

*The Canadian Council for Accreditation of
Pharmacy Programs*

**INTERNATIONAL ACCREDITATION STANDARDS
for
Pharmacy Technician Diploma and
Bachelor of Science in
Pharmacy Technology (B.Sc.PT) Programs
2024**



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

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PREFACE


Notwithstanding graduation from a program with “International CCAPP Accreditation” those pharmacy and pharmacy technician graduates seeking to practice in Canada must meet the requirements for internationally educated pharmacists and pharmacy technicians defined by the appropriate Canadian regulatory authorities. Education and training programs with International CCAPP Accreditation are to make this information known to students in its student handbook and via student sessions early in the program.

Accreditation is the public recognition accorded to a professional program that meets established qualifications and educational standards through initial and periodic evaluation. Accreditation concerns itself with quality assurance and program enhancement. It applies to Programs and is to be distinguished from certification, registration, or licensure which apply to individuals. The Canadian Council for Accreditation of Pharmacy Programs (CCAPP) sets standards for pharmacy educational programs and promotes continuous improvement. CCAPP awards accreditation to those Programs satisfactorily meeting the standards.

These accreditation standards are intended for International Educational Programs leading to the entry to practice Pharmacy Technician diploma and the Bachelor of Science in Pharmacy Technology (B.Sc.PT) Programs. The accreditation standards stipulate that graduates of these Programs have the general knowledge in the required basic and professional sciences. The graduates must also have sufficient practical experience. The curriculum of a pharmacy technician program and pharmacy technology program is expected to embrace the current scope of practice as well as emerging roles. CCAPP expects programs to produce competent graduates who can reliably demonstrate the ability to apply the knowledge, skills, and behaviours to carry out their roles in society.

These Accreditation Standards recognize that pharmacy education of high quality will depend on multiple components including general knowledge, basic and professional sciences, and professional practice experience. In countries where educational outcomes for the technician and technology programs do not exist or where a professional licensing body has not established entry-to-practice competencies, it is understood that the curriculum will reflect the contemporary needs and emerging roles within the country in which the program operates. CCAPP expects that:

- Graduates must have a broad understanding of healthcare, the factors that contribute to a healthy community, and the structure and role of the health system in the country where the program operates.
- Graduates must have the ability to manage and evaluate information, and the skills needed to advocate on behalf of individuals and the community.

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- Graduates are expected to be able to work with people of different cultures with diverse values, beliefs, and customs.
 - Graduates are expected to be trusted and respected members of the communities in which they work, develop skills in judgment and public relations, and provide support to students and health providers.
 - Graduates must practice with compassion, empathy, and integrity.
 - Graduates are expected to work in intra- and interprofessional teams and be adaptable enough to work in a variety of settings.

The public is entitled to demand that graduates of the pharmacy technician and pharmacy technology programs can demonstrate they have mastered the entry-to-practice competencies for that profession. For that reason, examples of evidence focus on educational outcome measures to the greatest extent possible, rather than structure, input, or output measures of quality.

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Part I: Academic Program

A. Educational Outcomes

Standard 1: The Program that leads to a pharmacy technician diploma and pharmacy technology degree is based on an organized educational framework facilitating the development of graduates with competencies to meet the entry-level scopes of practice.

Criterion 1.1:

- a. Intended outcomes of the pharmacy technician diploma are based, at a minimum, on the current Canadian Pharmacy Technician Educators Association (CPTEA) “Educational Outcomes for Pharmacy Technician Programs in Canada” and the current National Association of Pharmacy Regulatory Authorities “Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice”.
- b. Intended outcomes of the pharmacy technology degree, based on the current CPTEA “Educational Outcomes for Pharmacy Technician Programs in Canada” and the current National Association of Pharmacy Regulatory Authorities “Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice”, and the International Standards appropriate for the scope of practice for pharmacy technologists.

Required Evidence:

- Provide a curriculum map of the educational outcomes or matrix of outcomes linked to course objectives and expected level of achievement.

Criterion 1.2:

- a. The pharmacy technician graduate demonstrates an understanding of and performs the required tasks of the pharmacy technician role that is defined by the local regulatory authority in the in the country in which the Program operates.
- b. The pharmacy technology graduate demonstrates an understanding of an performs the essential tasks of the pharmacy technologist role that is defined by the local regulatory authority in the in the country in which the Program operates.

Required Evidence:

- Provide a chart for graduation rates of both Programs.

Criterion 1.3:

The curriculum educational framework and any subsequent changes are documented and evaluated against the required educational outcomes and competencies.

Required Evidence:

- In Appendix 1.3 provide the curriculum (courses outlines), mapping, and evaluation of changes for both Programs.

B. Learning Environment

Standard 2: The educational institution provides an environment and culture that promotes professional behaviour and harmonious relationships among students, and between students and instructional staff, administrators, preceptors/mentors, and staff.

Criterion 2.1:

The Program has a student code of conduct that defines expected behaviours and consequences for deviation from the code. Students are aware of the code of conduct and the process for appeals.

Required Evidence:

- Provide a copy of a duly approved code of conduct for students.
- Provide the procedures regarding communication and application of the code of conduct policy.

Criterion 2.2:

The Program introduces students to regulatory and local, regional, and national pharmacy, and other relevant professional organizations and activities.

Required Evidence:

- Provide a list (description) of activities with or about: regulatory organizations, local, regional, and national pharmacy organizations, and other professional organizations.

C. Curriculum

Standard 3: The Program comprises a series of core courses, practice experiences, and intra- and interprofessional experiences that support the educational outcomes.

Criterion 3.1:

The Program includes an organized progression in the level of expected performance that supports growth in graduates' capabilities to meet educational outcomes.

Required Evidence:

- Describe the progression of performance expectations (e.g., introduced/taught, assessed, reinforced; beginner, intermediate, advanced) within the curriculum's foundational content, practice skills, and practice experiences.

Criterion 3.2:

- a. Didactic and simulation courses that are designed to support students in meeting the entry-level scope of pharmacy technician practice comprise a minimum of 650 hours delivered over a minimum of 26 weeks.
- b. Didactic and simulation courses that are designed to support students in meeting the entry-level scope of pharmacy technologist practice comprise a minimum of 2000 (combined pharmacy technician diploma and pharmacy technology degree) hours delivered over a minimum of 100 weeks.

Required Evidence:

- In Appendix 3.2 provide a list of didactic and simulation coursework hours required for graduation, including total hours for didactic and simulation components.

Criterion 3.3:

- a. The pharmacy practice experiences component of the pharmacy technician program, which is a minimum of 360 hours, supports students in meeting the entry level scope of practice for pharmacy technicians. Of the 360 hours of pharmacy practice experiences, 160 hours of pharmacy practice experience is attained in an institutional setting and 160 hours of pharmacy practice experience in a community pharmacy setting. The remainder of the hours may be applied to pharmacy practice experience in any pharmacy practice setting.
- b. The pharmacy practice experiences component of the pharmacy technology program, is a minimum of 420 hours and supports students in meeting the entry level scope of practice for the pharmacy technologist. Of the 420 hours of pharmacy practice experiences, 140 hours of full-time pharmacy practice experience in an institutional setting, and 140 hours of pharmacy experience in a pharmaceutical manufacturing site, two weeks in regulatory affairs and drug control, and two weeks in teaching and research.

Required Evidence:

- In Appendix 3.3 provide a list of practice experiences that are required for graduation.

Criterion 3.4:

- a. Graduates of the pharmacy technician program complete the program within 3 years of admission.
- b. Graduates of the pharmacy technology program complete the program within 6 years of admission.

Required Evidence:

- In Appendix 3.4 provide the policy on maximum enrollment duration.

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

Criterion 4.1a:

The curriculum for the pharmacy technician program includes content of sufficient depth, scope, timeliness, quality, sequence, and emphasis to provide foundational knowledge that is necessary for the full scope of contemporary practice.

Criterion 4.1.1a:

The curriculum includes instruction and opportunity for skill development in the pharmaceutical sciences, including, but not limited to content in pharmacology, toxicology, pharmaceuticals, and non-prescription products.

Criterion 4.1.2a:

The curriculum includes instruction and opportunity for skill development in pharmacy practice and social, behavioural, and administrative pharmacy, including, but not limited to:

- a. patient care (developing professional relationship, obtaining patient information etc.)
- b. product distribution (prescription processing, dispensing, product preparation, sterile and non-sterile compounding, automated dispensing systems)
- c. practice setting (institutional and community operations, inventory, record keeping, billing procedures, management practices, etc.)
- d. health promotion
- e. making evidence-informed decision
- f. communications, including customer service and use of information technology
- g. inter- and intra-professional collaboration, including roles and responsibilities of pharmacy technicians relative to other health professionals
- h. ethics, law, and regulatory issues
- i. quality, safety, medication reconciliation
- j. professionalism



Criterion 4.1.3a:

The curriculum includes instruction and opportunity for skill development in the basic biomedical sciences, which includes but is not limited to anatomy, physiology, and pathophysiology.

Required Evidence:

- For each didactic course, provide the outline or syllabus indicating the competencies and educational outcomes that are expected to be met by the student.

Criterion 4.1b:

The curriculum for the pharmacy technologist degree program is based on the CPTEA Educational Outcomes for Pharmacy Technicians in Canada and enables students to achieve the competencies described in the NAPRA Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice”, and on international standards appropriate for the professional scope of practice for pharmacy technologists.


Criterion 4.1.1b:

The curriculum includes instruction and opportunity for skill development in the pharmaceutical sciences, to include but not be limited to content in pharmacology, pharmaceuticals, microbiology, organic chemistry, biochemistry, drug discovery, vaccine development, pharmaceutical process technology, pharmacognosy, industrial pharmacy, biopharmaceutics, pharmacokinetics, and research methodology.

Criterion 4.1.2b:

The curriculum includes instruction and opportunity for skill development in pharmacy practice and social, behavioural, and administrative pharmacy, to include but not be limited to:

- a. patient care (developing a professional relationship, obtaining patient information)
- b. product distribution (prescription processing, dispensing, product preparation, sterile and non-sterile compounding, automated dispensing systems, pharmacy informatics)
- c. calculations
- d. practice setting (institutional, community operations, and manufacturing inventory, record keeping, billing procedures, management practices)
- e. health promotion (such as screening for non-communicable diseases and chronic conditions), and administration of vaccines
- f. making evidence-informed decisions
- g. communications, including customer service and use of information technology
- h. inter- and intraprofessional collaboration, including roles and responsibilities of pharmacy technologists relative to other health professionals
- i. ethics, law, and regulatory issues in clinical and pharmaceutical industry practices
- j. quality and safety practices including medication reconciliation
- k. professionalism

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- l. digital health and pharmacy informatics (share digital information, management of electronic medical records, utilize data analysis and use of robotics)

Criterion 4.1.2c:

The curriculum includes instruction and opportunity for skill development in pharmaceutical manufacturing to include but not limited to:

- a. pharmaceutical processing, dosage form and design
- b. testing and quality control
- c. operational skills relating to drug design and discovery
- d. stability of vaccine formulations
- e. pre-clinical and clinical trials
- f. drug registration process and drug approval process
- g. pharmaceutical research and development

Criterion 4.1.3b:

The curriculum includes instruction in the basic biomedical sciences, which includes but is not limited to anatomy, physiology, and pathophysiology.

Required Evidence:

- For each didactic course, provide the outline or syllabus showing the competencies and educational outcomes that are expected to be met by the student.

Criterion 4.2:

Practice skills for the technician and technologist are developed to achieve the educational outcomes through laboratory, simulation, and practice-based experiences.


Criterion 4.2.1a:

Simulation activities are:

- a. structured around a set of specific learning objectives
- b. involve structured assessment activities to assure that students have met the stated learning objectives
- c. supervised by educators and practitioners that are pharmacy professionals, except when other qualified instructional staff/facilitators are more appropriate

Required Evidence:

- For each simulation and practice experience course, provide the outline or syllabus indicating the skills that a student is expected to be able to perform.
- Provide a list of all instructional staff involved in simulation activities including academic and professional qualifications.
- Provide a list of the assessments(tools) that evaluate the ability of a student to perform the scope of tasks of a pharmacy technician/technologist in the jurisdiction where the program operates.



Standard 5: Practice experiences are of adequate intensity, breadth, structure, duration, and variety to achieve educational outcomes. Practice experiences are acquired in high quality practice settings in a variety of care sectors and health care system support entities. In settings where patients are involved, experience should expose the student to a variety of healthcare service needs. Experiences integrate, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the professional program, including collaboration and teamwork.

Criterion 5.1:

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 experience, students demonstrate an ability to perform tasks with competence appropriate to entry level practice.

Required Evidence:

- Provide feedback from students and instructional staff on student tasks, contributions and preparedness, and ability to contribute meaningfully, productively, and safely to delivery of care during practice experiences, including tasks that fall within the pharmacy technician/technologists' scope of practice.

Standard 6: The curriculum includes required intra- and inter-professional learning experiences, offered throughout the Programs, to broaden understanding of roles and competencies of pharmacy team members and other health professionals.

Criterion 6.1:

Content and experiences develop the expected competence for intra- and interprofessional care and collaborative practice. Experiences are integrated and assessed throughout the Program (including practicums). Provision of lectures by pharmacists or other health professionals does not constitute intra- or inter-professional content or experiences for the purpose of this Standard.

Required Evidence:

- Provide an outline of content areas, for example: communication, teamwork, group dynamics, problem solving, conflict resolution, and competence demonstration during practicum experiences.
- Provide feedback by students, instructional staff, and preceptors/mentors, on the intra- and interprofessional educational activities as it relates to expected outcomes.

D. Teaching, Learning, and Assessment

Standard 7: The Program uses a variety of teaching, learning and assessment methodologies to produce graduates who meet the required educational outcomes.

Criterion 7.1:

The Program includes an overall plan of instructional design that supports the needs of diverse learners while developing the knowledge, skills, behaviours, and judgment required of the graduates at entry to practice.

Required Evidence:

- Provide an instructional design outline that describes teaching and learning strategies used in the Program, for example: large group, small group, simulation, laboratory experience, case discussion, practice experience.

Criterion 7.2:

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 suitable points in the curriculum, pharmacy calculation skills and checking skills are assessed using summative assessment(s) in which students make no errors.

Required Evidence:

- Provide examples of assessment methods used: formative, summative, self, or peer.
- Assessment tools used to measure cognitive learning and the mastery of practice, skills, values, and attitudes that contribute to achievement of educational outcomes.
- Evidence related to summative assessments in which students make no errors in calculations and checking assessments.

Criterion 7.3:

The Program uses criteria, policy, and procedures for academic progression, academic probation, dismissal, withdrawal, and readmission, and non-academic misconduct in accordance with Educational Institution policy. Student responsibilities and rights to due process, including appeal mechanisms, are published and made available.

Required Evidence:

- Provide the academic policies and procedures available and evidence students are fully aware of these.
- Provide the non-academic misconduct policies and procedures and evidence students are fully aware of these.



Part II: Governance and Program Management

A. Governance Structure and Commitment

Standard 8: The Educational Institution is committed to the support of the Programs and the students.

Criterion 8.1:

The Institution is aware of the role of the pharmacy technician and pharmacy technologist, and the requirements for operating accredited Pharmacy Technician and Pharmacy Technology Programs.

Required Evidence:

- Provide the current operating budget and an evaluation of the budget in relation to Program sustainability in view of accreditation requirements.

Standard 9: The Program has a vision and mission aligned with that of the Educational Institution in education and practice.

Required Evidence:

- Provide the published statements of the Program's vision and mission and describe how they align with those of the Educational Institution.

Standard 10: The Education Institution has an organizational structure that clearly identifies lines of authority, responsibility, and governance for and within the Programs.

Criterion 10.1:

There is a defined and functioning organizational structure for the Educational Institution that describes the relationship between the Institution and the Programs.

Required Evidence:

- Provide a copy of the organization structure of the Educational Institution.

Standard 11: The Programs governance structures provide for continuous coordination of student experiences throughout the Programs.



Criterion 11.1:

A qualified pharmacy professional is designated the Coordinator/Lead/Head of the Department for the Programs.

Required Evidence:

- Provide a description of the role of the Program Coordinator/Lead/ Head of the Department. If duties are shared, provide individual duties and policy related to coverage during absences, etc.
- Provide the academic and professional resume of the Program Coordinator/Lead/Head of Department.
- Provide documentation of registration or licensure of the Program Coordinator/Lead/Head of Department.

Criterion 11.2: The Program Coordinator/ Lead/Head of the Department provides coordination on a continuous basis.

Required Evidence:

- Provide the terms of reference for the Program Coordinator/Lead/Head of Department.
- Provide documentation of hours worked relative to program coordination versus other commitments.
- Policy and procedures for proposing and approving changes to policy, curriculum, course syllabi, program evaluations, and continuous quality improvement.

Standard 12: The Program is responsive to collaborators regarding its relevance to the pharmacy profession, practice sites and community or regional needs, minimally by the establishment of a fully functioning Program Advisory Committee.

Criterion 12.1:

The Program Advisory Committee, which provides broad-based input from individuals in the field of pharmacy and industry includes, but is not limited to:

- pharmacists, pharmacy technologists, and pharmacy technicians that practice in a variety of practice settings in the country/community where the Program operates. There should be at least one actively regulated (actively licensed) pharmacy technician/technologist.
- program administrator, Coordinator/Lead/Head of Department, and instructional staff, all of whom are ex-officio (non-voting).
- representatives of the Ministry of Health.
- alumni and students.
- any other key collaborator(s) or constituent groups relevant to the Program's vision, mission, and goals.

Required Evidence:

- Provide the membership list (including professional designation) of the committee.

Criterion 12.2:

The Program Advisory Committee 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 Educational Institution. The Chairperson is selected from amongst committee members who are neither Program staff nor administrators.

Required Evidence:

- Provide agendas and minutes of meetings over the last two years.
- Provide the Program Advisory Committee Terms of Reference

Criterion 12.3:

At least annually, the Program Advisory Committee reviews a report that describes the extent to which the current curriculum and any planned changes to the curriculum align with educational outcomes.

Required Evidence:

- In Appendix 12.3 provide examples of initiatives undertaken as a result of suggestions provided by the Program Advisory Committee.

Standard 13: Formalized affiliation or contractual agreements are in place between the Educational Institution and practice sites which outline the authority, privileges, obligations, and responsibilities of the Institution and the practice site.

Criterion 13.1:


Formalized agreements are in place for experiential placements of students completing the pharmacy technician and degree programs.

Required Evidence:

- In Appendix 13.1 provide an example of Agreement Templates used.

Criterion 13.2:

Agreements or policies 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 when necessary. The Program has enough placements (actual or agreements in principle) for all students enrolled in the Program.

Required Evidence:

- In Appendix 13.2 provide a list of practice sites and the date agreement was signed.
- Describe the contingency procedures that are used in the event a practice site withdraws from a placement commitment.

B. Planning and Evaluation

Standard 14: The Program has a current strategic plan/operational plan that is systematically reviewed and updated to facilitate the achievement of the Program’s mission, vision, goals, and objectives. The strategic plan and the planning process have the support and cooperation of the Institution.

Criterion 14.1:

The planning process is congruent with a fundamental commitment to prepare students to attain the competencies described in the most recent CPTEA “Educational Outcomes for Pharmacy Technician Programs in Canada” and the NAPRA “Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice” and the international standards appropriate for the professional scope of practice for pharmacy technologists. The process considers financial, programmatic, and academic planning within the context of professional changes occurring and anticipated. The planning process is responsive to stakeholders regarding the Program’s relevance to the pharmacy profession, practice sites, and community or regional needs.

Required Evidence:


- Provide a copy of the strategic plan/operational plan of the Program.
- Provide a description of the planning process and participants (including collaborators external to your Educational Institution).

Criterion 14.2:

The Program’s strategic plan/operational plan is current and has the support of Educational Institution administration.

Required Evidence:

- Provide examples of the Institutional support for the strategic plan.



Standard 15: The Program establishes and maintains systems that measure and evaluate the extent to which the strategic plan is achieved.

Criterion 15.1:

The Program's strategic plan is incorporated into operational activities

Required Evidence:

- Provide communication processes to inform instructional staff, students, preceptors, the profession, and other interested parties of program performance or achievements.

Criterion 15.2:

The Program establishes and maintains systems that provide information to support planning and direction that inform necessary changes.

Required Evidence:

- Provide performance indicators used to measure the progress or achievement in a program or activity; performance measures correspond to the strategic plan.
- Describe the tools or sources for data used or collected to measure the performance indicators.
- Provide examples of decisions made in response to data that were gathered.

C. Admissions

Standard 16: The Program uses published criteria, policy, and procedures to admit students to the program.

Criterion 16.1:

Admissions requirements include:

- High school graduation certificate or equivalent approved by the Ministry of Education and Higher Education with a minimum average of 60%, plus one final year Mathematics, and successful completion of final year of two science courses (Biology and Chemistry) with a minimum of 60%.
- English - the required score on the Educational Institution English Placement Test or a passing score from another approved internationally recognized English language test, as validated by the Admissions and Registration Directorate; or a valid (within two years) IELTS Academic Test Report Form with an overall band of 5.0 with no individual band score (reading, writing, speaking, and listening) below 5.0.
- A minimum of 60% on the Educational Institution Math Placement Test; or a valid SAT Report Form with a minimum score of 480.

- Admission is competitive. Eligible applicants are ranked based on their overall final year (Grade 12 or equivalent) high school percentage, placement tests rankings, and admission priority category.

Required Evidence:

- Provide the criteria by which all applicants are evaluated for consideration of admission to the Program.

Criterion 16.2:

The required score on the Educational Institution English Placement Test or a passing score from another approved internationally recognized language test, as validated by Admissions and Registration Directorate; or a valid (within two years) IELTS Academic Test Report Form with an overall band of 5.0 with no individual band score (reading, writing, speaking, and listening) below 5.0.

Required Evidence:

- Provide the established levels of expected performance in language proficiency tests.

Criterion 16.3:

The admission policy of the Program includes recognition of a Prior Learning Assessment (RPL) Policy.

Required Evidence:

- Describe the RPL policy and assessment methods for the Program.

Criterion 16.4:

The admission criteria and data that are used to determine offers of admission are made public.

Required Evidence:

- Provide the Website location(s) for information provided to applicants.
- Describe the admission policy and procedures.

D. Continuous Quality Assurance of the Program

Standard 17: The Program conducts regular systematic reviews of curricular content, structure, process, and outcomes to ensure that educational outcomes required for the program are met.

Criterion 17.1:

Educational outcomes of the Program are evaluated on a regular basis. Findings are used to develop and implement quality improvement plans. The results of quality improvement plans are documented and communicated to collaborators.

Required Evidence:

- Provide the measurements of student performance, including range and type of variation in student performance across practice sites and education experiences.
- Describe the feedback from recent graduates who are able to reflect on their training having acquired a perspective on requirements of practice.
- Provide feedback from employers regarding competence of recent graduates in practice.

Part III: Resources

A. Student Services

Standard 18: Students are supported and have a positive, safe, inclusive, non-discriminatory experience while enrolled in the program.

Criterion 18.1:

The Program has a culture of trust, learning, and accountability (a "Just Culture").

Required Evidence:

- Provide the policies that promote a just culture.
- Describe the integration and knowledge of the policies within the student body.

Criterion 18.2:

Students have access to orientation programs, academic advising and career pathway counseling, financial aid, accommodation of needs governed by legislation, health and safety services to meet requirements of the practice sites. Where appropriate, students are entitled to confidential counseling.

Required Evidence:

- Provide a description of orientation, health and safety, advising and counseling services available to students.
- Provide feedback from students on the adequacy of the services provided.



B. Human Resources

Standard 19: The Program has sufficient human resources, including appropriately qualified instructional, support and administrative staff, and preceptors to effectively deliver and evaluate the professional program.

Criterion 19.1:

The Program has instructional staff with the relevant academic and professional qualifications, recent experience, and affiliations to fulfill their role in supporting student learning.

Criterion 19.1.1:

The Program uses pharmacists, who are appropriately credentialed to contribute to the development, review, revision, and delivery of program content.

Criterion 19.1.2:

All instructional staff who are assigned responsibility for the delivery of practice related courses are registered and/or licensed as a pharmacy technician, pharmacy technologists or pharmacists.

Criterion 19.1.3:

Pharmacology is taught by an appropriately credentialed pharmacist.

Criterion 19.1.4:

Sterile compounding is taught by a pharmacy technician, a pharmacy technologist or a pharmacist who demonstrates currency of practice and validation of sterile compounding skills per the requirements of the regulatory authority in the country where the Program operates.

Required Evidence:

- Provide a list of all full- and part-time instructional staff involved in program delivery including professional and academic qualifications.

Criterion 19.2:

The Program has enough instructional staff to support and sustain student learning in each distinct curricular activity within the Program. The instructional staff to student ratio and the proportion of full-time staff is sufficient to ensure that student learning is not compromised.

Required Evidence:

- Provide a description of the instructional staff to student ratio for didactic and practice-based laboratory courses.
- Provide the contingency plan for pharmacy-related courses if instructional staff assigned to courses are not available.

Criterion 19.3:

The Program uses established criteria for selection of, and processes for, orientation and training for preceptors.

Required Evidence:

- Describe the initial orientation and education offered to preceptors who are new to the experiential program.
- Describe the ongoing development program for preceptors who have worked previously with the experiential program, especially when major changes are made to practicum expectations, assessment practices or expected learning outcomes.
- Describe the evaluation of criteria for selection of preceptors.
- Provide evidence of training provided to support the preceptors in their assessment of students.

Standard 20: The Educational Institution is committed to the continuous professional development of instructional staff to enhance their ability to effectively deliver and evaluate the professional program.

Criterion 20.1:

The Educational Institution supports professional development opportunities.

Required Evidence:

- Provide the policy related to professional development and training.

Criterion 20.2:

Instructional staff are evaluated in accordance with the Educational Institution policy.

Required Evidence:

- Describe the process for staff evaluation/performance review

C. Practice Site Resources

Standard 21: The Program selects practice sites where student learning and skills development are adequately managed, supported, and supervised. Practice sites meet relevant regulatory requirements.

Criterion 21.1:

The Program uses criteria for selection of practice sites.

Required Evidence:

- Provide the criteria and/or policies related to selection of practice sites.
- Describe the compliance to the criteria and/or policies related to selection of practice sites.

Criterion 21.2:

The Program works collaboratively with practice sites to ensure that the practice site has appropriate amenities to support student learning. This includes having suitable supervision at each stage of the practice experience so that students can practice at the level necessary to achieve intended educational outcomes with adequate oversight, coordination, instruction, assessment, and feedback. Qualified preceptors oversee all practice experiences.

Required Evidence:

- Provide the evaluation of practice site environments as it relates to workspace and access to equipment needed by students when undertaking practice experiences.
- Provide a description of support provided by the Program to practice sites with respect to preceptor supervision of students.
- Provide the evaluation process for student experience.

D. Physical Facilities and Infrastructure

Standard 22: Physical facilities of the Program are adequate to achieve the Program's stated mission and to support the outcomes of the Program.

Criterion 22.1:

Adequate space and resources are available to support the functions of the Program's administration and instructional staff and students. The lecture/didactic classrooms are sufficient in number and adequate in size to accommodate the student body. Classrooms have sufficient, appropriate, well-functioning equipment to support learning.

Required Evidence:

- Describe the evaluation process for the sufficiency of physical facilities, infrastructure, and equipment including feedback from students and instructional staff on quality and quantity of those resources, and identification of plans to address necessary improvements.
- Describe the evaluation process for adequacy of office space for instructional staff as it relates to privacy for meeting with students.
- Describe the evaluation process for physical facilities and infrastructure (e.g., learning resources such as computers and study space; adequacy of secure storage space for student items) including feedback from students on quality and quantity of those resources.

Standard 23: Simulated practice facilities and equipment support the outcomes of the Program.

Criterion 23.1:

Simulation environments are sufficient in number and adequate in size to accommodate the student body. Facilities are secure, and are designed and equipped to realistically simulate contemporary institutional, community, and industrial practice settings including professional practices and pharmacy regulatory requirements relevant to patient and worker safety.

Required Evidence:

- Provide actions taken in response to evaluations of the sufficiency of simulation environment physical space, equipment, and supplies in relation to practice standards in the country where the program operates.
- Describe any actions taken to make improvements, where needed, as a result of evaluation of the extent to which the environments realistically simulate current patient and worker safety safeguards.

Criterion 23.2:

Equipment and supplies for sterile and non-sterile compounding are of a quality sufficient to authentically simulate a compounding environment in practice that complies with the pharmacy standard in the country in which the Program operates.

Required Evidence:

- Describe any actions taken to make improvements needed because of the evaluation of the deficiency and quality of equipment and supplies used because of the types of simulated compounding that is performed or because of the compounding practice standards in the country in which the Program operates.

Criterion 23.3:

A suitable, operational, properly functioning engineering control unit is available for simulation purposes.

Criterion 23.4:

The Program uses commercially available testing supplies and standardized validation protocols that are recognized by the pharmacy standard in the country in which the Program operates.

Required Evidence:

- Describe the procedures used.
- Provide action taken to make improvements needed where evaluation results dictate.

E. Information and Technology Resources

Standard 24: The Educational Institution ensures access for all instructional staff and students to library and information resources that are sufficient in quantity and quality to support all educational and scholarly activities in accordance with the Program's mission and goals.

Criterion 24.1:

On- and off-campus access to library resources is available to students and instructional staff.

Required Evidence:

- Provide feedback from students and instructional staff on reliable access to library and information resources.
- Provide opinion surveys of students and instructional staff on the adequacy of library resources.
- Describe the evaluation of the range and type of access to journals, databases, and other learning resources.
- Describe the evaluation of integration of library and information technology resources into the teaching program.
- Provide the library access and information technology support policy.

Criterion 24.2:

Information technology support is available. Contingency plans are in place to provide timely access to course materials and resources when information technology challenges occur.

Required Evidence:

- Provide the contingency plan for information technology downtime.