

*The Canadian Council for Accreditation of
Pharmacy Programs*

**ACCREDITATION STANDARDS
for
CANADIAN
PHARMACY TECHNICIAN PROGRAMS**

July 2024



The Canadian Council for Accreditation of Pharmacy Programs
Le Conseil canadien de l'agrément des programmes de pharmacie

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PREFACE

Accreditation is the public recognition accorded to a professional or technical Program that meets established qualifications and educational standards through initial and periodic evaluation. Accreditation concerns itself with quality assurance and Program enhancement from a health equity and cultural safety perspective. Accreditation applies to Programs and is to be distinguished from certification, registration, or licensure which apply to individuals. Graduating from a Program accredited by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) permits direct entry into Part I and Part II of the Qualifying Examination offered by the Pharmacy Examining Board of Canada (PEBC). CCAPP sets standards for pharmacy and pharmacy technician education Programs, grants accreditation awards to Programs that meet the standards, and promotes continued quality improvement of accredited Programs.

These accreditation standards are intended for Canadian educational Programs leading to the entry-to- practice Pharmacy Technician diploma. The standards reflect professional, technical, and educational attributes identified by CCAPP and collaborators as essential for Canadian Programs that intend to develop practicing pharmacy technicians. The standards embrace the philosophy that graduates of accredited Programs have achieved the outcomes and possess the competence necessary for entry into the profession of pharmacy technician in Canada. These are based, at a minimum, on the latest versions of the “Educational Outcomes for Pharmacy Technician Programs in Canada” developed by the Canadian Pharmacy Technician Educators Association (CPTEA) and the “Professional Competencies for Pharmacists and Pharmacy Technicians at Entry-to-Practice in Canada” provided by the National Association of Pharmacy Regulatory Authorities (NAPRA).

The standards recognize that quality pharmacy education and practice experiences are critically important in preparing graduates to embrace the scope of contemporary pharmacy practice as well as emerging practice roles. CCAPP believes in the preparation of competent graduates who identify as drug preparation and dispensing experts who collaborate with pharmacists and other healthcare providers to facilitate safe and effective medication therapy for the health of the patients in their community while providing culturally safe care. Behaviour consistent with the ethical requirements and standards of professionalism (as articulated by NAPRA in the document “Principles of Professionalism for the Profession of Pharmacy”) is expected from graduates of CCAPP-accredited Programs.

Pharmacy technicians must be able to work with and support care for people of distinct cultures with diverse values, beliefs, and customs. They must practice with compassion, empathy, and integrity in providing care to all patients. They must recognize the impact of colonialism in Canada, and best interests of all Indigenous people or those with Indigenous heritage. All people in Canada, regardless of race, ethnicity, religion, age, gender, sexual orientation, gender identify or expression, disability, economic status, or other diversity, deserve to be treated with kindness and inclusivity. Pharmacy technicians are expected to be



trusted and respected members of the communities in which they work, and possess the knowledge, skills, and judgment to support the continuing education of students and recent graduates. The ability to work collaboratively with pharmacy professionals, other healthcare providers within the circle of care and unregulated members of the pharmacy team is essential. Graduates must be sufficiently adaptable to work in a variety of healthcare settings.

CCAPP believes that the educational outcomes established for a Pharmacy Technician Program must encompass the entry-to-practice competencies specified by the appropriate regulatory authority. The public is entitled to interact with graduates who demonstrate competence for the profession as evidenced by the national certification and/or provincial licensure process. It is important that all educational Programs are supportive of, and have an effective working relationship with, the organizations responsible for national certification as well as the applicable provincial or territorial regulatory authority to ensure that graduates have achieved the educational outcomes required for licensure/registration and practice.

The “*Self-Study Application*” will be used by all Programs to facilitate a standardized self-study submission as part of the required accreditation review documentation. It lists the standards, criterion, and evidence required, and includes templates to streamline documentation completion.



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Part I: Academic Program

A. Educational Outcomes

Standard 1: Graduates from the pharmacy technician Program meet educational outcomes and are prepared for entry-level scope of practice.

Criterion 1.1: Intended outcomes are based on the information contained within the latest versions of the “*Educational Outcomes for Pharmacy Technician Programs in Canada*” developed by the Canadian Pharmacy Technician Educators Association (CPTTEA), and the “*Professional Competencies for Pharmacists and Pharmacy Technicians at Entry-to-Practice in Canada*” developed by the National Association of Pharmacy Regulatory Authorities (NAPRA).

Criterion 1.2: Graduates meet competency requirements and demonstrate practice readiness through the application of knowledge, demonstration of skill, and use of professional judgement.


B. Curriculum

Standard 2: The Program includes a series of courses, simulation, practice experiences, and intraprofessional and interprofessional experiences that are designed to support students’ growth toward meeting the Program’s educational outcomes.

Criterion 2.1: The curriculum is based on intended educational outcomes and reflects an organized progression in the level of expected performance to support students’ growth.

Criterion 2.2: The Program is a minimum of 1000 hours delivered over a minimum of 40 weeks, not including practice experience. Graduates must complete the program within 4 years of admission.

Criterion 2.3: The Program includes in-person simulation (lab) components of not less than 240 hours over a minimum timeframe of 6 weeks. Simulation must be performed in a suitable laboratory within the teaching facility.



Standard 3: The required curriculum includes content related to patient-centered care; dispensing; product preparation and distribution; inventory management; sterile and nonsterile compounding; calculations; health promotion; anatomy and physiology; quality and safety practices; equity, diversity, and inclusion; technology/automation; personal and environmental safety; environmental sustainability; licensure process; and professionalism and leadership.

Criterion 3.1: The curriculum has content of sufficient depth, scope, timeliness, quality, sequence, and emphasis to provide the foundation for the full scope of contemporary pharmacy technician practice responsibilities. See Appendix 1 for a list of required course content topics.


Criterion 3.2: Practice skills are developed through laboratory, simulation, and practice-based experiences. See Appendix 2 for a list of required skills.

Criterion 3.3: The curriculum supports development of professionalism, collaboration, and professional identity and must include content regarding responsibilities of regulated health professionals and how they are accountable for their professional behaviors such as critical thinking, judgement, and ethical decision making. The curriculum must include “*The NAPRA Principles of Professionalism*” for the Profession of Pharmacy.

Criterion 3.4: The curriculum addresses Indigenous health and cultural safety, Indigenous rights to self-determination, anti-Indigenous racism, decolonization, and Indigenization. Exposure to accessing and using information from Non-Insured Health Benefits for First Nations and Inuit (NIHB) must be included.

Criterion 3.5: The curriculum provides instruction on how students can identify and mitigate against racism and oppression and work toward provision of cultural safety and health equity.

Criterion 3.6: The curriculum identifies the names and key functions of local, provincial, and national pharmacy organizations. The curriculum also provides instruction on the licensing process, and at a minimum, the roles of the provincial/territorial pharmacy regulatory authorities, the Pharmacy Examining Board of Canada (PEBC), the National Association of Pharmacy Regulatory Authorities (NAPRA), the Canadian Council for Accreditation of Pharmacy Programs (CCAPP), the Canadian Pharmacists Association (CPhA), the Canadian Association of Pharmacy Technicians (CAPT), the Canadian Society of Hospital Pharmacists (CSHP), and the Institute for Safe Medication Practices (ISMP).



Criterion 3.7: The curriculum has content around medication quality and safety including concepts such as mandatory medical incident reporting, “stop the line” methodology, impact, and consequences of medication incidents and just culture. It includes the “*NAPRA Model Standards of Practice for Continuous Quality Improvement and Medication Incident Reporting by Pharmacy Professionals*”.


Criterion 3.8: The curriculum introduces students to various forms of pharmacy related technology/automation such as packaging and verification technology, intravenous (IV) workflow management systems, and virtual care platforms.

Standard 4: Pharmacy practice experiences are of adequate intensity, breadth, structure, duration, and variety to achieve educational outcomes. Pharmacy practice experiences are in a variety of care sectors, involving patients with differing healthcare service needs. Experiences integrate, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the Program, including collaboration and teamwork.

Criterion 4.1: The practice experiences component of the Program, which is a minimum of 9 weeks (360 hours), provides students with the opportunity to develop the competence required for pharmacy technicians at entry-to-practice. Of the 360 hours of pharmacy practice experiences, at least (minimum) 160 hours of full-time pharmacy practice experience is attained in an institutional pharmacy setting and at least (minimum) 160 hours of full-time pharmacy practice experience is attained in a community pharmacy setting. The remainder of the hours may be applied to pharmacy practice experience in any pharmacy practice setting.

Criterion 4.2: Tasks during experiential learning contribute meaningfully, productively, and safely to patient care and other professional activities of the practice site, at a level appropriate to the student’s level of preparedness. In culminating pharmacy practice experiences, students demonstrate an ability to perform tasks at the entry-to-practice level of competence. Students must receive an overall assessment during practice experience rotations.

Criterion 4.3: The program provides a variety of readiness tools and activities prior to experiential placements. Placements must be structured, and students are required to provide feedback.



Standard 5: The curriculum includes required intraprofessional and interprofessional learning experiences, offered throughout the Program, to broaden understanding of roles and competencies of pharmacy team members and other health professionals.

Criterion 5.1: Content and experiences develop the expected competence for intra- and interprofessional care and collaborative practice. Experiences are integrated throughout the Program. Intra- or interprofessional content and experiences must be in addition to provision of lectures by pharmacists or other health professionals. Collaborative examples may include student case study discussions with other health professional students which are assessed.

C. Teaching, Learning, and Assessment


Standard 6: The Program uses a variety of teaching, learning, and assessment methods that support the needs of diverse learners to produce graduates who meet the required educational outcomes.

Criterion 6.1: The Program includes an overall plan of instructional design that supports the needs of diverse learners while developing the knowledge, skills, behaviors, and judgment required of the pharmacy technician graduate at entry-to-practice.

Criterion 6.2: A variety of assessment methods are systematically and sequentially applied throughout the Program to provide formative and summative feedback to students, and to confirm graduates' achievement of educational outcomes. At multiple and suitable points in the curriculum, pharmacy calculation skills and verification skills are assessed using summative assessment(s) demonstrating that student performance is error-free.

Criterion 6.3: The Program has criteria, policy, and procedures for academic progression, academic probation, dismissal, and readmission in accordance with College policy. Student responsibilities, rights to due process including appeal mechanisms, student supports and resources, are published and made available.

Standard 7: The Program provides an environment and culture that promotes professional behavior that includes respectful relationships among and between students, faculty members, administrators, preceptors, patients, and staff.



Criterion 7.1: The Program has a student code of conduct that describes expected behaviors and remedial actions relating to professional behavior in the Program. Students are aware of the policies and the process for appeals.

Criterion 7.2: The Program implements strategies and activities to strengthen the professional culture of the student experience.

Criterion 7.3: Students experience a professional setting that enables their professional identity formation and understanding of fulfilling professional responsibilities.

Part II: Governance and Program Management


A. Institutional Structure and Commitment

Standard 8: The Program is in a College that offers post-secondary education and is committed to quality. The College and Program have a relationship with a network of community pharmacies, healthcare facilities and institutions that enable the Program to fulfill its academic mission. The College and Program are committed to anti-racism and anti-oppression in all forms and to creating an environment that promotes equity, diversity, and inclusion.

Criterion 8.1: The College has policies, procedures, and documentation in place to address actual, potential, or perceived conflicts of interest, unethical behavior, and professional misconduct related to teaching, research, and service activities.

Criterion 8.2: The College and Program recognize and are committed to the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action, celebrate local Indigenous cultures, and engage in respectful and reciprocal relationship building.

Criterion 8.3: The College and Program promotes equity, cooperation, and diversity in its activities and promotes respectful and reciprocal relationship building.



Standard 9: The Program is responsive to the profession in maintaining relevance to current pharmacy practice, practice sites and community or regional needs, and must include the establishment of a fully functioning Pharmacy Technician Program Advisory Committee (PTPAC).

Criterion 9.1: The PTPAC committee, which provides for broad-based input from individuals in the field of pharmacy, includes but is not limited to: pharmacy technicians and pharmacists that practice in a variety of practice settings in the community where the Program operates. In provinces where pharmacy technicians are registered and/or regulated, the committee includes:

- At least two registered and/or currently licensed pharmacy technicians
- Community and hospital pharmacy technicians and pharmacists
- Students
- Alumni
- Program administrator, Program Coordinator, Instructional staff (ex-officio, non-voting)
- Any other key collaborators or constituent groups relevant to the Program's vision, mission, and goals

Criterion 9.2: The PTPAC holds at least two meetings per calendar year and has current terms of reference, minimally to include the committee purpose, composition, term of appointments, frequency, and timing of meetings, and reporting structure within the Program and College. The Chairperson is selected from amongst committee members who are neither Program staff nor Program administrators.

Criterion 9.3: At least annually, the PTPAC reviews a report provided by the Program that describes the extent to which the current curriculum and any planned changes to the curriculum align with or have gaps in relation to the most current version of the "CPTEA Educational Outcomes for Pharmacy Technician Programs in Canada" and the "NAPRA Professional Competencies for Pharmacists and Pharmacy Technicians at Entry-to-Practice" in Canada.

Criterion 9.4: PTPAC members provide feedback and suggest curriculum revisions in response to the Program report (see criterion 9.2) to ensure continued quality assurance and overall integrity of the program.



B. Program Leadership and Support

Standard 10: The Dean/Director/leadership team within the College effectively supports the achievement of the Program’s mission which is under the direction of a qualified Coordinator/Lead.

Criterion 10.1: The College administration understands the importance of CCAPP accreditation for the Program.

Criterion 10.2.1: A pharmacy professional licensed to work (in good standing) as a pharmacist or pharmacy technician in Canada, with a minimum of 3 to 5 years of experience in pharmacy practice, is designated as the Coordinator/Lead for the Program.

Criterion 10.2.2: The Program Coordinator/Lead has specific experience in education and curriculum or is supported with training in these areas provided or facilitated by the College.

Criterion 10.2.3: The Program Coordinator/Lead provides oversight and coordination of the program on a continuous basis. The College must provide the Program Coordinator/Lead sufficiency of time to perform all duties related to the role.

Criterion 10.2.4: An effective plan is in place for a smooth transition of duties for Program continuance should the Program Coordinator/Lead position be vacated.

Criterion 10.2.5: The Program Coordinator/Lead holds an active membership in CPTEA and must be funded to attend the annual CPTEA conference.

Criterion 10.3: An effective governance structure is in place that facilitates the achievement of the Program’s mission and vision.

Standard 11: The College and the Program promote faculty engagement with regulatory, certification, and licensing authorities, and professional associations.

Criterion 11.1: Faculty develop and maintain active relationships with external pharmacy organizations.



C. Planning, Evaluation and Continuous Quality Assurance

Standard 12: The Program establishes and maintains systems to evaluate progress towards strategic goals, gathers information to inform necessary changes, and communicates performance and achievements to relevant collaborators.

Criterion 12.1: The Program has a vision, mission, and values statement informed by the needs of society and aligned with that of the College.

Criterion 12.2: The Program's strategic or operational plan is current and has the support of senior administration. The planning process provides for broad-based input from faculty members, students, and other key collaborators. The process considers financial, programmatic, and academic planning within the context of institutional and professional changes occurring and anticipated.

Criterion 12.3: The Program conducts regular, systematic reviews of curricular content, structure, process, and outcomes to ensure that educational outcomes required for the program leading to a pharmacy technician credential are met. Improvements are implemented on an ongoing basis to ensure that the curriculum is current. See Appendix 3 for a list of evaluation and continuous quality improvement components.


D. Admissions

Standard 13: The College has a robust recruitment process that is transparent in its intention to attract a diverse pool of well-qualified applicants.

Criterion 13.1: The process includes recruitment of applicants suitable to the pharmacy technician profession.

Criterion 13.2: The process includes recruitment of and/or financial and other support for individuals from equity-deserving groups.

Criterion 13.3: The process includes recruitment of and/or financial and other support for Indigenous students consistent with TRC Call to Action 23.



Standard 14: The College establishes and communicates to applicants the published criteria, policy, and procedures to admit students to the Program.

Criterion 14.1: Criteria that are used to determine offers of admission are made public.

Criterion 14.2: Admissions processes include attention to equity, diversity, inclusion, anti-racism, and anti-oppression in its selection of candidates, with a specific focus on Indigenous applicants consistent with TRC Calls to Action 23. These processes include procedures to ensure the reduction of systemic reviewer biases towards applicants.

Criterion 14.3: English/French language proficiency as defined by the “NAPRA Language Proficiency Requirement Policy,” must be met on admission.

Criterion 14.4: Recognition of Prior Learning (RPL) is limited to courses where pharmacy technician scope of practice does not apply. RPL does not apply to simulation and pharmacy practice experience components of the Program.

Criterion 14.5: Transfer credit for any course will only be accepted for courses completed within four years before current admission to the Program.


Criterion 14.6: Admissions criteria includes:

- Applicants must be currently attending high school, or possess a high school equivalency certificate, or be a high school graduate.
- A minimum of 60% in grade 12 level math, English, biology, and chemistry.
- International students must meet NAPRA established criterion to assess language proficiency prior to admission.
- The need for a criminal record background check, immunization and other health-related requirements must be stated in the admissions package.

Part III: Resources

A. Student Services

Standard 15: The College and Program provide sufficient resources including appropriately trained staff to ensure that students are supported and have a respectful, safe, inclusive, and professional environment free of harassment and discrimination while enrolled in the Program.



Criterion 15.1: Students at all stages of the Program have access to financial aid and health services, orientation programs, academic advising, and career-pathway counselling. Requests for accommodation of student needs are met in a manner consistent with applicable legislation. Support is provided in an anti-oppressive manner and appropriate resources are in place to support equitable learning.

Criterion 15.2: Students are aware of conditions under which they may file a grievance, appeal, or complaint and the process for doing so.

B. Human Resources

Standard 16: The Program has sufficient human resources, including appropriately qualified support and administrative staff, and instructional staff, to effectively deliver and evaluate the Program.


Criterion 16.1.1: The Program has instructional staff with the relevant academic and professional qualifications to fulfill their role in supporting student learning.

Criterion 16.1.2: All instructional staff assigned responsibility for the delivery of practice-related courses are registered and/or licensed as a pharmacy technician or pharmacist in the province where the Program operates. If pharmacy technician legislation is not in place in the province where the Program operates, the individual has successfully completed the Pharmacy Examining Board of Canada Pharmacy Technician Qualifying Examination Part I and Part II.

Criterion 16.1.3: Pharmacology is taught by a pharmacy professional licensed (in good standing) to work as a pharmacist in Canada.

Criterion 16.1.4: Sterile compounding skills and techniques are taught by a pharmacy professional licensed to work (in good standing) as a pharmacy technician in Canada, who demonstrates currency of practice and validation of sterile compounding skills per the requirements of the regulatory authority in the province where the Program operates. Where the regulatory authority does not specify the sterile compounding training/validation requirements that must be met, the individual must meet the requirements for sterile compounding personnel as defined in the most current “NAPRA Model Standards for Pharmacy Compounding of Non-hazardous Sterile Preparations” and “NAPRA Model Standards for Pharmacy Compounding of Hazardous Sterile Preparations”.

Criterion 16.1.5: Nonsterile compounding skills and techniques are taught by a pharmacy professional licensed to work (in good standing) as a pharmacy technician or pharmacist, who



demonstrates currency of practice and validation of nonsterile compounding skills per the requirements of the regulatory authority in the province where the Program operates. Where the regulatory authority does not specify the nonsterile compounding training/validation requirements that must be met, the individual must meet the requirements for nonsterile compounding personnel as defined in the most current “NAPRA Model Standards for Pharmacy Compounding of Nonsterile Preparations”.

Criterion 16.2: The Program has an adequate amount of appropriately skilled instructional staff and laboratory support personnel to fulfill the role of supporting and sustaining student learning in each distinct curricular activity within the Program. The instructional staff-to-student ratio and the proportion of full-time staff are sufficient to ensure that student learning is not compromised.

Criterion 16.3: Faculty members and staff are evaluated using multiple sources of assessment with reference to clearly outlined criteria. A performance management process is available for faculty members and staff that do not meet performance expectations.

Criterion 16.4: The Program establishes a curriculum committee consisting minimally of a pharmacy technician and a pharmacist, licensed in the province where the Program operates, to contribute to and document the development of the review, revision, and delivery of Program content.

Criterion 16.5: The Program has a contingency plan for pharmacy related courses if instructional staff assigned to courses are not available for any reason.

Criterion 16.6: The Program has an emergency plan in place to enable virtual delivery should the need arise. An example here would be in the case of a pandemic.

Standard 17: The College provides ongoing training for faculty and staff, and supports professional development opportunities consistent with staff and faculty responsibilities.

Criterion 17.1: There is evidence of College support of both academic and professional development opportunities for faculty members and staff, consistent with their respective responsibilities as it relates to teaching and assessment of students. Major changes in educational offerings (e.g., a shift from in-person to remote teaching) are met with corresponding training for faculty to ensure continued quality of instruction.

Criterion 17.2: Faculty members and staff participate in training in modeling equity, cooperation, diversity, and reconciliation including but not limited to information on Indigenous health and wellness, and the historical and current policies, practices, and effects of colonialism.



C. Practice Site Resources

Standard 18: The Program selects practice sites and preceptors where student learning and skills development are adequately managed, supported, supervised, and assessed. Practice sites meet relevant regulatory requirements.

Criterion 18.1: The Program has established criteria for selection of practice sites and has processes in place to monitor ongoing adherence to the established criteria.

Criterion 18.2: The Program has established criteria for selection of, and processes for, orientation and training for preceptors. This includes having suitable supervision at each stage of the pharmacy practice experience such that that students can practice at the level necessary to achieve intended educational outcomes with adequate oversight, coordination, guidance, assessment, and feedback. Qualified preceptors oversee all pharmacy practice experiences.

Criterion 18.3: Formalized contractual agreements between the College and practice sites outline the authority, privileges, obligations and responsibilities of the College and practice site, and address obligations to provide a safe practice environment for students.


D. Financial Resources

Standard 19: The College has adequate financial resources to ensure the continuing operation of the pharmacy technician Program and the fulfillment of other elements of the Program mission.

Criterion 19.1: The College is aware of the role of the pharmacy technician and the financial requirements for operating an accredited Pharmacy Technician Program.

E. Physical Facilities and Infrastructure

Standard 20: Physical facilities and infrastructure of the College and the Program are adequate and appropriately equipped to achieve the stated mission and required outcomes.



Criterion 20.1: Adequate space and resources are available to support the functions of the Program's administration, instructional staff, and students.

Criterion 20.2: Adequate space is provided for student activities and organizations.

Criterion 20.3: Instructional spaces used for the Program are sufficient in number and adequate in size to accommodate the student body. Instructional spaces have sufficient, appropriate and well-functioning equipment to support learning.

Criterion 20.4: Instructional spaces must be equitable and meet legal standards for all individuals, including those with disabilities.

Criterion 20.5: Simulation environments are sufficient in number and adequate in size to accommodate the student body. Facilities are secure, designed and equipped to realistically simulate contemporary institutional and community practice settings including meeting regulatory requirements and practices required for patient and worker safety.

Criterion 20.6: Equipment and supplies for sterile and nonsterile compounding are of a quality sufficient to authentically simulate a compounding environment in practice that complies with the standards of the provincial regulatory authority in which the Program operates, and/or the most current NAPRA Model Standards for Compounding. Equipment and supplies are of a quantity sufficient to accommodate active participation of each student in compounding activities that comply with practices.


Criterion 20.7: Suitable, operational, properly functioning and regularly inspected primary engineering controls (PEC) are available and used.

Criterion 20.8: The Program utilizes authentic testing supplies and standardized validation protocols when practicing and assessing sterile compounding skills.

F. Information and Technology Resources

Standard 21: The College ensures access and training for all faculty and students related to educational technology as well as library and information resources sufficient in quantity and quality to support all educational activities.

Criterion 21.1: On- and off-campus access to library resources is available to students and faculty.



Criterion 21.2: Access and training related to information technology and systems essential for pharmacy practice are available to students and faculty to ensure that graduates are digitally competent practitioners.

Criterion 21.3: Digital infrastructure is available to support online learning and assessment.



Part IV: Appendices

Appendix 1 – Foundational Content


It is expected that the curriculum has content of sufficient depth, scope, timeliness, quality, sequence, and emphasis to provide the foundation at an entry level for the full scope of contemporary pharmacy technician practice responsibilities. The curriculum is expected to include sufficient content in pharmaceutical sciences, pharmacy practice, and social, behavioral, and administrative pharmacy, as well as foundational knowledge in basic biomedical sciences. Content areas include, but are not limited to:

Pharmaceutical sciences

- Pharmacology
- Pharmaceutics
- Non-prescription products
- Medical terminology

Pharmacy practice

- Patient care process
- Quality and safety practices (for patients, staff, and environment)
- Product distribution (prescription processing, dispensing, product preparation, sterile and nonsterile compounding, verification, automated dispensing systems, etc.)
- Third party claims adjudications (public and private)
- Pharmacy mathematics and calculations
- Practice setting differences (institutional, community and specialty pharmacy operations, inventory management, billing and record keeping procedures, management practices, etc.). This includes the role of provincial health authorities and the interconnectedness to other practice settings.
- Pharmacy informatics
- Pharmacy automation
- Device teaching
- Point of care testing
- Vaccine injection administration
- Ethical decision making
- Professional standards of practice including regulated healthcare professional accountability requirements (E.g. Commitment to fulfil all professional obligations and periodic provision of evidence to substantiate)
- Legislation and regulatory framework
- Scope of practice
- Indigenous health policy
- Impact of pharmacy practice on environmental sustainability including strategies to mitigate and adapt to climate change and mitigate pharmaceutical waste.
- Healthcare education

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- Evidence informed decision making.
 - Health promotion and advocacy
 - Public health

Behavioral, social, administrative pharmacy sciences

- Patient care (developing professional relationships, obtaining patient information, understanding the concept and application of patient-centered care, understanding that patients are a central part of the team within patient-centered care, etc.)
- Intra-and interprofessional collaboration, including roles and responsibilities of pharmacy technicians relative to other health professionals
- Communication
- Digital health
- Quality improvement
- Indigenous history (colonialism, residential schools), values, teachings, practices, and healthcare needs
- Cultural equity, diversity and inclusion, safety, humility, and responsiveness
- Health equity and social determinants of health
- Professionalism, management, and leadership
- Professional wellbeing
- Professional learning and development

Basic biomedical sciences including anatomy, physiology, and pathophysiology

- Psychiatry and mental health
- Neurology
- Cardiology
- Respiriology
- Gastroenterology
- Endocrinology
- Nephrology
- Dermatology
- Hematology
- Hepatology
- Rheumatology
- Oncology
- Infectious diseases
- Drugs in pregnancy and lactation
- Pain management
- Nutrition
- Substance use disorders, dependency, and addiction.
- Sexual, reproductive, and gender-related health
- Urology
- Conditions affecting head, eyes, ears, nose, throat (EENT)
- Drugs in specialty populations including but not limited to pediatrics, and geriatrics



Appendix 2 – Required Practice Skills

It is expected that the following practice skills are developed through simulation and practice-based experiences to enable students to perform the technical duties related to patient-centered care and to continually develop as a professional:

- Collection of patient data
 - Information gathering
 - Accessing patient health information
 - Device teaching
 - Point-of-care testing
 - Best possible medication history
- Drug distribution
 - Awareness of the requirement for a clinical or therapeutic verification by a pharmacist
 - Processing, preparing, and releasing prescriptions
 - Adjudication and resolution of issues with public and private third-party payors
 - Sterile and nonsterile compounding
 - Repackaging
 - Hazardous medication handling, preparation, storage, transport and disposal
 - Order entry
 - Medication verification practices including Independent Double Check process
 - Inventory management, including narcotics and other controlled substances
 - Cold chain management
 - Vaccine protocols which may include preparation, handling, administration, storage and disposal
 - Administration of drugs by injection (jurisdiction dependent for practice-based experiences)
- Documentation of care interactions and activities
- Patient and professional communications including emotional intelligence and motivational interviewing
- Collaborative care and shared decision-making
- Evidence-based decision making
- Critical thinking and problem solving



Appendix 3 – Program Evaluation and Continuous Quality Improvement

At a minimum, the Program shall have processes in place for evaluating and improving the following:

- a. The overall curriculum, including course sequencing, coverage of foundational and added content as required by professional changes, and opportunities for practising technical and professional skills.
- b. Teaching, student assessment, and learning environments (e.g., classroom, online, simulation lab, experiential placements, etc.).
- c. Outcomes of the education Program, including results from national board exams; feedback from students, alumni, employers, and local pharmacy regulators; and measurement of student performance across education experiences.
- d. Resources and infrastructure supporting the education of students, including human resources, financial resources, facilities, and liaison relationships with partners supporting delivery of the curriculum.
- e. Recruitment and admissions processes and outcomes including those related to increasing representation of Indigenous pharmacy technicians and other equity-deserving groups.
- f. Student support services and resources, including academic support and health services.

During the onsite Accreditation visit, the Program is expected to describe and discuss their processes for evaluating these areas, and disseminating and using the information gathered from evaluations, rather than presenting all the above data.