand the information</p> <p>4.2.10 Responds appropriately to more challenging or complex scenarios</p> <p>4.2.11 Uses patient counseling skills to provide all the required information to ensure safe and rational use of the medicines</p> <p>4.2.12 Advises patients on proper storage conditions of the medicines and ensure that medicines are stored appropriately (e.g. humidity, temperature, expiry date, etc.)</p> <p>4.2.13 Empowers patients to take responsibility for and control of their health</p> <p>4.2.14 Assists patients in navigating the complex health care system</p> <p>4.2.15 Ensures patients obtain the resources and care required in an efficient and cost effective manner, in relation with triage to social and other health care services</p>
<p>4. Safe and Rational Use of Medicines 4.3 Monitors medicines use</p>	<p>Monitors the patient’s progress and assess therapeutic outcomes</p>	<p>4.3.1 Monitors medicines use, tolerability and compliance as appropriate, to ensure positive clinical outcomes are achieved and patient needs are met using adequate monitoring parameters, including the clinical indicators, techniques and timelines</p> <p>4.3.2 Contributes to strategies on monitoring and improving medicines use</p> <p>4.3.3 Applies guidelines, medicines formulary system, protocols and treatment pathways</p> <p>4.3.4 Identify, prioritizes and resolve medicines management problems (including errors)</p> <p>4.3.5 Performs a complete follow-up: maintains, monitors, reviews, reconciles and updates patient medication history and records in a manner respectful of the confidentiality of patient information</p>
<p>4. Safe and Rational Use of Medicines 4.4 Monitors Medication Safety</p>	<p>Prioritizes medication safety and acts accordingly</p>	<p>4.4.1 Identifies medication safety as a priority</p> <p>4.4.3 Encourages patients to be knowledgeable about their medication</p> <p>4.4.5 Implement and maintain a dispensing error reporting system and a ‘near misses’ reporting system</p> <p>4.4.7 Documents and acts upon errors to include clear and open communication with patients</p> <p>4.4.8 Learns from and acts upon previous ‘near misses’ and ‘dispensing errors’</p>

		<p>4.4.10 Identifies, prioritizes and resolves medicines management problems</p> <p>4.4.11 Takes action to prevent, minimize, resolve and follows up medicines related problems</p> <p>4.4.12 Takes steps to improve the safe use of medicines for patients in all practice settings.</p>
<p>4. Safe and Rational Use of Medicines</p> <p>4.5 Working Environment Safety</p>	<p>Creates and maintains a working environment that promotes safety.</p>	<p>4.5.1 Minimize and manage distractions in the work environment.</p> <p>4.5.2 Handle hazardous products safely by minimizing personal exposure and reducing environmental contamination.</p>
<p>5. Pharmaceutical Public Health Competencies</p> <p>5.1 Population Health</p>	<p>Engages in health promotion activities with the patient</p>	<p>5.1.2 Includes information on health promotion into practice in order to routinely provide advice and deliver patient-based clinical preventive services.</p> <p>5.1.3 Collaborates with the patient and other health professionals in the development and implementation of patient-specific health promotion strategies, such as smoking cessation, chronic disease prevention and immunization.</p> <p>5.1.4 Engages with and implements health and medicines policies and guidelines</p> <p>5.1.5 Identifies the need for, plans and implements new services according to patient’s needs</p> <p>5.1.9 Assesses the health care status and needs of a targeted patient population</p> <p>5.1.10 Develops and provides an evidence-based approach that considers the cost, care, access and satisfaction needs in a targeted patient population</p> <p>5.1.11 Participates in population health management by evaluating and adjusting interventions to maximize health</p> <p>5.1.14 Demonstrates an attitude that is respectful to different cultures</p> <p>5.1.15 Safely and appropriately incorporates patients’ cultural beliefs and practices into health and wellness care plans</p>
<p>5. Pharmaceutical Public Health Competencies</p> <p>5.2 Health Education and Promotion</p>	<p>Actively participates in health promotion issues</p>	<p>5.2.1 Provides information, advice and education for patients and public on health awareness, disease prevention and control, and healthy lifestyle and wellness</p> <p>5.2.2 Identifies opportunities to engage in health promotion</p> <p>5.2.3 Demonstrates support for initiatives in relation to health promotion</p> <p>5.2.4 Identifies and utilizes evidenced based sources of information on health</p> <p>5.2.5 Designs prevention, intervention, and educational strategies for individuals and communities to manage diseases and improve health and wellness</p> <p>5.2.6 Describes systematic preventive care, using risk assessment, reduction, screening, education and immunization</p> <p>5.2.7 Participates with inter-professional healthcare team members in the management of disease and health promotion for all patients</p> <p>5.2.8 Evaluates personal, social, economic, and environmental conditions to maximize health and wellness</p>

<p>5. Pharmaceutical Public Health Competencies 5.3 Medicines Information and Advice</p>	<p>Responds to questions using appropriate strategies</p>	<p>5.3.1 Provides accurate, quality and safe information and advice to patients and public regarding medicines, using a variety of retrieval techniques to access reliable sources of relevant information, including evidence-based information.</p> <p>5.3.2 Advises patients and public on the safe and rational use of medicines and devices including the use, contraindications, storage, and side effects of non-prescription and prescription medicines</p> <p>5.3.3 Identifies and utilizes evidenced based sources of information on medicines</p> <p>5.3.4 Provides medicines information in response to queries in a manner appropriate to recipient</p> <p>5.3.5 Manages information appropriately including documentation</p> <p>5.3.6 Applies critical appraisal techniques to scientific and research information and accesses reliable information to ensure cost effective use of medicines</p> <p>5.3.7 Conducts learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).</p> <p>5.3.8 Educates all audiences by determining the most effective methods to impart information and assess understanding against the learning needs</p> <p>5.3.9. Selects the most effective techniques/strategies to achieve learning objectives</p> <p>5.3.10. Demonstrates the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.</p> <p>5.3.11. Ensures instructional content contains the most current information relevant for the intended audience.</p> <p>5.3.12. Adapts instruction and deliver to the intended audience.</p> <p>5.3.13. Assesses audience comprehension</p>
<p>5. Pharmaceutical Public Health Competencies 5.4 Research and Education</p>	<p>Applies knowledge, research skills and professional judgment to the decision-making process</p>	<p>5.4.1 Educates patients, public, students and other healthcare professionals on medicines</p> <p>5.4.2 Possesses the skills to initiate research and practice development activities</p> <p>5.4.3 Applies principles of scientific enquiry to investigate a medicine or practice related issue</p> <p>5.4.4 Understands and adheres to ethical research principles</p> <p>5.4.5 Critically analyzes, applies and communicates research findings</p> <p>5.4.6 Understands the benefit risk (e.g. pre-clinical, clinical trials, experimental clinical pharmacological research and risk management)</p> <p>5.4.7 Identifies and evaluates evidence-based information to improve the use of medicines and services, and makes decisions appropriately</p> <p>5.4.8 Identifies, investigates, conducts, supervises and supports research at the workplace (enquiry-driven practice)</p>

<p>6. Organization and Management Competencies 6.1 Self-Management at Work</p>	<p>Demonstrates personal organizational and management skills at work.</p>	<p>6.1.1 Demonstrates organization and efficiency in the workplace 6.1.2 Demonstrates the ability to prioritize work appropriately 6.1.3 Demonstrates awareness of responsibility of their position 6.1.4 Ensures punctuality and reliability 6.1.5 Reflects on and demonstrates learning from critical incidents 6.1.6 Apply assertiveness skills (inspire confidence) 6.1.7 Demonstrates leadership and practice management skills, initiative and efficiency 6.1.8 Implements innovative ideas</p>
<p>6. Organization and Management Competencies 6.2 Workplace Management</p>	<p>Applies management principles and skills relevant to the workplace</p>	<p>6.2.1 Demonstrates an understanding of the principles of organization and management 6.2.2 Takes responsibility as appropriate in the workplace 6.2.3 Works effectively with the documented procedures and policies within the workplace 6.2.4 Understands his role in the organizational structure and works effectively within the management structure of the organization 6.2.5 Addresses and manages day to day management issues as required in the position of responsibility 6.2.6 Ensures the work time and processes are appropriately planned and managed 6.2.7 Identifies pharmacy resource requirements and manages effectively 6.2.8 Contributes to the management of the workplace in relation to medicines 6.2.9 Demonstrates the ability to take accurately and timely decisions and make appropriate judgments 6.2.10 Identifies problems, explores and prioritizes potential strategies, designs, implements and evaluates viable solutions 6.2.11 Identifies and defines the primary problem when it presents 6.2.12 Defines goals and alternative goals. 6.2.13 Explores multiple solutions by organizing, prioritizing, and defending each possible solution. 6.2.14 Anticipates positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences. 6.2.15 Implements the most viable solution, including monitoring parameters, to measure intended and unintended consequences. 6.2.16 Reflects on the solution implemented and its effects to improve future performance.</p>
<p>6. Organization and Management Competencies 6.3 Human Resources Management</p>	<p>Applies management principles and skills relevant to human resource</p>	<p>6.3.1 Identifies and manages human resources and staffing issues as required in the position of responsibility 6.3.2 Recognizes and manages the potential of each member of the staff and engages with systems for performance management 6.3.3 Supports and contributes to staff training and continuing professional development</p>

<p>6. Organization and Management Competencies 6.4 Budget, Reimbursement and Administration</p>	<p>Applies management principles and skills relevant to financial resources</p>	<p>6.4.1 Effectively sets and applies budgets; acknowledges the organizational structure 6.4.2 Demonstrates awareness of the health service reimbursement schemes through which patients are entitled to receive medication 6.4.3 Submits appropriate and accurate claims for reimbursement 6.4.4 Ensures appropriate reference sources are used to support applications for service reimbursement 6.4.5 Understands the principles of pharmaco-economic assessment 6.4.6 Ensures financial transparency</p>
<p>6. Organization and Management Competencies 6.5 Quality Assurance</p>	<p>Applies principles and skills relevant to quality assurance</p>	<p>6.5.1 Has quality as a core principle of medicines management and healthcare provision 6.5.2 Understands the role of policies and procedures in the organizational structure and in the provision of healthcare 6.5.3 Develops, implements, maintains and trains staff on standing operating procedures (SOP's) 6.5.4 Carries out regular audit activities, to make sure procedures meet local and national standards and specification; and then acts upon findings 6.5.5 Identifies and evaluates the evidence-base to improve the use of medicines and services including risk management 6.5.6 Uses feedback from complaints and audit to improve and develop services 6.5.7 Implements a system for documentation and record keeping 6.5.8 Ensure appropriate quality control tests are performed and managed appropriately 6.5.9 Ensures medicines and raw materials are of adequate standards 6.5.10 Identifies and implements new services according to the needs 6.5.11 Initiates and implements audit and research activities</p>
<p>6. Organization and Management Competencies 6.6 Pharmaceutical Product Development</p>	<p>Understands the principles of pharmaceutical product development</p>	<p>6.6.1 Understands the steps needed to bring a product to the market including safety, quality, efficacy and pharmaco-economic assessments of product, and makes decisions accordingly</p>

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May 29, 2018

PHARMACY CORE COMPETENCIES
OPL RESPONSIBILITIES - POST-GRADUATE TRAINING

Framework	Competencies	Behaviors and Outcomes (Key Performance Indicators)
1. Professional Practice 1.5 Continuing Professional Development (CPD)	Applies principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs	1.5.1 Understands and accepts the importance of life-long learning for pharmacists 1.5.2 Demonstrates the ability to critically reflect on their own practice and skills to identify learning and development needs 1.5.3 Takes personal responsibility for engaging in CPD and achieving learning and professional development goals 1.5.4 Undertakes appropriate learning activities that meet identified learning needs 1.5.5 Keeps knowledge and skills up to date 1.5.6 Commits to the continual improvement of the profession
2. Personal Skills 2.1 Leadership Skills	Demonstrates leadership abilities in the team processes.	2.1.1 Applies assertiveness skills as appropriate and inspires confidence 2.1.2 Provides leadership in the workplace to ensure quality and patient safety in the pharmacy 2.1.3 Builds credibility and portrays the profession in a positive light by being professional and well informed 2.1.4 Demonstrates determination and initiative to achieve and improve patients' service 2.1.5 Inspires and motivates others to work to high standards by being enthusiastic about the profession and the service provided 2.1.6 Provides appropriate supervision 2.1.7 Identifies characteristics that reflect leadership versus management 2.1.8 Identifies the history of a team before implementing changes 2.1.9 Develops relationships, values diverse opinions, and understand individual strengths and weaknesses to promote teamwork 2.1.10 Persuasively communicates goals to the team to help build consensus 2.1.11 Empowers team members by actively listening, gathering input or feedback, and fostering collaboration.
2. Personal Skills 2.5 Information Technology (IT) Skills	Applies a minimum of IT in daily work	2.5.4 Knows how to use OPL online platforms (Medication Safety, Patient Profile...)
4. Safe and Rational Use of Medicines 4.3 Monitors medicines use	Monitors the patient's progress and assess therapeutic outcomes	4.3.6 Enters all relevant data collected in the OPL Advanced Patient Profile Platform

<p>4. Safe and Rational Use of Medicines 4.4 Monitors Medication Safety</p>	<p>Prioritizes medication safety and acts accordingly</p>	<p>4.4.2 Maintains a reporting system of pharmacovigilance using the OPL Medication Safety Platform 4.4.4 Document and act upon dispensing errors 4.4.6 Implements and manages risk management to avoid adverse events with medication 4.4.9 Implements, conducts and maintains a reporting system of pharmacovigilance</p>
<p>5. Pharmaceutical Public Health Competencies 5.1 Population Health</p>	<p>Engages in health promotion activities with the patient</p>	<p>5.1.6 Engages in research related to health care and population health</p>

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PHARMACY PROGRAMS ACCREDITATION STANDARDS

1. Mission, vision and goals

- 1.1. The mission, vision, core values and goals of the school/Faculty are clear and communicated; they drive all current and future activities and are regularly assessed
- 1.2. The school supports society outreach and community service
- 1.3. The school supports continuing education and professional development for graduates, faculty members and staff
- 1.4. The school, with the support of the university, establishes productive and effective collaborations and networks with other institutions
- 1.5. The school is committed to improve pharmacy practice and shows the impact of its educational program on it
- 1.6. The school has a clear commitment to ethical values and an appropriate code of conduct to resolve academic and non-academic behavioral issues

2. Planning and assessment

- 2.1. The school has a current strategic plan that is systematically assessed and updated to facilitate the achievement of the school's mission, vision, goals and objectives
- 2.2. The school has a clear educational program and commitment to quality assurance and improvement to shape future goals and planning
- 2.3. The school enrolls students according to its capacities
- 2.4. The school regularly assesses its system based on national needs and on the development of the profession
- 2.5. The school assesses the curriculum and learning outcomes

3. Organization, Governance and Management

- 3.1. The school is autonomous and has an appropriate legal status
- 3.2. The school administration and management are overseen by a governing board (university council or equivalent authority)
- 3.3. The school is organized according to a structured system of governance that is headed by a qualified Dean (or equivalent)
- 3.4. The school has an administration and management structure (School Council or equivalent authority) that establishes relevant policies and procedures
- 3.5. The school is organized according to a structured system of governance
- 3.6. The school has a governance structure dedicated for curricular oversight

4. Teaching and learning

- 4.1. The school has a clear time-frame and duration of pharmacy studies

- 4.2. The curriculum structure and content are developed and regularly reviewed according to a clear and contemporary pharmacist competencies' framework
- 4.3. Teaching and learning methods are designed to develop knowledge, skills, behaviors and critical thinking, necessary for entry to practice of pharmacists.
- 4.4. Experiential Education is structured and organized according to clear criteria and objectives
- 4.5. The school has the appropriate physical resources and facilities to support laboratory and simulation activities
- 4.6. The school participates to a structured program of inter-professional education and collaboration

5. Students and academic policies

- 5.1. The school enrolls students through a transparent and well organized process based on its capacity
- 5.2. The school ensures that policies and procedures related to students are publically available and rigorously applied
- 5.3. The school has appropriate student services assuring individual attention, guidance and support, in addition to financial aid and health services, orientation programs, housing and accommodation of needs (when applicable).
- 5.4. The system of governance adopted by the school makes provisions for the consideration of student views, perspectives and representation in matters of direct interest to students

6. Research

- 6.1. The school creates an environment that both requires and promotes research and scholarship
- 6.2. The research conducted by the school is aligned with the school's mission, and is evaluated quantitatively and qualitatively

7. Human resources

- 7.1. The school has faculty members and non-academic staff with appropriate qualifications, including the number of PhD holders and professors, as per the decree number 9274
- 7.2. The school ensures appropriate working conditions for faculty members and non-academic staff
- 7.3. The school identifies trained pharmacist preceptors who have the expertise, experience and commitment to facilitate learning and evaluate the achievement of required competencies by students

8. General Resources and facilities

- 8.1. The school manages, preserves and enhances available financial resources sufficient to support its mission
- 8.2. The physical facilities are safe, well-maintained, and adequately equipped for teaching, learning and research; they meet legal, hygiene and safety standards and utilize current educational technology
- 8.3. Pharmacy practice sites should be appropriate to apply students' knowledge
- 8.4. The school receives support from the university, while remaining autonomous, to fulfill its mission and objectives

8.5. Library and information technology resources are sufficient to support the mission of the school

9. Public disclosure and Integrity

9.1. The school publically discloses all relevant information, policies, procedures and regulations

9.2. The school ensures that its constituencies including council members, administration, faculty, staff and students act responsibly, with integrity and academic honesty.

PHARMACY PROGRAMS ACCREDITATION GUIDANCE

1	Mission, vision, core values and goals
1.1	<p>The mission, vision, core values and goals of the school/Faculty are clear and communicated; they drive all current and future activities and are regularly assessed</p> <ul style="list-style-type: none"> - The mission statement is comprehensive, formally adopted and approved by the governing board and communicated to the school’s stakeholders. - The mission, vision and goals statements address the school’s commitment to professional education, research and scholarship, professional and community service, pharmacy practice, and continuing professional development. - The core values of the school reflect the school’s commitment to excellence in teaching, research, community services - The mission, vision and goals serve the school’s educational outcomes and non-educational goals, echo both the school’s traditions and future vision, are aligned with the profession-wide vision of for pharmacy practice and education and identify the students and communities it wishes to serve. - The mission, goals and values of the school are developed, planned and systematically assessed with input from key stakeholders (internal and external): the governing body and governing board, administration, faculty, staff, students, Alumni, external collaborators... - The mission, vision and goals of the school reflect and consider the national environment needs and priorities, determined by concerned authorities - The mission and goals have been developed in collaboration with professional partners taking into account the needs of society. - The mission statement is available in the appropriate publications and is accessible on the school’s website. - The mission governs operations and guides the establishment of academic curricula and programs. - The school’s mission is kept current and is aligned with public interest. - All program initiatives should be consistent with the mission, vision and goals of the school’s - If the school is organized into subunits/departments, the subunit/department goals are aligned with those of the school. - In the case of a multi-campus school, the board ensures the alignment of each campus’s mission with the school’s vision and public interests. - The mission, vision and goals of the school are aligned with the mission and goals of the university, in education, practice, research and other scholarly activities - The mission embraces the school’s policies and procedures which are widely understood by its stakeholders.
1.2	<p>The school supports society outreach and community service</p> <ul style="list-style-type: none"> - The school supports initiatives and projects that serve the health-related needs of the population and advance pharmacy practice models in community pharmacy and hospital settings - Practice understanding – Faculty members, regardless of their discipline, have a conceptual understanding of and commitment to advancing current and proposed future pharmacy practice - Service commitment – In the aggregate, faculty engage in professional, institutional, and community service that advances the program and the profession of pharmacy. - The school embraces the obligation to be socially engaged and strives to address national and community needs through its educational, research and service activities. - The school provides and supports projects and activities that bring about positive changes in society i.e. awareness campaigns, primary healthcare support...

<p>1.3</p>	<p>The school supports continuing education and professional development for graduates, faculty members and staff</p> <ul style="list-style-type: none"> - The school provides and/or supports the delivery of educational programs to its graduates, faculty members, staff and other pharmacy professionals in the form of CE and CPD activities to inform and influence pharmacy practice and to improve teaching and learning. - The school encourages and supports the faculty members to participate in relevant scientific research, conferences and personal development activities - The school participates to these CE and CPD activities, in collaboration with professional organizations and scientific societies. - There is evidence of university support for professional development opportunities for faculty members, staff and preceptors, consistent with their respective responsibilities as it relates to teaching and assessment of students.
<p>1.4</p>	<p>The school, with the support of the university, establishes productive and effective collaborations and networks with other institutions.</p> <ul style="list-style-type: none"> - The school is located in a University within an academic health sciences network or has a close relationship with a network of health care facilities that have an academic mission toward training, research and other scholarly activities. - The school engages with regulatory authorities and other bodies with respect to practice requirements, practice standards and health human resource planning. This relationship facilitates meeting professional, educational and societal needs. - The school has collaborations with external stakeholders that help her in fulfilling its mission, such as the pharmacy practice community, the pharmaceutical industry, national and international organizations, the government, the Order of Pharmacists, other schools of Pharmacy, governmental and non-governmental agencies, employers and other partners. - The school establishes a strategy for developing international cooperation (including student exchange programs, teacher mobility, and, where applicable, research collaboration). - A support structure for international collaborations exists within the University. - Relationships, collaborations and partnerships required, supported or encouraged by the University are informed by policy, formal and informal agreements or affiliations that fully describe the terms and conditions expected or imposed on the school, its faculty members and staff, and students and on the internal or external organizations, agencies, bodies, or facilities.
<p>1.5</p>	<p>The school is committed to improve pharmacy practice and shows the impact of its educational program on it</p> <ul style="list-style-type: none"> - Learning leads to behavior and performance changes by graduates, such as professionalism and patient advocacy - The school implements strategies and programs to broaden the scientific and professional horizons of students. - The school supports student participation in provincial, regional and national pharmacy, scientific, and other professional organizations and activities. - The School implements strategies and activities to strengthen the professional culture of the student experience. - The school's students and graduates feel honor and pride in belonging to the international pharmacy community and are aware that they are a direct reflection on the profession - New projects, services or activities are visible in pharmacy practice as the result of the impact of students' and graduates' knowledge, skills and motivation - Advocacy and impact on the development of the profession is achieved through the leadership of the school, its academic staff, and graduates who are agents of change of pharmacy practice. - Innovations and changes that address or solve national and/or international health care-related needs and priorities are pursued. - Ethical aspects, such as building the self-image of pharmacists, enhancing professional autonomy and personal development, are visible as a result of the program

	<ul style="list-style-type: none"> - The school has developed and adopted an "Oath of a Pharmacist" to be taken by students before they enter practice. Pharmacy students and new pharmacy graduates promise, in public, before their mentors and peers, to follow the highest standards of professional practice and ethics and commit to lifelong learning to maintain and enhance their competence.
<p>1.6</p>	<p>The school has a clear commitment to ethical values and an appropriate code of conduct to resolve academic and non-academic behavioral issues</p> <ul style="list-style-type: none"> - The school has a just culture - The school demonstrates a commitment to developing professionalism and to fostering leadership in administrators, faculty, preceptors, staff, and students. Faculty and preceptors serve as mentors and positive role models for students. - The school has policies that define expected behaviors for administrators, faculty, preceptors, staff, and students, along with consequences for deviation from those behaviors. - Policies, procedures, and documentation are in place to address actual, potential, or perceived conflict of interest, professional misconduct and breach of ethics. - Students adopt an ethical approach to develop their self-awareness, attitudes and values - The school assesses student professionalism, behavior and attitudes - The school provides an environment and culture that promotes professional behavior and harmonious relationships among students, and between students and faculty members, administrators, preceptors and staff. - The school has a student code of conduct that defines expected behaviors and consequences for deviation from the code. The school also develops and implements policies regarding academic and non-academic misconduct of students that clearly outline the rights and responsibilities of, and ensures due process for, all parties involved. - The code of conduct is applied with rigor in all learning sites (on campus and training sites). - The code of conduct is consistent with University policy. - Students are aware of the code of conduct and the process for appeals. - To ensure the credibility of the degree awarded, the validity of individual student assessments, and the integrity of student work, the school ensures that assignments and examinations take place under circumstances that minimize opportunities for academic misconduct. The school ensures the correct identity of all students completing proctored assessments. <p>The school's system of monitoring student performance provides for early detection of academic and behavioral issues. The school develops and implements appropriate interventions that have the potential for successful resolution of the identified issues.</p>
<p>2</p>	<p>Planning and assessment</p>
<p>2.1</p>	<p>The School has a current strategic plan that is systematically assessed and updated to facilitate the achievement of the Faculty's mission, vision, goals and objectives.</p> <ul style="list-style-type: none"> - The school has a clear and well elaborated strategic plan - Planning and assessment are systematic, comprehensive, and integrated. - The strategic plan is developed based on an examination of the current environment, assessing strengths, weaknesses, opportunities, and threats relevant to the school (SWOT analysis). - The strategic plan is systematically reviewed and updated to facilitate the achievement of the Faculty's mission, vision, goals and objectives. - The strategic plan is developed and assessed through an inclusive process, including faculty, staff, students, preceptors, practitioners, and other relevant constituents, and is disseminated in summary form to key stakeholders. - Plans and planning processes have the administrative and financial support and cooperation of the University administration, as needed for implementation. - The school's strategic plan is incorporated into operational activities.

	<ul style="list-style-type: none"> - Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities. - Substantive programmatic changes contemplated by the school are linked to its ongoing strategic planning process. - Planning and assessment tasks are supported by institutional research functions, quality assurance mechanisms, administrative structures and adequate resources. - Planning and assessment efforts are manifested by systematic data collection, relevant and reliable information assembly and documentation of policies and processes, with emphasis on the academic program to improve institutional effectiveness.
<p>2.2</p>	<p>The school has a clear educational program and commitment to quality assurance and improvement to shape future goals and planning</p> <ul style="list-style-type: none"> - The education program is designed and delivered based on national and professional needs and priorities, whether current or future. Those needs are jointly determined by the Ministry of Education and Higher Education, the Lebanese Order of Pharmacists and the Ministry of Public Health. - The program scope, timeliness, quality, sequence and emphasis are to provide the foundation for the full scope of contemporary pharmacy practice responsibilities as well as emerging roles - Based on core professional competencies and a clear educational framework, the school identifies the activities and skills needed for professional practice that will guide the development of the curriculum. - The educational program provides national and international perspectives on the topics being taught - The school adopts a program framework that includes General Education requirements, core and elective courses, and graduation requirements. - Based on a competency framework, it identifies/generates activities and competencies for professional practice to develop and adapt its curriculum. - Changes in science, practice and regulation influence the content, design and delivery of the program - An effective evaluation combines both quantitative and qualitative methods used by the school to address its unique circumstances. - Curriculum design, development, implementation, delivery, sequencing and formative assessment are regularly reviewed by a governance structure within the school. - When appropriate, the program is revised to ensure optimal achievement of educational outcomes with reasonable student workload expectations. - Curricular content is well aligned with the official (legal) scope of practice of pharmacists - The school decides on teaching and learning methods - Programs document, through mapping or other comparable methods, the breadth and depth of exposure to curricular content areas deemed essential to pharmacy education. - Learning objectives of courses are specified and appropriate to achieve the desired competencies. This will facilitate development of graduates with competencies to meet the entry-level scope of practice. - The program offers a broad range of elective subjects and career paths that may lead to different pharmacy specialties. - Elective trainings are structured to give students the opportunity to: (1) mature professionally, (2) secure the breadth and depth of experiences needed to achieve the Educational Outcomes and (3) explore various sectors of practice. - Curricular content is evidence-based, balanced, and objective

<p>2.3</p>	<p>The school enrolls students according to its capacities</p> <ul style="list-style-type: none"> - Enrollment support – The school ensures that student enrollment is commensurate with resources of the school and of the University. - Admission criteria – The school regularly assesses the criteria, policies, and procedures to ensure the selection of a qualified and diverse student body, members of which have the potential for academic success and the ability to practice in team-centered and culturally diverse environments.
<p>2.4</p>	<p>The school regularly assesses its system based on national needs and the development of the profession</p> <ul style="list-style-type: none"> - The school has a specific structure for assessment, with a clear assessment plan. - The school establishes and maintains systems that measure and evaluate the extent to which the mission, vision, goals and objectives are achieved. - The school’s assessment plan is designed to provide insight into the effectiveness of the organizational structure in engaging and uniting constituents and positioning the school for success through purposeful planning. - The system of governance and decision-making processes undergo periodic and systematic assessment for the purpose of continuous improvement. - Program evaluation by stakeholders – The assessment plan includes the use of data from standardized surveys of graduating students, faculty, preceptors, and alumni - The school records the implementation of its planning policies and tracks their level of success through performance indicators. - The school periodically and systematically reviews the effectiveness of policies related to degree requirements, delivery of coursework and the assessment of student learning as well as student recruitment, admission requirements and student support services. - Faculty members, staff and preceptors are evaluated in accordance with school policy, using multiple sources of information with reference to clearly outlined criteria. - The school performance evaluation policy is consistent with University policy. - The school systematically assesses the productivity of its faculty in scholarship, teaching effectiveness, and professional and community service - The evaluation process for academic and other staff involves self-assessment and includes appropriate input from peers, supervisors, and students. - The results of ongoing planning and assessment are regularly conveyed to the appropriate institutional constituencies for the purpose of continuous improvement. - The assessment plan includes standardized assessments as required by authorities that allow for national comparisons and school-determined peer comparisons.
<p>2.5</p>	<p>The school assesses the curriculum and learning outcomes</p> <ul style="list-style-type: none"> - The school has in place mechanisms to sustain, review and update its programs through periodic evaluation of program objectives and outcomes. These mechanisms include the participation of faculty, students, employers and other stakeholders. - Curricular revision, based on assessment, ensures the overall integrity of the curriculum (structure, content, organization, and outcomes), avoiding curricular overload, redundancy, dilution of focus and insufficient depth of coverage for essential components of the curriculum. - The school systematically and effectively evaluates students’ learning and provides evidence of Learning Outcomes and competencies achievement. - The school uses the analysis of assessment measures to improve student learning and the level of achievement of the Educational Outcomes. - Student assessment criteria and methodologies are defined and implemented. - Evaluation of learning outcomes includes all competencies intended to be taught (knowledge, skills, attitudes and values) - Student assessment methods are adapted to curriculum objectives. - Formative and summative assessment – The assessment plan incorporates systematic, valid, and reliable knowledge-based and performance-based formative and summative assessments

	<ul style="list-style-type: none"> - The school uses appropriate methods to assess and document the desired progression of students; it assesses student readiness to enter advanced pharmacy practice experiences, provide direct patient care in a variety of healthcare settings and contribute as a member of an interprofessional collaborative patient care team. - The school communicates to the students the results of their evaluations in a confidential manner. - The school documents the use of assessment data for continuous improvement of the curriculum and its delivery. - Course syllabi for didactic and experiential education courses, developed and updated through a faculty-approved process, contain information that supports curricular quality assurance assessment. - Faculty members have a primary voice in matters of content, quality and effectiveness of the curriculum related to their areas of expertise such as academic programs, school institutional policies. - The assessment plan includes a variety of assessments that will allow comparison and establishment of educational parity of alternative program pathways to degree completion (including geographically dispersed campuses and eventual online or distance learning-based programs).
3	Organization, Governance and Management
3.1	<p>The school is autonomous and has an appropriate legal status</p> <ul style="list-style-type: none"> - The school is legally empowered to deliver the pharmacy degree. - The school is an autonomous (within a university or as an independent entity). This includes autonomy to manage the professional program within stated policies and procedures. - The school offers programs leading to academic or professional degrees with stated objectives and program outcomes. - The school has in place effective processes for program administration, program design and approval of new programs. - The school works systematically and effectively to ensure the quality and integrity of its academic program delivery credits, and degrees awarded. - The school administrators can contribute to the governance of the university. - The school is organized in a manner that facilitates the accomplishment of its mission and progress towards its vision. - The school ensures that the programs and degrees are recognized by relevant authorities (government, university, local and international institutions...). - The school’s financial planning, including contingency planning, is integrated with overall planning and evaluation processes. - The school ensures equality of access to effective learning across multiple campuses and branches.
3.2	<p>The school administration and management are overseen by a governing board (university council or equivalent authority)</p> <ul style="list-style-type: none"> - The school has a governing board that is responsible for the school quality and integrity. Its legal authority and operating control over the school are clearly defined within the school’s constitution, bylaws and in organizational charts that show the working order and communication channels in the school. - The governing board of the school is comprised of a sufficient number of members reflecting a wide public interest and areas of competence needed to fulfil its responsibilities in supporting the school to achieve its mission and educational purposes. - The governing board ensures the educational quality of the school and its academic programs, preserves and protects institutional autonomy, academic freedom, and the public interest of higher education. - The governing board regularly reviews the school’s systems of risk management, external audits and regulatory compliance.

	<ul style="list-style-type: none"> - The governing board has internal bylaws defining its structures and functions to fulfil their responsibility of overseeing the school’s achievement of its mission and educational purposes in a manner free from conflict of interest. - The governing board approves and reviews the institutional policies, monitors its fiscal integrity and preserves/protects its assets, approves and monitors its strategic plan and major new initiatives and ensures they are compatible with the institutional mission and capacity. - The governing board of the school is responsible for the periodic evaluation of the Dean whose full-time responsibility is to the school. - The governing board establishes and maintains productive channels of communication among its members and with the school community.
<p>3.3</p>	<p>The school is organized according to a structured system of governance that is headed by a qualified Dean (or equivalent)</p> <ul style="list-style-type: none"> - The Dean of the school has appropriate qualifications and experience in pharmacy education to provide strong and visible leadership and ensure the quality of the professional degree program and mission fulfillment (education, research and scholarship, and professional and community service). - The Dean serves as the chief administrative and academic officer of the school and is responsible for ensuring that all accreditation requirements are met. - The governing board delegates to the Dean, or others as deemed appropriate the required authority and autonomy to manage the school towards the achievement of its educational purposes. - The Dean, through appropriate administrative structures, effectively manages the school and allocates needed resources to fulfil the school’s educational purposes and establishes mechanism to assess institutional effectiveness. - The school has an appropriate organigram for all administrative and academic positions. - The Dean in collaboration with the faculty and other academic officers is responsible for the quality and integrity of academic programs regardless of the mode of delivery. - The Dean ensures that the school has qualified administrative and academic officers with the experience and competence required to lead the school. - University leadership and the Dean collaborate to advance the program’s vision and mission and to meet accreditation standards. The dean has direct access to the university administrator(s) with ultimate responsibility for the program. - Dean’s other substantial administrative responsibilities – If the dean is assigned other substantial administrative responsibilities, the university ensures adequate resources to support the effective administration of the affairs of the school.
<p>3.4</p>	<p>The school has an administration and management structure (School Council or equivalent authority) that establishes relevant policies and procedures</p> <ul style="list-style-type: none"> - Members of the school administration have defined lines of authority and responsibility. - Members of the school administration foster organizational development and collegiality, and appropriately allocate resources - The dean and other school administrative leaders have credentials and experience that have prepared them for their respective roles and collectively have the needed backgrounds to effectively manage the educational program - The internal governance structure provides appropriate and effective participation of its internal constituents, promotes communication, and responds to concerns, needs and initiatives to advance the effectiveness and quality of the school. - The school has procedures and policies related to academic decision-making and ensuring effective faculty participation. - The school’s decision-making processes, policies and procedures are clearly defined and articulate the respective roles of the different stakeholder groups and how they are integrated into the decision making process to support the school’s effectiveness efforts. - The school has comprehensive policies and procedures that address potential systems failures, including technical, administrative, and curricular failures

	<ul style="list-style-type: none"> - The school has appropriate administrative services that allow appropriate mission fulfillment. - The school establishes and implements its budget after appropriate consultation with relevant constituencies and in accordance with the school strategic planning.
3.5	<p>The school is organized according to a structured system of governance</p> <ul style="list-style-type: none"> - The school is organized according to a system of governance composed of councils, committees and decision-making and advisory committees (notably of a pedagogical/curriculum committee) allowing it to accomplish its missions. - Committees are established to identify and address key components of the mission and goals, as needed. - The school’s system of governance involves the participation of all stakeholders as seen appropriate: in addition to teaching staff, to the extent possible and according to the nature of the committees, support staff, students, practicum supervisors and practicing pharmacists are represented. - The school develops and fosters a culture of collaboration within subunits of the school, as well as within and outside the university, to advance its vision, mission, and goals, and to support the profession. - The school develops collaborative relationships and partnerships with stakeholders (internal and external). They contribute to its governance structure.
3.6	<p>The school has a governance structure dedicated for curricular oversight</p> <ul style="list-style-type: none"> - A dedicated governance structure for curricular oversight is in place (a Curriculum committee or equivalent structure). - The curriculum committee comprises faculty members, students and representatives from the profession or membership as permitted by University policy - The curriculum committee facilitates accomplishment of the mission and vision. - Curricular changes are visible (clearly documented), consensus-based, and aligned with contemporary pharmacy practice - The curriculum educational framework and any subsequent changes are documented and evaluated against the required educational outcomes and intended competencies. - The curriculum committee effectively communicate and coordinate efforts with body/bodies responsible for curricular assessment, and are adequately resourced to ensure and continually advance curricular quality.
4	Teaching and Learning
4.1	<p>The school has a clear time-frame and duration of pharmacy studies</p> <ul style="list-style-type: none"> - The professional degree program in pharmacy has a minimum of five academic years, or the equivalent number of hours or credits, including a series of core courses, practice experiences and interprofessional experiences that support educational outcomes. The additional 6th year, if available, constitutes the PharmD. - Pre-graduate training: no less than 300 clock hours of experience and is purposely integrated into the didactic curriculum. A minimum of 150 hours of pre-graduate training are balanced between community and institutional health-system settings. - Advanced (PharmD) training: The curriculum includes no less than 36 weeks (1440 hours). All students are exposed to a minimum of 160 hours in each required area. The majority of this training is focused on direct patient care. - Timing: Advanced training follow successful completion of all pre-graduate training and required didactic curricular content. Required capstone courses or activities (such as a thesis or research project) that provide opportunity for additional professional growth and insight are allowed during or after completion of advanced training. These activities do not compromise the quality of the advanced training, nor count toward the required 1440 hours of advanced training. - Distance learning policies (if available): For schools offering distance learning opportunities, admissions information clearly explains the conditions and requirements related to distance learning, including full disclosure of any requirements that cannot be completed at a distance.

4.2	<p>The curriculum structure and content are developed and regularly reviewed according to a clear and contemporary pharmacist competencies' framework.</p> <ul style="list-style-type: none"> - The school ensures that the professional program includes diversity of required and elective courses, practice experiences, and intra- and inter-professional educational experiences that incorporate different levels of patient acuity, and an organized progression in the level of expected performance that supports growth in students' capabilities to meet educational outcomes. - Educational activities are based on science, practice, and ethics to address all competency areas (knowledge, skills, attitude, values) - The curriculum is rigorous, contemporary, and intentionally sequenced to promote integration and reinforcement of content and the demonstration of competency in skills required to achieve the Educational Outcomes. - The curriculum addresses outcomes and competencies to develop graduates that are capable of carrying out care provider, communicator, collaborator, leader-manager, health advocate, scholar and professional roles. - Curricular expectations are built on a pre-professional foundation of scientific studies. The professional curriculum is organized to allow for the logical building of a sound scientific and clinical knowledge base that culminates in the demonstrated ability of learners to apply knowledge to practice. - The curriculum provides a thorough foundation (knowledge-based) in the biomedical, pharmaceutical, social, behavioral, administrative, and clinical sciences including clinical practice skills; practice experiences; and intra- and interprofessional collaborative practice skills. - The curriculum includes core courses and electives that prepare the student to professional choices and insertion. - The didactic portion of the curriculum includes rigorous instruction in all sciences that define the profession. Appropriate breadth and depth of instruction in these sciences is documented regardless of curricular model employed (e.g., blocked, integrated, traditional 'stand-alone' course structure, etc.). - Collectively, trainings emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient-care services in outpatient (community/ambulatory care) and inpatient (hospital/health system) settings. - In the aggregate, trainings expose students to diverse patient populations as related to age, gender, race/ethnicity, socioeconomic factors (e.g., rural/urban, poverty/affluence), and disease states - The curriculum inculcates professional attitudes and behaviors leading to personal and professional maturity consistent with the Oath of the Pharmacist. - The curriculum allows for the development and maturation of the knowledge, skills, abilities, attitudes, and behaviors that underpin the required Educational Outcomes. - Co-curricular activities complement and advance the learning that occurs within the formal didactic and experiential curriculum. - The curriculum leads to a defined level of competence in professional knowledge, knowledge application, patient and population-based care, medication therapy management skills, and the attitudes important to success in subsequent experiential programs. - Competencies to be achieved by graduates are clearly stated by the school. - Competencies to be achieved by graduates aligned with national and global needs, defined by concerned local and international authorities, respectively. - Students have knowledge and skills to improve patient and population health - Learning outcomes are competency-based, specific and measurable - The school ensures that students have appropriate soft skills. - The curriculum also enables students to provide patient care as a collaborative member of a care team before starting culminating direct patient care required practice experiences.
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	<ul style="list-style-type: none"> - Students are also actively encouraged and supported to assume responsibility for their own learning, including the self-identification of learning needs and gaps and preparation for future continuing education.
4.3	<p>Teaching and learning methods are designed to develop knowledge, skills, behaviors and critical thinking, necessary for entry to practice of pharmacists.</p> <ul style="list-style-type: none"> - The school uses teaching and learning methods adapted to the training of pharmacists and aimed at developing their know-how, their attitudes, their acting knowledge, their critical thinking and the values required for professional practice. - The school ensures that the faculty members consider teaching and learning methods which acknowledge the needs of diverse learners, with different backgrounds, abilities and capabilities. - The educational activities use active learning strategies and exercises and promote and develop problem solving and critical thinking skills. - The didactic curriculum is delivered via teaching/learning methods that: (1) facilitate achievement of learning outcomes, (2) actively engage learners, (3) promote student responsibility for self-directed learning, (4) foster collaborative learning, and (5) are appropriate for the student population. - Materials and resources are provided to the students (or cited) to enhance understanding and application of the educational material in practice - A variety of assessment methods are systematically and sequentially applied throughout the program to provide formative and summative feedback to students, and to confirm students' achievement of educational outcomes.
4.4	<p>Experiential Education is structured and organized according to clear criteria and objectives</p> <ul style="list-style-type: none"> - The curriculum includes, under the responsibility of the school team and the mentoring of practitioners, real pharmaceutical practice activities to enable students to acquire the desired skills. They aim to integrate, apply, reinforce and deepen knowledge, skills, behaviors and values addressed throughout the curriculum. - Required training occur in four practice settings: (1) community pharmacy; (2) ambulatory patient care; (3) hospital/health system pharmacy; and (4) inpatient general medicine patient care. - The school relies on an adequate number of training centers, in pharmacy and hospital (in hospital pharmacy, clinical services, medical laboratories) and in other professional pharmaceutical circles (industry, health agencies, quality control laboratories, wholesale distributors, etc.). - Explicit criteria are applied for eligible training supervisors. An evaluation process of the places and the training supervisors is carried out. - The skills acquired by students at the end of the internship are evaluated. - The school communicates effectively with internship supervisors and interns.
4.5	<p>The school has the appropriate physical resources and facilities to support laboratory and simulation activities</p> <ul style="list-style-type: none"> - The school physical facilities include simulated pharmacy practice settings where the school organizes active learning and performance assessment supervised by preceptors and/or academic staff with appropriate pharmacy practice experience - Simulated practice experiences may be used to mimic actual or realistic pharmacist-delivered patient care situations. However, simulation hours do not replace the training required time in community and institutional health-system settings. - Didactic instruction associated with the implementation of simulated practice experiences is not counted toward any portion of the training requirement.
4.6	<p>The school participates to a structured program of interprofessional education and collaboration</p> <ul style="list-style-type: none"> - The program provides opportunities for interprofessional education, team dynamics and collaborative activities through practice. - The University enables relationships that support interprofessional learning through adequate organizational structures, policies and procedures.

5	Students and academic policies
5.1	<p>The school enrolls students through a transparent and well organized process based on its capacity</p> <ul style="list-style-type: none"> - A recruitment program is available to attract a diverse pool of well-qualified applicants. - The school recruits, admits, and enrolls students through clear policies and procedures agreed upon by relevant constituencies. - The admission requirements (criteria, policies and procedures) are produced and made public and published on the school’s website to prospective students. - The school also produces and makes available to the public, including prospective students the program description and quality indicators: (1) a complete and accurate description of the professional degree program; (2) the program’s current accreditation status; and (3) the program performance information including on-time graduation rates and most recent colloquium pass rates. - A duly constituted committee of the school has the responsibility and authority for the selection of students to be offered admission. - The school sets performance expectations for admission tests, evaluations, and interviews used in selecting students who have the potential for success in the professional degree program and the profession. - Applicant performance on admission criteria is documented; and the related records are maintained by the school as per program/university requirements. - Admission criteria, policies, and procedures are not compromised regardless of the size or quality of the applicant pool. - Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional and technical standards for graduation. - Written and oral communication skills are assessed in a standardized manner as part of the admission process. - Standardized interviews (in-person, telephonic, and/or computer-facilitated) of applicants are conducted as a part of the admission process to assess affective domain characteristics. - Applicants are informed about the English/French requirements for entrance to the University - Admissions criteria include the satisfactory completion of post-secondary, pre-professional course requirements in general education and basic and biomedical sciences (if applicable). - Student enrollment is managed by the school administration. - Enrollments are in alignment with available physical, educational, financial, faculty, staff, practice site, preceptor, and administrative resources. - The school ensures students retention and efficient study period. - The school has an ordered, accurate, and secure system of student records. - The school provides students with financial aid information and guidance by appropriately trained personnel.
5.2	<p>The school ensures that policies and procedures related to students are publically available and rigorously applied</p> <ul style="list-style-type: none"> - The school produces to enrolled and prospective students updated information of importance, such as governance documents, policies and procedures, handbooks, and catalogs. - The school produces and makes available to students and prospective students, and abides by criteria, policies, and procedures related to: <ul style="list-style-type: none"> • Academic progression and success • Credit recognition • Remediation and recovery • Missed course work or credit • Academic probation • Academic dismissal • Dismissal for reasons of misconduct

	<ul style="list-style-type: none"> • Exclusion and Readmission • Leaves of absence • Rights to due process • Appeal mechanisms (including grade appeals) <ul style="list-style-type: none"> - The school ensures that all program objectives and rules and regulations are clearly stated, publically available and communicated to stakeholders (students, staff, faculty...). - The school has mechanisms for the mutual recognition of credits between disciplines; and student mobility through local and International exchange programs. - The school has well-defined academic rules and regulations and published student rights and responsibilities. - The school has a policy for the admission and integration of international students. - The school has measures and policies that ensure diversity in terms of religion, gender, socio-economic background, and regional origin without discrimination. - The school ensures students with special needs are able to participate in all aspects of the academic and student life of the school. - The school establishes and implements student service policies that ensure nondiscrimination as defined by laws and regulations. - The school has a clear policy in the right to appeal. - The school also develops, implements, and makes available to students a complaints policy that includes procedures for how students may file complaints within the school and also directly to appropriate authorities regarding their school's adherence to standards. - The school maintains a chronological record of such student complaints, including how each complaint was resolved. - Students, staff, faculty members and preceptors are aware of conditions under which they may register a complaint. - A school offering multiple professional degree programs, or accepting transfer students from other schools of pharmacy, establishes and implements policies and procedures for students who request to transfer credits between programs. Such policies and procedures are based on defensible assessments of course equivalency. An school offering multiple pathways to a single degree has policies and procedures for students who wish to change from one pathway to another.
<p>5.3</p>	<p>The school has appropriate student services assuring individual attention, guidance and support, in addition to financial aid and health services, orientation programs, housing and accommodation of needs (when applicable).</p> <ul style="list-style-type: none"> - The school has an ordered, accurate and secure system of student records that is maintained in accordance with University policy and privacy legislation. - Students are supported and have a positive, safe, inclusive, non-discriminatory, inspiring experience while enrolled in the professional program of pharmacy. - The school has an academic advising system that meets students' needs (academic follow-up, career pathway counseling and follow-up, referral to university services, as needed). - The advising system is periodically reviewed. - The school provides a clear description of the nature and the availability of these services to students. - The school ensures that information concerning student services is easily accessible. - The school and its governing board regularly and systematically review the effectiveness of the school's financial aid policy, when applicable. - The school offers students access to adequate health and counseling services. Appropriate immunization standards are established, along with the means to ensure that such standards are satisfied. - The school ensures that a vaccination monitoring program is set up for hospital placements. - The school provides accommodations to students with documented disabilities that are determined by the university Disability Office (or equivalent) to be reasonable, and provides support to faculty in accommodating disabled students.

	<ul style="list-style-type: none"> - The school offering multiple professional degree programs (e.g., PharmD/MPH) or pathways (campus and distance pathways) ensures that all students have equitable access to a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling, etc.). - Student services personnel within the school are qualified and trained appropriately to provide information about and referral to necessary services.
5.4	<p>The system of governance adopted by the school makes provisions for the consideration of student views, perspectives and representation in matters of direct interest to students.</p> <ul style="list-style-type: none"> - The school includes student representation on appropriate committees, including curriculum, policy development and assessment and evaluation activities - The school ensures students’ participation in curricula design and assessment as well as extra-curricular and civic engagement activities to help them achieve their academic goals. - The curriculum allows for timely, formative performance feedback to students in both didactic and experiential education courses. - Students are also provided the opportunity to give formative and/or summative feedback to faculty, including preceptors, on their perceptions of teaching/learning effectiveness. - The school maintains a dialogue with its students and ensures their freedom of expression. - The school encourages student leadership and professionalism. - The school regularly informs students about issues and decisions that concern them.
6	Research
6.1	<p>The school creates an environment that both requires and promotes research and scholarship</p> <ul style="list-style-type: none"> - The school’s commitment to the generation, dissemination, and application of new knowledge is evident and demonstrated by productive research, publications, and other scholarly activities - The research-oriented school provides graduate degrees based on a research environment that specifies standards and rules for conducting research. - The school demonstrates a commitment to research and other scholarly activities through appropriate infrastructure (necessary research means and resources including finances, laboratories, and library), in order to create an environment of scholarship for faculty members and students. - The school encourages research collaboration locally, regionally and internationally. - The school ensures that there is a balance between research, teaching and service hours for faculty members. - The school has a policy for faculty members’ professional development and research leave, and encourages and supports the faculty members to participate in relevant scientific research, conferences and personal development activities. - The school offers research training (and the possibility of an introduction to research for its students), based on established research structures - The school encourages faculty mobility and exchange programs at national, regional and international levels.
6.2	<p>The research conducted by the school is aligned with the school’s mission, and is evaluated quantitatively and qualitatively</p> <ul style="list-style-type: none"> - The school develops mechanisms to assess both the quantity and quality of faculty members’ scholarly productivity. - The school has a well-defined research strategy and related policies that are implemented and reviewed regularly. - The school reviews research activities in light of its strategies and quality. - The school provides evidences on the impact of faculty members’ research on their teaching content and practices. - Faculty members disseminate their research activities through publications of impact.
7	Human resources
7.1	<p>The school has faculty members and non-academic staff with appropriate qualifications, including the number of PhD holders and professors, as per the decree number 9274</p>

	<ul style="list-style-type: none"> - The school has a sufficient number of qualified full-time academic (including pharmacy trained) and other staff to effectively deliver and evaluate the professional degree program and services - All courses in the curriculum are taught by individuals with academic credentials and expertise that are explicitly linked to their teaching responsibilities. - Within each discipline and curricular area there are appropriate diversity and depth of skills and experience among faculty members with academic title. - The School also relies on a sufficient number of other staff such as part-time teachers or individual contractors, training supervisors and administrative and technical staff. - There is an adequate amount of appropriately skilled staff resources, such as: administrative assistants; secretaries; student services personnel; teaching assistants; laboratory instructors; and, information and communication technology personnel. - The expertise of the teachers including the training supervisors is diversified and they cover all the relevant disciplines allowing the school to fulfill its mission of teaching and research. - Faculty members have the capability and demonstrate a continuous commitment to be effective educators and are able to effectively use contemporary educational techniques to promote student learning in all offered pathways. - The school evaluates staff performance on a regular basis, using clear and explicit criteria for evaluating and promoting teachers. - The school defines the faculty categories (full-time, part-time, adjunct, clinical...) and the role of each category in fulfilling the school’s mission.
<p>7.2</p>	<p>The school ensures appropriate working conditions for faculty members and non-academic staff</p> <ul style="list-style-type: none"> - The school ensures a climate encouraging teaching and learning effectiveness through qualified faculty, administrative staff and adequate resources. - The school has policies and procedures for faculty and staff hiring, promotion, professional development, rights and responsibilities. - The school specifies the working conditions of faculty and staff (such as working hours, teaching load, etc.) - The school provides appropriate institutional support for the advancement and development of faculty, including support for teaching, research, creative scholarship, and professional service. - The school provides opportunities for career and professional development of its faculty and staff, individually and collectively, to enhance their role-related skills, scholarly productivity, and leadership. - The school ensures that policies and procedures for faculty and staff recruitment, performance review, promotion, tenure (if applicable), and retention are applied in a consistent and fair manner. - The school offers adequate benefits to faculty/staff members.
<p>7.3</p>	<p>The school identifies trained pharmacist preceptors who have the expertise, experience and commitment to facilitate learning and evaluate the achievement of required competencies by students</p> <ul style="list-style-type: none"> - Student to precepting pharmacist ratios allow for the individualized mentoring and targeted professional development of learners. - The school makes available and applies quality criteria for preceptor recruitment, orientation, performance, and evaluation. The majority of preceptors for any given student are licensed pharmacists. - Preceptors are oriented to the program’s mission, the specific learning expectations for the experience outlined in the syllabus, and effective performance evaluation techniques before accepting students. The school fosters the professional development of its preceptors commensurate with their educational responsibilities to the program. - The school solicits the active involvement of preceptors in the continuous quality improvement of the educational program, especially the experiential component.

	<ul style="list-style-type: none"> - Preceptors and other clinical faculty members employed by the practice sites are offered or are eligible for an appropriate academic appointment to recognize their critical role in the education of students. Such appointments permit promotion in the relevant category according to established criteria where possible within existing University policy and collective agreements. - Formalized agreements are in place for faculty members who provide services at a practice site either as a preceptor on an intermittent basis, as a term or permanent member of a practice site team, or as a researcher.
8	General resources and facilities
8.1	<p>The school manages, preserves and enhances available financial resources sufficient to support its mission.</p> <ul style="list-style-type: none"> - The school is financially stable. - The school leadership and/or governing board review and approve the school financial plans based on multi-year analysis and financial forecasting. - The school ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, and sound financial decision-making. - The school’s financial planning, including contingency planning, is integrated with overall planning and evaluation processes. - The school leadership and/or governing board ensure the school’s ethical oversight of its financial resources and practices. - The school directs its fundraising efforts toward the fulfillment of institutional strategic planning and conducts them in accordance with clear and complete policies that stipulate the conditions and terms under which gifts are solicited and accepted. - The school ensures that financial resources and regulations are in line with the higher education laws. - The school ensures that any alternative pathways to the Doctor of Pharmacy degree are equitably resourced and integrated into the school’s regular administrative structures, policies, and procedures, including planning, oversight, and evaluation. - The school ensures that funds are sufficient to maintain equitable facilities (commensurate with services and activities) across all program pathways.
8.2	<p>The physical facilities are safe, well-maintained, and adequately equipped for teaching, learning and research; they meet legal, hygiene and safety standards and utilize current educational technology.</p> <ul style="list-style-type: none"> - The academic, technological, and physical infrastructures necessary to meet school al goals are adequate and accessible. - They are also comfortable, contemporary and compliant with accessibility standards for people with disabilities and with hygiene and safety standards. - All teaching facilities are sufficient in number and adequate in space to accommodate the student body activities and organizations. - The school provides adequate resources for all of its campuses and branches. - The effective and efficient uses of school al resources are analyzed as part of ongoing school al and academic program evaluation. - The school provides adequate and well-equipped laboratories for each program, suitable for skills practice, demonstration, and competency evaluation. - The school ensures that lecture rooms are well equipped with the necessary tools for teaching and learning. - The school provides the required Information Technology support services such as Learning Management System (LMS), software packages related to different programs, wide bandwidth Internet and software security tools. - The school ensures that hygiene measures and adequate food services for staff members and students are offered. - The school provides the appropriate spaces such as teaching halls, auditoriums, conference rooms, parking, sport facilities and green area.

	<ul style="list-style-type: none"> - The school ensures that safety and security measures are in place. - The school provides appropriate facilities for people with special needs. - The school encourages the use of sustainable energy sources to protect the environment. - Faculty office space should have sufficient privacy to permit accomplishment of responsibilities - A space that facilitates interaction of administrators, faculty, students, and interprofessional collaborators should exist - Students should have access to educational simulation capabilities - School should have accessible research laboratories with well-maintained equipment including research support services within the school or the university - Animal facilities should meet care regulations (if applicable) - Individual and group student study space and student meeting facilities should also be available
<p>8.3</p>	<p>Pharmacy practice sites should be appropriate to apply students' knowledge</p> <ul style="list-style-type: none"> - The school ensures that students are engaged in high order learning activities such as internships, projects and service learning to enhance employability. - Experiences integrate, reinforce and advance the knowledge, skills, attitudes and values developed through the other components of the professional program, including collaboration and teamwork. - The school has established and implemented criteria for the selection of an adequate number and mix of pharmacy practice facilities and sites for students' experiential education - A quality assurance procedure for all pharmacy practice experiences is established and implemented to: (1) facilitate achievement of stated course expectations, (2) standardize key components of experiences across all sites offering the same experiential course, and (3) promote consistent assessment of student performance. - The experiential education component of the curriculum is led by a pharmacy professional with knowledge and experience in experiential learning. - The experiential education program is supported by an appropriate number of qualified faculty and staff. - The school employs quality criteria for practice facility recruitment and selection, as well as setting forth expectations and evaluation based on student opportunity to achieve the required Educational Outcomes. - The school secures and maintains signed affiliation agreements with the practice facilities it utilizes for the experiential component of the curriculum. At a minimum, each affiliation agreement ensures that all experiences are conducted in accordance with laws; the agreement outlines the authority, privileges, obligations and responsibilities of the school and the practice site. - Agreements or other Faculty/University policies that address student-related matters such as access to health services at the practice site, liability, insurance coverage, criminal records and abuse registry checks, student disclosures, immunization policy, patient confidentiality and privacy of records, and professional conduct expectations. Agreements provide for sufficient advance notice of termination by either party to permit the development of alternative arrangements where necessary. - The University supports the development of agreements and conventions with pharmacy practice sites as well as with schools outside the University. - Practice experiences are of adequate intensity, breadth, structure, duration and variety so as to achieve educational outcomes. - Practice experiences are acquired in high quality practice settings in a variety of care sectors, involving patients with a variety of healthcare service needs. - Practice sites are regularly evaluated. Quality enhancement initiatives and processes are established, as needed, to improve student learning outcomes.

	<ul style="list-style-type: none"> - The school has an administrative office or system led by an individual or individuals with appropriate qualifications or expertise in selection and evaluation of practice sites, and assessment of student performance. - The school selects practice sites where student learning and skills development are adequately managed, supported and supervised. Practice sites meet relevant regulatory requirements. - The curriculum includes practice experiences where students develop clinical skills necessary to assist a variety of patients with acute illnesses and/or chronic conditions in primary (community, ambulatory, home care), acute, and long-term care/personal care home settings in urban, rural/remote and marginalized communities, and patients in transition between care sectors or service locations. Each student acquires practice experience in primary care (community, ambulatory, home care) and acute care over the course of his/her program. - Student tasks at all stages of experiential learning contribute meaningfully, productively, and safely to direct patient care and other professional activities of the practice site at a level appropriate to the student’s level of preparedness and year of study. - The school provides evidence of working collaboratively with practice sites and other health sciences programs of the University to ensure that student pharmacists are provided access to patients and facilities, support, and practice tools at the level necessary to achieve intended educational outcomes and expected patient care service deliverables. - The school works collaboratively with practice sites and other health professions programs to make intra- and/or inter-professional care/collaborative practice environments available to student pharmacists, to ensure that a suitable model(s) of supervision is in place at each stage of the practice experience curriculum. - Qualified preceptors oversee all practice experiences so that students have adequate oversight, coordination, guidance, instruction, assessment, and feedback.
<p>8.4</p>	<p>The school receives support from the university, while remaining autonomous, to fulfill its mission and objectives.</p> <ul style="list-style-type: none"> - University policies give the school sufficient autonomy in the allocation and use of its financial resources. - University and school consultation informs decisions about the required financial resources to deliver the professional program. - The school operates with a budget planned and managed according to standards of good management. - The school has adequate financial resources to provide a stable environment for the delivery and ongoing development and growth of the program, including development/advancement activities to facilitate enrichment of the program. - The school allocates budget for the maintenance of its infrastructure (land, furniture, equipment, computers and transport). - The school provides input into the development and operation of a budget that is planned, executed, and managed in accordance with sound and accepted business practices. - Tuition and fees for pharmacy students (when applicable) are not increased to support other educational programs if it compromises the quality of the professional program. - The school offers financial support opportunities to students according to transparent and fair procedures and policies.
<p>8.5</p>	<p>Library and information technology resources are sufficient to support the mission of the school</p> <ul style="list-style-type: none"> - The school ensures, for all academic staff, preceptors, and students access to a comprehensive library and other learning/educational resources, including electronic and web-based resources (computer stations, network, educational platform, software, etc.). - These resources should be sufficient in quantity and quality to support all educational and scholarly activities in accordance with the school’s mission and goals - The school demonstrates the resources effectiveness in fulfilling its goals

	<ul style="list-style-type: none"> - The school has access to librarian resources with the expertise needed to work with students, faculty, and preceptors on effective literature and database search and retrieval strategies. - On-campus and distance access to library resources is available to students, faculty members and preceptors.
9	Public Disclosure and Integrity
9.1	<p>The school publically discloses all relevant information, policies, procedures and regulations.</p> <ul style="list-style-type: none"> - The school publishes faculty and staff policies and regulations. - The school has a clear policy on the right to appeal for faculty and staff. - The school presents itself to current and prospective students, stakeholders and other members of the public and publishes its mission statement, goals and educational outcomes for each respective department and degree program. - The school’s catalog/academic catalog is published on a regular basis to reaffirm and update (academic) policies and procedures. - The school makes public all relevant information pertaining to tuition fees including other charges and refund policies. - The school publishes a list of all faculty members with their qualifications, ranks in their respective departments as well as other personnel in administrative positions. - The school informs students and stakeholders of the different academic and non-academic facilities and support services that are available. - The school publishes all issues relevant to the governance of the university including the organizational chart, the board members, and the bylaws. - The school publishes figures on the size and characteristics of the student body, faculty, staff and school al resources of the university as well as information related to student success and accreditation when applicable. - The school ensures that its print and electronic publications are accurate, accessible and up-to-date.
9.2	<p>The school ensures that its constituencies including council members, administration, faculty, staff and students act responsibly, with integrity and academic honesty.</p> <ul style="list-style-type: none"> - The school upholds accountability at all levels. - The school has a relevant code of conduct that adheres to professional ethics and promotes academic integrity, respect and equality. - The school has policies for sharing and discussing issues of academic integrity. - The school’s leadership pledges to be truthful, clear, and fair in all relations with internal and external constituencies. - Appropriate policies and procedures are in effect and periodically reviewed for matters including intellectual property rights, conflict of interest, privacy rights, and fairness in dealing with students, faculty and staff. - Proactive and protective measures are taken by the school to guarantee the integrity of academic records. - In its relationships with the governmental bodies and non-governmental agencies, the school demonstrates honesty and integrity, and conforms to standards, policies and requirements advocated by such bodies.

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PHARMACY PROGRAMS ACCREDITATION STANDARDS

1	Mission, vision, core values and goals	Indicators	Documents to provide
1.1	<p>The mission, vision, core values and goals of the school/Faculty are clear and communicated; they drive all current and future activities and are regularly assessed</p> <ul style="list-style-type: none"> - The mission statement is comprehensive, formally adopted and approved by the governing board and communicated to the school's stakeholders. - The mission, vision and goals statements address the school's commitment to professional education, research and scholarship, professional and community service, pharmacy practice, and continuing professional development. - The core values of the school reflect the school's commitment to excellence in teaching, research, community services - The mission, vision and goals serve the school's educational outcomes and non-educational goals, echo both the school's traditions and future vision, are aligned with the profession-wide vision of for pharmacy practice and education and identify the students and communities it wishes to serve. - The mission, goals and values of the school are developed, planned and systematically assessed with input from key stakeholders (internal and external): the governing body and governing board, administration, faculty members, staff, students, Alumni, external collaborators... 	<ul style="list-style-type: none"> - Percentages of agreement of stakeholders on the mission, vision and goals during assessment 	<ul style="list-style-type: none"> - Statement document of Mission, vision, and core values - Document that maps the Mission to program educational goals, professional views, university mission and environmental needs as available - Mission display in different venues - Evidence of Mission assessment - Statement document of Missions of subunits/ departments

	<ul style="list-style-type: none"> – The mission, vision and goals of the school reflect and consider the national environment needs and priorities, determined by concerned authorities – The mission and goals have been developed in collaboration with professional partners taking into account the needs of society. – The mission statement is available in the appropriate publications and is accessible on the school’s website. – The mission governs operations and guides the establishment of academic curricula and programs. – The school’s mission is kept current and is aligned with public interest. – All program initiatives should be consistent with the mission, vision and goals of the school’s – If the school is organized into subunits/departments, the subunit/department goals are aligned with those of institution. – In the case of a multi-campus institution, the school ensures the alignment of each campus’s mission with the school’s vision and public interests. – The mission, vision and goals of the school are aligned with the mission and goals of the university, in education, practice, research and other scholarly activities – The mission embraces the school’s policies and procedures which are widely understood by its stakeholders. 		
<p>1.2</p>	<p>The school supports society outreach and community service</p> <ul style="list-style-type: none"> – The school supports initiatives and projects that serve the health-related needs of the population and advance pharmacy practice models in community pharmacy and hospital settings – The school provides and supports projects and activities that bring about positive changes in society i.e. awareness campaigns, primary healthcare support... – Practice understanding – Faculty members, regardless of their discipline, have a conceptual understanding of and commitment to advancing current and proposed future pharmacy practice 	<ul style="list-style-type: none"> - Percentage of faculty members and of students engaged in community outreach 	<ul style="list-style-type: none"> - List/table of society outreach activities, along with responsible people and main objectives. <ul style="list-style-type: none"> • Details of each activity should be available on demand • Objectives shown to be aligned with the school mission and pharmacy practice views

	<ul style="list-style-type: none"> - Service commitment – In the aggregate, faculty members engage in professional, institutional, and community service that advances the program and the profession of pharmacy. - The school embraces the obligation to be socially engaged and strives to address national and community needs through its educational, research and service activities. 		
<p>1.3</p>	<p>The school supports continuing education and professional development for graduates, faculty members and staff</p> <ul style="list-style-type: none"> - The school provides and/or supports the delivery of educational programs to its graduates, faculty members, staff and other pharmacy professionals in the form of CE and CPD activities to inform and influence pharmacy practice and to improve teaching and learning. - The school encourages and supports the faculty members to participate in relevant scientific research, conferences and personal development activities - The school participates to these CE and CPD activities, in collaboration with professional organizations and scientific societies. - There university supports professional development opportunities for faculty members, staff and preceptors, consistent with their respective responsibilities as it relates to teaching and assessment of students. 	<ul style="list-style-type: none"> - Number of subjects attending the CE/CPD activities - Number of faculty members engaged in collaboration with professional organizations CE activities 	<ul style="list-style-type: none"> - Table/list of CE/CPD activities, with responsible faculty members and clear objectives and content - Table/list of faculty members who are also members of professional organizations and scientific societies, with their respective roles whether in CE or other activities - Evidence of university support for these activities

<p>1.4</p>	<p>The school, with the support of the university, establishes productive and effective collaborations and networks with other institutions.</p> <ul style="list-style-type: none"> – The school is located in a University within an academic health sciences network or has a close relationship with a network of health care facilities that have an academic mission toward training, research and other scholarly activities. – The school engages with regulatory authorities and other bodies with respect to practice requirements, practice standards and health human resource planning. This relationship facilitates meeting professional, educational and societal needs. – The school has collaborations with external stakeholders that help her in fulfilling its mission, such as the pharmacy practice community, the pharmaceutical industry, national and international organizations, the government, the Order of Pharmacists, other schools of Pharmacy, governmental and non-governmental agencies, employers and other partners. – The school establishes a strategy for developing international cooperation (including student exchange programs, teacher mobility, and, where applicable, research collaboration). – A support structure for international collaborations exists within the University. – Relationships, collaborations and partnerships required, supported or encouraged by the University are informed by policy, formal and informal agreements or affiliations that fully describe the terms and conditions expected or imposed on the School, its faculty members and staff, and students and on the internal or external organizations, agencies, bodies, or facilities. 	<ul style="list-style-type: none"> - Number of collaborative projects with national and international structures 	<ul style="list-style-type: none"> - Structure of the university and collaboration with other faculties/schools/institutions - Evidence of collaboration with regulatory authorities - Evidence of collaboration with external stakeholders and international collaborations: list of collaborative projects, with responsible faculty members and objectives for every project - Evidence of support structure within the university - Copies of agreements with key external/international stakeholders
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<p>1.5</p>	<p>The school is committed to improve pharmacy practice and shows the impact of its educational program on it</p> <ul style="list-style-type: none"> - Learning leads to behavior and performance changes by graduates, such as professionalism and patient advocacy through strategies and activities - The school implements strategies and programs to broaden the scientific and professional horizons of students. - The school supports student participation in regional and national pharmacy, scientific, and other professional organizations and activities. - The school's students and graduates feel honor and pride in belonging to the international pharmacy community and are aware that they are a direct reflection on the profession - New projects, services or activities and the impact of students' and graduates' knowledge, skills and motivation are visible in pharmacy practice - Advocacy and impact on the development of the profession is achieved through the leadership of the institution, its academic staff, and graduates who are agents of change of pharmacy practice. - Innovations and changes that address or solve national and/or international health care-related needs and priorities are pursued. - Ethical aspects, such as building the self-image of pharmacists, enhancing professional autonomy and personal development, are visible as a result of the program - The school has developed and adopted an "Oath of a Pharmacist" to be taken by students before they enter practice. Pharmacy students and new pharmacy graduates promise, in public, before their mentors and peers, to follow the highest standards of professional practice and ethics and commit to lifelong learning to maintain and enhance their competence 	<ul style="list-style-type: none"> - Percentages of students showing professional and ethical behaviors - Benchmarking results of the school leadership 	<ul style="list-style-type: none"> - Survey results of students and Alumni concerning professional behaviors, ethical behaviors, pride in belonging and professional performance - Table/list of students'/graduates' projects in relation with professional organizations with clear objectives - Evidence of the leadership of the school versus other ones in specific domains (benchmarking in quality system, education or research) - Evidence of innovative activities to serve the profession - Oath of pharmacists ceremony evidence
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<p>1.6</p>	<p>The school has a clear commitment to ethical values and an appropriate code of conduct to resolve academic and non-academic behavioral issues</p> <ul style="list-style-type: none"> - The school has a just culture - The school demonstrates a commitment to developing professionalism and to fostering leadership in administrators, faculty members, preceptors, staff, and students. Faculty members and preceptors serve as mentors and positive role models for students. - The school has policies that define expected behaviors for administrators, faculty members, preceptors, staff, and students, along with consequences for deviation from those behaviors. - Policies, procedures, and documentation are in place to address actual, potential, or perceived conflict of interest, professional misconduct and breach of ethics. - Students adopt an ethical approach to develop their self-awareness, attitudes and values - The school assesses student professionalism, behavior and attitudes - The school provides an environment and culture that promotes professional behavior and harmonious relationships among students, and between students and faculty members, administrators, preceptors and staff. - The school has a student code of conduct that defines expected behaviors and consequences for deviation from the code. The school also develops and implements policies regarding academic and non-academic misconduct of students that clearly outline the rights and responsibilities of, and ensures due process for, all parties involved. - The code of conduct is applied with rigor in all learning sites (on campus and training sites). - The code of conduct is consistent with University policy. - Students are aware of the code of conduct and the process for appeals. - To ensure the credibility of the degree awarded, the validity of individual student assessments, and the integrity of student work, the school ensures that assignments and examinations take place under 	<ul style="list-style-type: none"> - Number of breaches of ethical conduct per year 	<ul style="list-style-type: none"> - Display of the values of the school in different venues - Code of conduct for students - Evidence of application of code of conduct (examples of misconduct with their respective resolution). - Policies and procedures for the workflow of administrators, instructors and students - Evidence that ethical values are taught through curricular courses and co-curricular activities
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	<p>circumstances that minimize opportunities for academic misconduct. The school ensures the correct identity of all students completing proctored assessments.</p> <p>The school’s system of monitoring student performance provides for early detection of academic and behavioral issues. The school develops and implements appropriate interventions that have the potential for successful resolution of the identified issues.</p>		
2	Planning and assessment		
2.1	<p>The school has a current strategic plan that is systematically assessed and updated to facilitate the achievement of the School’s mission, vision, goals and objectives.</p> <ul style="list-style-type: none"> – The school has a clear and well elaborated strategic plan – The strategic plan is developed based on an examination of the current environment, assessing strengths, weaknesses, opportunities, and threats relevant to the school (SWOT analysis or equivalent). – The strategic plan is developed and assessed through an inclusive process, including faculty members, staff, students, preceptors, practitioners, and other relevant constituents, and is disseminated in summary form to key stakeholders. – The strategic plan is systematically reviewed and updated to facilitate the achievement of the school’s mission, vision, goals and objectives. – The school’s strategic plan is incorporated into operational activities. – Substantive programmatic changes contemplated by the school are linked to its ongoing strategic planning process. – School decision-making, particularly the allocation of resources, is consistent with planning priorities. – Planning and assessment are systematic, comprehensive, and integrated. – Planning and assessment tasks are supported by institutional research functions, quality assurance mechanisms, administrative structures and adequate resources. 	<ul style="list-style-type: none"> - Percentage of activities achieved on time - Number of current and new policies and procedures 	<ul style="list-style-type: none"> - School strategic plan and its clear reviews and updates with evidence of inclusive process - SWOT analysis and risk assessment basis document - University administrative and financial approval document of strategic plan - Dashboard/table of activities to apply the strategic plan - Justification of program changes (if any) included in the strategic plan document - Documentation of priorities of strategic activities and financial provision. - Institutional research results as a basis for decision making processes

	<ul style="list-style-type: none"> – Planning and assessment efforts are manifested by systematic data collection, relevant and reliable information assembly and documentation of policies and processes, with emphasis on the academic program to improve institutional effectiveness. – Plans and planning processes have the administrative and financial support and cooperation of the University administration, as needed for implementation. 		
<p>2.2</p>	<p>The school has a clear educational program and commitment to quality assurance and improvement to shape future goals and planning</p> <ul style="list-style-type: none"> – The education program is designed and delivered based on national and professional needs and priorities, whether current or future. <i>Those needs are jointly determined by the Ministry of Education and Higher Education, the Lebanese Order of Pharmacists and the Ministry of Public Health, in addition to other internal and external stakeholders.</i> – The program scope, timeliness, quality, sequence and emphasis are to provide the foundation for the full scope of contemporary pharmacy practice responsibilities as well as emerging roles – Based on core professional competencies and a clear educational framework, the school identifies the activities and skills needed for professional practice that will guide the development of the curriculum. – The educational program provides national and international perspectives on the topics being taught, if applicable – The school adopts a program framework that includes General Education requirements as required by the university, core and elective courses, and graduation requirements. – Based on a competency framework, the school identifies/generates activities and competencies for professional practice to develop and adapt its curriculum. – Changes in science, practice and regulation influence the content, design and delivery of the program – An effective evaluation combines both quantitative and qualitative methods is used by the school to address its unique circumstances. 	<ul style="list-style-type: none"> - Percentage of competencies covered by educational outcomes 	<ul style="list-style-type: none"> - Documents showing the mapping of the school education goals with updated professional needs at national and international levels. - A clear educational program, mapped to current professional competencies and legal framework (elective courses, trainings and alternative pathways should be visible in the curriculum) - Educational program update-related documents, with clear justification for every change (internal or external reason). - Syllabi of courses showing teaching, specific objectives, and evaluation methods. - Proof of regular work of curriculum committee as a governance structure. - Examples of courses lectures and exams. - Policies and procedures for syllabi development and changes

	<ul style="list-style-type: none"> – Curriculum design, development, implementation, delivery, sequencing, and formative/summative assessments are regularly reviewed by a governance structure within the institution. – When appropriate, the program is revised to ensure optimal achievement of educational outcomes with reasonable student workload expectations. – Curricular content is well aligned with the official (legal) scope of practice of pharmacists – The school decides on teaching and learning methods – Programs document, through mapping or other comparable methods, the breadth and depth of exposure to curricular content areas deemed essential to pharmacy education. – Learning objectives of courses are specified and appropriate to achieve the desired competencies. <i>This will facilitate development of graduates with competencies to meet the entry-level scope of practice.</i> – The program offers a broad range of elective subjects and career paths that may lead to different pharmacy specialties. – Elective trainings are structured to give students the opportunity to: (1) mature professionally, (2) secure the breadth and depth of selected experiences needed to achieve the Educational Outcomes and (3) explore various sectors of practice. – Curricular content is evidence-based, balanced, and objective 		
<p>2.3</p>	<p>The school enrolls students according to its capacities</p> <ul style="list-style-type: none"> – Enrollment support – The school ensures that student enrollment is commensurate with resources of the school and of the University. – Admission criteria – The school regularly assesses the criteria, policies, and procedures to ensure the selection of a qualified and diverse student body, members of which have the potential for academic success and the ability to practice in team-centered and culturally diverse environments. 	<ul style="list-style-type: none"> - Number of enrolled students per year - Means for admission examination grades - Number of graduates per year - Retention rate per year - Means for graduation grades 	<ul style="list-style-type: none"> - Table of students’ distribution according to capacities of teaching rooms, laboratories and training sites. - Admission criteria list, related evidence and policies and procedures
<p>2.4</p>	<p>The school regularly assesses its system based on national needs and on the development of the profession</p>	<ul style="list-style-type: none"> - Percentages of KPI achieved per year 	<ul style="list-style-type: none"> - Assessment plan details and implementation dashboard with updates

	<ul style="list-style-type: none"> - The school has a specific structure for assessment, with a clear assessment plan. - The school establishes and maintains systems that measure and evaluate the extent to which the mission, vision, goals and objectives are achieved. - The school’s assessment plan is designed to provide insight into the effectiveness of the organizational structure in engaging and uniting constituents and positioning the school for success through purposeful planning. - The system of governance and decision-making processes undergo periodic and systematic assessment for the purpose of continuous improvement. - Program evaluation by stakeholders – The assessment plan includes the use of data from standardized surveys of graduating students, faculty members, preceptors, and alumni - The school records the implementation of its planning policies and tracks their level of success through performance indicators. - The school periodically and systematically reviews the effectiveness of policies related to degree requirements, delivery of coursework and the assessment of student learning as well as student recruitment, admission requirements and student support services. - Faculty members, staff and preceptors are evaluated in accordance with school policy, using multiple sources of information with reference to clearly outlined criteria. - The school performance evaluation policy is consistent with University policy. - The school systematically assesses the productivity of its faculty members in scholarship, teaching effectiveness, and professional and community service - The evaluation process for academic and other staff involves self-assessment and includes appropriate input from peers, supervisors, and students. 	<ul style="list-style-type: none"> - Percentage of overall satisfaction of students, faculty members, preceptors and alumni concerning the school program 	<ul style="list-style-type: none"> - Assessment committee and/or officer regular assessment work - List of key performance indicators for outcomes assessment - Evidence of systemic assessment through stakeholders’ survey - Evidence of teachers’ productivity regular assessment - Records of standardized assessment and subsequent decision making - Assessment policies and procedures, in addition to their respective reviews
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	<ul style="list-style-type: none"> - The results of ongoing planning and assessment are regularly conveyed to the appropriate school authorities for the purpose of continuous improvement. - The assessment plan includes standardized assessments as required by authorities that allow for national comparisons and school-determined peer comparisons (if available). 		
<p>2.5</p>	<p>The school assesses the curriculum and learning outcomes</p> <ul style="list-style-type: none"> - The school has in place mechanisms to sustain, review and update its programs through periodic evaluation of program objectives and outcomes. These mechanisms include the participation of faculty members, students, employers and other stakeholders. - Curricular revision, based on assessment, ensures the overall integrity of the curriculum (structure, content, organization, and outcomes), avoiding curricular overload, redundancy, dilution of focus and insufficient depth of coverage for essential components of the curriculum. - The school systematically and effectively evaluates students' learning and provides evidence of Learning Outcomes and competencies achievement. - The school uses the analysis of assessment measures to improve student learning and the level of achievement of the Educational Outcomes. - Student assessment criteria and methodologies are defined and implemented. - Evaluation of learning outcomes includes all competencies intended to be taught (knowledge, skills, attitudes and values) - Student assessment methods are adapted to curriculum objectives. - Formative and summative assessment – The assessment plan incorporates systematic, valid, and reliable knowledge-based and performance-based formative and summative assessments - The school uses appropriate methods to assess and document the desired progression of students; it assesses student readiness to enter advanced pharmacy practice experiences, 	<ul style="list-style-type: none"> - Number of faculty members with good assessment results - Passing rate of students per year - Number of courses with less than 80% passing rate 	<ul style="list-style-type: none"> - Direct and indirect assessment results as examples - Examples of course syllabi - Evidence of assessment results use for changes at curriculum, recruitment and other levels. - Students' assessment criteria and related documents - Document of the principles according to which examinations are prepared, and docimology analysis documents - Evidence of communication of examination results to students that respect their privacy - Policies and procedures for assessment and exams evaluation principles

	<p>provide direct patient care in a variety of healthcare settings and contribute as a member of an interprofessional collaborative patient care team.</p> <ul style="list-style-type: none"> – The school communicates to the students the results of their evaluations in a confidential manner. – The school documents the use of assessment data for continuous improvement of the curriculum and its delivery. – Course syllabi for didactic and experiential education courses, developed and updated through a faculty-approved process, contain information that supports curricular quality assurance assessment. – Faculty members have a primary voice in matters of content, quality and effectiveness of the curriculum related to their areas of expertise such as academic programs and institutional policies. – The assessment plan includes a variety of assessments that will allow comparison and establishment of educational parity of alternative program pathways to degree completion (including geographically dispersed campuses and eventual online or distance learning-based programs). 		
3	Organization, Governance and Management		
3.1	<p>The school is autonomous and has an appropriate legal status</p> <ul style="list-style-type: none"> – The school is legally empowered to deliver the pharmacy degree. – The school is an autonomous (within a university or as an independent entity). This includes autonomy to manage the professional program within stated policies and procedures. – The school offers programs leading to academic or professional degrees with stated objectives and program outcomes. – The school has in place effective processes for program administration, program design and approval of new programs. – The school works systematically and effectively to ensure the quality and integrity of its academic program delivery credits, and degrees awarded. – The school administrators can contribute to the governance of the university. 	<ul style="list-style-type: none"> - Number of Bachelor, Master and Doctorate programs within the school. 	<ul style="list-style-type: none"> - Bylaws and internal regulations of the school - University organigram - School organigram - Departments and degrees mapping - Job description of school leaders and administrators - Manual of Policies and procedures related to school administration - Documents certifying the recognition by relevant authorities of delivered degrees

	<ul style="list-style-type: none"> - The school is organized in a manner that facilitates the accomplishment of its mission, objectives and progress towards its vision. - The school ensures that the programs and degrees are recognized by relevant authorities (government, university, local and international institutions...). - The school’s financial planning, including contingency planning, is integrated with overall planning and evaluation processes. - The school ensures equality of access to effective learning across multiple campuses and branches. 		<ul style="list-style-type: none"> - Financial and contingency plans of the school - Policies and procedures of administration in case of multiple campuses
<p>3.2</p>	<p>The school administration and management are overseen by a governing board (university council or equivalent authority)</p> <ul style="list-style-type: none"> - The school has a governing board that is responsible for the school quality and integrity. Its legal authority and operating control over the school are clearly defined within the school’s constitution, bylaws and in organizational charts that show the working order and communication channels in the institution. - The governing board of the school is comprised of a sufficient number of members reflecting a wide public interest and areas of competence needed to fulfil its responsibilities in supporting the school to achieve its mission and educational purposes. - The governing board ensures the educational quality of the school and its academic programs, preserves and protects institutional autonomy, academic freedom, and the public interest of higher education. - The governing board regularly reviews the school’s systems of risk management, external audits and regulatory compliance. - The governing board has internal bylaws defining its structures and functions to fulfil their responsibility of overseeing the school’s achievement of its mission and educational objectives in a manner free from conflict of interest. - The governing board approves and reviews the institutional policies, monitors its fiscal integrity and preserves/protects its assets, approves and monitors its strategic plan and major new 		<ul style="list-style-type: none"> - Bylaws of University council in relation with the school - Documents showing the involvement of governing board in the school governance - Documents showing the dean’s and school leaders evaluation - Documents showing the communication between the governing board and the school leaders

	<p>initiatives and ensures they are compatible with the institutional mission and capacity.</p> <ul style="list-style-type: none"> – The governing board of the school is responsible for the periodic evaluation of the Dean whose full-time responsibility is devoted to the institution. – The governing board establishes and maintains productive channels of communication among its members and with the school community. 		
<p>3.3</p>	<p>The school is organized according to a structured system of governance that is headed by a qualified Dean (or equivalent)</p> <ul style="list-style-type: none"> – The Dean of the school has appropriate qualifications and experience in pharmacy education to provide strong and visible leadership and ensure the quality of the professional degree program and mission fulfillment (education, research and scholarship, and professional and community service). – The Dean serves as the chief administrative and academic officer of the school and is responsible for ensuring that all accreditation requirements are met. – The governing board delegates to the Dean, or others as deemed appropriate the required authority and autonomy to manage the school towards the achievement of its educational objectives. – The Dean, through appropriate administrative structures, effectively manages the school and allocates needed resources to fulfil the school’s educational purposes and establishes mechanism to assess institutional effectiveness. – The school has an appropriate organigram for all administrative and academic positions. – The Dean in collaboration with the faculty members and other academic officers is responsible for the quality and integrity of academic programs regardless of the mode of delivery. – The Dean ensures that the school has qualified administrative and academic officers with the experience and competence required to lead the institution. 	<p>-</p>	<ul style="list-style-type: none"> - Policies and procedures related to the dean and school leaders’ qualifications - Dean and school leaders’ clear job description - Curriculum vitae and qualifications of the Dean - Organigram of the school, showing key positions and reporting types - Documents showing how the dean is engaged in the school management on both administrative and academic levels

	<ul style="list-style-type: none"> - University leadership and the Dean collaborate to advance the program’s vision and mission and to meet accreditation standards. The dean has direct access to the university administrator(s) with ultimate responsibility for the program. - Dean’s other substantial administrative responsibilities – If the dean is assigned other substantial administrative responsibilities, the university ensures adequate resources to support the effective administration of the affairs of the Institution. 		
<p>3.4</p>	<p>The school has an administration and management structure (School Council or equivalent authority) that establishes relevant policies and procedures</p> <ul style="list-style-type: none"> - Members of the school administration have defined lines of authority and responsibility. - Members of the school administration foster organizational development and collegiality, and appropriately allocate resources - The dean and other school administrative leaders have credentials and experience that have prepared them for their respective roles and collectively have the needed backgrounds to effectively manage the educational program - The internal governance structure provides appropriate and effective participation of its internal constituents, promotes communication, and responds to concerns, needs and initiatives to advance the effectiveness and quality of the institution. - The school has procedures and policies related to academic decision-making and ensuring effective faculty members’ participation. - The school’s decision-making processes, policies and procedures are clearly defined and articulate the respective roles of the different stakeholder groups and how they are integrated into the decision making process to support the school’s effectiveness efforts. - The school has comprehensive policies and procedures that address potential system’s failures, including technical, administrative, and curricular failures 	<ul style="list-style-type: none"> - Number of school council meetings per year 	<ul style="list-style-type: none"> - School council bylaws and description of its terms of reference - Policies and procedures for members’ qualifications, rights and nomination methods - Examples of school council minutes of meeting - Examples of school council decisions that were applied at the school level - Examples of policies and procedures that were set to avoid or remediate for system failure - Curriculum vitae and qualifications of the school council members

	<ul style="list-style-type: none"> - The school has appropriate administrative services that allow appropriate mission fulfillment. - The school establishes and implements its budget after appropriate consultation with relevant constituencies and in accordance with the school strategic planning. 		
3.5	<p>The school is organized according to a structured system of governance</p> <ul style="list-style-type: none"> - The school is organized according to a system of governance composed of councils, committees and decision-making and advisory committees (notably of a pedagogical/curriculum committee) allowing it to accomplish its missions. - Committees are established to identify and address key components of the mission and goals, as needed. - The school’s system of governance involves the participation of all stakeholders as seen appropriate: in addition to teaching staff, to the extent possible and according to the nature of the committees, support staff, students, practicum supervisors and practicing pharmacists are represented. - The school develops and fosters a culture of collaboration within subunits of the institution, as well as within and outside the university, to advance its vision, mission, and goals, and to support the profession. - The school develops collaborative relationships and partnerships with stakeholders (internal and external). They contribute to its governance structure. 	<ul style="list-style-type: none"> - Number of school committees - Number of yearly meetings per committee and per department 	<ul style="list-style-type: none"> - Document describing the governance system of the school - Terms of reference for all committees - Evidence of committees’ regular work - Evidence of inter-departmental and external stakeholders collaboration
3.6	<p>The school has a governance structure dedicated for curricular oversight</p> <ul style="list-style-type: none"> - A dedicated governance structure for curricular oversight is in place (a Curriculum committee or equivalent structure). - The curriculum committee comprises faculty members, students and representatives from the profession or membership as permitted by University policy - The curriculum committee facilitates accomplishment of the mission and vision. - Curricular changes are visible (clearly documented), consensus-based, and aligned with contemporary pharmacy practice 	<ul style="list-style-type: none"> - Number of courses changes per year 	<ul style="list-style-type: none"> - Terms of reference of the curriculum committee - Evidence of the curriculum committee structure and regular work - Documents related to curricular changes such as curriculum committee minutes of meeting and communication with concerned authorities

	<ul style="list-style-type: none"> - The curriculum educational framework and any subsequent changes are documented and evaluated against the required educational outcomes and intended competencies. - The curriculum committee effectively communicate and coordinate efforts with body/bodies responsible for curricular assessment, and are adequately resourced to ensure and continually advance curricular quality. 		
4	Teaching and Learning		
4.1	<p>The school has a clear time-frame and duration of pharmacy studies</p> <ul style="list-style-type: none"> - The professional degree program in pharmacy has a minimum of five academic years, or the equivalent number of hours or credits, including a series of core courses, practice experiences and interprofessional experiences that support educational outcomes. The additional 6th year, if available, constitutes the PharmD or equivalent. Accelerated programs are possible, based on the same requirements. - Pre-graduate training: no less than 300 clock hours of experience and is purposely integrated into the pre-graduate curriculum. A minimum of 150 hours of pre-graduate training for community and 150 hours institutional health-system settings. - Advanced (PharmD) training: The curriculum includes no less than 36 weeks (1440 hours). All students are exposed to a minimum of 160 hours in each required area. The majority of this training is focused on direct patient care. - Timing: Advanced training follow successful completion of all pre-graduate training and required didactic curricular content. Required capstone courses or activities (such as a thesis or research project) that provide opportunity for additional professional growth and insight are allowed during or after completion of advanced training. These activities do not compromise the quality of the advanced training, nor count toward the required 1440 hours of advanced training. - Distance learning policies (if available): For schools offering distance learning opportunities, admissions information clearly explains the conditions and requirements related to distance learning, including 	<ul style="list-style-type: none"> - Number of specialized credits per program - Number of credits per program and per year - Number of training hours per rotation 	Curriculum frame official document

	<p>full disclosure of any requirements that cannot be completed at a distance.</p>		
<p>4.2</p>	<p>The curriculum structure and content are developed and regularly reviewed according to a clear and contemporary pharmacist competencies’ framework (see appendix).</p> <ul style="list-style-type: none"> - The school ensures that the professional program includes diversity of required and elective courses, practice experiences, and intra- and inter-professional educational experiences that incorporate different levels of patient acuity, and an organized progression in the level of expected performance that supports growth in students’ capabilities to meet educational outcomes. - Educational activities are based on science, practice, and ethics to address all competency areas (knowledge, skills, attitude, values) - The curriculum is rigorous, contemporary, and intentionally sequenced to promote integration and reinforcement of content and the demonstration of competency in skills required to achieve the Educational Outcomes. - The curriculum addresses outcomes and competencies to develop graduates that are capable of carrying out care provider, communicator, collaborator, leader-manager, health advocate, scholar and professional roles. - Curricular expectations are built on a pre-professional foundation of scientific studies. The professional curriculum is organized to allow for the logical building of a sound scientific and clinical knowledge base that culminates in the demonstrated ability of learners to apply knowledge to practice. - The curriculum provides a thorough foundation (knowledge-based) in the biomedical, pharmaceutical, social, behavioral, administrative, and clinical sciences including clinical practice skills; practice experiences; and intra- and interprofessional collaborative practice skills. - The curriculum includes core courses and electives that prepare the student to professional choices and insertion. - The didactic portion of the curriculum includes rigorous instruction in all sciences that define the profession. Appropriate breadth and 	<ul style="list-style-type: none"> - Percentage of core competencies covered by the program 	<ul style="list-style-type: none"> - Documents of contemporary pharmacists’ competencies (national and international references) - Mapping of program goals and courses educational objectives with these competencies - Justification of electives and core courses - Documents linking didactic courses to trainings - Document showing learning outcomes achievement measures, and how these measures drive curricular changes

	<p>depth of instruction in these sciences is documented regardless of curricular model employed (e.g., blocked, integrated, traditional ‘stand-alone’ course structure, etc.).</p> <ul style="list-style-type: none"> - Collectively, trainings emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient-care services in outpatient (community/ambulatory care) and inpatient (hospital/health system) settings. - In the aggregate, trainings expose students to diverse patient populations as related to age, gender, race/ethnicity, socioeconomic factors (e.g., rural/urban, poverty/affluence), and disease states - The curriculum inculcates professional attitudes and behaviors leading to personal and professional maturity consistent with the Oath of the Pharmacist. - The curriculum allows for the development and maturation of the knowledge, skills, abilities, attitudes, and behaviors that underpin the required Educational Outcomes. - Co-curricular activities complement and advance the learning that occurs within the formal didactic and experiential curriculum. - The curriculum leads to a defined level of competence in professional knowledge, knowledge application, patient and population-based care, medication therapy management skills, and the attitudes important to success in subsequent experiential programs. - Competencies to be achieved by graduates are clearly stated by the institution - Competencies to be achieved by graduates aligned with national and global needs, defined by concerned local and international authorities, respectively. - Students have knowledge and skills to improve patient and population health - Learning outcomes are competency-based, specific and measurable - The school ensures that students have appropriate soft skills. - The curriculum also enables students to provide patient care as a collaborative member of a care team before starting culminating direct patient care required practice experiences. 		
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	<ul style="list-style-type: none"> - Students are also actively encouraged and supported to assume responsibility for their own learning, including the self-identification of learning needs and gaps and preparation for future continuing education. 		
4.3	<p>Teaching and learning methods are designed to develop knowledge, skills, behaviors and critical thinking, necessary for entry to practice of pharmacists.</p> <ul style="list-style-type: none"> - The school uses teaching and learning methods adapted to the training of pharmacists and aimed at developing their know-how, their attitudes, their acting knowledge, their critical thinking and the values required for professional practice. - The school ensures that the faculty members consider teaching and learning methods which acknowledge the needs of diverse learners, with different backgrounds, abilities and capabilities. - The educational activities use active learning strategies and exercises and promote and develop problem solving and critical thinking skills. - The didactic curriculum is delivered via teaching/learning methods that: (1) facilitate achievement of learning outcomes, (2) actively engage learners, (3) promote student responsibility for self-directed learning, (4) foster collaborative learning, and (5) are appropriate for the student population. - Materials and resources are provided to the students (or cited) to enhance understanding and application of the educational material in practice - A variety of assessment methods are systematically and sequentially applied throughout the program to provide formative and summative feedback to students, and to confirm students' achievement of educational outcomes. 	<ul style="list-style-type: none"> - Percentage of faculty members using methods other than didactic teaching 	<ul style="list-style-type: none"> - Evidence of teaching and learning methods diversity throughout the curriculum, in an integrative perspective - Evidence of material and resources available to the students and instructors to optimize teaching and learning methods
4.4	<p>Experiential Education is structured and organized according to clear criteria and objectives</p> <ul style="list-style-type: none"> - The curriculum includes, under the responsibility of the faculty team and the mentoring of practitioners, real pharmaceutical practice activities to enable students to acquire the desired skills. They aim to 	<ul style="list-style-type: none"> - Number of training sites, per category 	<ul style="list-style-type: none"> - Documents regulating the professional training - Criteria for the eligibility of training sites

	<p>integrate, apply, reinforce and deepen knowledge, skills, behaviors and values addressed throughout the curriculum.</p> <ul style="list-style-type: none"> - Required training occur in four practice settings: (1) community pharmacy; (2) ambulatory patient care; (3) hospital/health system pharmacy; and (4) inpatient general medicine patient care. - The School relies on an adequate number of training centers, in pharmacy and hospital (in hospital pharmacy, clinical services, medical laboratories) and in other professional pharmaceutical circles (industry, health agencies, quality control laboratories, wholesale distributors, etc.). - Explicit criteria are applied for eligible training supervisors. An evaluation process of the places and the training supervisors is carried out. - The skills acquired by students at the end of the internship are evaluated. - The school communicates effectively with internship supervisors and interns. 		<ul style="list-style-type: none"> - Evidence of assessment of the training sites, internship supervisors and students' skills
4.5	<p>The school has the appropriate physical resources and facilities to support laboratory and simulation activities</p> <ul style="list-style-type: none"> - The school physical facilities include simulated pharmacy practice settings where the school organizes active learning and performance assessment supervised by preceptors and/or academic staff with appropriate pharmacy practice experience - Simulated practice experiences may be used to mimic actual or realistic pharmacist-delivered patient care situations. However, simulation hours do not replace the training required time in community and institutional health-system settings. - Didactic instruction associated with the implementation of simulated practice experiences is not counted toward any portion of the training requirement. 	<ul style="list-style-type: none"> - Number of hours of simulation laboratory 	<ul style="list-style-type: none"> - The simulation laboratory has a clear justification and organization document - Evidence of regular assessment of active learning activities and related students' performance
4.6	<p>The school participates to a structured program of interprofessional education and collaboration</p> <ul style="list-style-type: none"> - The program provides opportunities for interprofessional education, team dynamics and collaborative activities through practice. 	<ul style="list-style-type: none"> - Number of hours of interprofessional activities 	<p>Document showing school involvement in inter-professional education as a curricular or co-curricular activity.</p>

	<ul style="list-style-type: none"> - The University enables relationships that support interprofessional learning through adequate organizational structures, policies and procedures. 		
5	Students and academic policies		
5.1	<p>The school enrolls students through a transparent and well organized process based on its capacity</p> <ul style="list-style-type: none"> - A recruitment program is available to attract a diverse pool of well-qualified applicants. - The school recruits, admits, and enrolls students through clear policies and procedures agreed upon by relevant constituencies. - The admission requirements (criteria, policies and procedures) are produced and made public and published on the school’s website to prospective students. - The school also produces and makes available to the public, including prospective students the program description and quality indicators: (1) a complete and accurate description of the professional degree program; (2) the program’s current accreditation status; and (3) the program performance information including on-time graduation rates and most recent colloquium pass rates. - A duly constituted committee of the school has the responsibility and authority for the selection of students to be offered admission. - The school sets performance expectations for admission tests, evaluations, and interviews used in selecting students who have the potential for success in the professional degree program and the profession. - Applicant performance on admission criteria is documented; and the related records are maintained by the school as per program/university requirements. - Admission criteria, policies, and procedures are not compromised regardless of the size or quality of the applicant pool. - Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional and technical standards for graduation. - Written and oral communication skills are assessed in a standardized manner as part of the admission process. 	<ul style="list-style-type: none"> - Percentage of admitted students per program 	<ul style="list-style-type: none"> - Document on recruitment program (school marketing) aligned with the school capacities and national needs - Policies and procedure for students’ enrollment - Admission requirements on the school’s website and social media (if available) - Terms of reference and procedure for the students’ admission committee or equivalent - Program description and quality indicators - Evidence of performance expectation for admission procedures - Documentation of applicants’ performance on admission criteria - Records of students and link to financial aids (if applicable)

	<ul style="list-style-type: none"> - Standardized interviews (in-person, telephonic, and/or computer-facilitated) of applicants are conducted as a part of the admission process to assess affective domain characteristics. - Applicants are informed about the English/French requirements for entrance to the University - Admissions criteria include the satisfactory completion of post-secondary, pre-professional course requirements in general education and basic and biomedical sciences (if applicable). - Student enrollment is managed by the school administration. - Enrollments are in alignment with available physical, educational, financial, faculty members, staff, practice site, preceptor, and administrative resources. - The school ensures students retention and efficient study period. - The school has an ordered, accurate, and secure system of student records. - The school provides students with financial aid information and guidance by appropriately trained personnel. 		
<p>5.2</p>	<p>The school ensures that policies and procedures related to students are publically available and rigorously applied</p> <ul style="list-style-type: none"> - The school produces to enrolled and prospective students updated information of importance, such as governance documents, policies and procedures, handbooks, and catalogs. - The school produces and makes available to students and prospective students, and abides by criteria, policies, and procedures related to: <ul style="list-style-type: none"> • Academic progression and success • Credit recognition • Remediation and recovery • Missed course work or credit • Academic probation • Academic dismissal • Dismissal for reasons of misconduct • Exclusion and Readmission • Leaves of absence • Rights to due process 		<p>Evidence of publication of students' guide that includes all related policies and procedures and program description</p>

	<ul style="list-style-type: none"> • Appeal mechanisms (including grade appeals) - The school ensures that all program objectives and rules and regulations are clearly stated, publically available and communicated to stakeholders (students, staff, faculty members...). - The school has mechanisms for the mutual recognition of credits between disciplines; and student mobility through local and International exchange programs. - The school has well-defined academic rules and regulations and published student rights and responsibilities. - The school has a policy for the admission and integration of international students. - The school has measures and policies that ensure diversity in terms of religion, gender, socio-economic background, and regional origin without discrimination. - The school ensures students with special needs are able to participate in all aspects of the academic and student life of the institution. - The school establishes and implements student service policies that ensure nondiscrimination as defined by laws and regulations. - The school has a clear policy in the right to appeal. - The school also develops, implements, and makes available to students a complaints policy that includes procedures for how students may file complaints within the school and also directly to appropriate authorities regarding their school’s adherence to standards. - The school maintains a chronological record of such student complaints, including how each complaint was resolved. - Students, staff, faculty members and preceptors are aware of conditions under which they may register a complaint. - A school offering multiple professional degree programs, or accepting transfer students from other institutions of pharmacy, establishes and implements policies and procedures for students who request to transfer credits between programs. Such policies and procedures are based on defensible assessments of course equivalency. An school offering multiple pathways to a single degree has policies and 		
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	<p>procedures for students who wish to change from one pathway to another.</p>		
<p>5.3</p>	<p>The school has appropriate student services assuring individual attention, guidance and support, in addition to financial aid and health services, orientation programs, housing and accommodation of needs (when applicable).</p> <ul style="list-style-type: none"> - The school has an ordered, accurate and secure system of student records that is maintained in accordance with University policy and privacy legislation. - Students are supported and have a positive, safe, inclusive, non-discriminatory, inspiring experience while enrolled in the professional program of pharmacy. - The school has an academic advising system that meets students' needs (academic follow-up, career pathway counseling and follow-up, referral to university services, as needed). - The advising system is periodically reviewed. - The school provides a clear description of the nature and the availability of these services to students. - The school ensures that information concerning student services is easily accessible. - The school and its governing board regularly and systematically review the effectiveness of the school's financial aid policy, when applicable. - The school offers students access to adequate health and counseling services. Appropriate immunization standards are established, along with the means to ensure that such standards are satisfied. - The school ensures that a vaccination monitoring program is set up for hospital placements. -The school provides accommodations to students with documented disabilities that are determined by the university Disability Office (or equivalent) to be reasonable, and provides support to faculty members in accommodating disabled students. - The school offering multiple professional degree programs (e.g., PharmD/MPH) or pathways (campus and distance pathways) ensures that all students have equitable access to a comparable system of 	<ul style="list-style-type: none"> - Number of students using students services per year 	<ul style="list-style-type: none"> - Documents on students' services structure, role, functioning policies and procedures - Evidence that qualifications of students services staff are adequate for advising, counseling, vaccination and other activities.

	<p>individualized student services (e.g., tutorial support, faculty advising, counseling, etc.).</p> <ul style="list-style-type: none"> - Student services personnel within the School are qualified and trained appropriately to provide information about and referral to necessary services. 		
5.4	<p>The system of governance adopted by the school makes provisions for the consideration of student views, perspectives and representation in matters of direct interest to students.</p> <ul style="list-style-type: none"> - The school includes student representation on appropriate committees, including curriculum, policy development and assessment and evaluation activities - The school ensures students' participation in curricula design and assessment as well as extra-curricular and civic engagement activities to help them achieve their academic goals. - The curriculum allows for timely, formative performance feedback to students in both didactic and experiential education courses. - Students are also provided the opportunity to give formative and/or summative feedback to faculty members, including preceptors, on their perceptions of teaching/learning effectiveness. - The School maintains a dialogue with its students and ensures their freedom of expression. - The School encourages student leadership and professionalism. - The School regularly informs students about issues and decisions that concern them. 	<ul style="list-style-type: none"> - Number of committees on which students are represented 	<ul style="list-style-type: none"> - Bylaws, policies & procedures regarding students' representation, rights and duties. - Students' right and duties chart to be diffused to students - Students' association bylaws and list of activities per year
6	Research		
6.1	<p>The school creates an environment that both requires and promotes research and scholarship</p> <ul style="list-style-type: none"> - The school's commitment to the generation, dissemination, and application of new knowledge is evident and demonstrated by productive research, publications, and other scholarly activities - The research-oriented school provides graduate degrees based on a research environment that specifies standards and rules for conducting research. - The school demonstrates a commitment to research and other scholarly activities through appropriate infrastructure (necessary 		<ul style="list-style-type: none"> - Research committee terms of references, policies and procedures - List of research activities per year, with responsible faculty members and objectives per activity - Research strategy with corresponding SWOT analysis

	<p>research means and resources including finances, laboratories, and library), in order to create an environment of scholarship for faculty members and students.</p> <ul style="list-style-type: none"> - The school encourages research collaboration locally, regionally and internationally. - The school encourages faculty members' mobility and exchange programs at national, regional and international levels. - The school ensures that there is a balance between research, teaching and service hours for faculty members. - The school has a policy for faculty members' professional development and research leave, and encourages and supports the faculty members to participate in relevant scientific research, conferences and personal development activities. - The school offers research training (and the possibility of an introduction to research for its students), based on established research structures 		<p>and dashboard for the strategy application</p> <ul style="list-style-type: none"> - List of students' research projects - List of research laboratories and their corresponding structure - Bylaw regarding instructors career ladder, based on their research production (in addition to teaching and service) - Examples of research courses - List of collaborative research projects (external and international)
6.2	<p>The research conducted by the school is aligned with the school's mission, and is evaluated quantitatively and qualitatively</p> <ul style="list-style-type: none"> - The school develops mechanisms to assess both the quantity and quality of faculty members' scholarly productivity. - The school has a well-defined research strategy and related policies that are implemented and reviewed regularly. - The school reviews research activities in light of its strategies and quality. - The school provides evidences on the impact of faculty members' research on their teaching content and practices. - Faculty members disseminate their research activities through publications of impact. 	<ul style="list-style-type: none"> - Number of publications per year - H index of the school per year 	<ul style="list-style-type: none"> - List of yearly publications per faculty members - List of faculty members with their H index, I10 index, and total number of publications
7	Human resources		
7.1	<p>The school has faculty members and non-academic staff with appropriate qualifications, including the number of PhD holders and professors, as per the decree number 9274</p> <ul style="list-style-type: none"> - The school has a sufficient number of qualified full-time academic (including pharmacy trained) and other staff to effectively deliver and evaluate the professional degree program and services 	<ul style="list-style-type: none"> - Number of faculty members (FTE equivalents, full timers and part timers) - Number of Pharmacists (specialized) - Number of PhD 	<ul style="list-style-type: none"> - List of faculty members with their qualifications and number of years of teaching experience - Policies and procedures for faculty members and staff hiring

	<ul style="list-style-type: none"> - All courses in the curriculum are taught by individuals with academic credentials and expertise that are explicitly linked to their teaching responsibilities. - Within each discipline and curricular area there are appropriate diversity and depth of skills and experience among faculty members with academic title. - The School also relies on a sufficient number of other staff such as part-time teachers or individual contractors, training supervisors and administrative and technical staff. - There is an adequate amount of appropriately skilled staff resources, such as: administrative assistants; secretaries; student services personnel; teaching assistants; laboratory instructors; and, information and communication technology personnel. - The expertise of the teachers including the training supervisors is diversified and they cover all the relevant disciplines allowing the school to fulfill its mission of teaching and research. - Faculty members have the capability and demonstrate a continuous commitment to be effective educators and are able to effectively use contemporary educational techniques to promote student learning in all offered pathways. - The school evaluates staff performance on a regular basis, using clear and explicit criteria for evaluating and promoting teachers. - The school defines the faculty categories (full-time, part-time, adjunct, clinical...) and the role of each category in fulfilling the school's mission. 	<ul style="list-style-type: none"> - Ratio FTE/student - Ratio PhD/student 	<ul style="list-style-type: none"> - List of staff and their qualifications and job titles - List of training supervisors with their qualifications and training duties and sites - Evaluation of instructors, sites, training supervisors, and staff
<p>7.2</p>	<p>The school ensures appropriate working conditions for faculty members and non-academic staff</p> <ul style="list-style-type: none"> - The school ensures a climate encouraging teaching and learning effectiveness through qualified faculty, administrative staff and adequate resources. - The school has policies and procedures for faculty and staff hiring, promotion, professional development, rights and responsibilities. - The school specifies the working conditions of faculty and staff (such as working hours, teaching load, etc.) 	<ul style="list-style-type: none"> - Number of mobility scholarships for faculty members and staff 	<ul style="list-style-type: none"> - Clear career ladder bylaws based on teaching (in addition to research and service) - List of pedagogic activities (seminar, workshops, ...) on good teaching practice - Course distribution and load per instructor

	<ul style="list-style-type: none"> - The school provides appropriate institutional support for the advancement and development of faculty, including support for teaching, research, creative scholarship, and professional service. - The school provides opportunities for career and professional development of its faculty and staff, individually and collectively, to enhance their role-related skills, scholarly productivity, and leadership. - The school ensures that policies and procedures for faculty and staff recruitment, performance review, promotion, tenure (if applicable), and retention are applied in a consistent and fair manner. <p>The school offers adequate benefits to faculty/staff members.</p>		<ul style="list-style-type: none"> - Financial and professional satisfaction surveys to instructors and to staff
<p>7.3</p>	<p>The school identifies trained pharmacist preceptors who have the expertise, experience and commitment to facilitate learning and evaluate the achievement of required competencies by students</p> <ul style="list-style-type: none"> - Student to precepting pharmacist ratios allow for the individualized mentoring and targeted professional development of learners. - The school makes available and applies quality criteria for preceptor recruitment, orientation, performance, and evaluation. The majority of preceptors for any given student are licensed pharmacists. - Preceptors are oriented to the program’s mission, the specific learning expectations for the experience outlined in the syllabus, and effective performance evaluation techniques before accepting students. The school fosters the professional development of its preceptors commensurate with their educational responsibilities to the program. - The school solicits the active involvement of preceptors in the continuous quality improvement of the educational program, especially the experiential component. - Preceptors and other clinical faculty members employed by the practice sites are offered or are eligible for an appropriate academic appointment to recognize their critical role in the education of students. Such appointments permit promotion in the relevant category according to established criteria where possible within existing University policy and collective agreements. 	<ul style="list-style-type: none"> - Ratio FTE preceptors/student 	<ul style="list-style-type: none"> - List of preceptors, with qualifications and duties - Quality criteria and evaluation of preceptors by students - List of professional development activities for preceptors - Evidence of preceptors’ involvement in school committees (curriculum, assessment, research, ...) - Conditions for promoting preceptors - Conditions of recruiting preceptors - Example of contracts with preceptors

	<ul style="list-style-type: none"> - Formalized agreements are in place for faculty members who provide services at a practice site either as a preceptor on an intermittent basis, as a term or permanent member of a practice site team, or as a researcher. 		
8	General resources and facilities		
8.1	<p>The school manages, preserves and enhances available financial resources sufficient to support its mission.</p> <ul style="list-style-type: none"> - The school is financially stable. - The school leadership and/or governing board review and approve the school financial plans based on multi-year analysis and financial forecasting. - The school ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, and sound financial decision-making. - The school’s financial planning, including contingency planning, is integrated with overall planning and evaluation processes. - The school leadership and/or governing board ensure the school’s ethical oversight of its financial resources and practices. - The school directs its fundraising efforts toward the fulfillment of institutional strategic planning and conducts them in accordance with clear and complete policies that stipulate the conditions and terms under which gifts are solicited and accepted. - The school ensures that financial resources and regulations are in line with the higher education laws. - The school ensures that any alternative pathways to the Doctor of Pharmacy degree are equitably resourced and integrated into the school’s regular administrative structures, policies, and procedures, including planning, oversight, and evaluation. - The school ensures that funds are sufficient to maintain equitable facilities (commensurate with services and activities) across all program pathways. 	<ul style="list-style-type: none"> - Total budget per year 	<ul style="list-style-type: none"> - Financial planning and projections for the school, and distribution per department or other subunits - Contingency plan for finances - List of fundraising events or activities, when applicable - Bylaws related to the relationship of the school with the governing board concerning financial issues
8.2	<p>The physical facilities are safe, well-maintained, and adequately equipped for teaching, learning and research; they meet legal, hygiene and safety standards and utilize current educational technology.</p>		<ul style="list-style-type: none"> - Physical facilities clear map and capacity to receive students in different subsections

<ul style="list-style-type: none"> - The academic, technological, and physical infrastructures necessary to meet school al goals are adequate and accessible. - They are also comfortable, contemporary and compliant with accessibility standards for people with disabilities and with hygiene and safety standards. - All teaching facilities are sufficient in number and adequate in space to accommodate the student body activities and organizations. - The school provides adequate resources for all of its campuses and branches. - The effective and efficient uses of school al resources are analyzed as part of ongoing school al and academic program evaluation. - The school provides adequate and well-equipped laboratories for each program, suitable for skills practice, demonstration, and competency evaluation. - The school ensures that lecture rooms are well equipped with the necessary tools for teaching and learning. - The school provides the required Information Technology support services such as Learning Management System (LMS), software packages related to different programs, wide bandwidth Internet and software security tools. - The school ensures that hygiene measures and adequate food services for staff members and students are offered. - The school provides the appropriate spaces such as teaching halls, auditoriums, conference rooms, parking, sport facilities and green area. - The school ensures that safety and security measures are in place. - The school provides appropriate facilities for people with special needs. - The school encourages the use of sustainable energy sources to protect the environment. - Faculty members’ office space should have sufficient privacy to permit accomplishment of responsibilities - A space that facilitates interaction of administrators, faculty members, students, and interprofessional collaborators should exist - Students should have access to educational simulation capabilities 		<ul style="list-style-type: none"> - List of laboratories and other equipment and research facilities, with specifications and intended use - Presence of a Learning Management System (LMS) - Policies and procedures for hygiene and environment security and maintenance
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	<ul style="list-style-type: none"> - School should have accessible research laboratories with well-maintained equipment including research support services within the school or the university - Animal facilities should meet care regulations (if applicable) - Individual and group student study space and student meeting facilities should also be available 		
<p>8.3</p>	<p>Pharmacy practice sites should be appropriate to apply students' knowledge</p> <ul style="list-style-type: none"> - The school ensures that students are engaged in high order learning activities such as internships, projects and service learning to enhance employability. - Experiences integrate, reinforce and advance the knowledge, skills, attitudes and values developed through the other components of the professional program, including collaboration and teamwork. - The school has established and implemented criteria for the selection of an adequate number and mix of pharmacy practice facilities and sites for students' experiential education - A quality assurance procedure for all pharmacy practice experiences is established and implemented to: (1) facilitate achievement of stated course expectations, (2) standardize key components of experiences across all sites offering the same experiential course, and (3) promote consistent assessment of student performance. - The experiential education component of the curriculum is led by a pharmacy professional with knowledge and experience in experiential learning. - The experiential education program is supported by an appropriate number of qualified faculty and staff members. - The school employs quality criteria for practice facility recruitment and selection, as well as setting forth expectations and evaluation based on student opportunity to achieve the required Educational Outcomes. - The school secures and maintains signed affiliation agreements with the practice facilities it utilizes for the experiential component of the curriculum. At a minimum, each affiliation agreement ensures that all experiences are conducted in accordance with laws; the agreement 		<ul style="list-style-type: none"> - Practice sites criteria and evidence of evaluation - Quality assurance procedure for training sites - Evidence of a dedicated school preceptor to manage the trainings - Qualifications of the training site preceptor - Affiliation agreements with training sites - Policies for students within training sites - List of trainings required during curricular studies, with syllabi for all rotations - List of school preceptors per site - Evidence of meeting the trainings related competencies - Evidence of interprofessional practice during trainings (when applicable)

	<p>outlines the authority, privileges, obligations and responsibilities of the school and the practice site.</p> <ul style="list-style-type: none"> - Agreements or other School/University policies that address student-related matters such as access to health services at the practice site, liability, insurance coverage, criminal records and abuse registry checks, student disclosures, immunization policy, patient confidentiality and privacy of records, and professional conduct expectations. Agreements provide for sufficient advance notice of termination by either party to permit the development of alternative arrangements where necessary. - The University supports the development of agreements and conventions with pharmacy practice sites as well as with school s outside the University. - Practice experiences are of adequate intensity, breadth, structure, duration and variety so as to achieve educational outcomes. - Practice experiences are acquired in high quality practice settings in a variety of care sectors, involving patients with a variety of healthcare service needs. - Practice sites are regularly evaluated. Quality enhancement initiatives and processes are established, as needed, to improve student learning outcomes. - The school has an administrative office or system led by an individual or individuals with appropriate qualifications or expertise in selection and evaluation of practice sites, and assessment of student performance. - The school selects practice sites where student learning and skills development are adequately managed, supported and supervised. Practice sites meet relevant regulatory requirements. - The curriculum includes practice experiences where students develop clinical skills necessary to assist a variety of patients with acute illnesses and/or chronic conditions in primary (community, ambulatory, home care), acute, and long-term care/personal care home settings in urban, rural/remote and marginalized communities, and patients in transition between care sectors or service locations. Each student acquires practice experience in primary care 		
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	<p>(community, ambulatory, home care) and acute care over the course of his/her program.</p> <ul style="list-style-type: none"> - Student tasks at all stages of experiential learning contribute meaningfully, productively, and safely to direct patient care and other professional activities of the practice site at a level appropriate to the student’s level of preparedness and year of study. - The school provides evidence of working collaboratively with practice sites and other health sciences programs of the University to ensure that student pharmacists are provided access to patients and facilities, support, and practice tools at the level necessary to achieve intended educational outcomes and expected patient care service deliverables. - The school works collaboratively with practice sites and other health professions programs to make intra- and/or inter-professional care/collaborative practice environments available to student pharmacists, to ensure that a suitable model(s) of supervision is in place at each stage of the practice experience curriculum. - Qualified preceptors oversee all practice experiences so that students have adequate oversight, coordination, guidance, instruction, assessment, and feedback. 		
<p>8.4</p>	<p>The school receives support from the university, while remaining autonomous, to fulfill its mission and objectives.</p> <ul style="list-style-type: none"> - University policies give the school sufficient autonomy in the allocation and use of its financial resources. - University and school consultation informs decisions about the required financial resources to deliver the professional program. - The school operates with a budget planned and managed according to standards of good management. - The school has adequate financial resources to provide a stable environment for the delivery and ongoing development and growth of the program, including development/advancement activities to facilitate enrichment of the program. - The school allocates budget for the maintenance of its infrastructure (land, furniture, equipment, computers and transport). 		<ul style="list-style-type: none"> - Evidence of university support of school finances - Evidence of financial aid possibilities to students

	<ul style="list-style-type: none"> - The school provides input into the development and operation of a budget that is planned, executed, and managed in accordance with sound and accepted business practices. - Tuition and fees for pharmacy students (when applicable) are not increased to support other educational programs if it compromises the quality of the professional program. - The school offers financial support opportunities to students according to transparent and fair procedures and policies. 		
8.5	<p>Library and information technology resources are sufficient to support the mission of the school</p> <ul style="list-style-type: none"> - The school ensures, for all academic staff, preceptors, and students access to a comprehensive library and other learning/educational resources, including electronic and web-based resources (computer stations, network, educational platform, software, etc.). - These resources should be sufficient in quantity and quality to support all educational and scholarly activities in accordance with the school’s mission and goals - The school demonstrates the resources effectiveness in fulfilling its goals - The school has access to librarian resources with the expertise needed to work with students, faculty members, and preceptors on effective literature and database search and retrieval strategies. - On-campus and distance access to library resources is available to students, faculty members and preceptors. 	<ul style="list-style-type: none"> - Percentage of students and faculty members using the library resources 	<ul style="list-style-type: none"> - Library map and list of available resources - Updated electronic databases, accessible to students and instructors
9	Public Disclosure and Integrity		
9.1	<p>The school publically discloses all relevant information, policies, procedures and regulations.</p> <ul style="list-style-type: none"> - The school publishes faculty members and staff policies and regulations. - The school has a clear policy on the right to appeal for faculty and staff members. - The school presents itself to current and prospective students, stakeholders and other members of the public and publishes its mission statement, goals and educational outcomes for each respective department and degree program. 	<ul style="list-style-type: none"> - Number of viewers visiting the website 	<ul style="list-style-type: none"> - Website and other media school-related documents - Communication and information evidence, for all stakeholders (emails and messages examples).

	<ul style="list-style-type: none"> - The school’s catalog/academic catalog is published on a regular basis to reaffirm and update (academic) policies and procedures. - The school makes public all relevant information pertaining to tuition fees including other charges and refund policies. - The school publishes a list of all faculty members with their qualifications, ranks in their respective departments as well as other personnel in administrative positions. - The school informs students and stakeholders of the different academic and non-academic facilities and support services that are available. - The school publishes all issues relevant to the governance of the university including the organizational chart, the board members, and the bylaws. - The school publishes figures on the size and characteristics of the student body, faculty members, staff and school al resources of the university as well as information related to student success and accreditation when applicable. - The school ensures that its print and electronic publications are accurate, accessible and up-to-date. 		
<p>9.2</p>	<p>The school ensures that its constituencies including council members, administration, faculty members, staff and students act responsibly, with integrity and academic honesty.</p> <ul style="list-style-type: none"> - The school has a clear commitment to ethical values and an appropriate code of conduct to resolve academic and non-academic behavioral issues - The school upholds accountability at all levels. - The school has a relevant code of conduct that adheres to professional ethics and promotes academic integrity, respect and equality. - The school has policies for sharing and discussing issues of academic integrity. - The school’s leadership pledges to be truthful, clear, and fair in all relations with internal and external constituencies. - Appropriate policies and procedures are in effect and periodically reviewed for matters including intellectual property rights, conflict of 		<ul style="list-style-type: none"> - Evidence of diffusing school values, code of conduct, ethics policies, procedures, and charts - Examples of procedural applications in case of breaching of rules by students or other school components

	<p>interest, privacy rights, and fairness in dealing with students, faculty and staff members.</p> <ul style="list-style-type: none">- Proactive and protective measures are taken by the school to guarantee the integrity of academic records.- In its relationships with the governmental bodies and non-governmental agencies, the school demonstrates honesty and integrity, and conforms to standards, policies and requirements advocated by such bodies.		
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REFERENCES (Standards)

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2. Accreditation Council for Pharmacy Education (ACPE). Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Available at: <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>
3. Conférence Internationale des Doyens des facultés de PHARMacie d'Expression Française (CIDPHARMEF). Politique, méthodologie et critères d'évaluation des programmes d'études pharmaceutiques et des facultés de pharmacie (Document adopté le 3 mai 2016, mis à jour en juin 2017). Available at: http://www.cidpharmef.org/file/CIDPHARMEF_Politique_methodologie_v20170620.pdf
4. Canadian Council for the Accreditation of Pharmacy Programs (CCAPP). Accreditation Standards for Canadian First Professional Degree in Pharmacy Programs. Toronto: Ibid; 2018 January. Available at: <http://ccapp-accredit.ca/wp-content/uploads/2016/01/Accreditation-Standards-for-Canadian-First-Professional-Degree-in-Pharmacy-Programs.pdf>
5. Accreditation Council for Pharmacy Education (ACPE). Guidance for the Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree: Guidance for Standards 2016 (2015). Available at: <https://www.acpe-accredit.org/pdf/GuidanceforStandards2016FINAL.pdf>
6. Universities Association of Lebanon. Quality Standards and Guidelines (2018). Available at: http://www.uaolb.org/images/Quality_Standards_and_Guidelines/Publications/QSG%20-%20Full%20book%20in%203%20languages.pdf

APPENDIX: PHARMACY CORE PRACTICE COMPETENCIES

Framework	Competencies	Behaviors and Outcomes (Key Performance Indicators)
<p>0 Fundamental knowledge 0.1 Fundamental courses knowledge</p>	<p>Knows and understands basics of scientific fundamental knowledge courses</p>	<p>0.1.1 Understands basics of vegetal and animal biology, anatomy, physiology and microbiology 0.1.2 Understands basics of organic, inorganic and bio-chemistry 0.1.3 Understands basics of physics and biophysics 0.1.4 Understands basics of statistics, calculations and mathematical analysis 0.1.5 Understands and expresses himself in foreign languages 0.1.6 Articulates how knowledge in fundamental sciences is integral in practice reasoning 0.1.7 Applies this knowledge in pharmacy practice according to situation and field of specialty</p>
<p>0 Fundamental knowledge 0.2 Patient care courses knowledge</p>	<p>Knows and understands basics of patient care knowledge courses</p>	<p>0.2.1 Understands mechanisms of patho-physiology, clinical nutrition, clinical microbiology (bacteriology, virology, parasitology), clinical biochemistry, immunology, hematology and allergology 0.2.2 Understands mechanisms of pharmacology, pharmacognosy, and therapeutic chemistry 0.2.3 Has basic knowledge about disease diagnosis 0.2.4 Knows treatment guidelines of basic infectious and chronic diseases 0.2.5 Knows side effects, contraindications, interactions, dependence risks and consequences 0.2.6 Knows about pharmacokinetics and medication monitoring 0.2.7 Knows how to apply clinical information in patient care 0.2.8 Knows about medication use in special populations and pharmacogenetics 0.2.9 Knows basics of toxicology and clinical toxicology 0.2.10 Applies knowledge in pharmacy practice according to the situation and field of specialty</p>

		<p>0.2.11 Applies knowledge in fundamental sciences to solve therapeutic problems and advance patient-centered care</p> <p>0.2.12 Critically analyzes basic scientific literature related to medications and disease to enhance clinical decision making</p> <p>0.2.13 Critically analyzes emerging scientific theories, information and technologies that may impact patient-centered or population based care.</p>
<p>0 Fundamental knowledge</p> <p>0.3 Pharmaceutical courses knowledge</p>	<p>Knows and understands basics of pharmaceutics knowledge courses</p>	<p>0.3.1 Understands pharmaceutical preparations principles and industrial applications</p> <p>0.3.2 Knows about biopharmacy</p> <p>0.3.3 Knows about analytical chemistry and applied methods</p> <p>0.3.4 Knows how to assess quality of pharmaceutical preparation</p> <p>0.3.5 Knows principles of marketing and sales</p> <p>0.3.6 Knows principles of economy, accounting and management</p> <p>0.3.7 Applies this knowledge in pharmacy practice according to situation and field of specialty</p>
<p>0 Fundamental knowledge</p> <p>0.4 Social, behavioral and administrative courses knowledge</p>	<p>Knows and understands basics of social, behavioral and administrative knowledge courses</p>	<p>0.4.1 Understands principles of social, behavioral and administrative pharmacy</p> <p>0.4.2 Understands the role of pharmacists as health care professionals and knows what is unique to their role</p> <p>0.4.3 Applies this knowledge in pharmacy practice according to situation and field of specialty</p>
<p>1. Professional Practice</p> <p>1.1 Professional Practices</p>	<p>Implements professional requirements to practice settings</p>	<p>1.1.1 Carries out duties as a pharmacist in a professional manner</p> <p>1.1.2 Demonstrates altruism, integrity trustworthiness and flexibility</p> <p>1.1.3 Demonstrates respect, sensitivity, dignity and empathy when communicating</p> <p>1.1.4 Takes full responsibility for their own actions and decisions related to patient care</p> <p>1.1.5 Maintains patient confidentiality</p> <p>1.1.6 Obtains patient consent</p>

<p>1. Professional Practice 1.2 Ethical Practices</p>	<p>Demonstrates awareness of codes of ethics and acts accordingly</p>	<p>1.2.1 Demonstrates an understanding of ethical concepts related to pharmacy practice e.g. patient confidentiality, privacy, consent 1.2.2 Makes and justifies decisions in a manner that reflects the statutory code of conduct for pharmacists and pharmacy law 1.2.3 Recognizes ethical dilemmas in practice scenarios and reasons in a structured manner 1.2.4 Recognizes own professional limitations</p>
<p>1. Professional Practice 1.3 Legal Practices</p>	<p>Demonstrates an understanding of the Lebanese pharmacy law and acts accordingly</p>	<p>1.3.1 Understands and applies the requirements of FIP pharmacy practice foundations 1.3.2 Demonstrates an understanding of the roles and responsibilities of the supervising and superintendent pharmacists 1.3.3 Demonstrates an awareness of and adheres to professional indemnity requirements 1.3.4 Takes responsibility for own action and for patient care 1.3.5 Demonstrates awareness of relevant legislation including data protection law, health and safety law, employment law, consumer law, equality law and intellectual property rights 1.3.6 Demonstrates understanding of the requirements of regulatory frameworks to authorize a medicinal product including the quality, safety and efficacy assessment of the product</p>
<p>1. Professional Practice 1.4 Patient-Focused Practices</p>	<p>Demonstrates a patient-focused approach to practice</p>	<p>1.4.1 Ensures quality and patient safety are at the center of pharmacy practice 1.4.2 Educates and empowers the patient to manage their own health and medicines 1.4.3 Acts as a patient advocate to ensure that patient care is not jeopardized 1.4.4 Monitors the medicines and other healthcare needs of the patient on a regular basis and makes recommendations for improvement to the patient and other healthcare professionals</p>

		1.4.5 Ensures that patient care reflects best available evidence and high quality information
1. Professional Practice 1.5 Continuing Professional Development (CPD)	Applies principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs	1.5.1 Understands and accepts the importance of life-long learning for pharmacists 1.5.2 Demonstrates the ability to critically reflect on their own practice and skills to identify learning and development needs 1.5.3 Takes personal responsibility for engaging in CPD and achieving learning and professional development goals 1.5.4 Undertakes appropriate learning activities that meet identified learning needs 1.5.5 Keeps knowledge and skills up to date 1.5.6 Commits to the continual improvement of the profession
1. Professional Practice 1.6 Inter-Professional Collaboration	Acts as a team member in all aspects of practice	1.6.1 Actively participates and engages as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs. 1.6.2 Establishes a climate of shared values and mutual respect necessary to meet patient care needs. 1.6.3 Interacts respectfully with other members of the team and manage disagreements and conflict. 1.6.4 Collaborates with other parties in the relationship to define the roles and responsibilities of each party to optimize outcomes for specific patient care encounters. 1.6.5. Communicates in a manner that values team-based decision making and shows respect for contributions from other areas of expertise. 1.6.6 Fosters accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving
2. Personal Skills 2.1 Leadership Skills	Demonstrates leadership abilities in the team processes.	2.1.1 Applies assertiveness skills as appropriate and inspires confidence 2.1.2 Provides leadership in the workplace to ensure quality and patient safety in the pharmacy

		<p>2.1.3 Builds credibility and portrays the profession in a positive light by being professional and well informed</p> <p>2.1.4 Demonstrates determination and initiative to achieve and improve patients' service</p> <p>2.1.5 Inspires and motivates others to work to high standards by being enthusiastic about the profession and the service provided</p> <p>2.1.6 Provides appropriate supervision</p> <p>2.1.7 Identifies characteristics that reflect leadership versus management</p> <p>2.1.8 Identifies the history of a team before implementing changes</p> <p>2.1.9 Develops relationships, values diverse opinions, and understand individual strengths and weaknesses to promote teamwork</p> <p>2.1.10 Persuasively communicates goals to the team to help build consensus</p> <p>2.1.11 Empowers team members by actively listening, gathering input or feedback, and fostering collaboration.</p>
<p>2. Personal Skills</p> <p>2.2 Decision-Making Skills</p>	<p>Demonstrates the ability to take accurate, evidenced based and timely decisions</p>	<p>2.2.1 Makes decisions and solves problems in a timely manner</p> <p>2.2.2 Gathers information from a number of reliable sources and people to enable them to make well-founded decisions.</p> <p>2.2.3 Communicates decisions comprehensively including the rationale behind decisions</p> <p>2.2.4 Ensures that relevant professional, ethical and patient safety factors are fully considered in decisions into which they have an input</p> <p>2.2.5 Distinguishes between important and unimportant issues</p> <p>2.2.6 Recognizes when it is appropriate to refer decisions to a higher level of authority or to include other colleagues in the decision</p>
<p>2. Personal Skills</p> <p>2.3 Team Working Skills</p>	<p>Recognizes the value of the pharmacy team and of a multi-</p>	<p>2.3.1 Identifies potential collaborators with whom to initiate ongoing professional relationships</p>

	disciplinary team and acts accordingly	<p>2.3.2 Collaborates with other parties in the relationship to define the roles and responsibilities of each party.</p> <p>2.3.3 Demonstrates a broad understanding of the services delivered by other healthcare professionals and disciplines professional to ensure continuity of patient care</p> <p>2.3.4 Participates, collaborates and advises on therapeutic decision-making and uses appropriate referral in a multi-disciplinary team</p> <p>2.3.5 Collaborates with other healthcare professionals to manage care of patient</p> <p>2.3.6 Ensures effective handover between team members or to another healthcare</p> <p>2.3.7 Shares decision-making activities with other team members</p>
<p>2. Personal Skills 2.4 Communication Skills</p>	Communicates effectively with patients and their carers, with other healthcare professionals, other support staff, and other relevant third parties	<p>2.4.1 Uses effective verbal, non-verbal, listening and written communication skills to communicate clearly, precisely and appropriately, when interacting with an individual, group or organization</p> <p>2.4.2. Implements safe, effective, and consistent communication systems</p> <p>2.4.3 Demonstrates respect, cultural awareness, sensitivity and empathy when communicating</p> <p>2.4.4. Demonstrates influencing and negotiation skills to resolve conflicts and problems</p> <p>2.4.5 Demonstrates the ability to build positive relationships with patients, carers, colleagues and other healthcare professionals</p> <p>2.4.6 Listens to patients and respects their views about their health and medicines</p> <p>2.4.7 Interviews patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.</p> <p>2.4.8 Actively listens and asks appropriate open and closed-ended questions to gather information.</p>

		<p>2.4.9 Uses available technology and other media to assist with communication as appropriate.</p> <p>2.4.10 Uses effective interpersonal skills to establish rapport and build trusting relationships.</p> <p>2.4.11 Communicates assertively, persuasively, confidently, and clearly.</p> <p>2.4.12 Delivers and obtains feedback to assess learning and promote goal setting and goal attainment.</p> <p>2.4.13 Develops professional documents pertinent to organizational needs (e.g., monographs, policy documents).</p> <p>2.4.14 Documents patient care activities clearly, concisely, and accurately using appropriate medical terminology.</p>
<p>2. Personal Skills 2.5 Information Technology (IT) Skills</p>	<p>Applies a minimum of IT in daily work</p>	<p>2.5.1 Knows how to use internet and perform basic search</p> <p>2.5.2 Knows how to use software of Microsoft office (Word, Excel, Power Point, Access)</p> <p>2.5.3 Knows how to use some management software</p> <p>2.5.4 Knows how to use OPL online platforms (Medication Safety, Patient Profile...)</p>
<p>2. Personal Skills 2.6 Self-Awareness</p>	<p>Applies the principles of continuing professional development including assessing own learning needs and developing a plan to meet these needs.</p>	<p>2.6.1 Uses meta-cognition to regulate one’s own thinking and learning</p> <p>2.6.2 Maintains motivation, attention and interest during learning and work related activities</p> <p>2.6.3 Identifies, creates, implements, evaluate and modifies plans for personal and professional development for the purposes of individual growth</p> <p>2.6.4 Approaches tasks with a desire to learn</p> <p>2.6.5 Demonstrates persistence and flexibility, and engage in help seeking behavior if needed</p> <p>2.6.6 Strives for accuracy and precision by displaying willingness to recognize, correct, and learn from errors</p> <p>2.6.7 Uses constructive coping strategies to manage stress</p> <p>2.6.8 Seeks personal, professional or academic support to address personal limitations</p> <p>2.6.9 Displays positive self-esteem and confidence when working with others</p>

<p>2. Personal Skills 2.7 Innovation and Entrepreneurship</p>	<p>Develops new ideas to improve quality or overcome barriers to enhance the profession</p>	<p>2.7.1 Demonstrates initiative when confronted with challenges 2.7.2 Demonstrates creative decision making when confronted with novel problems or challenges 2.7.3 Assesses personal strengths and weaknesses in entrepreneurial skills 2.7.4 Applies entrepreneurial skills within a simulated entrepreneurial activity 2.7.5 Conducts a risk-benefit analysis for implementation of innovative ideas</p>
<p>3. Supply of medicines 3.1 Manufacture and Compounding of Medicines</p>	<p>Performs efficiently various tasks in pharmaceutical plant and product quality control units.</p>	<p>3.1.1 Demonstrates knowledge of the requirements for the formulation and compounding of pharmaceutical preparations 3.1.2 Applies pharmaceutical knowledge to select appropriate high quality ingredients and excipients for manufacture and compounding 3.1.3 Determines the requirements for preparation (calculations, appropriate formulation, procedures, raw materials, equipment etc.) 3.1.4 Demonstrates the ability to perform pharmaceutical calculations accurately 3.1.5 Applies pharmaceutical knowledge to select the appropriate route of administration and dosage form for the medicine 3.1.6 Uses technical and research skills to prepare pharmaceutical products as appropriate to their practice setting 3.1.7 Prepares pharmaceutical medicines (e.g. cytotoxic medicines, extemporaneous) appropriately 3.1.8 Prepares pharmaceutical products according to the standards required including local standard operating procedures (SOPs), guidelines, or good manufacturing practice (GMP) as appropriate</p>

		<p>3.1.9 Demonstrates an understanding of the legislative framework and requirements that govern the manufacture of medicinal products including GMP</p> <p>3.1.10 Applies knowledge to ensure the appropriate quality controls and monitoring are in place</p> <p>3.1.11 Maintains appropriate records and documentation on procedures</p>
<p>3. Supply of medicines 3.2 Supply Chain Management</p>	<p>Ensures the quality, safety and integrity of products</p>	<p>3.2.1 Demonstrates knowledge of the medicinal products supply chain to select reliable and appropriately authorized suppliers of medicinal products</p> <p>3.2.2 Demonstrates an understanding of systems for forecasting patient needs and demands</p> <p>3.2.3 Ensures there is no conflict of interest or inappropriate inducements in the sourcing and supply of medicines</p> <p>3.2.4 Efficiently links procurement to formulary, supply chain management and payment mechanisms</p> <p>3.2.5 Supervises procurement activities from licensed and legitimate sources.</p> <p>3.2.6 Ensures that medicines are stored in appropriate facilities and environmental conditions to ensure stability, quality and safety of the medicinal product over its shelf life</p> <p>3.2.7 Ensure that products are stored and transported under the conditions required to maintain product quality, safety and integrity, including cold chain management</p> <p>3.2.8 Stores medicines in an organized, systematic and secure manner, to minimize errors and maximize efficacy</p> <p>3.2.9 Implements an effective stock management and rotation system and ensures its logistics</p> <p>3.2.10 Demonstrates an understanding of the legislative framework and requirements that govern the distribution of medicinal products including Good Distribution Practice (GDP)</p> <p>3.2.11 Addresses issues with the drug supply chain, including drug shortages and drug recalls.</p>

		<p>3.2.12 Develops and implements a contingency plan for shortages and discontinuations</p> <p>3.2.13 Accesses reliable information to ensure the most cost-effective medicines in the right quantities with the appropriate quality</p> <p>3.2.14 Selects reliable supplies of high quality products, including appropriate selection process, cost effectiveness and timely delivery</p> <p>3.2.15 Evaluates the quality of supplies and products using recognized quality assurance techniques including visual inspection, verification of the legitimacy of the supplier and use of manufacturers' quality markers.</p> <p>3.2.16 Understand the tendering methods and evaluations of tender bids</p> <p>3.2.17 Implements a system for documentation and record keeping</p> <p>3.2.18 Takes responsibility for quantification of forecasting</p>
<p>3. Supply of medicines 3.3 Dispensing Medicines</p>	<p>Dispenses a product safely and accurately that is appropriate for the patient.</p>	<p>3.3.1 Validates prescriptions ensuring that prescriptions are authentic, correctly interpreted and in line with legal requirements</p> <p>3.3.2 Applies knowledge in undertaking a therapeutic review of the prescription to ensure pharmaceutical and therapeutic appropriateness of the treatment for the patient.</p> <p>3.3.3 Selects the correct medicine(s), strength and pharmaceutical form for minor ailments (e.g. diarrhea, constipation, cough, hay fever, insect bites, etc.) and makes referrals when needed</p> <p>3.3.4 Screens the prescription for any potential therapy problems including therapeutic duplication, interaction with other medicinal products (including interactions with non-prescription medicinal products, herbal products or foods), incorrect dosage or duration of treatment, allergic reactions and clinical abuse and/or misuse</p>

		<p>3.3.5 Accurately dispenses medicines in an organized, safe and systematic way according to procedures and monitors the dispensing process</p> <p>3.3.6 Ensure appropriate medicines, route, time, dose, documentation, action, form and response for individual patients</p> <p>3.3.7 Demonstrates full knowledge of dispensary practice software and an appreciation of the potential and limitations of systems</p> <p>3.3.8 Monitors the dispense in case it was made by non-pharmacists (re-checking the Medicine)</p> <p>3.3.9 Labels medicines with all the required clinical information and in line with legal requirements</p> <p>3.3.10 Packages medicines to optimize safety and stability including any appropriate repackaging and inclusion of patient information</p> <p>3.3.11 Identifies the interchangeability and bioequivalence of different proprietary products where applicable</p> <p>3.3.12 Accurately reports defective, counterfeit or substandard medicines to the appropriate authorities</p> <p>3.3.13 Dispenses devices and educates patients about their use (e.g. Inhaler, blood pressure device or a blood glucose meter)</p>
<p>4. Safe and Rational Use of Medicines 4.1 Patient Consultation Skills</p>	<p>Gathers information and discusses with the patient medication and disease issues</p>	<p>4.1.1 Determines and acknowledges the patient’s needs, values, desired level of care and health goals.</p> <p>4.1.2 Consults with the patient to obtain relevant patient medication and disease history using appropriate interview techniques, including active listening</p> <p>4.1.3 Uses different types of questions to gather information</p> <p>4.1.4 Structures consultation against a protocol when appropriate in the patient consultation area</p> <p>4.1.5 Assesses symptoms and diagnoses based on objective and subjective measures if appropriate using appropriate diagnostic aids and tests</p>

		<p>4.1.6 Gathers information from the patient’s health records and from other health care team members.</p> <p>4.1.7 Develops and implements the patient’s care plan, in partnership with the patient and in collaboration with other health professionals.</p> <p>4.1.8 Discusses and agrees with the patients the appropriate use of medicines</p> <p>4.1.9 Selects, discusses and agrees with patients upon appropriate non-prescription medicines for minor ailments (including herbal remedies and nutritional supplements), taking into account patients’ preferences</p> <p>4.1.10 Advises patients when and in what circumstances to seek further medical intervention</p> <p>4.1.11 Identifies, prioritizes and acts upon medicine-medicine interactions; medicine-disease interactions; medicine-patient interactions; medicines-food interactions</p> <p>4.1.12 Applies first aid when required and acts to arrange follow-up care</p>
<p>4. Safe and Rational Use of Medicines 4.2 Patient Counseling and Advocacy Skills</p>	<p>Counsels patients and acts to promote the best patient care</p>	<p>4.2.1 Assesses patients’ needs and knowledge of the medicines</p> <p>4.2.2 Assesses patients’ health literacy and modifies communication strategies to meet the patients’ needs</p> <p>4.2.3 Provides the patient with appropriate information to assure the safe and proper use of the prescribed products, using best evidence and guidance in the relevant area</p> <p>4.2.4 Counsels patient in a manner respectful of the privacy of the patient including use of the patient consultation area when appropriate</p> <p>4.2.5 Maximizes opportunities for counseling and providing information and advice to Patient</p> <p>4.2.6 Counsels patient in a structured and logical manner</p> <p>4.2.7 Uses language the patient is likely to understand</p> <p>4.2.8 Demonstrates usage and reviews patient usage of devices</p>

		<p>4.2.9 Uses counseling aides to help the patient understand the information</p> <p>4.2.10 Responds appropriately to more challenging or complex scenarios</p> <p>4.2.11 Uses patient counseling skills to provide all the required information to ensure safe and rational use of the medicines</p> <p>4.2.12 Advises patients on proper storage conditions of the medicines and ensure that medicines are stored appropriately (e.g. humidity, temperature, expiry date, etc.)</p> <p>4.2.13 Empowers patients to take responsibility for and control of their health</p> <p>4.2.14 Assists patients in navigating the complex health care system</p> <p>4.2.15 Ensures patients obtain the resources and care required in an efficient and cost effective manner, in relation with triage to social and other health care services</p>
<p>4. Safe and Rational Use of Medicines</p> <p>4.3 Monitors medicines use</p>	<p>Monitors the patient's progress and assess therapeutic outcomes</p>	<p>4.3.1 Monitors medicines use, tolerability and compliance as appropriate, to ensure positive clinical outcomes are achieved and patient needs are met using adequate monitoring parameters, including the clinical indicators, techniques and timelines</p> <p>4.3.2 Contributes to strategies on monitoring and improving medicines use</p> <p>4.3.3 Applies guidelines, medicines formulary system, protocols and treatment pathways</p> <p>4.3.4 Identify, prioritizes and resolve medicines management problems (including errors)</p> <p>4.3.5 Performs a complete follow-up: maintains, monitors, reviews, reconciles and updates patient medication history and records in a manner respectful of the confidentiality of patient information</p> <p>4.3.6 Enters all relevant data collected in the OPL Advanced Patient Profile Platform</p>

<p>4. Safe and Rational Use of Medicines 4.4 Monitors Medication Safety</p>	<p>Prioritizes medication safety and acts accordingly</p>	<p>4.4.1 Identifies medication safety as a priority 4.4.2 Maintains a reporting system of pharmacovigilance using the OPL Medication Safety Platform 4.4.3 Encourages patients to be knowledgeable about their medication 4.4.4 Document and act upon dispensing errors 4.4.5 Implement and maintain a dispensing error reporting system and a ‘near misses’ reporting system 4.4.6 Implements and manages risk management to avoid adverse events with medication 4.4.7 Documents and acts upon errors to include clear and open communication with patients 4.4.8 Learns from and acts upon previous ‘near misses’ and ‘dispensing errors’ 4.4.9 Implements, conducts and maintains a reporting system of pharmacovigilance 4.4.10 Identifies, prioritizes and resolves medicines management problems 4.4.11 Takes action to prevent, minimize, resolve and follows up medicines related problems 4.4.12 Takes steps to improve the safe use of medicines for patients in all practice settings.</p>
<p>4. Safe and Rational Use of Medicines 4.5 Working Environment Safety</p>	<p>Creates and maintains a working environment that promotes safety.</p>	<p>4.5.1 Minimize and manage distractions in the work environment. 4.5.2 Handle hazardous products safely by minimizing personal exposure and reducing environmental contamination.</p>
<p>5. Pharmaceutical Public Health Competencies 5.1 Population Health</p>	<p>Engages in health promotion activities with the patient</p>	<p>5.1.1 Identifies the primary healthcare needs of patients taking into account the cultural and social setting of the patient considering the socio-economic, cultural, environmental and other factors that are barriers to, or facilitators of, health and wellness for the patient. 5.1.2 Includes information on health promotion into practice in order to routinely provide advice and deliver patient-based clinical preventive services.</p>

		<p>5.1.3 Collaborates with the patient and other health professionals in the development and implementation of patient-specific health promotion strategies, such as smoking cessation, chronic disease prevention and immunization.</p> <p>5.1.4 Engages with and implements health and medicines policies and guidelines</p> <p>5.1.5 Identifies the need for, plans and implements new services according to patient’s needs</p> <p>5.1.6 Engages in research related to health care and population health</p> <p>5.1.7 Describes how population-based care influences patient-centered care</p> <p>5.1.8 Describes how practice guidelines and evidence based best practices are developed</p> <p>5.1.9 Assesses the health care status and needs of a targeted patient population</p> <p>5.1.10 Develops and provides an evidence-based approach that considers the cost, care, access and satisfaction needs in a targeted patient population</p> <p>5.1.11 Participates in population health management by evaluating and adjusting interventions to maximize health</p> <p>5.1.12 Recognizes the social determinants of health to diminish disparities and inequities in access to quality care</p> <p>5.1.13 Recognizes the collective identity and norms of different cultures without over generalizing, avoiding biases and stereotyping</p> <p>5.1.14 Demonstrates an attitude that is respectful to different cultures</p> <p>5.1.15 Safely and appropriately incorporates patients’ cultural beliefs and practices into health and wellness care plans</p>
<p>5. Pharmaceutical Public Health Competencies</p>	<p>Actively participates in health promotion issues</p>	<p>5.2.1 Provides information, advice and education for patients and public on health awareness, disease prevention and control, and healthy lifestyle and wellness</p> <p>5.2.2 Identifies opportunities to engage in health promotion</p>

<p>5.2 Health Education and Promotion</p>		<p>5.2.3 Demonstrates support for initiatives in relation to health promotion 5.2.4 Identifies and utilizes evidenced based sources of information on health 5.2.5 Designs prevention, intervention, and educational strategies for individuals and communities to manage diseases and improve health and wellness 5.2.6 Describes systematic preventive care, using risk assessment, reduction, screening, education and immunization 5.2.7 Participates with inter-professional healthcare team members in the management of disease and health promotion for all patients 5.2.8 Evaluates personal, social, economic, and environmental conditions to maximize health and wellness</p>
<p>5. Pharmaceutical Public Health Competencies 5.3 Medicines Information and Advice</p>	<p>Responds to questions using appropriate strategies</p>	<p>5.3.1 Provides accurate, quality and safe information and advice to patients and public regarding medicines, using a variety of retrieval techniques to access reliable sources of relevant information, including evidence-based information. 5.3.2 Advises patients and public on the safe and rational use of medicines and devices including the use, contraindications, storage, and side effects of non-prescription and prescription medicines 5.3.3 Identifies and utilizes evidenced based sources of information on medicines 5.3.4 Provides medicines information in response to queries in a manner appropriate to recipient 5.3.5 Manages information appropriately including documentation 5.3.6 Applies critical appraisal techniques to scientific and research information and accesses reliable information to ensure cost effective use of medicines 5.3.7 Conducts learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns,</p>

		<p>pharmacy students, fellow pharmacists, other healthcare providers, legislators).</p> <p>5.3.8 Educates all audiences by determining the most effective methods to impart information and assess understanding against the learning needs</p> <p>5.3.9. Selects the most effective techniques/strategies to achieve learning objectives</p> <p>5.3.10. Demonstrates the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.</p> <p>5.3.11. Ensures instructional content contains the most current information relevant for the intended audience.</p> <p>5.3.12. Adapts instruction and deliver to the intended audience.</p> <p>5.3.13. Assesses audience comprehension</p>
<p>5. Pharmaceutical Public Health Competencies 5.4 Research and Education</p>	<p>Applies knowledge, research skills and professional judgment to the decision-making process</p>	<p>5.4.1 Educates patients, public, students and other healthcare professionals on medicines</p> <p>5.4.2 Possesses the skills to initiate research and practice development activities</p> <p>5.4.3 Applies principles of scientific enquiry to investigate a medicine or practice related issue</p> <p>5.4.4 Understands and adheres to ethical research principles</p> <p>5.4.5 Critically analyzes, applies and communicates research findings</p> <p>5.4.6 Understands the benefit risk (e.g. pre-clinical, clinical trials, experimental clinical pharmacological research and risk management)</p> <p>5.4.7 Identifies and evaluates evidence-based information to improve the use of medicines and services, and makes decisions appropriately</p> <p>5.4.8 Identifies, investigates, conducts, supervises and supports research at the workplace (enquiry-driven practice)</p>

<p>6. Organization and Management Competencies 6.1 Self-Management at Work</p>	<p>Demonstrates personal organizational and management skills at work.</p>	<p>6.1.1 Demonstrates organization and efficiency in the workplace 6.1.2 Demonstrates the ability to prioritize work appropriately 6.1.3 Demonstrates awareness of responsibility of their position 6.1.4 Ensures punctuality and reliability 6.1.5 Reflects on and demonstrates learning from critical incidents 6.1.6 Apply assertiveness skills (inspire confidence) 6.1.7 Demonstrates leadership and practice management skills, initiative and efficiency 6.1.8 Implements innovative ideas</p>
<p>6. Organization and Management Competencies 6.2 Workplace Management</p>	<p>Applies management principles and skills relevant to the workplace</p>	<p>6.2.1 Demonstrates an understanding of the principles of organization and management 6.2.2 Takes responsibility as appropriate in the workplace 6.2.3 Works effectively with the documented procedures and policies within the workplace 6.2.4 Understands his role in the organizational structure and works effectively within the management structure of the organization 6.2.5 Addresses and manages day to day management issues as required in the position of responsibility 6.2.6 Ensures the work time and processes are appropriately planned and managed 6.2.7 Identifies pharmacy resource requirements and manages effectively 6.2.8 Contributes to the management of the workplace in relation to medicines 6.2.9 Demonstrates the ability to take accurately and timely decisions and make appropriate judgments 6.2.10 Identifies problems, explores and prioritizes potential strategies, designs, implements and evaluates viable solutions</p>

		<p>6.2.11 Identifies and defines the primary problem when it presents</p> <p>6.2.12 Defines goals and alternative goals.</p> <p>6.2.13 Explores multiple solutions by organizing, prioritizing, and defending each possible solution.</p> <p>6.2.14 Anticipates positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.</p> <p>6.2.15 Implements the most viable solution, including monitoring parameters, to measure intended and unintended consequences.</p> <p>6.2.16 Reflects on the solution implemented and its effects to improve future performance.</p>
<p>6. Organization and Management Competencies</p> <p>6.3 Human Resources Management</p>	<p>Applies management principles and skills relevant to human resource</p>	<p>6.3.1 Identifies and manages human resources and staffing issues as required in the position of responsibility</p> <p>6.3.2 Recognizes and manages the potential of each member of the staff and engages with systems for performance management</p> <p>6.3.3 Supports and contributes to staff training and continuing professional development</p>
<p>6. Organization and Management Competencies</p> <p>6.4 Budget, Reimbursement and Administration</p>	<p>Applies management principles and skills relevant to financial resources</p>	<p>6.4.1 Effectively sets and applies budgets; acknowledges the organizational structure</p> <p>6.4.2 Demonstrates awareness of the health service reimbursement schemes through which patients are entitled to receive medication</p> <p>6.4.3 Submits appropriate and accurate claims for reimbursement</p> <p>6.4.4 Ensures appropriate reference sources are used to support applications for service reimbursement</p> <p>6.4.5 Understands the principles of pharmaco-economic assessment</p> <p>6.4.6 Ensures financial transparency</p>
<p>6. Organization and Management Competencies</p>	<p>Applies principles and skills relevant to quality assurance</p>	<p>6.5.1 Has quality as a core principle of medicines management and healthcare provision</p>

<p>6.5 Quality Assurance</p>		<p>6.5.2 Understands the role of policies and procedures in the organizational structure and in the provision of healthcare 6.5.3 Develops, implements, maintains and trains staff on standing operating procedures (SOP's) 6.5.4 Carries out regular audit activities, to make sure procedures meet local and national standards and specification; and then acts upon findings 6.5.5 Identifies and evaluates the evidence-base to improve the use of medicines and services including risk management 6.5.6 Uses feedback from complaints and audit to improve and develop services 6.5.7 Implements a system for documentation and record keeping 6.5.8 Ensure appropriate quality control tests are performed and managed appropriately 6.5.9 Ensures medicines and raw materials are of adequate standards 6.5.10 Identifies and implements new services according to the needs 6.5.11 Initiates and implements audit and research activities</p>
<p>6. Organization and Management Competencies 6.6 Pharmaceutical Product Development</p>	<p>Understands the principles of pharmaceutical product development</p>	<p>6.6.1 Understands the steps needed to bring a product to the market including safety, quality, efficacy and pharmaco-economic assessments of product, and makes decisions accordingly</p>

CAPTION: **Black:** University responsibility
 Green: OPL responsibility
 Blue: Training, joint university and OPL responsibility

REFERENCES

(Competencies)

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3. International Pharmaceutical Federation (FIP) (2012). Pharmacy Education Taskforce: A Global Competency Framework. Available at: https://www.fip.org/files/fip/PharmacyEducation/GbCF_v1.pdf
4. International Pharmaceutical Federation (FIP) (2014). Quality Assurance of Pharmacy Education: the FIP Global Framework. Available at: http://fip.org/files/fip/PharmacyEducation/Quality_Assurance/QA_Framework_2nd_Edition_online_version.pdf
5. NAPRA (National Association of Pharmacy Regulatory Authorities)/ANORP (Association nationale des organismes de réglementation de la pharmacie). Professional Competencies for Canadian at Entry to Practice Pharmacists. Available at: http://napra.ca/sites/default/files/2017-08/Comp_for_Cdn_PHARMACISTS_at_EntrytoPractice_March2014_b.pdf



PHARMACY SELF ASSESSMENT REPORT TEMPLATE

1	Mission, vision and goals	Level of compliance				Documents to provide
1.1	<p>The mission, vision, core values and goals of the school/Faculty are clear and communicated; they drive all current and future activities and are regularly assessed</p> <ul style="list-style-type: none"> - The mission statement is comprehensive, formally adopted and approved by the governing board and communicated to the school's stakeholders. - The mission, vision and goals statements address the school's commitment to professional education, research and scholarship, professional and community service, pharmacy practice, and continuing professional development. - The core values of the school reflect the school's commitment to excellence in teaching, research, community services - The mission, vision and goals serve the school's educational outcomes and non-educational goals, echo both the school's traditions and future vision, are aligned with the profession-wide vision of for pharmacy practice and education and identify the students and communities it wishes to serve. - The mission, goals and values of the school are developed, planned and systematically assessed with input from key stakeholders (internal and external): the governing body and governing board, administration, faculty, staff, students, Alumni, external collaborators... 	Non-Compliant	Major Improvement Required	Minor Improvement Required	Compliant	<ul style="list-style-type: none"> <input type="checkbox"/> Statement document of Mission, vision, and values <input type="checkbox"/> Document that maps the Mission to program educational goals, professional views, university mission and environmental needs <input type="checkbox"/> Mission display in different venues <input type="checkbox"/> Evidence of Mission assessment <input type="checkbox"/> Statement document of Missions of subunits/ departments

<ul style="list-style-type: none"> - The mission, vision and goals of the school reflect and consider the national environment needs and priorities, determined by concerned authorities - The mission and goals have been developed in collaboration with professional partners taking into account the needs of society. - The mission statement is available in the appropriate publications and is accessible on the school’s website. - The mission governs operations and guides the establishment of academic curricula and programs. - The school’s mission is kept current and is aligned with public interest. - All program initiatives should be consistent with the mission, vision and goals of the school’s - If the school is organized into subunits/departments, the subunit/department goals are aligned with those of the school. - In the case of a multi-campus school, the board ensures the alignment of each campus’s mission with the school’s vision and public interests. - The mission, vision and goals of the school are aligned with the mission and goals of the university, in education, practice, research and other scholarly activities - The mission embraces the school’s policies and procedures which are widely understood by its stakeholders. 					
<p>How is the school meeting the standard?</p>					
<p>Auditor’s notes</p>					

<p>1.2</p>	<p>The school supports society outreach and community service</p> <ul style="list-style-type: none"> - The school supports initiatives and projects that serve the health-related needs of the population and advance pharmacy practice models in community pharmacy and hospital settings - Practice understanding – Faculty members, regardless of their discipline, have a conceptual understanding of and commitment to advancing current and proposed future pharmacy practice - Service commitment – In the aggregate, faculty engage in professional, institutional, and community service that advances the program and the profession of pharmacy. - The school embraces the obligation to be socially engaged and strives to address national and community needs through its educational, research and service activities. - The school provides and supports projects and activities that bring about positive changes in society i.e. awareness campaigns, primary healthcare support... 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List/table of society outreach activities, along with responsible people and main objectives <input type="checkbox"/> Details of each activity should be available on demand <input type="checkbox"/> Objectives shown to be aligned with the school mission and pharmacy practice views
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>1.3</p>	<p>The school supports continuing education and professional development for graduates, faculty members and staff</p> <ul style="list-style-type: none"> - The school provides and/or supports the delivery of educational programs to its graduates, faculty members, staff and other pharmacy professionals in the form of CE and CPD activities to inform and influence pharmacy practice and to improve teaching and learning. - The school encourages and supports the faculty members to participate in relevant scientific research, conferences and personal development activities - The school participates to these CE and CPD activities, in collaboration with professional organizations and scientific societies. - There is evidence of university support for professional development opportunities for faculty members, staff and preceptors, consistent with their respective responsibilities as it relates to teaching and assessment of students. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Table/list of CE/CPD activities, with responsible faculty members and clear objectives and content <input type="checkbox"/> Table/list of faculty members who are also members of professional organizations and scientific societies, with their respective roles whether in CE or other activities <input type="checkbox"/> Evidence of university support for these activities
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>1.4</p>	<p>The school, with the support of the university, establishes productive and effective collaborations and networks with other institutions.</p> <ul style="list-style-type: none"> - The school is located in a University within an academic health sciences network or has a close relationship with a network of health care facilities that have an academic mission toward training, research and other scholarly activities. - The school engages with regulatory authorities and other bodies with respect to practice requirements, practice standards and health human resource planning. This relationship facilitates meeting professional, educational and societal needs. - The school has collaborations with external stakeholders that help her in fulfilling its mission, such as the pharmacy practice community, the pharmaceutical industry, national and international organizations, the government, the Order of Pharmacists, other schools of Pharmacy, governmental and non-governmental agencies, employers and other partners. - The school establishes a strategy for developing international cooperation (including student exchange programs, teacher mobility, and, where applicable, research collaboration). - A support structure for international collaborations exists within the University. - Relationships, collaborations and partnerships required, supported or encouraged by the University are informed by policy, formal and informal agreements or affiliations that fully describe the terms and conditions expected or imposed on the school, its faculty members and staff, and students and on the internal or external organizations, agencies, bodies, or facilities. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Structure of the university and collaboration with other faculties/schools/institutions <input type="checkbox"/> Evidence of collaboration with regulatory authorities <input type="checkbox"/> Evidence of collaboration with external stakeholders and international collaborations: list of collaborative projects, with responsible faculty members and objectives for every project <input type="checkbox"/> Evidence of support structure within the university <input type="checkbox"/> Copies of agreements with key external/international stakeholders
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>1.5</p>	<p>The school is committed to improve pharmacy practice and shows the impact of its educational program on it</p> <ul style="list-style-type: none"> - Learning leads to behavior and performance changes by graduates, such as professionalism and patient advocacy - The school implements strategies and programs to broaden the scientific and professional horizons of students. - The school supports student participation in provincial, regional and national pharmacy, scientific, and other professional organizations and activities. - The School implements strategies and activities to strengthen the professional culture of the student experience. - The school's students and graduates feel honor and pride in belonging to the international pharmacy community and are aware that they are a direct reflection on the profession - New projects, services or activities are visible in pharmacy practice as the result of the impact of students' and graduates' knowledge, skills and motivation - Advocacy and impact on the development of the profession is achieved through the leadership of the school, its academic staff, and graduates who are agents of change of pharmacy practice. - Innovations and changes that address or solve national and/or international health care-related needs and priorities are pursued. - Ethical aspects, such as building the self-image of pharmacists, enhancing professional autonomy and personal development, are visible as a result of the program - The school has developed and adopted an "Oath of a Pharmacist" to be taken by students before they enter practice. Pharmacy students and new pharmacy graduates promise, in public, before their mentors and peers, to follow the highest standards of professional practice and ethics and commit to lifelong learning to maintain and enhance their competence. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Survey results of students and Alumni concerning professional behaviors, ethical behaviors, pride in belonging and professional performance <input type="checkbox"/> Table/list of students' projects in relation with professional organizations with clear objectives <input type="checkbox"/> Evidence of the leadership of the school versus other ones in specific domains (benchmarking) <input type="checkbox"/> Evidence of innovative activities to serve the profession <input type="checkbox"/> Oath of pharmacists ceremony evidence
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>1.6</p>	<p>The school has a clear commitment to ethical values and an appropriate code of conduct to resolve academic and non-academic behavioral issues</p> <ul style="list-style-type: none"> - The school has a just culture - The school demonstrates a commitment to developing professionalism and to fostering leadership in administrators, faculty, preceptors, staff, and students. Faculty and preceptors serve as mentors and positive role models for students. - The school has policies that define expected behaviors for administrators, faculty, preceptors, staff, and students, along with consequences for deviation from those behaviors. - Policies, procedures, and documentation are in place to address actual, potential, or perceived conflict of interest, professional misconduct and breach of ethics. - Students adopt an ethical approach to develop their self-awareness, attitudes and values - The school assesses student professionalism, behavior and attitudes - The school provides an environment and culture that promotes professional behavior and harmonious relationships among students, and between students and faculty members, administrators, preceptors and staff. - The school has a student code of conduct that defines expected behaviors and consequences for deviation from the code. The school also develops and implements policies regarding academic and non-academic misconduct of students that clearly outline the rights and responsibilities of, and ensures due process for, all parties involved. - The code of conduct is applied with rigor in all learning sites (on campus and training sites). - The code of conduct is consistent with University policy. - Students are aware of the code of conduct and the process for appeals. - To ensure the credibility of the degree awarded, the validity of individual student assessments, and the integrity of student work, the school ensures that assignments and examinations take place under circumstances that minimize opportunities for academic misconduct. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<p>Display of the values of the school in different venues</p> <p>Code of conduct for students</p> <p>Evidence of application of code of conduct (examples of misconduct with their respective resolution).</p> <p>Policies and procedures for the workflow of administrators, instructors and students</p> <p>Evidence that ethical values are taught through curricular courses and co-curricular activities</p>
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	<ul style="list-style-type: none"> - The school ensures the correct identity of all students completing proctored assessments. - The school's system of monitoring student performance provides for early detection of academic and behavioral issues. The school develops and implements appropriate interventions that have the potential for successful resolution of the identified issues. 					
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

2	Planning and assessment	Compliance level				Documents to provide
2.1	<p>The School has a current strategic plan that is systematically assessed and updated to facilitate the achievement of the Faculty’s mission, vision, goals and objectives.</p> <ul style="list-style-type: none"> - The school has a clear and well elaborated strategic plan - Planning and assessment are systematic, comprehensive, and integrated. - The strategic plan is developed based on an examination of the current environment, assessing strengths, weaknesses, opportunities, and threats relevant to the school (SWOT analysis). - The strategic plan is systematically reviewed and updated to facilitate the achievement of the Faculty’s mission, vision, goals and objectives. - The strategic plan is developed and assessed through an inclusive process, including faculty, staff, students, preceptors, practitioners, and other relevant constituents, and is disseminated in summary form to key stakeholders. - Plans and planning processes have the administrative and financial support and cooperation of the University administration, as needed for implementation. - The school’s strategic plan is incorporated into operational activities. - Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities. - Substantive programmatic changes contemplated by the school are linked to its ongoing strategic planning process. - Planning and assessment tasks are supported by institutional research functions, quality assurance mechanisms, administrative structures and adequate resources. - Planning and assessment efforts are manifested by systematic data collection, relevant and reliable information assembly and documentation of policies and processes, with emphasis on the academic program to improve institutional effectiveness. 	Non-Compliant	Major Improvement Required	Minor Improvement Required	Compliant	<ul style="list-style-type: none"> <input type="checkbox"/> School strategic plan and its clear reviews and updates with evidence of inclusive process <input type="checkbox"/> SWOT analysis and risk assessment basis document <input type="checkbox"/> University administrative and financial approval document of strategic plan <input type="checkbox"/> Dashboard/table of activities to apply the strategic plan <input type="checkbox"/> Justification of program changes (if any) included in the strategic plan document <input type="checkbox"/> Documentation of priorities of strategic activities and financial provision. <input type="checkbox"/> Institutional research results as a back-up for decision making processes
How is the school meeting the standard?						
Auditor’s notes:						

<p>2.2</p>	<p>The school has a clear educational program and commitment to quality assurance and improvement to shape future goals and planning</p> <ul style="list-style-type: none"> - The education program is designed and delivered based on national and professional needs and priorities, whether current or future. Those needs are jointly determined by the Ministry of Education and Higher Education, the Lebanese Order of Pharmacists and the Ministry of Public Health. - The program scope, timeliness, quality, sequence and emphasis are to provide the foundation for the full scope of contemporary pharmacy practice responsibilities as well as emerging roles - Based on core professional competencies and a clear educational framework, the school identifies the activities and skills needed for professional practice that will guide the development of the curriculum. - The educational program provides national and international perspectives on the topics being taught - The school adopts a program framework that includes General Education requirements, core and elective courses, and graduation requirements. - Based on a competency framework, it identifies/generates activities and competencies for professional practice to develop and adapt its curriculum. - Changes in science, practice and regulation influence the content, design and delivery of the program - An effective evaluation combines both quantitative and qualitative methods used by the school to address its unique circumstances. - Curriculum design, development, implementation, delivery, sequencing and formative assessment are regularly reviewed by a governance structure within the school. - When appropriate, the program is revised to ensure optimal achievement of educational outcomes with reasonable student workload expectations. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documents showing the mapping of the school education goals with updated professional needs at national and international levels. <input type="checkbox"/> A clear educational program, mapped to current professional competencies and legal framework (elective courses, trainings and alternative pathways should be visible in the curriculum) <input type="checkbox"/> Educational program update-related documents, with clear justification for every change (internal or external reason). <input type="checkbox"/> Syllabi of courses showing teaching, specific objectives, and evaluation methods. <input type="checkbox"/> Proof of regular work of curriculum committee as a governance structure. <input type="checkbox"/> Examples of courses lectures and exams. <input type="checkbox"/> Policies and procedures for syllabi development and changes
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<ul style="list-style-type: none"> - Curricular content is well aligned with the official (legal) scope of practice of pharmacists - The school decides on teaching and learning methods - Programs document, through mapping or other comparable methods, the breadth and depth of exposure to curricular content areas deemed essential to pharmacy education. - Learning objectives of courses are specified and appropriate to achieve the desired competencies. This will facilitate development of graduates with competencies to meet the entry-level scope of practice. - The program offers a broad range of elective subjects and career paths that may lead to different pharmacy specialties. - Elective trainings are structured to give students the opportunity to: (1) mature professionally, (2) secure the breadth and depth of experiences needed to achieve the Educational Outcomes and (3) explore various sectors of practice. - Curricular content is evidence-based, balanced, and objective 					
<p>How is the school meeting the standard?</p>					
<p>Auditor's notes:</p>					

<p>2.3</p>	<p>The school enrolls students according to its capacities</p> <ul style="list-style-type: none"> - Enrollment support – The school ensures that student enrollment is commensurate with resources of the school and of the University. - Admission criteria – The school regularly assesses the criteria, policies, and procedures to ensure the selection of a qualified and diverse student body, members of which have the potential for academic success and the ability to practice in team-centered and culturally diverse environments. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Table of students’ distribution according to capacities of teaching rooms, laboratories and training sites. <input type="checkbox"/> Admission criteria list, related evidence and policies and procedures
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

<p>2.4</p>	<p>The school regularly assesses its system based on national needs and the development of the profession</p> <ul style="list-style-type: none"> - The school has a specific structure for assessment, with a clear assessment plan. - The school establishes and maintains systems that measure and evaluate the extent to which the mission, vision, goals and objectives are achieved. - The school’s assessment plan is designed to provide insight into the effectiveness of the organizational structure in engaging and uniting constituents and positioning the school for success through purposeful planning. - The system of governance and decision-making processes undergo periodic and systematic assessment for the purpose of continuous improvement. - Program evaluation by stakeholders – The assessment plan includes the use of data from standardized surveys of graduating students, faculty, preceptors, and alumni - The school records the implementation of its planning policies and tracks their level of success through performance indicators. - The school periodically and systematically reviews the effectiveness of policies related to degree requirements, delivery of coursework and the assessment of student learning as well as student recruitment, admission requirements and student support services. - Faculty members, staff and preceptors are evaluated in accordance with school policy, using multiple sources of information with reference to clearly outlined criteria. - The school performance evaluation policy is consistent with University policy. - The school systematically assesses the productivity of its faculty in scholarship, teaching effectiveness, and professional and community service - The evaluation process for academic and other staff involves self-assessment and includes appropriate input from peers, supervisors, and students. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment plan details and implementation dashboard with updates <input type="checkbox"/> Assessment committee and/or officer regular assessment work <input type="checkbox"/> List of key performance indicators for outcomes assessment <input type="checkbox"/> Evidence of systemic assessment through stakeholders’ survey <input type="checkbox"/> Evidence of teachers’ productivity regular assessment <input type="checkbox"/> Records of standardized assessment and subsequent decision making <input type="checkbox"/> Assessment policies and procedures, in addition to their respective reviews
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	<ul style="list-style-type: none"> - The results of ongoing planning and assessment are regularly conveyed to the appropriate institutional constituencies for the purpose of continuous improvement. - The assessment plan includes standardized assessments as required by authorities that allow for national comparisons and school-determined peer comparisons. 					
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>2.5</p>	<p>The school assesses the curriculum and learning outcomes</p> <ul style="list-style-type: none"> - The school has in place mechanisms to sustain, review and update its programs through periodic evaluation of program objectives and outcomes. These mechanisms include the participation of faculty, students, employers and other stakeholders. - Curricular revision, based on assessment, ensures the overall integrity of the curriculum (structure, content, organization, and outcomes), avoiding curricular overload, redundancy, dilution of focus and insufficient depth of coverage for essential components of the curriculum. - The school systematically and effectively evaluates students' learning and provides evidence of Learning Outcomes and competencies achievement. - The school uses the analysis of assessment measures to improve student learning and the level of achievement of the Educational Outcomes. - Student assessment criteria and methodologies are defined and implemented. - Evaluation of learning outcomes includes all competencies intended to be taught (knowledge, skills, attitudes and values) - Student assessment methods are adapted to curriculum objectives. - Formative and summative assessment – The assessment plan incorporates systematic, valid, and reliable knowledge-based and performance-based formative and summative assessments - The school uses appropriate methods to assess and document the desired progression of students; it assesses student readiness to enter advanced pharmacy practice experiences, provide direct patient care in a variety of healthcare settings and contribute as a member of an interprofessional collaborative patient care team. - The school communicates to the students the results of their evaluations in a confidential manner. - The school documents the use of assessment data for continuous improvement of the curriculum and its delivery. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<p>Direct and indirect assessment results as examples</p> <p>Examples of course syllabi</p> <p>Evidence of assessment results use for changes at curriculum, recruitment and other levels.</p> <p>Students' assessment criteria and related documents</p> <p>Document of the principles according to which examinations are prepared, and docimology analysis documents</p> <p>Evidence of communication of examination results to students that respect their privacy</p> <p>Policies and procedures for assessment and exams evaluation principles</p>
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	<ul style="list-style-type: none"> - Course syllabi for didactic and experiential education courses, developed and updated through a faculty-approved process, contain information that supports curricular quality assurance assessment. - Faculty members have a primary voice in matters of content, quality and effectiveness of the curriculum related to their areas of expertise such as academic programs, school institutional policies. - The assessment plan includes a variety of assessments that will allow comparison and establishment of educational parity of alternative program pathways to degree completion (including geographically dispersed campuses and eventual online or distance learning-based programs). 					
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

3	Organization, Governance and Management	Compliance level				Documents to provide
3.1	<p>The school is autonomous and has an appropriate legal status</p> <ul style="list-style-type: none"> - The school is legally empowered to deliver the pharmacy degree. - The school is an autonomous (within a university or as an independent entity). This includes autonomy to manage the professional program within stated policies and procedures. - The school offers programs leading to academic or professional degrees with stated objectives and program outcomes. - The school has in place effective processes for program administration, program design and approval of new programs. - The school works systematically and effectively to ensure the quality and integrity of its academic program delivery credits, and degrees awarded. - The school administrators can contribute to the governance of the university. - The school is organized in a manner that facilitates the accomplishment of its mission and progress towards its vision. - The school ensures that the programs and degrees are recognized by relevant authorities (government, university, local and international institutions...). - The school’s financial planning, including contingency planning, is integrated with overall planning and evaluation processes. <p>The school ensures equality of access to effective learning across multiple campuses and branches.</p>	Non-Compliant	Major Improvement Required	Minor Improvement Required	Compliant	<ul style="list-style-type: none"> <input type="checkbox"/> Bylaws and internal regulations of the school <input type="checkbox"/> University organigram <input type="checkbox"/> School organigram <input type="checkbox"/> Departments and degrees mapping <input type="checkbox"/> Job description of school leaders and administrators <input type="checkbox"/> Manual of Policies and procedures related to school administration <input type="checkbox"/> Documents certifying the recognition by relevant authorities of delivered degrees <input type="checkbox"/> Financial and contingency plans of the school <input type="checkbox"/> Policies and procedures of administration in case of multiple campuses
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

<p>3.2</p>	<p>The school administration and management are overseen by a governing board (university council or equivalent authority)</p> <ul style="list-style-type: none"> - The school has a governing board that is responsible for the school quality and integrity. Its legal authority and operating control over the school are clearly defined within the school’s constitution, bylaws and in organizational charts that show the working order and communication channels in the school. - The governing board of the school is comprised of a sufficient number of members reflecting a wide public interest and areas of competence needed to fulfil its responsibilities in supporting the school to achieve its mission and educational purposes. - The governing board ensures the educational quality of the school and its academic programs, preserves and protects institutional autonomy, academic freedom, and the public interest of higher education. - The governing board regularly reviews the school’s systems of risk management, external audits and regulatory compliance. - The governing board has internal bylaws defining its structures and functions to fulfil their responsibility of overseeing the school’s achievement of its mission and educational purposes in a manner free from conflict of interest. - The governing board approves and reviews the institutional policies, monitors its fiscal integrity and preserves/protects its assets, approves and monitors its strategic plan and major new initiatives and ensures they are compatible with the institutional mission and capacity. - The governing board of the school is responsible for the periodic evaluation of the Dean whose full-time responsibility is to the school. <p>The governing board establishes and maintains productive channels of communication among its members and with the school community.</p>	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Bylaws of University council in relation with the school <input type="checkbox"/> Documents showing the involvement of governing board in the school governance <input type="checkbox"/> Documents showing the dean’s and school leaders evaluation <input type="checkbox"/> Documents showing the communication between the governing board and the school leaders
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

<p>3.3</p>	<p>The school is organized according to a structured system of governance that is headed by a qualified Dean (or equivalent)</p> <ul style="list-style-type: none"> - The Dean of the school has appropriate qualifications and experience in pharmacy education to provide strong and visible leadership and ensure the quality of the professional degree program and mission fulfillment (education, research and scholarship, and professional and community service). - The Dean serves as the chief administrative and academic officer of the school and is responsible for ensuring that all accreditation requirements are met. - The governing board delegates to the Dean, or others as deemed appropriate the required authority and autonomy to manage the school towards the achievement of its educational purposes. - The Dean, through appropriate administrative structures, effectively manages the school and allocates needed resources to fulfil the school’s educational purposes and establishes mechanism to assess institutional effectiveness. - The school has an appropriate organigram for all administrative and academic positions. - The Dean in collaboration with the faculty and other academic officers is responsible for the quality and integrity of academic programs regardless of the mode of delivery. - The Dean ensures that the school has qualified administrative and academic officers with the experience and competence required to lead the school. - University leadership and the Dean collaborate to advance the program’s vision and mission and to meet accreditation standards. The dean has direct access to the university administrator(s) with ultimate responsibility for the program. - Dean’s other substantial administrative responsibilities – If the dean is assigned other substantial administrative responsibilities, the university ensures adequate resources to support the effective administration of the affairs of the school. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Policies and procedures related to the dean and school leaders’ qualifications <input type="checkbox"/> Dean and school leaders’ clear job description <input type="checkbox"/> Curriculum vitae and qualifications of the Dean <input type="checkbox"/> Organigram of the school, showing key positions and reporting types <input type="checkbox"/> Documents showing how the dean is engaged in the school management on both administrative and academic levels
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

<p>3.4</p>	<p>The school has an administration and management structure (School Council or equivalent authority) that establishes relevant policies and procedures</p> <ul style="list-style-type: none"> - Members of the school administration have defined lines of authority and responsibility. - Members of the school administration foster organizational development and collegiality, and appropriately allocate resources - The dean and other school administrative leaders have credentials and experience that have prepared them for their respective roles and collectively have the needed backgrounds to effectively manage the educational program - The internal governance structure provides appropriate and effective participation of its internal constituents, promotes communication, and responds to concerns, needs and initiatives to advance the effectiveness and quality of the school. - The school has procedures and policies related to academic decision-making and ensuring effective faculty participation. - The school’s decision-making processes, policies and procedures are clearly defined and articulate the respective roles of the different stakeholder groups and how they are integrated into the decision making process to support the school’s effectiveness efforts. - The school has comprehensive policies and procedures that address potential systems failures, including technical, administrative, and curricular failures - The school has appropriate administrative services that allow appropriate mission fulfillment. - The school establishes and implements its budget after appropriate consultation with relevant constituencies and in accordance with the school strategic planning. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School council bylaws and description of its terms of reference <input type="checkbox"/> Policies and procedures for members’ qualifications, rights and nomination methods <input type="checkbox"/> Examples of school council minutes of meeting <input type="checkbox"/> Examples of school council decisions that were applied at the school level <input type="checkbox"/> Examples of policies and procedures that were set to avoid or remediate for system failure <input type="checkbox"/> Curriculum vitae and qualifications of the school council members
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

<p>3.5</p>	<p>The school is organized according to a structured system of governance</p> <ul style="list-style-type: none"> - The school is organized according to a system of governance composed of councils, committees and decision-making and advisory committees (notably of a pedagogical/curriculum committee) allowing it to accomplish its missions. - Committees are established to identify and address key components of the mission and goals, as needed. - The school's system of governance involves the participation of all stakeholders as seen appropriate: in addition to teaching staff, to the extent possible and according to the nature of the committees, support staff, students, practicum supervisors and practicing pharmacists are represented. - The school develops and fosters a culture of collaboration within subunits of the school, as well as within and outside the university, to advance its vision, mission, and goals, and to support the profession. <p>The school develops collaborative relationships and partnerships with stakeholders (internal and external). They contribute to its governance structure.</p>	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Document describing the governance system of the school <input type="checkbox"/> Terms of reference for all committees <input type="checkbox"/> Evidence of committees' regular work <input type="checkbox"/> Evidence of inter-departmental and external stakeholders collaboration
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>3.6</p>	<p>The school has a governance structure dedicated for curricular oversight</p> <ul style="list-style-type: none"> - A dedicated governance structure for curricular oversight is in place (a Curriculum committee or equivalent structure). - The curriculum committee comprises faculty members, students and representatives from the profession or membership as permitted by University policy - The curriculum committee facilitates accomplishment of the mission and vision. - Curricular changes are visible (clearly documented), consensus-based, and aligned with contemporary pharmacy practice - The curriculum educational framework and any subsequent changes are documented and evaluated against the required educational outcomes and intended competencies. - The curriculum committee effectively communicate and coordinate efforts with body/bodies responsible for curricular assessment, and are adequately resourced to ensure and continually advance curricular quality. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Terms of reference of the curriculum committee <input type="checkbox"/> Evidence of the curriculum committee structure and regular work <input type="checkbox"/> Documents related to curricular changes such as curriculum committee minutes of meeting and communication with concerned authorities
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

4	Teaching and Learning	Compliance level				Documents to provide
4.1	<p>The school has a clear time-frame and duration of pharmacy studies</p> <ul style="list-style-type: none"> - The professional degree program in pharmacy has a minimum of five academic years, or the equivalent number of hours or credits, including a series of core courses, practice experiences and interprofessional experiences that support educational outcomes. The additional 6th year, if available, constitutes the PharmD. - Pre-graduate training: no less than 300 clock hours of experience and is purposely integrated into the didactic curriculum. A minimum of 150 hours of pre-graduate training are balanced between community and institutional health-system settings. - Advanced (PharmD) training: The curriculum includes no less than 36 weeks (1440 hours). All students are exposed to a minimum of 160 hours in each required area. The majority of this training is focused on direct patient care. - Timing: Advanced training follow successful completion of all pre-graduate training and required didactic curricular content. Required capstone courses or activities (such as a thesis or research project) that provide opportunity for additional professional growth and insight are allowed during or after completion of advanced training. These activities do not compromise the quality of the advanced training, nor count toward the required 1440 hours of advanced training. - Distance learning policies (if available): For schools offering distance learning opportunities, admissions information clearly explains the conditions and requirements related to distance learning, including full disclosure of any requirements that cannot be completed at a distance. 	Non-Compliant	Major Improvement Required	Minor Improvement Required	Compliant	<input type="checkbox"/> Curriculum frame official document
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>4.2</p>	<p>The curriculum structure and content are developed and regularly reviewed according to a clear and contemporary pharmacist competencies' framework.</p> <ul style="list-style-type: none"> - The school ensures that the professional program includes diversity of required and elective courses, practice experiences, and intra- and inter-professional educational experiences that incorporate different levels of patient acuity, and an organized progression in the level of expected performance that supports growth in students' capabilities to meet educational outcomes. - Educational activities are based on science, practice, and ethics to address all competency areas (knowledge, skills, attitude, values) - The curriculum is rigorous, contemporary, and intentionally sequenced to promote integration and reinforcement of content and the demonstration of competency in skills required to achieve the Educational Outcomes. - The curriculum addresses outcomes and competencies to develop graduates that are capable of carrying out care provider, communicator, collaborator, leader-manager, health advocate, scholar and professional roles. - Curricular expectations are built on a pre-professional foundation of scientific studies. The professional curriculum is organized to allow for the logical building of a sound scientific and clinical knowledge base that culminates in the demonstrated ability of learners to apply knowledge to practice. - The curriculum provides a thorough foundation (knowledge-based) in the biomedical, pharmaceutical, social, behavioral, administrative, and clinical sciences including clinical practice skills; practice experiences; intra- and interprofessional collaborative practice skills. - The curriculum includes core courses and electives that prepare the student to professional choices and insertion. - The didactic portion of the curriculum includes rigorous instruction in all sciences that define the profession. Appropriate breadth and depth of instruction in these sciences is documented regardless of curricular model employed (e.g., blocked, integrated, traditional 'stand-alone' course structure, etc.). 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documents of contemporary pharmacists' competencies (national and international references) <input type="checkbox"/> Mapping of program goals and courses educational objectives with these competencies <input type="checkbox"/> Justification of electives and core courses <input type="checkbox"/> Documents linking didactic courses to trainings <input type="checkbox"/> Document showing learning outcomes achievement measures, and how these measures drive curricular changes
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	<ul style="list-style-type: none"> - Collectively, trainings emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient-care services in outpatient (community/ambulatory care) and inpatient (hospital/health system) settings. - In the aggregate, trainings expose students to diverse patient populations as related to age, gender, race/ethnicity, socioeconomic factors (e.g., rural/urban, poverty/affluence), and disease states - The curriculum inculcates professional attitudes and behaviors leading to personal and professional maturity consistent with the Oath of the Pharmacist. - The curriculum allows for the development and maturation of the knowledge, skills, abilities, attitudes, and behaviors that underpin the required Educational Outcomes. - Co-curricular activities complement and advance the learning that occurs within the formal didactic and experiential curriculum. - The curriculum leads to a defined level of competence in professional knowledge, knowledge application, patient and population-based care, medication therapy management skills, and the attitudes important to success in subsequent experiential programs. - Competencies to be achieved by graduates are clearly stated by the school. - Competencies to be achieved by graduates aligned with national and global needs, defined by concerned local and international authorities, respectively. - Students have knowledge and skills to improve patient and population health - Learning outcomes are competency-based, specific and measurable - The school ensures that students have appropriate soft skills. - The curriculum also enables students to provide patient care as a collaborative member of a care team before starting culminating direct patient care required practice experiences. - Students are also actively encouraged and supported to assume responsibility for their own learning, including the self-identification of learning needs and gaps and preparation for future continuing education. 					
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How is the school meeting the standard?

Auditor's notes:

<p>4.3</p>	<p>Teaching and learning methods are designed to develop knowledge, skills, behaviors and critical thinking, necessary for entry to practice of pharmacists.</p> <ul style="list-style-type: none"> - The school uses teaching and learning methods adapted to the training of pharmacists and aimed at developing their know-how, their attitudes, their acting knowledge, their critical thinking and the values required for professional practice. - The school ensures that the faculty members consider teaching and learning methods which acknowledge the needs of diverse learners, with different backgrounds, abilities and capabilities. - The educational activities use active learning strategies and exercises and promote and develop problem solving and critical thinking skills. - The didactic curriculum is delivered via teaching/learning methods that: (1) facilitate achievement of learning outcomes, (2) actively engage learners, (3) promote student responsibility for self-directed learning, (4) foster collaborative learning, and (5) are appropriate for the student population. - Materials and resources are provided to the students (or cited) to enhance understanding and application of the educational material in practice. - A variety of assessment methods are systematically and sequentially applied throughout the program to provide formative and summative feedback to students, and to confirm students' achievement of educational outcomes. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of teaching and learning methods diversity throughout the curriculum, in an integrative perspective <input type="checkbox"/> Evidence of material and resources available to the students and instructors to optimize teaching and learning methods
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>4.4</p>	<p>Experiential Education is structured and organized according to clear criteria and objectives</p> <ul style="list-style-type: none"> - The curriculum includes, under the responsibility of the school team and the mentoring of practitioners, real pharmaceutical practice activities to enable students to acquire the desired skills. They aim to integrate, apply, reinforce and deepen knowledge, skills, behaviors and values addressed throughout the curriculum. - Required training occur in four practice settings: (1) community pharmacy; (2) ambulatory patient care; (3) hospital/health system pharmacy; and (4) inpatient general medicine patient care. - The school relies on an adequate number of training centers, in pharmacy and hospital (in hospital pharmacy, clinical services, medical laboratories) and in other professional pharmaceutical circles (industry, health agencies, quality control laboratories, wholesale distributors, etc.). - Explicit criteria are applied for eligible training supervisors. An evaluation process of the places and the training supervisors is carried out. - The skills acquired by students at the end of the internship are evaluated. - The school communicates effectively with internship supervisors and interns. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documents regulating the professional training <input type="checkbox"/> Criteria for the eligibility of training sites <input type="checkbox"/> Evidence of assessment of the training sites, internship supervisors and students' skills
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>4.5</p>	<p>The school has the appropriate physical resources and facilities to support laboratory and simulation activities</p> <ul style="list-style-type: none"> - The school physical facilities include simulated pharmacy practice settings where the school organizes active learning and performance assessment supervised by preceptors and/or academic staff with appropriate pharmacy practice experience - Simulated practice experiences may be used to mimic actual or realistic pharmacist-delivered patient care situations. However, simulation hours do not replace the training required time in community and institutional health-system settings. - Didactic instruction associated with the implementation of simulated practice experiences is not counted toward any portion of the training requirement. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The simulation laboratory has a clear justification and organization document <input type="checkbox"/> Evidence of regular assessment of active learning activities and related students' performance
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>4.6</p>	<p>The school participates to a structured program of interprofessional education and collaboration</p> <ul style="list-style-type: none"> - The program provides opportunities for interprofessional education, team dynamics and collaborative activities through practice. - The University enables relationships that support interprofessional learning through adequate organizational structures, policies and procedures. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<p><input type="checkbox"/> Document showing school involvement in inter-professional education as a curricular or co-curricular activity.</p>
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

5	Students and academic policies	Compliance level				Documents to provide
5.1	<p>The school enrolls students through a transparent and well organized process based on its capacity</p> <ul style="list-style-type: none"> - A recruitment program is available to attract a diverse pool of well-qualified applicants. - The school recruits, admits, and enrolls students through clear policies and procedures agreed upon by relevant constituencies. - The admission requirements (criteria, policies and procedures) are produced and made public and published on the school’s website to prospective students. - The school also produces and makes available to the public, including prospective students the program description and quality indicators: (1) a complete and accurate description of the professional degree program; (2) the program’s current accreditation status; and (3) the program performance information including on-time graduation rates and most recent colloquium pass rates. - A duly constituted committee of the school has the responsibility and authority for the selection of students to be offered admission. - The school sets performance expectations for admission tests, evaluations, and interviews used in selecting students who have the potential for success in the professional degree program and the profession. - Applicant performance on admission criteria is documented; and the related records are maintained by the school as per program/university requirements. - Admission criteria, policies, and procedures are not compromised regardless of the size or quality of the applicant pool. - Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional and technical standards for graduation. - Written and oral communication skills are assessed in a standardized manner as part of the admission process. - Standardized interviews (in-person, telephonic, and/or computer-facilitated) of applicants are conducted as a part of the admission process to assess affective domain characteristics. 	Non-Compliant	Major Improvement Required	Minor Improvement Required	Compliant	<ul style="list-style-type: none"> <input type="checkbox"/> Document on recruitment program (school marketing) aligned with the school capacities and national needs <input type="checkbox"/> Policies and procedure for students’ enrollment <input type="checkbox"/> Admission requirements on the school’s website and social media (if available) <input type="checkbox"/> Terms of reference and procedure for the students’ admission committee or equivalent <input type="checkbox"/> Program description and quality indicators <input type="checkbox"/> Evidence of performance expectation for admission procedures <input type="checkbox"/> Documentation of applicants’ performance on admission criteria <input type="checkbox"/> Records of students and link to financial aids (if applicable)

	<ul style="list-style-type: none"> - Applicants are informed about the English/French requirements for entrance to the University - Admissions criteria include the satisfactory completion of post-secondary, pre-professional course requirements in general education and basic and biomedical sciences (if applicable). - Student enrollment is managed by the school administration. - Enrollments are in alignment with available physical, educational, financial, faculty, staff, practice site, preceptor, and administrative resources. - The school ensures students retention and efficient study period. - The school has an ordered, accurate, and secure system of student records. - The school provides students with financial aid information and guidance by appropriately trained personnel. 					
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>5.2</p>	<p>The school ensures that policies and procedures related to students are publically available and rigorously applied</p> <ul style="list-style-type: none"> - The school produces to enrolled and prospective students updated information of importance, such as governance documents, policies and procedures, handbooks, and catalogs. - The school produces and makes available to students and prospective students, and abides by criteria, policies, and procedures related to: <ul style="list-style-type: none"> • Academic progression and success • Credit recognition • Remediation and recovery • Missed course work or credit • Academic probation • Academic dismissal • Dismissal for reasons of misconduct • Exclusion and Readmission • Leaves of absence • Rights to due process • Appeal mechanisms (including grade appeals) - The school ensures that all program objectives and rules and regulations are clearly stated, publically available and communicated to stakeholders (students, staff, faculty...). - The school has mechanisms for the mutual recognition of credits between disciplines; and student mobility through local and International exchange programs. - The school has well-defined academic rules and regulations and published student rights and responsibilities. - The school has a policy for the admission and integration of international students. - The school has measures and policies that ensure diversity in terms of religion, gender, socio-economic background, and regional origin without discrimination. - The school ensures students with special needs are able to participate in all aspects of the academic and student life of the school. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<p><input type="checkbox"/> Evidence of circulation of students' guide that includes all related policies and procedures and program description</p>
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	<ul style="list-style-type: none"> - The school establishes and implements student service policies that ensure nondiscrimination as defined by laws and regulations. - The school has a clear policy in the right to appeal. - The school also develops, implements, and makes available to students a complaints policy that includes procedures for how students may file complaints within the school and also directly to appropriate authorities regarding their school's adherence to standards. - The school maintains a chronological record of such student complaints, including how each complaint was resolved. - Students, staff, faculty members and preceptors are aware of conditions under which they may register a complaint. - A school offering multiple professional degree programs, or accepting transfer students from other schools of pharmacy, establishes and implements policies and procedures for students who request to transfer credits between programs. Such policies and procedures are based on defensible assessments of course equivalency. - A school offering multiple pathways to a single degree has policies and procedures for students who wish to change from one pathway to another. 					
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>5.3</p>	<p>The school has appropriate student services assuring individual attention, guidance and support, in addition to financial aid and health services, orientation programs, housing and accommodation of needs (when applicable).</p> <ul style="list-style-type: none"> - The school has an ordered, accurate and secure system of student records that is maintained in accordance with University policy and privacy legislation. - Students are supported and have a positive, safe, inclusive, non-discriminatory, inspiring experience while enrolled in the professional program of pharmacy. - The school has an academic advising system that meets students' needs (academic follow-up, career pathway counseling and follow-up, referral to university services, as needed). - The advising system is periodically reviewed. - The school provides a clear description of the nature and the availability of these services to students. - The school ensures that information concerning student services is easily accessible. - The school and its governing board regularly and systematically review the effectiveness of the school's financial aid policy, when applicable. - The school offers students access to adequate health and counseling services. Appropriate immunization standards are established, along with the means to ensure that such standards are satisfied. - The school ensures that a vaccination monitoring program is set up for hospital placements. - The school provides accommodations to students with documented disabilities that are determined by the university Disability Office (or equivalent) to be reasonable, and provides support to faculty in accommodating disabled students. - The school offering multiple professional degree programs (e.g., PharmD/MPH) or pathways (campus and distance pathways) ensures that all students have equitable access to a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling, etc.). 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documents on students' services structure, role, functioning policies and procedures <input type="checkbox"/> Evidence that qualifications of students services staff are adequate for advising, counseling, vaccination and other activities.
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	<p>- Student services personnel within the school are qualified and trained appropriately to provide information about and referral to necessary services.</p>					
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>5.4</p>	<p>The system of governance adopted by the school makes provisions for the consideration of student views, perspectives and representation in matters of direct interest to students.</p> <ul style="list-style-type: none"> - The school includes student representation on appropriate committees, including curriculum, policy development and assessment and evaluation activities - The school ensures students' participation in curricula design and assessment as well as extra-curricular and civic engagement activities to help them achieve their academic goals. - The curriculum allows for timely, formative performance feedback to students in both didactic and experiential education courses. - Students are also provided the opportunity to give formative and/or summative feedback to faculty, including preceptors, on their perceptions of teaching/learning effectiveness. - The school maintains a dialogue with its students and ensures their freedom of expression. - The school encourages student leadership and professionalism. - The school regularly informs students about issues and decisions that concern them. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Bylaws, policies & procedures regarding students' representation, rights and duties. <input type="checkbox"/> Students' right and duties chart to be diffused to students <input type="checkbox"/> Students' association bylaws and list of activities per year
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

6	Research	Compliance level				Documents to provide
6.1	<p>The school creates an environment that both requires and promotes research and scholarship</p> <ul style="list-style-type: none"> - The school’s commitment to the generation, dissemination, and application of new knowledge is evident and demonstrated by productive research, publications, and other scholarly activities - The research-oriented school provides graduate degrees based on a research environment that specifies standards and rules for conducting research. - The school demonstrates a commitment to research and other scholarly activities through appropriate infrastructure (necessary research means and resources including finances, laboratories, and library), in order to create an environment of scholarship for faculty members and students. - The school encourages research collaboration locally, regionally and internationally. - The school ensures that there is a balance between research, teaching and service hours for faculty members. - The school has a policy for faculty members’ professional development and research leave, and encourages and supports the faculty members to participate in relevant scientific research, conferences and personal development activities. - The school offers research training (and the possibility of an introduction to research for its students), based on established research structures - The school encourages faculty mobility and exchange programs at national, regional and international levels. 	Non-Compliant	Major Improvement Required	Minor Improvement Required	Compliant	<ul style="list-style-type: none"> <input type="checkbox"/> Research committee terms of references, policies and procedures <input type="checkbox"/> List of research activities per year, with responsible faculty members and objectives per activity <input type="checkbox"/> Research strategy with corresponding SWOT analysis and dashboard for the strategy application <input type="checkbox"/> List of students’ research projects <input type="checkbox"/> List of research laboratories and their corresponding structure <input type="checkbox"/> Bylaw regarding instructors career ladder, based on their research production (in addition to teaching and service) <input type="checkbox"/> Examples of research courses <input type="checkbox"/> List of collaborative research projects (external and international)
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

<p>6.2</p>	<p>The research conducted by the school is aligned with the school’s mission, and is evaluated quantitatively and qualitatively</p> <ul style="list-style-type: none"> - The school develops mechanisms to assess both the quantity and quality of faculty members’ scholarly productivity. - The school has a well-defined research strategy and related policies that are implemented and reviewed regularly. - The school reviews research activities in light of its strategies and quality. - The school provides evidences on the impact of faculty members’ research on their teaching content and practices. - Faculty members disseminate their research activities through publications of impact. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<p><input type="checkbox"/> List of yearly publications per faculty members</p> <p><input type="checkbox"/> List of faculty members with their H index, I10 index, and total number of publications</p>
<p>How is he school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

7	Human resources	Compliance level				Documents to provide
7.1	<p>The school has faculty members and non-academic staff with appropriate qualifications, including the number of PhD holders and professors, as per the decree number 9274</p> <ul style="list-style-type: none"> - The school has a sufficient number of qualified full-time academic (including pharmacy trained) and other staff to effectively deliver and evaluate the professional degree program and services - All courses in the curriculum are taught by individuals with academic credentials and expertise that are explicitly linked to their teaching responsibilities. - Within each discipline and curricular area there are appropriate diversity and depth of skills and experience among faculty members with academic title. - The School also relies on a sufficient number of other staff such as part-time teachers or individual contractors, training supervisors and administrative and technical staff. - There is an adequate amount of appropriately skilled staff resources, such as: administrative assistants; secretaries; student services personnel; teaching assistants; laboratory instructors; and, information and communication technology personnel. - The expertise of the teachers including the training supervisors is diversified and they cover all the relevant disciplines allowing the school to fulfill its mission of teaching and research. - Faculty members have the capability and demonstrate a continuous commitment to be effective educators and are able to effectively use contemporary educational techniques to promote student learning in all offered pathways. - The school evaluates staff performance on a regular basis, using clear and explicit criteria for evaluating and promoting teachers. <p>The school defines the faculty categories (full-time, part-time, adjunct, clinical...) and the role of each category in fulfilling the school's mission.</p>	Non-Compliant	Major Improvement Required	Minor Improvement Required	Compliant	<ul style="list-style-type: none"> <input type="checkbox"/> List of faculty members with their qualifications and number of years of teaching experience <input type="checkbox"/> Policies and procedures for faculty members and staff hiring <input type="checkbox"/> Examples of course syllabi <input type="checkbox"/> List of staff and their qualifications and job titles <input type="checkbox"/> List of training supervisors with their qualifications and training duties and sites <input type="checkbox"/> Evaluation of instructors, sites, training supervisors, and staff
How is the school meeting the standard?						
Auditor's notes:						

<p>7.2</p>	<p>The school ensures appropriate working conditions for faculty members and non-academic staff</p> <ul style="list-style-type: none"> - The school ensures a climate encouraging teaching and learning effectiveness through qualified faculty, administrative staff and adequate resources. - The school has policies and procedures for faculty and staff hiring, promotion, professional development, rights and responsibilities. - The school specifies the working conditions of faculty and staff (such as working hours, teaching load, etc.) - The school provides appropriate institutional support for the advancement and development of faculty, including support for teaching, research, creative scholarship, and professional service. - The school provides opportunities for career and professional development of its faculty and staff, individually and collectively, to enhance their role-related skills, scholarly productivity, and leadership. - The school ensures that policies and procedures for faculty and staff recruitment, performance review, promotion, tenure (if applicable), and retention are applied in a consistent and fair manner. <p>The school offers adequate benefits to faculty/staff members.</p>	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear career ladder bylaws based on teaching (in addition to research and service) <input type="checkbox"/> List of pedagogic activities (seminar, workshops, ...) on good teaching practice <input type="checkbox"/> Course distribution and load per instructor <input type="checkbox"/> Financial and professional satisfaction surveys to instructors and to staff
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>7.3</p>	<p>The school identifies trained pharmacist preceptors who have the expertise, experience and commitment to facilitate learning and evaluate the achievement of required competencies by students</p> <ul style="list-style-type: none"> - Student to precepting pharmacist ratios allow for the individualized mentoring and targeted professional development of learners. - The school makes available and applies quality criteria for preceptor recruitment, orientation, performance, and evaluation. The majority of preceptors for any given student are licensed pharmacists. - Preceptors are oriented to the program’s mission, the specific learning expectations for the experience outlined in the syllabus, and effective performance evaluation techniques before accepting students. The school fosters the professional development of its preceptors commensurate with their educational responsibilities to the program. - The school solicits the active involvement of preceptors in the continuous quality improvement of the educational program, especially the experiential component. - Preceptors and other clinical faculty members employed by the practice sites are offered or are eligible for an appropriate academic appointment to recognize their critical role in the education of students. Such appointments permit promotion in the relevant category according to established criteria where possible within existing University policy and collective agreements. - Formalized agreements are in place for faculty members who provide services at a practice site either as a preceptor on an intermittent basis, as a term or permanent member of a practice site team, or as a researcher. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List of preceptors, with qualifications and duties <input type="checkbox"/> Quality criteria and evaluation of preceptors by students <input type="checkbox"/> List of professional development activities for preceptors <input type="checkbox"/> Evidence of preceptors’ involvement in school committees (curriculum, quality assurance, assessment, research...) <input type="checkbox"/> Conditions for promoting preceptors <input type="checkbox"/> Conditions of recruiting preceptors <input type="checkbox"/> Example of contracts with preceptors
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

8	General resources and facilities	Compliance level				Documents to provide
8.1	<p>The school manages, preserves and enhances available financial resources sufficient to support its mission.</p> <ul style="list-style-type: none"> - The school is financially stable. - The school leadership and/or governing board review and approve the school financial plans based on multi-year analysis and financial forecasting. - The school ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, and sound financial decision-making. - The school's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. - The school leadership and/or governing board ensure the school's ethical oversight of its financial resources and practices. - The school directs its fundraising efforts toward the fulfillment of institutional strategic planning and conducts them in accordance with clear and complete policies that stipulate the conditions and terms under which gifts are solicited and accepted. - The school ensures that financial resources and regulations are in line with the higher education laws. - The school ensures that any alternative pathways to the Doctor of Pharmacy degree are equitably resourced and integrated into the school's regular administrative structures, policies, and procedures, including planning, oversight, and evaluation. - The school ensures that funds are sufficient to maintain equitable facilities (commensurate with services and activities) across all program pathways. 	Non-Compliant	Major Improvement Required	Minor Improvement Required	Compliant	<ul style="list-style-type: none"> <input type="checkbox"/> Financial planning and projections for the school, and distribution per department or other subunits <input type="checkbox"/> Contingency plan for finances <input type="checkbox"/> List of fundraising events or activities, when applicable <input type="checkbox"/> Bylaws related to the relationship of the school with the governing board concerning financial issues
How is the school meeting the standard?						
Auditor's notes:						

<p>8.2</p>	<p>The physical facilities are safe, well-maintained, and adequately equipped for teaching, learning and research; they meet legal, hygiene and safety standards and utilize current educational technology.</p> <ul style="list-style-type: none"> - The academic, technological, and physical infrastructures necessary to meet school al goals are adequate and accessible. - They are also comfortable, contemporary and compliant with accessibility standards for people with disabilities and with hygiene and safety standards. - All teaching facilities are sufficient in number and adequate in space to accommodate the student body activities and organizations. - The school provides adequate resources for all of its campuses and branches. - The effective and efficient uses of school al resources are analyzed as part of ongoing school al and academic program evaluation. - The school provides adequate and well-equipped laboratories for each program, suitable for skills practice, demonstration, and competency evaluation. - The school ensures that lecture rooms are well equipped with the necessary tools for teaching and learning. - The school provides the required Information Technology support services such as Learning Management System (LMS), software packages related to different programs, wide bandwidth Internet and software security tools. - The school ensures that hygiene measures and adequate food services for staff members and students are offered. - The school provides the appropriate spaces such as teaching halls, auditoriums, conference rooms, parking, sport facilities and green area. - The school ensures that safety and security measures are in place. - The school provides appropriate facilities for people with special needs. - The school encourages the use of sustainable energy sources to protect the environment. - Faculty office space should have sufficient privacy to permit accomplishment of responsibilities 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Physical facilities clear map and capacity to receive students in different subsections <input type="checkbox"/> List of laboratories and other equipment and research facilities, with specifications and intended use <input type="checkbox"/> Presence of a Learning Management System (LMS) <input type="checkbox"/> Policies and procedures for hygiene and environment security and maintenance
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	<ul style="list-style-type: none"> - A space that facilitates interaction of administrators, faculty, students, and interprofessional collaborators should exist - Students should have access to educational simulation capabilities - School should have accessible research laboratories with well-maintained equipment including research support services within the school or the university - Animal facilities should meet care regulations (if applicable) - Individual and group student study space and student meeting facilities should also be available 					
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>8.3</p>	<p>Pharmacy practice sites should be appropriate to apply students' knowledge</p> <ul style="list-style-type: none"> - The school ensures that students are engaged in high order learning activities such as internships, projects and service learning to enhance employability. - Experiences integrate, reinforce and advance the knowledge, skills, attitudes and values developed through the other components of the professional program, including collaboration and teamwork. - The school has established and implemented criteria for the selection of an adequate number and mix of pharmacy practice facilities and sites for students' experiential education - A quality assurance procedure for all pharmacy practice experiences is established and implemented to: (1) facilitate achievement of stated course expectations, (2) standardize key components of experiences across all sites offering the same experiential course, and (3) promote consistent assessment of student performance. - The experiential education component of the curriculum is led by a pharmacy professional with knowledge and experience in experiential learning. - The experiential education program is supported by an appropriate number of qualified faculty and staff. - The school employs quality criteria for practice facility recruitment and selection, as well as setting forth expectations and evaluation based on student opportunity to achieve the required Educational Outcomes. - The school secures and maintains signed affiliation agreements with the practice facilities it utilizes for the experiential component of the curriculum. At a minimum, each affiliation agreement ensures that all experiences are conducted in accordance with laws; the agreement outlines the authority, privileges, obligations and responsibilities of the school and the practice site. - Agreements or other Faculty/University policies that address student-related matters such as access to health services at the practice site, liability, insurance coverage, criminal records and abuse registry checks, student disclosures, immunization policy, patient 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Practice sites criteria and evidence of evaluation <input type="checkbox"/> Quality assurance procedure for training sites <input type="checkbox"/> Evidence of a dedicated school preceptor to manage the trainings <input type="checkbox"/> Qualifications of the training site preceptor <input type="checkbox"/> Affiliation agreements with training sites <input type="checkbox"/> Policies for students within training sites <input type="checkbox"/> List of trainings required during curricular studies, with syllabi for all rotations <input type="checkbox"/> List of school preceptors per site <input type="checkbox"/> Evidence of meeting the trainings related competencies <input type="checkbox"/> Evidence of inter-professional practice during trainings (when applicable)
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	<p>confidentiality and privacy of records, and professional conduct expectations. Agreements provide for sufficient advance notice of termination by either party to permit the development of alternative arrangements where necessary.</p> <ul style="list-style-type: none"> - The University supports the development of agreements and conventions with pharmacy practice sites as well as with schools outside the University. - Practice experiences are of adequate intensity, breadth, structure, duration and variety so as to achieve educational outcomes. - Practice experiences are acquired in high quality practice settings in a variety of care sectors, involving patients with a variety of healthcare service needs. - Practice sites are regularly evaluated. Quality enhancement initiatives and processes are established, as needed, to improve student learning outcomes. - The school has an administrative office or system led by an individual or individuals with appropriate qualifications or expertise in selection and evaluation of practice sites, and assessment of student performance. - The school selects practice sites where student learning and skills development are adequately managed, supported and supervised. Practice sites meet relevant regulatory requirements. - The curriculum includes practice experiences where students develop clinical skills necessary to assist a variety of patients with acute illnesses and/or chronic conditions in primary (community, ambulatory, home care), acute, and long-term care/personal care home settings in urban, rural/remote and marginalized communities, and patients in transition between care sectors or service locations. Each student acquires practice experience in primary care (community, ambulatory, home care) and acute care over the course of his/her program. - Student tasks at all stages of experiential learning contribute meaningfully, productively, and safely to direct patient care and other professional activities of the practice site at a level appropriate to the student's level of preparedness and year of study. 					
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	<ul style="list-style-type: none"> - The school provides evidence of working collaboratively with practice sites and other health sciences programs of the University to ensure that student pharmacists are provided access to patients and facilities, support, and practice tools at the level necessary to achieve intended educational outcomes and expected patient care service deliverables. - The school works collaboratively with practice sites and other health professions programs to make intra- and/or inter-professional care/collaborative practice environments available to student pharmacists, to ensure that a suitable model(s) of supervision is in place at each stage of the practice experience curriculum. - Qualified preceptors oversee all practice experiences so that students have adequate oversight, coordination, guidance, instruction, assessment, and feedback. 					
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>8.4</p>	<p>The school receives support from the university, while remaining autonomous, to fulfill its mission and objectives.</p> <ul style="list-style-type: none"> - University policies give the school sufficient autonomy in the allocation and use of its financial resources. - University and school consultation informs decisions about the required financial resources to deliver the professional program. - The school operates with a budget planned and managed according to standards of good management. - The school has adequate financial resources to provide a stable environment for the delivery and ongoing development and growth of the program, including development/advancement activities to facilitate enrichment of the program. - The school allocates budget for the maintenance of its infrastructure (land, furniture, equipment, computers and transport). - The school provides input into the development and operation of a budget that is planned, executed, and managed in accordance with sound and accepted business practices. - Tuition and fees for pharmacy students (when applicable) are not increased to support other educational programs if it compromises the quality of the professional program. - The school offers financial support opportunities to students according to transparent and fair procedures and policies. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of university support of school finances <input type="checkbox"/> Evidence of financial aid possibilities to students
<p>How is the school meeting the standard?</p>						
<p>Auditor's notes:</p>						

<p>8.5</p>	<p>Library and information technology resources are sufficient to support the mission of the school</p> <ul style="list-style-type: none"> - The school ensures, for all academic staff, preceptors, and students access to a comprehensive library and other learning/educational resources, including electronic and web-based resources (computer stations, network, educational platform, software, etc.). - These resources should be sufficient in quantity and quality to support all educational and scholarly activities in accordance with the school’s mission and goals - The school demonstrates the resources effectiveness in fulfilling its goals - The school has access to librarian resources with the expertise needed to work with students, faculty, and preceptors on effective literature and database search and retrieval strategies. - On-campus and distance access to library resources is available to students, faculty members and preceptors. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Library map and list of available resources <input type="checkbox"/> Updated electronic databases, accessible to students and instructors
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						
<p>9</p>	<p>Public Disclosure and Integrity</p>	<p>Compliance level</p>			<p>Documents to provide</p>	

<p>9.1</p>	<p>The school publically discloses all relevant information, policies, procedures and regulations.</p> <ul style="list-style-type: none"> - The school publishes faculty and staff policies and regulations. - The school has a clear policy on the right to appeal for faculty and staff. - The school presents itself to current and prospective students, stakeholders and other members of the public and publishes its mission statement, goals and educational outcomes for each respective department and degree program. - The school’s catalog/academic catalog is published on a regular basis to reaffirm and update (academic) policies and procedures. - The school makes public all relevant information pertaining to tuition fees including other charges and refund policies. - The school publishes a list of all faculty members with their qualifications, ranks in their respective departments as well as other personnel in administrative positions. - The school informs students and stakeholders of the different academic and non-academic facilities and support services that are available. - The school publishes all issues relevant to the governance of the university including the organizational chart, the board members, and the bylaws. - The school publishes figures on the size and characteristics of the student body, faculty, staff and school al resources of the university as well as information related to student success and accreditation when applicable. - The school ensures that its print and electronic publications are accurate, accessible and up-to-date. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Website and other media school-related documents <input type="checkbox"/> Communication and information evidence, for all stakeholders (emails and messages examples).
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

<p>9.2</p>	<p>The school ensures that its constituencies including council members, administration, faculty, staff and students act responsibly, with integrity and academic honesty.</p> <ul style="list-style-type: none"> - The school upholds accountability at all levels. - The school has a relevant code of conduct that adheres to professional ethics and promotes academic integrity, respect and equality. - The school has policies for sharing and discussing issues of academic integrity. - The school’s leadership pledges to be truthful, clear, and fair in all relations with internal and external constituencies. - Appropriate policies and procedures are in effect and periodically reviewed for matters including intellectual property rights, conflict of interest, privacy rights, and fairness in dealing with students, faculty and staff. - Proactive and protective measures are taken by the school to guarantee the integrity of academic records. - In its relationships with the governmental bodies and non-governmental agencies, the school demonstrates honesty and integrity, and conforms to standards, policies and requirements advocated by such bodies. 	<p>Non-Compliant</p>	<p>Major Improvement Required</p>	<p>Minor Improvement Required</p>	<p>Compliant</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of diffusing school values, code of conduct, ethics policies, procedures, and charts <input type="checkbox"/> Examples of procedural applications in case of breaching of rules by students or other school components
<p>How is the school meeting the standard?</p>						
<p>Auditor’s notes:</p>						

REFERENCES (Standards)

1. International Pharmaceutical Federation (FIP) (2nd Edition, 2014). Quality Assurance of Pharmacy Education: the FIP Global Framework. Available at: http://fip.org/files/fip/PharmacyEducation/Quality_Assurance/QA_Framework_2nd_Edition_online_version.pdf
2. Accreditation Council for Pharmacy Education (ACPE). Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Available at: <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>
3. Conférence Internationale des Doyens des facultés de PHARMACIE d'Expression Française (CIDPHARMEF). Politique, méthodologie et critères d'évaluation des programmes d'études pharmaceutiques et des facultés de pharmacie (Document adopté le 3 mai 2016, mis à jour en juin 2017). Available at: http://www.cidpharmef.org/file/CIDPHARMEF_Politique_methodologie_v20170620.pdf
4. Canadian Council for the Accreditation of Pharmacy Programs (CCAPP). Accreditation Standards for Canadian First Professional Degree in Pharmacy Programs. Toronto: Ibid; 2018 January. Available at: <http://ccapp-accredit.ca/wp-content/uploads/2016/01/Accreditation-Standards-for-Canadian-First-Professional-Degree-in-Pharmacy-Programs.pdf>
5. Accreditation Council for Pharmacy Education (ACPE). Guidance for the Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree: Guidance for Standards 2016 (2015). Available at: <https://www.acpe-accredit.org/pdf/GuidanceforStandards2016FINAL.pdf>
6. Universities Association of Lebanon. Quality Standards and Guidelines (2018). Available at: http://www.uaolb.org/images/Quality_Standards_and_Guidelines/Publications/QSG%20-%20Full%20book%20in%203%20languages.pdf



SCHOOLS OF PHARMACY ACCREDITATION IN LEBANON

List of Quantitative Indicators & Thresholds

Quantitative Indicator	Threshold	Year 1	Year 2	Year 3
Percentages of agreement of stakeholders on the mission, vision and goals during assessment	80%			
Percentage of faculty members and of students engaged in community outreach	80%			
Number of participants attending the CE/CPD activities organized by the school	200 per year			
Number of faculty members engaged with professional organizations CE activities	10 per year			
Number of collaborative projects with national and international structures	10 per year			
Percentages of students showing professional and ethical behaviors	90%			
Benchmarking results of the school leadership: teaching characteristics, research, ...	1 field			
Percentage of strategic projects/activities achieved on time	80%			
Number of current and new policies and procedures	Min 10; 2 per year			
Percentage of competencies (core & specialized) covered by educational outcomes	80%			
Number of enrolled students per year	Max 80			
Means for admission examination grades	60/100			
Number of graduates per year	Best 60; Up to 80			
Retention rate per year	Min 90%			
Means for graduation grades	60/100			
Percentages of Key Performance Indicators achieved per year	Min 80%			
Overall satisfaction of students, faculty members, preceptors and alumni about the program	Min 80%			
Number of faculty members with good assessment results	Min 80%			
Passing rate of students per year	Min 80%			
Number of courses with less than 80% passing rate	Max10%			
Number of Bachelor, Master and Doctorate programs within the school	1,1,1			
Number of school council meetings per year	Min 12			

Number of school committees	Min 3			
Number of yearly meetings per committee and per department	Min 10,10			
Number of courses changes per year after assessment	As required			
Number of credits per year (US/ECTS)	Min 24/60			
Number of credits per program (doctor of pharmacy level) (US/ECTS)	Min 200/360			
Number of specialized credits per program: : according to Decree 9274 (1996)	Min 80/144			
Number of training hours per rotation	Min 125h/m			
Percentage of core competencies covered by the program	100%			
Percentage of faculty members using methods other than didactic teaching	50%			
Number of training sites, per category	Enough			
Number of hours of simulation laboratory	10% of training			
Number of hours of interprofessional activities	20h			
Number of breaches of ethical conduct per year	Max 5			
Percentage of admitted students per program	As adequate			
Number of students using students' services per year	Min 50%			
Number of committees on which students are represented	Min 2			
Number of publications per year	Min 10			
H index of the school per year	Min 10			
Number of faculty members (FTE equivalents, full timers and part timers)	Min 50% PhD			
Number of Pharmacists (specialized) : according to Decree 9274 (1996)	Min 70% of FT			
Number of PhD full time faculty members: according to Decree 9274 (1996)	Min 50%			
Ratio FTE/student: according to Decree 9274 (1996)	1/20			
Ratio PhD/student: : according to Decree 9274 (1996)	1/40			
Ratio FTE preceptors/student	1/4			
Total functional budget per year (without salaries)	Min 500,000\$			
Percentage of students and faculty members using the library resources	80%			
Number of viewers visiting the website per year	Min 1000			



November 15, 2018

GLOSSARY AND DEFINITIONS

The following words and expressions, and wherever stated in this document, shall have the following meanings:

Ministry: Ministry of Education and Higher Education.

Minister: Minister of Education and Higher Education.

Higher education: Education in universities is subject to the law of higher education, which follows the acquisition of the Lebanese secondary school certificate, or the technical baccalaureate certificate, or the equivalent of either.

School of Pharmacy: Means the school or faculty of Pharmacy, according to university organization.

The Commission: The Pharmaceutical Programs Accreditation Commission (PPAC).

The program: it determines the course of study for a specific level of education, in particular its objectives, components, admissions requirements, duration, curriculum, assessment system, exams, and educational outputs.

Quality Assurance: A set of policies, procedures and practices aimed at improving, enhancing and developing quality at the educational level.

Accreditation: Recognition of a certain level of quality of pharmacy education by the Ministry of Higher Education.

Assessment/evaluation: the mechanism adopted to verify the quality of the higher education institution, or one of its components, or one of its programs.

Self-assessment: the mechanism adopted within a higher education institution, through an internal quality assurance unit or any other means, with the aim of developing quality within the institution, and measuring the extent of its achievement and commitment to its requirements.

External evaluation of the institution or external audit of the institution: the mechanism followed by a specialized body independent of the institution; to verify the quality or quality of one of its components, or one of its programs.

External auditors: Experts from outside the institution of higher education, charged by the Commission with the external audit of the institution, or one of its components or one of its programs.

Standards: A set of quality assurance rules, principles and specifications that are used as benchmarks used to evaluate performance to ensure the quality of a program.

Quality Assurance Criteria: These are explanations of the standards; they are used to elaborate the standards' application on pharmacy program within the quality assurance system. One standard can have several criteria.

Indicators: Quantitative or qualitative factors provide a documented and simple means of measuring the level of achievement and progress in accordance with quality assurance standards, and allows to take note of the course of development and results achieved compared with what is planned in the framework of quality assurance.



AUDITORS' SELECTION CRITERIA AND ETHICAL RULES

RULES FOR THE SELECTION OF THE ACCREDITATION AUDITORS' PANEL MEMBERS

The rules for the selection of evaluation panels' members is a part of the set of regulations and documentation that have to be elaborated in order to guarantee the fairness, the transparency and the consistency of all evaluation processes decided by the commission.

These rules are completed by elements about the ethics of evaluation, the knowledge on the Lebanese higher education system important to be shared by all auditors, the working relationship between the panels, the commission and the training materials.

1. Generalities

- Evaluation panels are made of academics, professionals from staff of higher education institutions or private sector and students.
- The members of the evaluation panels are called "auditors".

2. Composition of the panels

- Panels' members are chosen from a pool of auditors. Candidate auditors are proposed by HE institutions or by the commission after public calls for volunteers. To be accepted in the pool, candidates have to satisfy to a set of criteria designed by the commission.
- The evaluation panels should comprise, when available, a professional from the labor market, a foreigner and a student. The remaining members should be academics working in Lebanese higher education institutions.
- The number of panel members may vary depending on range of competences of individual members and of the complexity and the size of the entity under evaluation.
- Gender balance should be taken into consideration.
- Panels are chaired by one of their academic auditors.

3. Criteria for the integration in the pool of auditors and for the choice of panels' members

- The Pharmacy Program Accreditation Commission is in charge of the design and update of the criteria used for the integration of candidates in the pool and for the choice of members of panels. The decision-making processes and procedures for the different choices are explicit and public.
- The Academic Technical Committee is in charge of approving the integration of a candidate in the pool of auditors.
- The academic panels' members should fairly be able to evaluate aspects related to teaching, research and services.
- All panel members have to undergo a training organized by the commission. The panel members should understand well the background system of the evaluated institution/program, the Lebanese higher education system and the methods and procedures of the commission.

- The panels' members are chosen according to the specificities of institutions or programs (language, system) and following an explicit procedure run by the commission.
- Applicants are given the opportunity to comment on the selection of panel members showing any conflict of interest.

4. Work of the panels, decision making-processes, reporting

- Panel members must be committed to treat all materials and exchanges as strictly confidential.
- The report of the panels and the decisions or recommendations should be the outcome of a collegial activity. The chair of the panel is in charge of facilitating the dialogue and the convergence of the views between the panel members. The chair has a limited role of animation and mediation.
- The outcomes of the panel activities should be based on evidences gathered in a report for all kind of outcomes required (assessments, decisions, recommendations...).
- Each panel member should write a part relative to his observation and evaluation. If available a secretary will support the panel by compiling the information and preparing the final report that includes the recommendations. Otherwise, a member will be selected to compile the whole information and the corresponding recommendations.
- The outcome of the panel work will be a report with recommendation to the Academic Technical Committee.

5. Points that would need further thinking, clarification and decision

The relationships between the panels and the commission will have to be organized in order to clarify the responsibilities of both entities with regards to decision making, recommendations and publishing.

CRITERIA AND INFORMATION NEEDED FOR THE INTEGRATION OF CANDIDATE AUDITORS IN THE POOL

1. National and foreign academic auditors

Criteria

- Lebanese nationality
- 5 years Academic position in a school of pharmacy
- PhD or PharmD
- Appropriate academic qualifications and recognized expertise in relevant areas

Desired experience in:

- Project design
- Project steering
- Reports writing
- Group management
- Interviews

Needed Information

- HE institution
- Discipline
- Teaching activities (types and level of programs)
- Leadership/Management activities (responsibilities...)
- Research (field, publications...)
- Experience in the field of evaluation and accreditation

Code of ethics - Auditors should notably accept to commit with regards to:

- Non conflict of interest statement
- Confidentiality agreement
- Support of commission's objectives, standards, ethics and methods

2. Professionals

Information

- HE institution, organization or company
- Field of activities
- Proximity to higher education
- Teaching activities (types and level of programs)
- Leadership activities (responsibilities...)
- Research (field, publications...)
- Experience in the field of evaluation and accreditation
- Languages (depending of the working language of the evaluation)

Desired experience in:

- Project design
- Project steering
- Reports writing
- Group management
- Interviews

Code of ethics - Auditors should notably accept to commit with regards to:

- Non conflict of interest statement
- Confidentiality agreement
- Support of commission's objectives, standards, ethics and methods

3. Students

Information

- HE institution
- Discipline
- Degrees
- Studies (field, level...)
- Leadership activities (responsibilities...)
- Research (field, publications...)
- Languages (depending of the working language of the evaluation)
- Experience in the field of evaluation and accreditation

Code of ethics - Auditors should notably accept to commit with regards to:

- Non conflict of interest statement
- Confidentiality agreement
- Support of commission's objectives, standards, values and methods

CRITERIA AND INFORMATION FOR THE CHOICE OF EVALUATION PANELS' MEMBERS

The composition of the panel will be decided accordingly to the information gathered during the application process. However, the panel should fairly cover the following mix of expertise for institutional evaluation:

- Quality Assurance in Higher Education
- Institutional Governance
- Leadership experience in research
- Leadership experience in academic management
- Good knowledge of teaching and learning methods
- International experience
- Experience in developing new programs
- Knowledge of the higher education system adopted by the applicant

PARTICIPATION TO TRAINING

Auditors will have to participate to the training designed and organized by the Commission.

RULES OF ETHICS APPLICABLE TO THE EXPERT

The expert must carry out an impartial, objective and independent expertise.

He engages to strictly respect the rules of confidentiality and professional secrecy and in particular to:

- not to provide any information related to an assessment;
- to use the information transmitted to him only within the framework and for the needs of the mission expertise;
- to report to the Commission, when he is designated as an expert, any element of fact or of law to be considered a proximity, a community or a conflict of interest, with an entity of the wave evaluated.

In accordance with the principle of transparency, the expert accepts that his curriculum vitae will be posted on the website of the commission. He undertakes to inform the declaration of interests.

If a conflict of interest emerges for an assessor during an assessment, the team chair and secretary will determine an appropriate course of action. This may entail changing the report writing responsibilities of the auditor, requiring the auditor to abstain during relevant discussion, or altering the assessment program. Any such conflicts, and the course of action taken, will be reported to the Commission.

CHART OF THE EVALUATION

1. Principles of performing an evaluation

- The legal requirement: The Commission chooses the experts on the basis of their proven competence, in adequacy with the evaluation missions entrusted to them. The Lebanese and foreign experts appointed by the commission are recognized for the quality of their activities in all their diversity.
- The professionalism requirement: The Commission ensures the consistency and reliability of procedures and results of assessments. It sets up permanent self-assessment mechanisms and an improvement plan continues its practices, enriched in particular by feedback.
- The requirement of a periodic evaluation: Periodic evaluation of institutions allows to measure progress regularly.

2. The principle of an impartial evaluation

The commission is obliged to conduct impartial evaluations.

- The equal treatment requirement: The commission guarantees to each evaluated entity the equality of treatment. It makes sure that the Committee of Experts conducts an impartial, collegial and independent evaluation.
- The independence requirement: The commission conducts evaluations independently of any influence. In this perspective, it shall take all necessary steps to prevent conflicts of interest at different stages of the evaluation process. If despite precautions taken, a conflict of interest is proven, corrective measures are implemented.
- The integrity requirement of experts: The greatest rigor is required of the experts. Their assessments must be based analysis of information collected and factual arguments. They commit to have no contact, personally and for the duration of the mission, with the entity evaluated and to not communicate to anyone the results of the evaluation until they have been made public by the Commission.
- Collegiality requirement: Evaluation results from cooperation between a plurality of complementary experts, gathered in committees formed by the Commission. It is not the expression of an isolated opinion. The chairs of the expert committees are responsible for ensuring respect for collegiality works and taking into account the diversity of the assessments made by the experts. They sign the evaluation reports on behalf of all the experts.

3. The principle of respect for evaluated entities

- The requirement of taking into account of diversity: The Commission implements criteria and procedures adapted to the diversity of nature, missions and disciplinary fields of evaluated institutions.
- The requirement of respect for autonomy: In respect of the autonomy of the evaluated institutions, the Commission, maintains a dialogue with them to take into account their expectations.
- The transparency and publicity requirement: The commission undertakes to bring to the attention of the entities assessed, in such a way rigorous and exhaustive, the objectives and conditions of the evaluation process, the composition of the expert committee, and the curriculum vitae of the latter. Prior to any evaluation, the experts are asked to declare to the Commission any conflict of interest with the evaluated entity. The evaluation reports are communicated for observation to the entities assessed and their supervisory authorities. Reports and observations are subsequently made public.
- The confidentiality requirement: The commission related employees are bound by professional secrecy and a strict obligation of discretion, for the information which they may have known and the work carried out during their mission. They further undertake not to exploit them personally.

REFERENCES

1. Programme Evaluation for Transparency and Recognition of Skills and Competences - An Erasmus+ Project. <http://plus.tlqaa.org>
2. Le Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur. <https://www.hceres.fr>

مرسوم رقم

تنظيم الترخيص باستحداث كليات للصيدلة في مؤسسات التعلي العالي الخاص

إن رئيس الجمهورية

بناء على قانون تنظيم التعليم العالي تاريخ 1961/12/26 وتعديلاته، لا سيما المادة 11 منه
بناء على المرسوم رقم 9274 تاريخ 1996/10/5 (تحديد الشروط والمواصفات والمعايير المطلوبة للترخيص
بإنشاء مؤسسة خاصة للتعليم العالي)

بناء على توصية مجلس التعليم العالي في الجلسة رقم 2013/5 تاريخ 2013/9/11

وبعد استشارة مجلس شورى الدولة (الرأي رقم 2013/5-2014 تاريخ 2013/10/22)

بناء على اقتراح وزير التربية والتعليم العالي

وبعد موافقة مجلس الوزراء في جلسته المنعقدة بتاريخ

يرسم ما يلي:

المادة الاولى: مصطلحات وتعريفات

يكون للكلمات والعبارات الآتية حيثما وردت في هذا المرسوم المعاني الآتية:

- 1- الوزارة: وزارة التربية والتعليم العالي؛
- 2- الوزير : وزير التربية والتعليم العالي؛
- 3- المجلس: مجلس التعليم العالي؛
- 4- اللجنة المختصة: اللجنة الفنية المكلفة من المجلس - وفق المهام المحددة لها في هذا المرسوم - دراسة طلبات الترخيص المتعلقة بالمؤسسات الخاصة للتعليم العالي؛
- 5- الهيئة التعليمية: جميع العاملين في مؤسسة للتعليم العالي المكلفين بمهام أكاديمية من تدريس وإشراف أو أبحاث؛
- 6- المقرر: مجموعة من الدروس والأنشطة التعليمية والتعلمية تختص بمادة أكاديمية معينة، وهو يشكل الوحدة الأساسية للإعداد في برنامج أكاديمي؛
- 7- الرصيد: الوحدة الأساسية لاحتساب القيمة الرقمية لكمية العمل المطلوبة أكاديمياً لتحقيق أهداف مقرر؛
- 8- المنهاج: مجموعة مقررات برنامج؛
- 9- البرنامج: يحدّد المسار التعليمي ونظام التقييم والامتحانات لمستوى تعليمي معين يؤدي الى شهادة في اختصاص محدد؛

- 10- **الاختصاص:** حقل من ميادين المعرفة تشكّل المقرّرات العائدة له الجزء الأكبر من مقررات برنامج يؤدي الى حيازة شهادة تحمل اسم هذا الاختصاص، وفق المعايير التي تصف الشهادة الواردة في الأنظمة النافذة المتعلقة بوصف كل شهادة اختصاص؛
- 11- **ضمان الجودة:** هو مجموعة التدابير التي من شأنها أن تحسّن إداء التعليم، وتحفّز على الرفع من مستوى كلّ العناصر التي تؤثر بالتعليم العالي؛
- 12- **الاعتماد:** الاعتراف بمستوى جودة معيّن للتعليم الذي يسدى، ويمكن أن يكون الإعتماد لمؤسسة أو لبرنامج؛
- 13- **التقييم:** الآلية المتبعة لدراسة مؤسسة، أو برنامج، أو مجموعة برامج في مؤسسة تعليم عال، وفق معايير ومؤشرات محددة؛
- 14- **التقييم الذاتي:** التقييم الذي تقوم به مؤسسة التعليم العالي من خلال وحدة ضمان الجودة الداخلية وفق آليات ومعايير محددة؛
- 15- **التقييم الخارجي:** التقييم الذي تتولاه هيئة مستقلة عن الوزارة وعن المؤسسة التي تخضع نفسها أو إحدى مكوناتها له؛
- 16- **هيئة ضمان جودة:** هيئة مستقلة مهمتها تقييم المؤسسات الخاصة للتعليم العالي أو برامجها وفق آليات ومعايير محدّدة؛

المادة 2: الشروط الأساسية للتخصيص باستحداث كلية صيدلة (Eligibility Criteria)

بالإضافة الى الشروط العامة للتخصيص المحددة في المرسوم 96/9274 والمتعلقة بالانظمة والابنية الجامعية والتجهيزات والهيئة التعليمية والفنية والادارية، يشترط للتخصيص باستحداث كلية صيدلة تأمين المستلزمات الاساسية الإضافية التالية:

- 1- أن يكون مقدم الطلب جامعة قائمة وفق قانون تنظيم التعليم العالي في لبنان منذ ما لا يقل عن 20 عاماً، تتضمن كلية علوم، وكلية تمريض أو كلية صحة عامة تتضمن اختصاص التمريض، وتدرس مواد الكيمياء والبيولوجيا والفيزياء والرياضيات ضمن هذه الكليات.
- 2- أن يكون لدى الجامعة وحدة للتقييم الذاتي ولضمان الجودة مارست مهامها ووضعت تقاريرها منذ خمس سنوات على الأقل، وأن تكون هذه الجامعة قد خضعت لتقييم خارجي من هيئة ضمان جودة معترف بها من قبل المجلس وفق اجراءات وأصول تحدد بنظام خاص يقرّها هذا المجلس بناء على اقتراح اللجنة الفنية، ووضعت تقارير بنتيجة هذا التقييم.
- 3- أن ترتبط الجامعة بعقد اتفاق واحد على الأقل مع مستشفى مستوف المقومات المبيّنة أدناه ليكون مهياً ومعداً وقادراً على توفير التدريب والاعداد العملي لطلاب كلية الصيدلة وأن يكون عقد الاتفاق تكاملي بين الجامعة والمستشفى المذكور (Associated Central Hospital)، وينص على استيعاب كافة طلاب كلية الصيدلة للتدريب في المستشفى تحت الاشراف الكامل من قبل هذه الكلية على البرنامج التدريبي.

- 4- أن يستوفي المستشفى الجامعي شروط الحد الأدنى التالية:
- أ- أن يتوفر فيه لكل طالب مقبول في السنة الأولى من الكلية ما لا يقل عن ثلاثة أسرّة، وان تعتمد هذه النسبة أيّاً كان العدد المقبول.
- ب - أن يكون المستشفى متعدد الاختصاصات بحيث يحتوي على الأقسام التالية على الأقل: صيدلية مركزية، صيدلة سريرية، طب داخلي، أطفال، نسائي، مختبرات طبية، بالإضافة الى قسم للطوارئ وقسم للعناية المركزة، ويستحسن أن يكون فيها أقسام أخرى متخصصة كغسيل الكلى، والقلب المفتوح، وغير ذلك.
- ج - أن يكون لديه قسم ومعايير موثقة (Standard Guide) لجودة العناية الطبية " Standard of Quality of Care"
- د- أن يكون معتمداً من قبل وزارة الصحة العامة كمستشفى جامعي.
- 5- أن تتقدم الجامعة بدراسة جدوى (Market & Society Survey) من قبل هيئة متخصصة معتمدة من قبل المجلس وفق اجراءات وأصول تحدد بنظام خاص يقرّها هذا المجلس بناء على اقتراح اللجنة الفنية، تتضمن هذه الدراسة على الاخص:
- تبرير الحاجة الى صيدلة إضافيين بالاستئناس بالدراسات والتقارير الموضوعية من قبل نقابة صيدلة لبنان لهذه الجهة حال صدورها عنها.
- إمكانية توفير الهيئة التعليمية في العلوم الأساسية والعلوم السريرية من خلال إبراز مشاريع عقود مع مستوفي الشروط لهذه الجهة.
- 6- أن تكون كلية الصيدلة على مقربة من المستشفى الجامعي.

المادة 3 : مضمون طلب الترخيص

- يتضمّن ملف طلب الترخيص بإنشاء كلية صيدلة المستندات التالية (ملحق رقم 2):
- أولاً: إستمارة خاصة عن الواقع الحالي للمؤسسة مع كل ملحقاتها التفصيليّة، وفق نموذج يصدر عن المديرية العامة للتعليم العالي يشتمل، وبصورة خاصة على:
- 1- معلومات عن الجامعة
 - 2- توصيات مجلس الجامعة وقرارات مجلس الامناء بما يتعلق بطلب الترخيص
 - 3- أنظمة المؤسسة الجامعية (النظام الاساسي والانظمة الداخلية)
 - 4- تقارير التقييم الذاتي خلال الخمس سنوات المنصرمة
 - 5- تقارير التقييم الخارجي خلال الخمس سنوات المنصرمة
 - 6- شهادات الاعتماد

ثانياً: إستمارة خاصة بكلية الصيدلة مع كل ملحقاتها التفصيلية، وفق نموذج يصدر عن المديرية العامة للتعليم العالي يشتمل، وبصورة خاصة على:

- 1- الرسالة والرؤيا والأهداف العامة للكلية
- 2- الشروط الاكاديمية (لعميد الكلية ورؤساء الاقسام فيها)
- 3- أقسام الكلية
- 4- نظام الكلية (الانظمة الداخلية بما في ذلك وحدة التقييم الذاتي)
- 5- نظام التدريس
- 6- شروط القبول في البرنامج
- 7- شروط التخرّج في البرنامج
- 8- البرنامج التعليمي (يرفق ملحق بأهداف البرنامج وتفاصيل المواد): منهجية التعليم
- 9- الهيئة التعليمية: توزيع الاساتذة في العلوم الصيدلانية الاساسية - توزيع الاساتذة في العلوم السريرية والتمرين
- 10- نظام التسجيل، ملف الطالب ونظام الامتحانات
- 11- بناء الكلية (يطلب خرائط تفصيلية للمباني تبين توزّع القاعات والمكاتب والمشاغل وغيرها من التسهيلات)
- 12- تفاصيل تجهيزات المختبرات والمشاغل والقاعات الرياضية وشبكة المعلوماتية
- 13- المكتبة/المكتبات
- 14- موازنة تقديرية لإنشاء وتشغيل الكلية توضع من قبل إحدى شركات التدقيق المالي المعتمدة من قبل وزارة المالية؛
- 15- إثبات القدرة المالية على تغطية نفقات الانشاء والتشغيل لمدة ثلاث سنوات، وذلك بإفادة مصرفية صادرة عن أحد المصارف في لبنان، تبين توفر هذه القدرة.

المادة 4: شروط الهيئة التعليمية

- 1- يشترط في العميد أن يكون صيدلانياً حائزاً على شهادة دكتوراه في إحدى العلوم الصيدلانية أو صيدلانياً اختصاصياً ممارساً لمدة لا تقل عن 20 (عشرين) سنة، مع خبرة تعليمية لا تقل عن عشر سنوات في كلية صيدلة وحائزاً على لقب أستاذ في الكلية ولديه ما لا يقل عن 12 بحثاً علمياً كباحث أساسي (اول او اخير) في مجلات محكمة عالمياً، كما لديه خبرة في موقع إداري.
- 2- يشترط في رئيس القسم ان يكون اختصاصياً في مجال القسم ممارساً لمدة لا تقل عن 15 (خمس عشرة) سنة، مع خبرة تعليمية لا تقل عن 5 سنوات وبرتبة أستاذ مشارك على الاقل.
- 3- يشترط أن يتوفر لكل 5 طلاب مقبولين في السنة الاولى، ثلاثة اساتذة متفرغين في الكلية موزعين على العلوم الصيدلانية الاساسية والصيدلة السريرية والتمرين وفق جدول تضعه الجامعة.

المادة 5 : إذن المباشرة

- 1- لا يحق لأية مؤسسة، حصلت على ترخيص باستحداث كلية للصيدلة، مباشرة العمل فيها إلا بعد الحصول على إذن صريح بالمباشرة يصدر بقرار من الوزير بناء على توصية المجلس المسندة الى دراسة من قبل اللجنة المختصة.
- 2- على المؤسسة تقديم المستندات التي تثبت أن البرنامج مرخص به بموجب مرسوم الترخيص باستحداث الكلية.

المادة 6 :

ينشر هذا المرسوم حيث تدعو الحاجة

بعيدا في

صدر عن رئيس الجمهورية

رئيس مجلس الوزراء

وزير التربية والتعليم العالي

ملحق رقم 1

الأقسام الاساسية في كلية الصيدلة

تتضمن كلية الصيدلة الاقسام التالية على الاقل:

- 1- علوم اساسية Basic Sciences
- 2- علم العقاقير Pharmacology
- 3- علم السموم Toxicology
- 4- الصيدلة الصناعية Industrial Pharmacy & Pharmaceutics
- 5- صيدلة سريرية Clinical Pharmacy
- 6- أبحاث سريرية Clinical Research



بيروت في 2018/09/25

اقتراح مرسوم تنظيم دراسة الصيدلة في لبنان

بناء على المادة السادسة من القانون رقم 285 الصادر بتاريخ 2014/4/30 ، والذي يحدد في الفقرة الرابعة ان تسمية ومدة وشروط الدراسة التي تؤدي الى مهن موصوفة تحدّد بمرسوم، نقترح المرسوم الرامي لتنظيم دراسة الصيدلة في لبنان:

في شروط ممارسة مهنة الصيدلة في لبنان

يشترط في الصيدلي الذي يمارس المهنة في لبنان:

- 1- ان يكون حائزا على شهادة في الصيدلة من الجامعة اللبنانية او من احدى كليات الصيدلة المرخص لها في لبنان أو خارجه شرط ان تكون تلك الشهادة مطابقة تماما للشهادة التي تعطيها الكليات المذكورة لابناء البلاد المنتسبين اليها دون نقص ولا تعديل وان تكون مثلها مقبولة للعمل في تلك البلاد نفسها وان تعترف بهذه الكليات الحكومة اللبنانية .
- 2- ان يكون حائزا شهادة البكالوريا اللبنانية – القسم الثاني – او ما يعادلها
- 3- ان يكون قد أتم العشرين من عمره.
- 4- ان لا يكون محكوما عليه بجناية او محاولة جنائية من اي نوع كانت او بجنحة شائنة او محاولة جنحة شائنة، وتعتبر جنحة شائنة: السرقة، الاحتيال، سوء الائتمان، الشك دون مؤونة، الاختلاس، الرشوة، الاغتصاب، التهويل، التزوير، استعمال المزور، الشهادة الكاذبة، اليمين الكاذبة، الجرائم المخلة بالاخلاق المنصوص عليها في الباب السابع من قانون العقوبات، الجرائم المتعلقة بزراعة المواد المخدرة، او الاتجار بها أو تعاطيها.
- 5- ان يجتاز بنجاح امتحان "الكولوكيوم" الذي تجريه وزارة التربية والتعليم العالي.
- 6- أن يستوفي شروط التدريب الصيدلي حسب الشروط التي تحددها نقابة صيادلة لبنان.

في مدة الدراسة

إن مدة دراسة الصيدلة هي ست سنوات على الأقل، يحصل فيها الطالب على شهادة دكتور في الصيدلة أو ما يعادلها (ماستر مهني أو بحثي بعد البكالوريوس في الصيدلة). ويكون بذلك قد حصل على ٣٦٠ اعتماداً أوروبياً أو ٢٠٠ اعتماداً أميركياً.

في بنية الكلية

تتضمن كلية الصيدلة الأقسام التالية على الأقل (أو ما يعادلها) :

- 1- علوم أساسية - Basic Sciences
- 2- علم العقاقير - Pharmacology
- 3- علم السموم - Toxicology
- 4- الصيدلة الصناعية - Industrial Pharmacy & Pharmaceutics
- 5- صيدلة سريرية - Clinical Pharmacy
- 6- أبحاث صيدلانية - Pharmaceutical Research

في الابنية الجامعية

يشترط في ابنية المؤسسة:

- 1- ان تكون مستقلة وغير مرتبطة بأغراض سكنية أو اقتصادية أو تعليمية غير جامعية أو اية اغراض اخرى ليست للتعليم العالي.
- 2- ان تشاد على مساحات تتناسب:
 - أ- مع عدد البرامج وحاجاتها في ما يتعلق بقاعات التدريس وعدد السنوات المنهجية.
 - ب- مع نوعية الاختصاصات النظرية والتطبيقية.
 - ت- مع عدد الطلاب المقبولين، على ان لا تقل المساحة المبنية المخصصة للطالب الواحد عن اربعة امتار مربعة تضاف اليها مساحة مترين مربعين في الاختصاصات التطبيقية.
- 3- ان تتناسب هندستها مع مناهج التعليم ومع الخصائص البيئية والاقتصادية والاجتماعية للمحيط الذي تنشأ فيه وفقاً لقوانين البناء والتنظيم المدني.
- 4- ان تلحق بها صالة على الأقل للنشاطات الثقافية والترفيهية (سينما و او مسرح و او صالات عرض)، وصالة كافيتيريا واحدة على الأقل، ومساحة مسقوفة واحدة على الأقل، على ان لا تقل المساحة الاجمالية لكل من الصالة الواحدة والمساحات المسقوفة عن / 200 / متراً مربعاً.
- 5- ان تتوفر لها:
 - مساحات خضراء وملاعب رياضية لا تقل عن اربعة امتار مربعة للطالب الواحد

- مرائب للسيارات وفقا لقوانين البناء على ان تكون قابلة لاستيعاب سيارات % 10 من إجمالي عدد العاملين في المؤسسة من أفراد الهيئة التعليمية والموظفين في وقت واحد.
- مراكز اسعاف أولي تتناسب مع حجم المؤسسة وتوزيعها الجغرافي.
- ان تستوفي الشروط الفنية اللازمة للتجهيزات الصحية وشبكات الكهرباء ومياه الشفة والهاتف ووسائل الاطفاء ومولدات الكهرباء والمراحيز ومجاري المياه المبتذلة وفقا لقوانين البناء والتنظيم المدني.

في التجهيزات العلمية

- على المؤسسة ان تؤمن المختبرات والمحترفات والمشاعل اللازمة بحسب مختلف الاختصاصات مع تحديد قدرة استيعاب كل منها بشكل يتناسب مع العدد الاجمالي للطلاب في كل اختصاص.
- على مؤسسة التعليم العالي ان تؤمن مكتبة متخصصة للكلية ومكتبة عامة جامعية مركزية ويمكن ضم هذه المكتبات بمكتبة واحدة مركزية اذا كانت الوحدات التعليمية ضمن مجمع واحد.

في الهيئة التعليمية والمستخدمين الفنيين والاداريين

على المؤسسة:

- ان تلحظ تظاما خاصا لعمل أفراد الهيئة التعليمية المتفرغين والمتعاقدين بالساعة، مع تحديد الضمانات الواجب توفرها لهم وشروط تعيينهم وصرافهم من الخدمة.
- ان يكون عدد أفراد هيئتها التعليمية متناسبا مع عدد طلابها الاجمالي :على ان لا تتجاوز النسبة عشرين طالبا لكل فرد من أفراد الهيئة، وعلى ان لا تقل نسبة المتفرغين السنويين الذي يتقاضون راتبا شهريا عن واحد على ثلاثين من مجموع الطلاب.
- ان يكون % 20 على الأقل من أفراد الهيئة التعليمية في كل اختصاص تمنح فيه المؤسسة درجة علمية من حملة شهادة دكتوراه في الاختصاص الذي يدرسه، او أعلى شهادة موجودة في الاختصاص المذكور.
- وعلى المؤسسة ان تحدد مقررات الدرجات العلمية لهذا الاختصاص على ان لا تقل عدد ساعات التدريس المتصلة مباشرة بالاختصاص عن % 40 من مجمل ساعات التدريس المطلوبة لنيل كل درجة علمية في هذا الاختصاص.
- ان يكون % 20 على الأقل من أفراد الهيئة التعليمية لديها من حملة الدكتوراه، وان يكون % 20 على الأقل من المتفرغين لديها من بين أفراد الهيئة التعليمية من حملة الدكتوراه.
- يشترط أن يتوفر لكل 5 طلاب مقبولين في السنة الاولى، ثلاثة اساتذة اختصاصيين في الكلية موزعين على العلوم الصيدلانية الاساسية والصيدلة السريرية والتمرين وفق جدول تضعه الجامعة.
- ان تعين المسؤولين عن المختبرات والمحترفات والمشاعل والمكتبات لديها من بين ذوي الاختصاص

- ان تكون نسبة تسعين في المئة على الأقل من المستخدمين الاداريين العاملين لديها، الدائمين والمؤقتين، من اللبنانيين.
- يشترط في أفراد الهيئة التعليمية الذين يدرسون مواد الاختصاص في مرحلة الدراسات العليا ومن يشرف منهم على الرسائل ان يكونوا حائزين على الدكتوراه او أعلى شهادة في الاختصاص الذي يدرسونه وان يكونوا برتبة استاذ مساعد على الأقل بحسب الانظمة الداخلية لكل مؤسسة والتي وافق عليها مجلس التعليم العالي.
- يشترط في العميد أن يكون صيدلانياً حائزاً على شهادة دكتوراه في إحدى العلوم الصيدلانية أو صيدلانياً اختصاصياً ممارساً لمدة لا تقل عن (20 عشرين) سنة، مع خبرة تعليمية لا تقل عن عشر سنوات في كلية صيدلة وحائزاً على لقب أستاذ في الكلية ولديه ما لا يقل عن 12 بحثاً علمياً كباحث أساسي (اول او اخير) في مجلات محكمة عالمياً، كما لديه خبرة في موقع إداري.
- يشترط في رئيس القسم ان يكون اختصاصياً في مجال القسم ممارساً لمدة لا تقل عن خمسة عشر سنة، مع خبرة تعليمية لا تقل عن 5 سنوات وبرتبة أستاذ مشارك على الاقل.

في ضمان الجودة

أن يكون لدى الجامعة وحدة للتقييم الذاتي ولضمان الجودة مارست مهامها ووضعت تقاريرها ، وأن تكون هذه الجامعة قد خضعت لتقييم خارجي من هيئة ضمان جودة معترف بها من قبل المجلس وفق اجراءات وأصول تحدد بنظام خاص .

في التدريب الصيدلاني

بالنسبة للصيدلي الذي يستقبل طالب صيدلة للتمرين (أو التدريب):

- أن تكون الصيدلية عاملة منذ ثلاث سنوات على الأقل في حال كانت المؤسسة صيدلية خاصة
- أن يكون الصيدلي قد مارس مهنة الصيدلة لثلاث سنوات على الأقل في نفس مجال موضوع التدريب
- أن يكون الصيدلي متابعاً لجدول التعليم المستمر الذي حدّته النقابة، من بينها ثلاث اعتمادات كمحاضرات حيّة على الاقل.
- أن يكون الصيدلي غير محكوماً من قبل المجلس التأديبي أو احدى المحاكم المدنية أو العسكرية
- أن يتعهد الصيدلي باعطاء المثل للطالب المتدرّب في احترام القانون و اخلاقيات المهنة
- أن يتعهد الصيدلي بتخصيص الوقت الكافي للطالب ليحسن اكتساب الخبرة والمهارات المهنية
- أن لا يأخذ الصيدلي على عاتقه أكثر من ثلاثة الى أربعة طلاب في نفس الفترة، وذلك بحسب مساحة الصيدلية وبعد موافقة مجلس النقابة.

بالنسبة لمدة التدريب:

أما من حيث مدة التدريب، فتكون اثني عشر شهراً على الأقل، موزعة على الشكل التالي:

- أربعة أشهر على الأقل في صيدلية خاصة
- أربعة أشهر على الأقل من التدريب السريري
- شهرين على الأقل في صيدلية مستشفى
- شهر على الأقل في مختبر تحاليل طبية
- شهر على الأقل في الدعاية الطبية

يمكن اختيار تدريب الأشهر المتبقية من الاحتمالات التالية:

- مصنع ادوية
- مكتب علمي
- تسويق (Marketing)
- شؤون تنظيمية (Regulatory Affairs)
- القطاع العام (وزارة الصحة، ضمان اجتماعي...)
- مختبر أبحاث صيدلانية
- مستوصفات نظامية
- مؤسسات غير حكومية

أما الدوام فلا يقلّ عن ست ساعات يومياً، بحيث يكون مجموع الساعات الفعلية 1440 ساعة لافساح المجال أمام الطالب ليكتسب المهارات المهنية المتنوعة (حسب المهارات المعتمدة عالمياً والمعدلة بحسب الواقع اللبناني - Minimum Competencies for Lebanese Pharmacists) والخبرة اللازمة للانخراط في العمل المهني بطريقة تضمن التخفيف من الأخطاء في الممارسة وتحافظ على صحة المريض ومصحة الصيدلي معاً.

في المستشفيات المرتبطة بالكلية

1- أن ترتبط الجامعة بعقد اتفاق واحد على الأقل مع مستشفى مستوف المقومات المبيّنة أدناه ليكون مهياً ومعداً وقادراً على توفير التدريب والاعداد العملي لطلاب كلية الصيدلة وأن يكون عقد الاتفاق تكاملي بين الجامعة وينص على استيعاب كافة طلاب كلية الصيدلة، والمستشفى المذكور للتدريب في المستشفى تحت الاشراف الكامل من قبل هذه الكلية على البرنامج التدريبي. (Associated Central Hospital).

2- أن يستوفي المستشفى الجامعي شروط الحد الأدنى التالية:

أ- أن يتوفر فيه لكل طالب مقبول في السنة الأولى من الكلية ما لا يقل عن ثلاثة أسرّة، وان تعتمد هذه النسبة أيضاً كان العدد المقبول.

ب- أن يكون المستشفى متعدد الاختصاصات بحيث يحتوي على الأقسام التالية على الأقل: صيدلية مركزية، صيدلة سريرية، طب داخلي، أطفال، نسائي، مختبرات طبية، بالإضافة الى قسم للطوارئ وقسم للعناية المركزة، ويستحسن أن يكون فيها أقسام أخرى متخصصة كغسيل الكلى، والقلب المفتوح، وغير ذلك.

ت- أن يكون لديه قسم ومعايير موثقة لجودة العناية الطبية Standards of Quality of Care

ث- أن يكون معتمداً من قبل وزارة الصحة العامة كمستشفى جامعي.

3- أن تكون كلية الصيدلة على مقربة من المستشفى الجامعي.

في التدرج المهني

يتوجب على الطالب المسجل حالياً في الجامعة والذي سينتسب الى نقابة الصيادلة ابتداءً من 2019 إجراء تدرج لمدة 9 اشهر، وذلك بعد التسجيل في النقابة كمتدرج. ويمكن استبدال مدة التدرج بشهادة دكتوراة في الصيدلة أو بدراسة سنة تخصص إضافية في أي من المواد المتعلقة بإختصاص الصيدلة التي تكسبه خبرةً في مجال عمله المرتقب، مثلاً لا حصرأً: Research or Professional Master.

أما الطالب الذي سيتسجل في الجامعة في السنة الأولى اعتباراً من السنة الدراسية 2018-2019 فسيتوجب عليه إجراء تدرج لمدة 20 شهر بعد التسجيل في النقابة كمتدرج. ويمكن استبدال التدرج بدراسات تخصصية، تسجل في النقابة لتحديد مدة الاعفاء. يسري هذا القرار على الطلاب الوافدين من الجامعات اللبنانية ومن الخارج.

آلية التدرج

- يتخرج طالب الصيدلة من الجامعة، يعادل شهادته في وزارة التربية والتعليم العالي، ويحصل على إذن مزاولة مهنة الصيدلة من وزارة الصحة العامة.
- يتسجل في النقابة كمتدرج وبحسب عدد سنين الدراسة التي أتمها، تحتسب له مدة التدرج.
- يتم التدرج ضمن مؤسسات صيدلانية مرخصة من قبل وزارة الصحة العامة ووفقاً للنشاطات المطلوبة والمفصلة في الجدول رقم 1 المرفق أدناه.
- تتم جميع النشاطات بحسب دليل (Syllabus) تطوره نقابة صيادلة لبنان.
- تتم مراقبة التدرج من قبل المجلس من خلال جهاز التفتيش الصيدلي.
- عند إنتهاء مدة التدرج، ينتقل الصيدلي المتدرج من الجدول الخاص بالصيادلة المتدرجين الى الجدول العام للصيادلة المنتسبين الى النقابة.

النشاطات المطلوبة	مركز التدرج
<ul style="list-style-type: none"> - الوصفة الموحدة/باركود (Unified prescription/Barcoding) - اليقظة الدوائية (Medication safety) - نقص الادوية (Drug shortage) - الملف الدوائي الرقمي للمريض (Lebanese Advance Patient Profile) - إدارة العلاج الدوائي (Medication Therapy Management) - المساعدة في البحث العلمي (Research assistance) - ادارة الصيدلية (Management) - تدريبات اخرى يتفق عليها 	صيدلية خاصة
<ul style="list-style-type: none"> - الوصفة الموحدة/باركود (Unified prescription/Barcoding) - اليقظة الدوائية (Medication safety) - نقص الادوية (Drug shortage) - الملف الدوائي الرقمي للمريض (Lebanese Advance Patient Profile) - إدارة العلاج الدوائي (Medication Therapy Management) - تصالح الدواء (Medication reconciliation) - المساعدة في البحث العلمي (Research assistance) - ادارة الصيدلية في المستشفى (Management) - تدريبات اخرى يتفق عليها 	صيدلية مستشفى
<ul style="list-style-type: none"> - اليقظة الدوائية (Medication safety) - نقص الادوية (Drug shortage) - المساعدة في البحث العلمي (Research assistance) - خطط تسويق (Marketing plan) - تدريبات اخرى يتفق عليها 	مستوردي ادوية ومكاتب علمية
<ul style="list-style-type: none"> - اليقظة الدوائية (Medication safety) - نقص الادوية (Drug shortage) - المساعدة في البحث العلمي (Research assistance) - الجودة في التصنيع (Quality control) - تدريبات اخرى يتفق عليها 	مصنع ادوية

في الاختصاصات والألقاب في مهنة الصيدلة

المادة 1 - شروط عامة

لا يحق للصيدلي الحائز على اجازة من وزارة الصحة العامة بممارسة مهنة الصيدلة على الاراضي اللبنانية ان يحمل لقب اختصاصي الا اذا توفرت فيه الشروط المبينة في المواد التالية:

المادة 2

لا يعترف في لبنان بأي اختصاص في الصيدلة الا اذا كان مدرجا في الجدول المرفق بهذا القانون وتعديلاته.

المادة 3

يشترط في من يرغب في نيل لقب اختصاصي في احد فروع الصيدلة المبينة في الجداول المرفقة (Appendices 1 and 2) ان يستوفي الشروط التالية:

- 1- أن يكون صيدلياً حائزاً على اجازة بممارسة المهنة من قبل وزارة الصحة العامة.
- 2- أن يكون حائزاً على إفاضة إعتراف من وزارة التربية والتعليم العالي.
- 3- أن يكون صيدلياً حائزاً على شهادة اختصاص من هيئة علمية او من جامعة، معترف بهما رسمياً، وان لا تقل سنوات كل اختصاص عن المدة المحددة في الجداول المرفقة (Appendices 1 and 2) بهذا القانون وان تكون هذه الشهادة هي نفسها التي تعطى لرعايا البلد حيث توجد الهيئة العلمية او الجامعة التي اعطت شهادة التخصص.
- 3- يقدم طلب تسجيل الاختصاص الى وزارة الصحة العامة مع جميع الوثائق اللازمة. يسجل الطلب ويحال الى لجنة الاختصاص.

المادة 4

- 1- يجوز تعديل لائحة الاختصاصات المدونة في الجدول المرفق وتعديل مدة الاختصاص بقرار من وزير الصحة العامة بناء على إقتراح لجنة الاختصاص بموافقة ثلثي الأعضاء.
- 2- يجوز اضافة اختصاصات فرعية (Sub-Specialty) مرتبطة بالاختصاصات الاساسية المدونة في الجدول المرفق شرط ان يكون طالب الاختصاص الفرعي قد اتم مدة تخصص اضافية تحددها لجنة الاختصاص على ان لا تقل هذه المدة عن سنة واحدة وذلك بعد درس ملفه من قبل لجنة الاختصاص.

المادة 5 - تأليف لجنة الاختصاص

تؤلف لجنة الاختصاص بقرار من وزير الصحة العامة على الوجه التالي:

- 1- مدير عام وزارة الصحة العامة رئيساً.
 - 2- نقيب صيادلة لبنان
 - 3- صيدلي لبناني يقترحه مجلس نقابة صيادلة لبنان، من اللجان العلمية، على ان يكون من حملة لقب استاذ (Professor).
 - 4- صيدلي لبناني من رتبة أستاذ مساعد (Associate Professor) على الاقل من كل كلية صيدلة في لبنان معترف بها رسمياً يقترحه عميد الكلية (اعضاء).
- تسمي الهيئات المذكورة آنفا لكل عضو اصيل عضواً بديلاً بنفس الرتبة الأكاديمية يحل محل الاصيل عند غيابه.

المادة 6

تحدد مهام وصلاحيات لجنة الاختصاص ومدة ولايتها ونظام عملها واجتماعاتها وتعويضات رئيسها واعضائها بمرسوم يتخذ في مجلس الوزراء بناء على اقتراح وزير الصحة العامة.

المادة 7 - رسم طلب الاختصاص

تستوفي وزارة الصحة العامة من كل طالب اختصاص طابعا أميريا يلصق على اجازة الاختصاص تحدد قيمته بمرسوم يتخذ في مجلس الوزراء بناء على اقتراح وزير الصحة العامة.

المادة 8

تمنح اجازة حمل لقب اختصاص من وزير الصحة العامة بناء على رأي وموافقة لجنة الاختصاص التي تدرس الملفات حسب ورودها وبناءً على وثائق يقدمها الصيدلي تثبت حصوله على الشهادات المطلوبة ومدة دراستها. لا تقبل قرارات لجنة الاختصاص أي طريق من طرق المراجعة بما في ذلك طلب الابطال لتجاوز حد السلطة.

المادة 9 - احكام تأديبية

في حال مخالفة قوانين مزاولة المهنة من قبل أي صيدلي إختصاصي، تبقى نقابة صيادلة لبنان هي المرجع ويعود للمجلس التأديبي في النقابة إتخاذ الاجراءت القانونية المناسبة وذلك بحسب القوانين المرعية الإجراء.

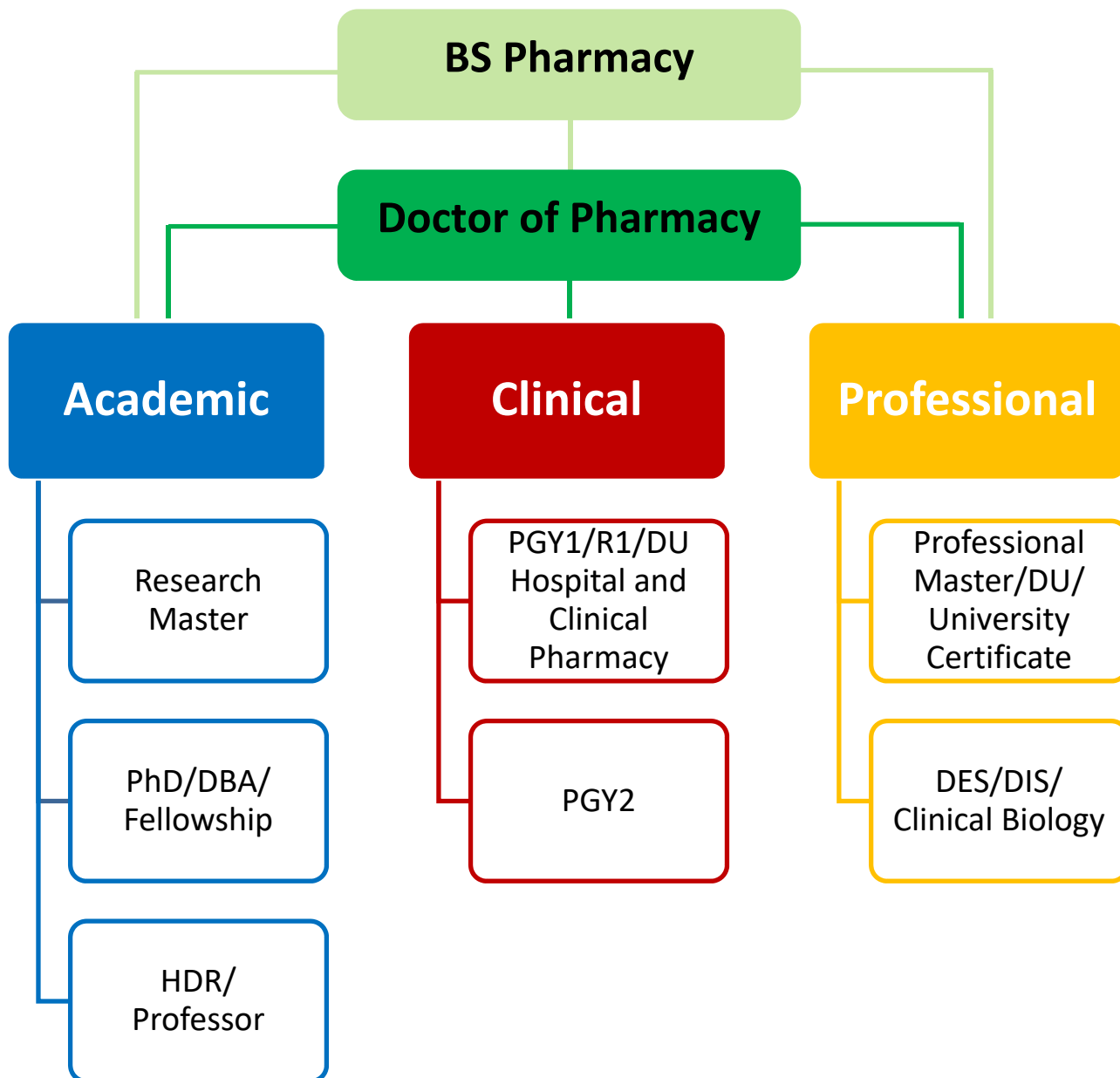
APPENDIX 1: PHARMACY TITLES AND SPECIALTIES

Title	Specialty/Level	Degree	Minimal Number of Years
Pharmacist/ Pharmacien/ صيدلي	None - Entry Level	BS Pharmacy*	5 years currently (equivalent to a minimum of 160 US credits or 300 ECTS)
Doctor of Pharmacy/ Docteur en Pharmacie/ دكتور في الصيدلة	None - Entry Level	PharmD/Doctorat d'Exercice**	6 years currently (equivalent to a minimum of 200 US credits or 360 ECTS)
Advanced Pharmacist/ Pharmacien Avancé/ صيدلي متقدم في...	Public Health Sciences Business Industrial Pharmacy Other	Master (Research or Professional) or University Diploma (DU)/Certificate	Minimum of 1 year post- PharmD (equivalent to a minimum of 36 US credits or 60 ECTS)
Clinical Pharmacist/ Pharmacien Clinicien/ صيدلي اكلينيكي	Hospital or Clinical Residency	PGY1/R1/DU de pharmacie clinique et hospitalière	Minimum of 1 year post- PharmD
Specialized Clinical Pharmacist/Pharmacien Clinicien Spécialisé/ صيدلي اكلينيكي متخصص	Specialized Clinical Residency	PGY2	Minimum of 2 years post- PharmD
Specialized Pharmacist/ Pharmacien Spécialiste/ صيدلي اختصاصي في...	Public Health Sciences Business Industrial Pharmacy Clinical Pharmacy...	PhD/DBA/ Fellowship	Minimum of 4 years post- pharmacy (1+3)
Hospital Pharmacist/ Pharmacien Hospitalier/ صيدلي اختصاصي في صيدلة المستشفى	Hospital Pharmacy	DES/DIS	Minimum of 3 years post- pharmacy
Industrial Pharmacist/ Pharmacien Industriel/ صيدلي اختصاصي في الصناعة الدوائية	Industrial Pharmacy	DES/DIS	Minimum of 3 years post- pharmacy
Clinical Biologist/ Biologiste Médical/ صيدلي اختصاصي في العلوم المخبرية السريرية	Medical Laboratory	DES/DIS	Minimum of 4 years post- pharmacy
Research Pharmacist/ Pharmacien Chercheur/ صيدلي اختصاصي في الابحاث	Public Health Sciences Business Industrial Pharmacy Other	HDR or Academic Professor Rank	Minimum of 3 years post-PhD or post-DBA

*In case of non-completed number of academic years/credits, additional educational training and/or studies will be necessary to reach the requirements as decided by the Specialty Committee. Title will remain Pharmacist.

**In case of non-completed number of credits, additional educational training and/or studies will be necessary to reach the requirements as decided by the Specialty Committee. Title will remain Doctor of Pharmacy.

APPENDIX 2: MAP OF PHARMACY TRACKS AND DEGREES



Notes:

1. Clinical and Professional tracks' pharmacists may join the academic track when this meets the academic institution's rules and regulations.
2. All degrees should be from recognized universities/institutions

List of Abbreviations:

BS: Bachelor of Science
 DBA: Doctor of Business Administration
 DES: Diplôme d'Études Spécialisées
 DIS: Diplôme Interuniversitaire de Spécialité
 DU: University Diploma
 ECTS: European Credit Transfer System
 HDR: Habilitation à Diriger des Recherches
 PGY1: Post-Graduate Year 1
 PGY2: Post-Graduate Year 2
 PhD: Philosophy Doctor
 R1: Residency Year 1