A REPORT

ON A VISIT TO THE UNIVERSITY OF

.......... IN TERMS OF SECTION 33 AND SECTION 34 OF THE PHARMACY ACT (ACT NO 53 OF 1974)

2010
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INTRODUCTION

This document serves as a guideline to be used during a visit to a school of pharmacy in terms of sections 33 and 34 of the Pharmacy Act, 1974 (Act No 53 of 1974).

The document incorporates the guidelines which have been accepted by Council with which a school of pharmacy should comply. The School is requested to perform a self-assessment based on the standards contained in the document. Where possible supportive documentation should be attached to substantiate the findings of the school.

The inspection team appointed by Council will evaluate the school against the same criteria during a visit to the school.

Following the visit a report will be prepared by Council which includes the input provided by the School following the self-assessment, and the findings of the delegation of Council. Recommendations, where necessary, will also be included.
A. GENERAL INFORMATION

1. NAME OF INSTITUTION:

2. DATE OF VISIT:

3. HEAD OF FACULTY/SCHOOL/DEPARTMENT:

4. GENERAL NOTES:
CHAPTER 1

1. FACULTY/SCHOOL/DEPARTMENT MISSION AND GOALS

A. Guidelines of Council

The Faculty/School/Department should have a published statement of its mission, goals and objectives in the areas of education, research, service and professional practice and administration. The statement is expected to be congruent with the mission of the University. This statement should include a fundamental commitment to the preparation of its students for the general practice of pharmacy with provision for entry-level competencies necessary for the delivery of pharmaceutical care in any pharmacy practice setting and should be formulated within the context of a stated policy of ethics. This statement should also demonstrate sensitivity towards the importance of diversity in its commitment to the educational preparedness of its students for a health professional career. Goals should be compatible with the general and specific objectives of pharmaceutical education, in keeping with the scope of pharmacy practice, as defined by the South African Pharmacy Council.

B. Self-Assessment by School

1.1 The Faculty/School/Department has a published statement of its mission, goals and objectives in the areas of education, research, service and professional practice and administration. The statement is expected to be congruent with the mission of the University.

Exceeds compliance
Complies
Partially complies
Does not comply

1.2 The statement includes a fundamental commitment to the preparation of its students for the general practice of pharmacy with provision of entry-level competencies necessary for the delivery of pharmaceutical care in any pharmacy practice setting and is formulated within the context of a stated policy of ethics.

Exceeds compliance
Complies
Partially complies
Does not comply
1.3 The statement demonstrates sensitivity towards the importance of diversity in its commitment to the educational preparedness of its students for a health professional career.

Exceeds compliance □
Complies □
Partially complies □
Does not comply □

1.4 Goals and objectives are compatible with the general and specific objectives of pharmaceutical education, in keeping with the scope of pharmacy practice, as defined by the South African Pharmacy Council.

Exceeds compliance □
Complies □
Partially complies □
Does not comply □

1.5 The established goals and objectives set forth the detailed intentions of the Faculty/School/Department.

Exceeds compliance □
Complies □
Partially complies □
Does not comply □

C. Comments and information provided by the School

________________________________________________________________________
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Supportive documentation to be supplied by the School should include:

- Mission statement, goals and objectives of the/ School
D. General comments/additional information by delegation of Council:
CHAPTER 2

2. SYSTEMATIC PLANNING

A. Guidelines of Council

_The Faculty/School/Department is expected to have a plan and to deploy a systematic planning process to continuously facilitate the achievement of the mission, goals and objectives of the Faculty/School/Department. Plans and planning processes should benefit from the support and co-operation of the University Administration._

B. Self-Assessment by School

2.1 There is a systematic planning process for review and revision, where necessary, of the mission statement.

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2.2 The review of the goals and objectives, involves administrators, members of staff, students and others.

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2.3 The planning process is strategic in that it is ongoing, long-term and broadly-based and involves current and future financial and academic planning within the context of societal and professional changes.

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C. Comments and information provided by the School

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Supportive documentation to be supplied by the School could include:

- Evidence of systematic planning to facilitate and continuously improve the achievement of the mission, goals and objectives.

D. General comments/additional information by delegation of Council:
CHAPTER 3

3. SYSTEM FOR ASSESSMENT OF ACHIEVEMENT

A. Guidelines of Council

The Faculty/School/Department should establish and maintain a system that assesses the extent to which its mission, goals and objectives are being achieved. Formative and summative indicators of achievement should be identified and employed in a continuous and systematic process of evaluating the outcomes of the educational, research, service and professional practice and administrative programmes. The Faculty/School/Department should show evidence of using analysis of outcome measures throughout the educational, research and service programmes, for purposes of continuing development and improvement, including revisions in curriculum, and modifications of staff and student policies.

B. Self-Assessment by School

3.1 Information regarding the effectiveness of the professional programme, particularly in the form of student achievement, is gathered systematically from a variety of sources, such as students, alumni, professional staff of affiliated practice facilities and other practitioners.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

C. Comments and information provided by the School

__________________________________________________  
__________________________________________________  
__________________________________________________  
__________________________________________________  

Supportive documentation to be supplied by the School could include:

- Evidence of a system whereby the extent to which the mission, goals and objectives are being achieved, is assessed.

D. General comments/additional information by delegation of Council:
CHAPTER 4

4. FACULTY/SCHOOL/DEPARTMENT AND UNIVERSITY RELATIONSHIPS

A. Guidelines of Council

The University should provide the Faculty/School/Department with adequate financial, physical and human resources so as to enable it to meet required professional programme responsibilities, to ensure programme stability and to ensure continuous programme quality improvement.

The Faculty/School/Department should be afforded a reasonable degree of autonomy by the University. Responsibility and authority for administration of the professional programme in pharmacy should be vested in the Faculty/School/Department. The definition and delivery of the curriculum should be a responsibility of the Faculty/School/Department within the framework of institutional policies and authorities.

Professional programmes in pharmacy are those leading to a Bachelor’s degree in pharmacy. Within institutional policies, responsibility and authority for administration of these professional programmes, including curriculum development and delivery in line with the minimum competencies as prescribed in the unit standards for entry level pharmacists by the South African Pharmacy Council, should be vested in the Faculty/School/Department to ensure appropriate autonomy.

B. Self-Assessment by School

4.1 The University provides the Faculty/School/Department with adequate financial resources.

Exceeds compliance

Complies

Partially complies

Does not comply

4.2 The University provides the Faculty/School/Department with adequate physical resources.

Exceeds compliance

Complies

Partially complies
4.3 The University provides the Faculty/School/Department with adequate human resources.

Exceeds compliance
Complies
Partially complies
Does not comply

4.4 The University ensures that the Faculty/School/Department maintains a reasonable degree of autonomy for development and administration of its professional programmes as defined by the Dean/Head.

Exceeds compliance
Complies
Partially complies
Does not comply

C. Comments and information provided by the School

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Supportive documentation to be supplied by school could include information relating to –

- the status of the Pharmacy Department in relation to other departments of the University (e.g. representation on Senate, comparative size, etc)
- administrative and organisational relationship between the University and Faculty/Department/School

D. General comments/additional information by delegation of Council:
CHAPTER 5

5. ORGANISATIONAL AND ADMINISTRATIVE RELATIONSHIPS IN UNIVERSITY AND AFFILIATED HEALTH CARE FACILITIES

A. Guidelines of Council

The University should support the development of suitable relationships with other academic and service units of the University for instruction, research and patient care. The University should also provide, where necessary, for the attainment of pharmacy practice affiliations external to the University.

Organisational structure and administrative patterns in the University or University-affiliated health care facilities should promote integrated educational, research and service activities, provide a working relationship between service and educational units, provide the necessary blend of educational and patient care activities, and, assure that appropriate authority for the control and supervision of academic activities is vested in the Faculty/School/Department.

B. Self-Assessment by School

5.1 The University supports the development of suitable relationships with other academic and service units of the University for instruction, research and patient care.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

5.2 The University support also provides for the attainment of pharmacy practice affiliations external to the University.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

5.3 The organisational structure and administrative patterns in University or University-affiliated health care facilities:
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<th>promote integrated educational, research and service activities</th>
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<th>assure that appropriate authority for the control and supervision of academic activities is vested in the Faculty/School/Department.</th>
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C. Comments and information provided by the School

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Supportive documentation to be supplied by the School could include information relating to

- the relationships with other academic and service units of the university
- the organisational relationship between the Faculty/Department/School and affiliated healthcare facilities

D. General comments/additional information by delegation of Council:
CHAPTER 6

6. FACULTY/SCHOOL/DEPARTMENT ORGANISATION AND ADMINISTRATION

A. Guidelines of Council

The Faculty/School/Department should be organised in a manner which facilitates the accomplishment of its overall mission, promotes the goals and objectives of the professional programme in pharmacy and pharmacy disciplines and effectively utilises resources. The administrative structure should provide for a Dean/Head, who has ready access to the Principal of the University and other Senior Officials charged with final responsibility for the Faculty/School/Department. The organisational and administrative structure should clearly identify lines of collegiality as well as evidence of mutual understanding and agreement among members of staff, the Dean/Head and other administrators, on the mission, goals and objectives of the Faculty/School/Department as well as evidence of acceptance of the responsibilities necessary for their achievement.

B. Self-Assessment by School

6.1 All units within the Faculty/School/Department are organised in such a manner that they articulate the mission statement of the Faculty/School/Department.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

6.2 There is a system of evaluation to ensure that each unit within the Faculty/School/Department contributes to the Faculty/School/Department as a whole in achieving desired outcomes, including the effectiveness of their contribution to the professional programmes.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply
6.3 There is a mechanism in place for the development and periodic review of the administrative leadership of the Faculty/School/Department.

Exceeds compliance  
Complies  
Partially complies  
Does not comply  

6.4 The Faculty/School/Department ensures mechanisms for communication among all sections of the Faculty/School/Department.

Exceeds compliance  
Complies  
Partially complies  
Does not comply  

6.5 Members of staff of the Faculty/School/Department meet with suitable regularity

Exceeds compliance  
Complies  
Partially complies  
Does not comply  

6.6 There is a committee structure to assist in the work of the Faculty/School/Department.

Exceeds compliance  
Complies  
Partially complies  
Does not comply  

6.7 There is a system whereby minutes are kept of all meetings within the Faculty/School/Department.

Exceeds compliance □
Complies □
Partially complies □
Does not comply □

C. Comments and information provided by the School

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Supportive documentation to be supplied by the School should include information relating to the structure of the Pharmacy School including:

• An organogram showing names of departments, names of members of staff;
• Subjects taught in each department;
• Organisation and administration of School.

D. General comments/additional information by delegation of Council:
CHAPTER 7

7. RESPONSIBILITIES OF THE DEAN/HEAD AND MEMBERS OF STAFF OF THE FACULTY/SCHOOL/DEPARTMENT

A. Guidelines of Council

The Dean/Head should be the chief administrative officer of the Faculty/School/Department. The Dean/Head is expected to demonstrate progressive constructive academic and professional leadership and to effectively unite and inspire members of staff and students toward achievement. Together with members of staff, the Dean/Head is responsible for development of the mission statement; recruitment, retention and development of a competent body of staff; development, implementation and evaluation of the educational, research and service programmes and their enhancement; initiation, implementation and maintenance of programmes for the recruitment and admission of eligible students; establishment and implementation of standards for academic performance and progression; resource acquisition; and maintenance of the visibility of the Faculty/School/Department both on campus and to external constituencies.

B. Self-Assessment by School

7.1 The Dean/Head is a pharmacist registered with the South African Pharmacy Council.

Exceeds compliance □
Complies □
Partially complies □
Does not comply □

7.2 The Dean/Head is qualified to provide leadership in pharmacy education, in research and scholarly activities.

Exceeds compliance □
Complies □
Partially complies □
Does not comply □
7.3 The Dean/Head shows positive and effective leadership by means of:

7.3.1 teaching and research, including pedagogy and scholarly concern for the profession generally and pharmacy practice in particular;

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

7.3.2 a sustained record of scholarship;

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

7.3.3 active participation in the affairs of professional or scientific societies;

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

7.3.4 an assertive advocacy on behalf of the Faculty/School/Department to the University Administration.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply
7.4 In instances where the Dean/Head is assigned other substantial administrative responsibilities within the University, arrangements for additional administrative support to the office of the Dean/Head are made so as to assure effective administration of the affairs of the Faculty/School/Department.

Exceeds compliance [ ]
Complies [ ]
Partially complies [ ]
Does not comply [ ]

C. Comments and information provided by the School

__________________________________________________
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Supportive documentation to be provided by the Dean/Head of the Pharmacy School could include a brief summary of his/her activities and responsibilities.

D. General comments/additional information by delegation of Council:
CHAPTER 8

8. PROFESSIONAL COMPETENCIES

A. Guidelines of Council

Key professional competencies and outcomes expected to be achieved through the organised plan of study of the Faculty/ School/Department are contained in the Unit Standards for Entry Level Pharmacists:

- **Unit EL1:** Organise and control the manufacturing, compounding and packaging of pharmaceutical products

  *Capability:* A person who has achieved this standard is capable of authorising and controlling personnel, materials and equipment in the manufacturing, compounding and packaging of pharmaceutical products according to good manufacturing practice, and controlling the quality of these, leading the work team and assisting in the training of pharmacists’ assistants in-training.

- **Unit EL2:** Organise the procurement, storage and distribution of pharmaceutical materials and products.

  *Capability:* A person who has achieved this standard is capable of controlling the procurement, ordering, receiving, sampling, releasing, storing, preparing for dispatch, controlling transport and keeping records of pharmaceutical materials and products in compliance with legal and technical requirements.

- **Unit EL3:** Dispense and ensure the optimal use of medicines prescribed to the patient.

  *Capability:* A person who has achieved this standard is capable of supplying medicines to humans and animals on the prescription of an authorised prescriber. This implies the gathering of all information required to assess and prepare a prescription, applying pharmaceutical techniques and principles; providing information and counselling to the patient/care giver on the optimal use of the prescribed medicine, implementing a care plan and monitoring the therapeutic outcomes thereof.

- **Unit EL4:** Provide pharmacist initiated care to the patient and ensure the optimal use of medicine

  *Capability:* A person who has achieved this standard is capable of assessing the medicine and health needs of the patient, identifying the patient’s signs and symptoms, devising, documenting and implementing a pharmaceutical care plan and monitoring the outcome.
• Unit EL5: Provide education and information on health care and medicine

Capability: A person who has achieved this standard is capable of accessing, interpreting, evaluating and supplying information on the nature and use of drugs, disease states and health care to the public, health care providers and patients.

• Unit EL6: Promote community health and provide related information and advice.

Capability: A person who has achieved this standard is capable of identifying community health needs, planning and implementing promotive and preventive programmes, including screening, directly observed therapy and immunisation.

• Unit EL7: Participate in research and ensure the optimal use of medicine

Capability: A person who has achieved this standard is capable of participating in research and applying research findings to health care.

The Faculty/School/Department should encourage self-assessment of personal and professional development and should set forth its expectations for student performance in all of the entry-level professional competencies necessary to become a generalist practitioner who renders pharmaceutical care.

B. Self-Assessment by School

8.1 The curriculum of the Faculty/School/Department makes provision for the delivery of a generalist practitioner competent in all of the entry-level requirements.

Exceeds compliance

Complies

Partially complies

Does not comply

C. Comments and information provided by the School

____________________________________________________________________

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____________________________________________________________________
Supportive documentation supplied by the school:

D. General comments/additional information by delegation of Council:
9. THE CURRICULUM IN PHARMACY

A. Guidelines of Council

The Faculty/School/Department should offer an organised programme of study intended to prepare its graduates to become competent generalist practitioners of pharmacy. Entry-level knowledge, skills, attitudes and values should be achieved which are necessary for the provision of pharmaceutical care in any pharmacy practice setting as a generalist practitioner. The goals and objectives of the professional programme should embrace the scope of contemporary practice responsibilities. The need for life-long learning should be reflected as an integral theme of the curriculum.

The curriculum should provide sufficient content for the achievement of entry-level professional competencies necessary to the general practice of pharmacy and to satisfy educational requirements for registration as a pharmacist, and should meet the requirements of the institution for entry into postgraduate programmes. The curriculum in pharmacy requires a minimum of four academic years in order to ensure competency in all of the fundamentals necessary to become a generalist practitioner.

B. Self-Assessment by School

9.1 The curriculum of the Faculty/School/Department is drawn up in terms of the minimum curriculum for a degree in pharmacy or unit standards as prescribed by the South African Pharmacy Council.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

9.2 A pharmacy student graduating from this Faculty/School/Department will be able to practise as a generalist practitioner in any pharmacy setting.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply
9.3 The curriculum provides for the total scope of contemporary pharmacy practice including pharmaceutical care.

Exceeds compliance
Complies
Partially complies
Does not comply

9.4 The curriculum of the Faculty/School/Department is organised in such a manner that it meets all requirements to allow a candidate entry into a postgraduate programme.

Exceeds compliance
Complies
Partially complies
Does not comply

C. Comments and information provided by the School

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Supportive documentation to be supplied by the School should include details of the teaching programme including:

- Curriculum and syllabi and method of review;
- Length of academic year (in weeks of tuition contact – excluding examinations);
- Number of hours devoted per week to each subject (list theory and practicals separately) – please include basic subjects as well
- Timetable (copy to be submitted) – indicate formal lectures, tutorials, seminars, etc
- Programmes that promote early exposure of the student to various aspects of pharmacy practice
- Textbooks – list of those required by students for each subject
- Comment on the extent of use of printed notes/study guides.
Research programmes – list research projects to be completed by students during undergraduate training period.

D. General comments/additional information by delegation of Council:
CHAPTER 10

10. CURRICULAR CONTENT

A. Guidelines of Council

The curriculum should provide the student with a basic core of knowledge, skills and attitudes, which in composite, relates to the expectations for the stated set of entry-level professional competencies necessary to become a generalist practitioner who renders pharmaceutical care. The various components of the curriculum should be in phase with one another and an appropriate balance is expected among the following areas of the core curriculum.

B. Self-Assessment by School

10.1 The curriculum makes provision for the following:

10.1.1 Major subject Areas:

- Pharmacology
- Pharmaceutical Chemistry
- Pharmaceutics
- Pharmacy Practice

Yes  
No  

10.1.2 Preparatory and Supplementary Subject Areas:

- General and Organic Chemistry
- Anatomy
- Biochemistry
- Biology
- Biostatistics
- Physics
- Physiology
- Immunology
- Microbiology
- Pathology
- Mathematics

Yes  
No  

10.1.3 **Diverse Subject Content**

Communication Skills
Social and Behavioral Sciences
Computer Literacy

Yes
No

C. **Comments and information provided by the School**

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

Supportive Documentation to be supplied by the Pharmacy School should include details of the curriculum content indicating major subject areas, preparatory and supplementary subject areas and diverse subject content.

D. **General comments/additional information by delegation of Council:**
11. CURRICULUM EVALUATION

A. Guidelines of Council

Evaluation of the curriculum is expected in order to monitor effectiveness and to provide a basis for improvement. The ongoing process of review should include input from members of staff and students. Innovation within the curriculum is expected. Evaluation should ensure that the curriculum is responsive to changes in pharmacy practice as well as to changes in educational technologies, and ensure that an educational setting and methods of instruction exist that maximise the development of effective and efficient learning experiences. Evidence should exist that evaluation outcomes and student achievement data are applied to modify or revise the curriculum.

The curriculum should be reviewed continually in order to assure that an overlap between subject areas is eliminated.

B. Self-Assessment by School

11.1 There is a system of curriculum review.

Exceeds compliance □
Complies □
Partially complies □
Does not comply □

11.2 Review of the curriculum makes provision for:

11.2.1 co-ordination of course material.

Exceeds compliance □
Complies □
Partially complies □
Does not comply □

11.2.2 minimisation of unwarranted repetition.

Exceeds compliance □
Complies □
Partially complies
Does not comply

11.2.3 addition of new content.
Exceeds compliance
Complies
Partially complies
Does not comply

11.2.4 deletion of outdated or irrelevant content.
Exceeds compliance
Complies
Partially complies
Does not comply

C. Comments and information provided by the School

________________________________________________________________________
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Supportive documentation to be supplied by the School could include:

- Details of the system of curriculum review;
- Evidence that the curriculum is consistent with the mission of the Faculty/School/Department

D. General comments/additional information by delegation of Council:
CHAPTER 12

12. TEACHING AND LEARNING PROCESSES

A. Guidelines of Council

The Faculty/School/Department is expected to address the ways in which curricular content is taught and learnt in the student’s achievement of professional competencies and outcomes. Accordingly, attention is expected to be given to teaching efficiencies and effectiveness. Educational techniques and technologies should be appropriately integrated to support the achievement of professional competencies and outcomes and to meet the needs of diverse learners. Evidence should be provided that the educational process involves students as active, self-directed learners and should show transition from dependent to independent learning as students progress through the curriculum.

B. Self-Assessment by School

12.1 The educational process ensures that students are afforded a broad conceptual mastery of professional practice through the integration of subject matter, literature, theory and practice.

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C. Comments and information provided by the School

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Supportive documentation to be supplied by school could include details of approaches to teaching and learning.

D. General comments/additional information by delegation of Council:
13. STUDENT EVALUATION

A. Guidelines of Council

The Faculty/School/Department should establish principles and methods for the evaluation of student achievement. A variety of evaluation measures should be systematically and sequentially applied throughout the professional programme in pharmacy. Assessments should measure cognitive learning, mastery of essential practice skills and the ability to use data in realistic problem solving.

B. Self-Assessment by School

13.1 Examination papers are of an acceptable standard.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

13.2 Use is made of methods of evaluation that are applicable to the programme.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

13.3 Use is made of external examiners/moderators.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

C. Comments and information provided by the School
Supportive documentation to be supplied by school could include details of:

- Internal examiners/moderators;
- List of examiners/moderators for the November examination last year;
- Number and duration of examination papers;
- Means of assessing students’ performance in the practical part of each subject;
- Ratio of practical to theory marks;
- Criteria for a pass in each subject;
- Examination security;
- Number of tests and examinations per year in each subject;
- Are supplementary examinations held;
- An indication of frequency of progress assessments/tests during the year
- Types of evaluations conducted eg. written, oral, assessments
- Examination results;
- Analysis of subject passes and failures.

D. General comments/additional information by delegation of Council:
A. Guidelines of Council

An organisational element within the Faculty/School/Department should be devoted to student affairs. The Dean/Head is expected to provide leadership in the development and provision of student services, including activities intended to develop professional attitudes and values and to otherwise foster the professionalisation of students. There should be close co-operation between the Faculty/School/Department and University Student Services.

B. Self-Assessment by School

14.1 There is a programme for the development, provision and maintenance of a student service

Exceeds compliance

Complies

Partially complies

Does not comply

14.2 The programme provides academic advice and personal and career-pathway counselling for students.

Exceeds compliance

Complies

Partially complies

Does not comply

14.3 The programme provides for the professionalisation of students into the pharmacy profession.

Exceeds compliance

Complies

Partially complies

Does not comply
C. Comments and information provided by the School

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Supportive documentation to be supplied by school could include details of—

- Student activities;
- Student representation;
- Special facilities eg. common rooms.

D. General comments/additional information by delegation of Council:
CHAPTER 15

15. ADMISSION CRITERIA, POLICIES AND PROCEDURES

A. Guidelines of Council

The Faculty/School/Department is expected to establish criteria, policies and procedures for admission to the professional programmes. These criteria, policies and procedures should be published in clearly stated terms and made available to students and prospective students.

Admission criteria should include information regarding the satisfactory completion of secondary education requirements, including subjects required for admission to the professional programme.

In the event of selection of students to the professional programme, the selection criteria should be clearly stated and made known to prospective candidates.

B. Self-Assessment by School

15.1 Specific criteria, policies and procedures are in use for admission to the professional programmes.

Exceeds compliance
Complies
Partially complies
Does not comply

15.2 Specific criteria, policies and procedures are made known to prospective candidates.

Exceeds compliance
Complies
Partially complies
Does not comply

15.3 All students are selected on equal terms.

Exceeds compliance
Complies
C. Comments and information provided by the School

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Supportive documentation to be supplied by school should include information relating to –

- admission criteria, policies and procedures;
- student attendance;
- post-graduate students.

D. General comments/additional information by delegation of Council:
CHAPTER 16

16. PROGRESSION OF STUDENTS

A. Guidelines of Council

The Faculty/School/Department should establish and publish criteria, policies and procedures for academic progression as well as for academic probation, dismissal and re-admission. The student’s responsibilities and rights, including appeal procedures, should be published and made available.

B. Self-Assessment by School

16.1 There are established criteria, policies and procedures for academic progression as well as for academic probation, dismissal and re-admission.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

16.2 These criteria, policies and procedures are made known to all students.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

16.3 An appeal procedure is in place.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply
C. Comments and information provided by the School

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Supportive documentation to be supplied by school should include copies of procedures followed for the progression, probation, dismissal and re-admission of students.

D. General comments/additional information by delegation of Council:
CHAPTER 17

17. STUDENT REPRESENTATION

A. Guidelines of Council

The Faculty/School/Department should show evidence that student representation exists on appropriate committees and policy-development bodies of the Faculty/School/Department, including the curriculum committee. Students should be given the opportunity to be heard during regular meetings within the Faculty/School/Department.

B. Self-Assessment by School

17.1 Students are given the opportunity to be represented on committees where they can make a contribution on behalf of the student body.

Exceeds compliance □
Complies □
Partially complies □
Does not comply □

C. Comments and information provided by the School

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Supportive documentation to be supplied by school should include information regarding student representation.

D. General comments/additional information by delegation of Council:
CHAPTER 18

18. STAFF COMPLEMENT: QUANTITATIVE FACTORS

A. Guidelines of Council

The Faculty/School/Department is expected to have sufficient members of staff to meet the comprehensive needs of the Faculty/School/Department, including its responsibilities for the professional programmes, research and scholarship, which includes concern for the profession and public service. A critical nucleus of full-time staff in the respective pharmacy disciplines and in each area of the professional curriculum is required. This nucleus may be complemented by part-time staff, postgraduate students and teaching assistants.

There should exist a staff/student ratio sufficient to deliver and evaluate effectively the professional programmes and to provide time for staff to engage in staff development and to pursue research and scholarly activities. The curricular area of pharmacy practice experience requires close supervision of and significant interaction with students and, thus, a greater staff/student ratio should be provided during this aspect of the professional programme.

B. Self-Assessment by School

18.1 Part-time staff, including postgraduate students and teaching assistants, are utilised.

Yes ☐

No ☐

18.2 The majority of staff involved in teaching are full-time members of staff.

Yes ☐

No ☐

18.3 Sufficient numbers of staff are available to meet the needs of the Faculty/School/Department.

Exceeds compliance ☐

Complies ☐

Partially complies ☐

Does not comply ☐
18.4 There is sufficient full-time teaching staff available to enable members of staff to have time available to be involved in research, scholarly activities, professional development and community service.

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18.5 Adequate numbers of support staff, such as administrative assistants, secretaries, teaching assistants and laboratory technicians, are available for effective operation of the Faculty/School/Department.

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C. **Comments and information provided by the School**

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Supportive documentation to be supplied by school should include –

- student/staff ratio;
- number of students per course;
- teaching load of each member of staff (contact hours per week)

D. **General comments/additional information by delegation of Council:**
CHAPTER 19

19. STAFF COMPLEMENT: QUALITATIVE FACTORS

A. Guidelines of Council

The academic members of staff of the Faculty/School/Department should possess professional and academic expertise in the components of the professional programme for which they are responsible and demonstrate suitable familiarity with current educational philosophy and techniques. Academic members of staff, individually and collectively, are expected to demonstrate a commitment to the mission of the Faculty/School/Department and to the goals and objectives of the professional programmes.

The Faculty/School/Department is expected to have an organised professional development programme for all staff, consistent with their respective responsibilities and is expected to demonstrate effectiveness of this professional development programme. The professional development activities should further provide for skills in teaching students and evaluating their progress. In addition, the professional development programme should assist members of staff in efforts to become and remain productive scholars.

B. Self-Assessment by School

19.1 All academic members of staff are adequately qualified for the position they hold and for the subject area in which they teach.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

19.2 All academic members of staff have adequate exposure to practical situations so as to enhance their teaching?

- Exceeds compliance
- Complies
- Partially complies
- Does not comply
19.3 All academic members of staff are involved in activities to ensure that they remain abreast of new developments in their area of expertise.

Exceeds compliance
Complies
Partially complies
Does not comply

C. Comments and information provided by the School

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Supportive documentation to be supplied by school should include –

• a list of all teaching staff (excluding first-year courses) giving the following details: Name, qualifications, experience (teaching and otherwise), rank, research area, publications (during past three years), current projects, overseas visits (during past three years), involvement in fields related to pharmacy, other university involvements, participation in pharmaceutical organisations outside the university;
• staff involvement in extra-mural pharmacy practice activities;
• staff involvement in continuing education programmes;
• participation in pharmaceutical organisations outside the university;

D. General comments/additional information by delegation of Council:
CHAPTER 20

20. STAFF EVALUATION

A. Guidelines of Council

Established criteria and a defined process should exist for the measurement of performance of each academic member of staff. They should be evaluated for quality and effectiveness, utilising academically accepted criteria, appropriate to the established responsibilities of individual members of staff. Evaluation techniques should involve administrative review, peer review and student evaluations.

B. Self-Assessment by School

20.1 There is a defined process for evaluation of academic members of staff.

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20.2 Students are involved in the evaluation of academic members of staff.

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C. Comments and information provided by the School

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Supportive documentation to be supplied by school should include details of evaluation system used.

D. General comments/additional information by delegation of Council:
21. SELF-ASSESSMENT BY ACADEMIC MEMBERS OF STAFF

A. Guidelines of Council

Academic members of staff should continually evaluate their individual and collective performance. It is essential that they assume responsibility for the continuous improvement of their own teaching, scholarship and service activities.

B. Self-Assessment by School

21.1 A system exists whereby academic members of staff continually evaluate their individual and collective performance.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

C. Comments and information provided by the School

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Supportive documentation supplied by the school:

D. General comments/additional information by delegation of Council:
CHAPTER 22

22. PHYSICAL FACILITIES

A. Guidelines of Council

The physical facilities of the Faculty/School/Department should be adequate to achieve the stated mission. Essential physical facilities include offices for administrative and academic members of staff, teaching and research laboratories, lecture rooms, small classrooms, conference rooms, student amenities and programme support areas. The physical facilities should be adequately equipped, well-maintained and provide a reasonably attractive environment for teaching and learning. The teaching facilities, including general and specialised laboratories, should be sufficient in number and adequate in size to accommodate the student body. Equipment for computer and laboratory work should be available so as to provide individual learning experiences and should be available in a quantity sufficient to provide each student with the opportunity for participation. Physical facilities, instrumentation and supplies should be adequate to support the research and scholarly activities of the Faculty/School/Department.

Offices of staff should provide privacy for study, for counselling and advising of students. Adequate facilities should be available for support staff, including offices for administrative staff.

There should be adequate store room facilities for housing of equipment and supplies.

The necessary environment, including facilities for practice simulations, should be available in order to provide students with practical and simulated pharmaceutical care experiences.

Adequate space should be provided for student activities, such as meeting rooms, study areas and lounges.

Proper and adequate animal facilities, complying with all requirements, should be available to carry out teaching and other programmes. Development and maintenance of such facilities are expected to meet acceptable standards.

Access to specialised resources is necessary to support the professional programme in pharmacy, in accordance with specific curricular needs. Illustrative of such resources are a drug information centre, computer laboratories and pharmaceutical technology laboratory.

B. Self-Assessment by School

22.1 The physical facilities are adequate to achieve the stated mission of the Faculty/School/Department.
22.2 Provision is made for adequate -

22.2.1 Offices for academic members of staff
- Exceeds compliance
- Complies
- Partially complies
- Does not comply

22.2.2 Offices for administrative members of staff
- Exceeds compliance
- Complies
- Partially complies
- Does not comply

22.2.3 Teaching laboratories
- Exceeds compliance
- Complies
- Partially complies
- Does not comply

22.2.4 Research laboratories
- Exceeds compliance
- Complies
- Partially complies
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C. Comments and information provided by the School

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Supportive documentation to be supplied by school should include details of space, facilities and equipment available eg.

- lecture rooms – number, capacity
- laboratories – number, capacity, purpose, special features
- other rooms – offices, stores, cold rooms, projection rooms, dark rooms, etc
- general expansion and development plans
- list of major equipment accessible to undergraduates in pharmacy or other departments – indicate degree of availability. Please do not list single items but only total number, i.e. 10 waterbaths.

D. General comments/additional information by delegation of Council:
CHAPTER 23

23. PRACTICE FACILITIES

A. Guidelines of Council

The Faculty/School/Department should have practice facilities of adequate number and appropriate nature to support the Pharmacy Practice experience section of the curriculum. Practice facilities should include appropriate in-patient and other environments of institutional practice and ambulatory care settings, including community pharmacies. Suitable facilities should be available to support other areas of practice experience in a range of practice settings, including medical speciality care areas, in-home care, health maintenance organisations, managed care, extended care and other health care facilities. Firm administrative arrangements should exist between the Faculty/School/Department and their practice affiliates.

B. Self-Assessment by School

23.1 The Faculty/School/Department has practice facilities of an adequate number and appropriate nature to support the Pharmacy Practice experience area of the curriculum.

Exceeds compliance  □
Complies  □
Partially complies  □
Does not comply  □

23.2 The Faculty/School/Department has formal agreements with its practice affiliates.

Exceeds compliance  □
Complies  □
Partially complies  □
Does not comply  □

C. Comments and information provided by the School

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Supportive documentation to be supplied by school could include information relating to facilities available to support the Pharmacy Practice experience section of the curriculum.

D. General comments/additional information by delegation of Council:
CHAPTER 24

24. LIBRARY AND LEARNING RESOURCES

A. Guidelines of Council

Library and learning resources should be available and accessible to the Faculty/School/Department that are sufficient to support the professional programmes in pharmacy and to provide for research and scholarly activities in accordance with the mission of the Faculty/School/Department. The collection of books, services and staff should be adequate to meet the needs of students and members of staff; holdings should be current with an established mechanism for review and updating; the physical facilities should adequately house the library’s print and non-print holdings and provide sufficient study and reading space for students and members of staff. The Faculty/School/Department should demonstrate that these resources are fully incorporated and utilised in the teaching and learning processes.

The library should be under the direction of a professional librarian. An organised programme should exist to acquaint students with the effective and efficient use of the library as well as with the use of information storage and retrieval techniques. Search capabilities, inter-library loans and other methods of access to materials, not in the collection, should be explained.

B. Self-Assessment by School

24.1 Library facilities are adequate.

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24.2 Holdings within the library are current and relevant to the professional programmes offered by the Faculty/School/Department.

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24.3 Sufficient reading and study space are available to students and staff.

Exceeds compliance  ☐
Complies  ☐
Partially complies  ☐
Does not comply  ☐

24.4 The library resources are fully incorporated and utilised in the teaching and learning process.

Exceeds compliance  ☐
Complies  ☐
Partially complies  ☐
Does not comply  ☐

24.5 The library is under the direction of a professional librarian.

Exceeds compliance  ☐
Complies  ☐
Partially complies  ☐
Does not comply  ☐

24.6 An organised programme exists to enable students and new members of staff to utilise the library effectively and efficiently.

Exceeds compliance  ☐
Complies  ☐
Partially complies  ☐
Does not comply  ☐
24.7 Provision is made for search capabilities, inter-library loans and other methods for access to materials not in the collection of the library.

Exceeds compliance
Complies
Partially complies
Does not comply

C. Comments and information provided by the School

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Supportive documentation to be supplied by school should include information relating to -

- list of journals kept in library;
- statistics of library use;
- any other information available;
- the size and budget of the departmental library
- the main library
- access to electronic information sources

D. General comments/additional information by delegation of Council:
CHAPTER 25

25. FINANCIAL RESOURCES

A. Guidelines of Council

Financial resources of the Faculty/School/Department should be adequate so that continuing operation of the professional programmes in pharmacy is assured at an acceptable level. A budget should be available that provides for programmatic needs, including staff resources, materials and supplies, staff development and evaluation for purposes of programme effectiveness. The Faculty/School/Department should augment budgetary resources with programmes of private donations and other extra mural support for programme development and enrichment.

B. Self-Assessment by School

25.1 The financial resources of the Faculty/School/Department are adequate for the continuing operation of the professional programmes.

Exceeds compliance
Complies
Partially complies
Does not comply

25.2 The Faculty/School/Department augments its budget resources with programmes of private donations and other extra mural support.

Yes
No

C. Comments and information provided by the School

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Supportive documentation to be supplied by school could include details of financial resources and annual budget.
D. General comments/additional information by delegation of Council: