The Canadian Council for Accreditation of Pharmacy Programs

ACCREDITATION STANDARDS for CANADIAN PHARMACY TECHNICIAN DIPLOMA PROGRAMS

July 2024

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

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2024 Accreditation Standards (2026 Revision)

WHAT IS NEW IN THIS REVISION?

Standard 10:

Criterion 10.2.3

The Program Coordinator/Lead provides oversight and coordination of the Program on a continuous basis (one FTE). The College must provide the Program Coordinator/Lead sufficiency of time to perform all duties related to the role including teaching time at the discretion of the College or collective agreement.

Standard 14:

Criterion 14.6

Admission criteria includes:

- Applicants must be currently attending high school, or possess a high school equivalency certificate, or be a high school graduate
- Grade 12 English and Mathematics at a 60% average
- Have minimum acceptable high school level biology and chemistry at a 60% average
- Students must meet NAPRA established criteria to assess language proficiency prior to admission
- Any required student registrations with outside agencies and any requirements for course participation or success, promotion, or graduation other than those related to academic performance must be stated in the admissions package.

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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 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,

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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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In addition to the work of these individuals, this document benefitted from the review of early drafts of the standards by members of the following groups and organizations: the Canadian Pharmacy Technician Educators Association (CPTEA) and it's member Colleges, the Canadian Association of Pharmacy Technicians (CAPT), AFPC Truth and Reconciliation Special Interest Group, Canadian Pharmacists Association (CPhA), Canadian Society of Hospital Pharmacists (CSHP), National Association of Pharmacy Regulatory Authorities (NAPRA) and its provincial/territorial members (the provincial pharmacy regulatory authorities), and the Pharmacy Examining Board of Canada (PEBC).

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DEFINITIONS and REFERENCES

College – the institution that offers the Pharmacy Technician course/program

Program – the Pharmacy Technician course

(E) – Example of how to format requested information (will be provided through the CCAPP office).

(T) – Template is available to use to submit requested information (Template will be provided through the CCAPP office).

Miller's Pyramid Reference:
Miller GE. The assessment of clinical skills/competence/performance. Acad Med. 1990;65:S63–7. doi: 10.1097/00001888-199009000-00045.

Dreyfus Skill Model Reference:
Dreyfus SE. The Five-Stage Model of Adult Skill Acquisition. Bulletin of Science, Technology & Society. 2004; 24(3):177-181. doi: 10.1177/0270467604264992

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Part I: Academic Program

A. Educational Outcomes

Standard 1: Graduates 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 (CPTEA), 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).

Required Evidence:

- List your course general learning outcomes in relation to CPTEA and NAPRA documents (T)
- Describe the procedure for updating course general learning outcomes

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

Required Evidence:

- Provide student success rate on Pharmacy Examining Board of Canada Pharmacy Technician Qualifying Examination Part I (MCQ) and Part II (OSPE), by year, since the last visit (T)

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.

Required Evidence:

- Provide curriculum mapping with Miller's Pyramid or Dreyfus Skill Model, CPTEA and NAPRA entry-to-practice competencies linked to Program general learning outcomes (E)

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- Note: if provided template used in Criterion 1.1 is completed, this information may have been submitted already. Do not resubmit.

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.

Required Evidence:

- Provide Program design including courses and credit hours if not already provided in Evidence submitted in Criterion 1.1 (T)
- Provide mean, median and range of time (in years) from admission to graduation since last visit (T)

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

Required Evidence:

- If not already submitted with evidence for Criterion 2.2, please provide description of in-person simulation hours provided in the Program.
- Information on suitability of laboratory spaces will be covered in another criterion (see Criterion 20.5)

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.

Required Evidence:

- Provide course outlines for didactic courses
- Provide cross reference of foundational content (Appendix 1 of Standards) to didactic courses that offer such content (T)

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

Required Evidence:

- Provide simulation and practice experience courses outlines
- Provide cross reference of practice skills (Appendix 2 of Standards) to courses that offer such skill development (T)

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.

Required Evidence:

- Provide examples of activities/exercises that put students in a position to demonstrate behaviour of critical thinking
- Provide examples of activities/exercises that put students in a position to demonstrate behaviour of judgement
- Provide examples of activities/exercises that put students in a position to demonstrate behaviour of ethical decision making

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.

Required Evidence:

- Provide a list of content and activities related to Indigenous health, culture and learning, along with the course and term in which these activities occur

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.

Required Evidence:

- Provide a list of content and activities related to identification and mitigation against racism and oppression, along with the course and term in which these activities occur
- Provide a list of content and activities that demonstrate efforts to provide cultural safety and health equity, along with the course and term in which these activities occur

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

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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).

Required Evidence:

- Provide cross reference of pharmacy organizations/regulatory authorities to courses offering exposure to such (T)

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".

Required Evidence:

- Provide processes in laboratory and simulation courses for reporting when medication incidents and near misses occur, including any forms used

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.

Required Evidence:

- Provide description of activities that introduce students to pharmacy related technology

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.

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Required Evidence:

- Evidence of practice experience hours and settings may have already been submitted under Criterion 1.1. Do not resubmit.
- Provide list of all pharmacies (community and institutional) that are involved in experiential learning (T)
- Provide identification of all sites who employ a pharmacy technician if not already included in other submitted evidence
- Explain how missed hours/days and holidays are managed
- Provide policy/information indicating that experiential placements cannot take place in a setting in which the student is or has been employed

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.

Required Evidence:

- Provide pharmacy practice experience manual(s) including assessment tools
- Provide a completed student experiential learning assessment for both community and institutional sites (please redact student name and placement location).

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.

Required Evidence:

- Provide list of or describe readiness tools and activities required prior to placements (i.e. Mock OSPEs)
- Provide a redacted preceptor and site assessment as completed by a student for both community and institutional sites

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. Assessed case study sessions involving pharmacy technician students and those from other health professions would represent collaborative practice.

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Required Evidence:

- Provide a list of intra- and interprofessional activities and when they occur in the Program (T)
- Provide a redacted example of at least one assessment tool

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.

Required Evidence:

- List the teaching strategies used in the Program, for example, large group, small group, simulation, laboratory experience, case discussions, practice experiences
- Provide a specific course name/number for each modality

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.

Required Evidence:

- List the assessment methods used in the Program
- Provide assessment tools showing error-free calculation evaluations, laboratory assessments, OSPEs, and independent double checking

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.

Required Evidence:

- Provide a list and description of academic supports and resources available to students relevant to this criterion

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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.

Required Evidence:

- Provide student Code of Conduct
- Explain how students are made aware of the policies and process for appeals

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

Required Evidence:

- Explain strategies used to mirror the professional culture expected in practice (i.e. how are tardiness, absenteeism, dress code, and personal hygiene expectations addressed)

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

Required Evidence:

- Describe how the Program fosters a professional identity such that students have a meaningful understanding of themselves in their professional role
- Provide examples of professionalism training or modules

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.

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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.

Required Evidence:

- Provide policies, procedures and/or documentation governing the following areas for faculty, staff, students and student organizations:
  - Conflict of Interest
  - Breach of Ethics
  - Academic Conduct
  - Sponsorship by pharmaceutical industry, donors and other external parties
  - Acceptance of gifts and benefits
- The above governance must include identification of the parties responsible for administering the policies

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.

Required evidence:

- Provide College and/or Program level processes, supports, and initiatives to foster relationships with the Indigenous community such as
  - Policies related to Indigenous engagement
  - Financial guidelines for adequate compensation and honoraria for Indigenous partners
  - Strategic plans that incorporate the TRC Calls to Action, Specifically Calls to Action 18 through 24

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

Required Evidence:

- Provide College and/or Program level processes, supports, and initiatives that provide an inclusive environment, such as:
  - Events featuring experts from equity-deserving groups
  - Workshops and modules on equity, diversity and inclusion topics
  - Participation in cultural celebrations and activities
  - Active recruitment efforts to target minority students
  - Policies that promote equity, diversity and inclusion

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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

Required evidence:

- Provide a membership list that indicates the professional designation, title, role, and practice location of each member of the PTPAC and include identification of the Chairperson (T)

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.

Required Evidence:

- Provide PTPAC Terms of Reference (current)
- Provide minutes of all meetings since the last site visit

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.

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Required Evidence:

- Provide all reports or written communication from the Program to the PTPAC since the last site visit

Criterion 9.4: PTPAC members provide feedback and suggest curriculum revisions in response to the Program report (see criterion 9.3) to ensure continued quality assurance and overall integrity of the Program.

Required Evidence:

- Provide table summarizing all recommendations from the PTPAC to the Program since the last site visit (T)
- Indicate Program response to recommendations including action plans and timelines (T)
- List completed initiatives undertaken as a result of suggestions provided by the PTPAC (T)

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.

Required Evidence:

- Provide link to Program's website where it indicates the current CCAPP accreditation award status

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.

Required Evidence:

- Provide the professional resume of the Program Coordinator (including pharmacy practice experience)
- Provide proof of active registration and/or licensure of the Program Coordinator

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.

Required Evidence:

- Provide the academic curriculum vitae (CV) of the Program Coordinator (summary of educational and academic background)

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- Provide qualification requirements or job description for the role of Program Coordinator
- Provide College/Program supports available to facilitate further learning related to teaching methods, curriculum development, and assessment strategies
- Provide College/Program supports available to facilitate further learning related to leadership and list what activities have been undertaken by Program Coordinator in the last year

Criterion 10.2.3: The Program Coordinator/Lead provides oversight and coordination of the Program on a continuous basis (one FTE). The College must provide the Program Coordinator/Lead sufficiency of time to perform all duties related to the role including teaching time at the discretion of the College or collective agreement.

Required Evidence:

- For the Program Coordinator, provide the allocation of hours (or estimation of hours/percentage of hours) assigned to each
- Provide the number of intakes per year, and the expected number of students per intake
- Evaluate the feedback from students and faculty on accessibility to Program Coordinator when issues arise

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.

Required Evidence:

- In the event of a vacancy, provide a contingency plan and/or policy outlining the reallocation of duties for an interim period until a new Program Coordinator is appointed

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

Required Evidence:

- Provide proof of active membership in CPTEA
- Provide annual budget allocation for membership fees and costs associated with annual conference attendance
- In the event that the Program Coordinator is not able to attend the CPTEA conference, describe how delegation of attendance is determined

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

Required Evidence:

- Provide the College organizational chart (including job description or major role of each position)
- Provide the Program organizational chart

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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.

Required Evidence:

- Provide examples of faculty communication and engagement with regulatory, certification and licensing authorities, and professional associations

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.

Required Evidence:

- Provide Program's vision, mission and value statement(s)
- Provide list of where the Program's vision, mission and value statements have been published/posted
- Describe how the Program's vision, mission and values align 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.

Required Evidence:

- Provide the Program's strategic or operational plan
- Describe the process used to develop the current strategic or operational plan
- Provide documentation showing senior administration support for the strategic or operational plan

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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.

Required Evidence:

- Provide documentation of the methods used to monitor progress toward achieving goals and objectives including process, timelines, indicators/data, and reporting
- Explain how decisions were/are made in response to gathered data
- Explain how changes are communicated to collaborators (i.e. faculty members, students, preceptors, practicing members of the profession, and other interested parties)

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.

Required Evidence:

- Provide all recruitment materials that contain information about the Program including admission requirements, tuition and other fees, and a link to the provincial regulatory authority body
- Provide a demographic description of the pool of applicants (gender, international status, identified minorities, Indigenous candidates) for the past two years

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

Required Evidence:

- Describe the method(s) used to address quality and diversity in the applicant pool

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

Required Evidence:

- Describe the recruitment process to enhance Indigenous representation in the applicant pool
- Provide evidence that Indigenous recruitment is Indigenous-led or co-led (students, faculty, Indigenous offices, community groups) in collaboration with the College

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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.

Required Evidence:

- Provide Admission Policy and Procedures
- Provide website link for Admission information provided to applicants

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.

Required Evidence:

- Provide Admission Policy and Procedures pertaining to equity, diversity, inclusion, antiracism and anti-oppression, including those specific to Indigenous applicants
- Provide information on pathways and services by which admission for equity-deserving and Indigenous populations are facilitated

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

Required Evidence:

- Provide procedure by which language proficiency is evaluated
- Provide documentation that all students have met NAPRA Language Proficiency requirements prior to 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.

Required Evidence:

- Provide policy regarding Recognition of Prior Learning (RPL)
- Provide list of RPL-eligible courses

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

Required Evidence:

- Provide Transfer of Credit policy
- Provide website link(s) provided to students regarding transfer of credits

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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
- Grade 12 English and Mathematics at a 60% average
- Have minimum acceptable high school level biology and chemistry at a 60% average
- Students must meet NAPRA established criteria to assess language proficiency prior to admission
- Any required student registrations with outside agencies and any requirements for course participation or success, promotion, or graduation other than those related to academic performance must be stated in the admissions package.

Required Evidence:

- Provide website link(s) with admission criteria
- Note to Program: Onsite random check that admission criteria have been adhered to may be conducted

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.

Required Evidence:

- Describe the types of services and supports available to students
- Provide policies and procedures that refer to provision of accommodation(s) for students
- Evaluate feedback from students and faculty regarding the adequacy of student services and supports, and describe action plans to address identified areas for improvement

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

Required Evidence:

- Provide policies and procedures related to student grievances, appeals and complaints
- Describe how students are informed on how to file a grievance, appeal or complaint

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B. Human Resources

Standard 16: The Program has sufficient human resources, including appropriately qualified support and administrative staff, and instructional staff, for effective delivery and evaluation of 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.

Required Evidence:

- Provide a list of all instructional staff, including credentials, licensure, areas of expertise and roles and responsibilities within the Program (T)

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.

Required Evidence:

- Provide teaching assignment(s) for all instructional staff for the current academic year (T)

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

Required Evidence:

- Provide name, professional status, and proof of licensure if not outlined in previous evidence submitted

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".

Required Evidence:

- Provide current certification of faculty teaching sterile compounding

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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".

Required Evidence:

- Provide current certification of faculty teaching nonsterile compounding

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.

Required Evidence:

- Provide instructional staff-to-student ratio for all course deliveries in the Program in the past year
- Provide time allotted to instructional staff for teaching; teaching preparation; student evaluation and support; program and curriculum development to meet evolving needs of the profession; and other responsibilities (T)

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.

Required Evidence:

- Provide College policy related to the process of faculty and staff evaluation
- Provide summary of activities the Program undertakes to provide faculty and staff with ongoing feedback on teaching (for example course evaluations, formal appraisals, classroom observations), including the frequency these activities are undertaken

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.

Required Evidence:

- Provide Terms of Reference for the curriculum committee including composition and frequency of meetings
- Provide summary of the curriculum review process including:

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- Summary of data collected to inform the review
- Action plans as a result of data collection (since last visit)

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.

Required Evidence:

- Provide contingency plan for pharmacy-related courses ensuring qualified instructional staff is available in the case that assigned instructional staff 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.

Required Evidence:

- Provide College policy and procedures related to emergency and contingency plans to support unexpected virtual class delivery

Standard 17: The College provides ongoing training for faculty members 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 members to ensure continued quality of instruction.

Required Evidence:

- Provide policy related to professional development and training of full-time and part-time faculty members and instructional staff
- Describe the opportunities for professional development offered and training completed by faculty members and instructional staff over the last two years
- Describe how the Program supports the faculty members to maintain currency in practice and/or as subject matter experts

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.

Required Evidence:

- Provide policy that addresses training in the areas outlined in the criterion
- Provide summary of the training undertaken by faculty and staff outlined in the criterion

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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.

Required Evidence:

- Provide process for selection of practice sites and adherence to set criteria which must meet or exceed Standards of Practice for the jurisdiction
- Describe the processes used to monitor ongoing adherence to the criteria and/or policy

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.

Required Evidence:

- Provide process for selection of preceptors and adherence to set criteria which must meet or exceed Standards of Practice for the jurisdiction
- Describe the processes for orientation and ongoing training of preceptors, and how the Program supports preceptors throughout the practicum
- Provide orientation and/or training materials provided to preceptors including how the Program ensures consistent and standardized assessment of students
- Describe how preceptors are evaluated by the Program, and how preceptors provide feedback to the Program

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.

Required Evidence:

- Provide the primary agreement template
- Describe contingency procedures used in the event a practice site withdraws from a practice experience commitment
- Describe the process for securing new agreements and renewing expired agreements, and discuss any concerns with agreements listed in evidence provided in Criterion 4.1

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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.

Required Evidence:

- Provide current Program operating budget, and next year's projected operating budget
- Evaluate the operating budget in relation to:
  - Program sustainability in view of accreditation requirements
  - Action plans to address identified areas for improvement or to address any financial insufficiency

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.

Required Evidence:

- Evaluate the adequacy of space and resources to meet the criterion

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

Required Evidence:

- Evaluate the adequacy of space available for student activities, group work and study

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.

Required Evidence:

- Evaluate the adequacy of instructional space and equipment available to the Program

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

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Required Evidence:

- Provide College policy related to instructional space design standards to ensure equity
- Evaluate the equity in instructional spaces

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.

Required Evidence:

- Describe the physical layout of the laboratory including individual workspaces (compounding, dispensing, hood, equipment) and include photographs
- Provide a list of potential areas of improvement (space and equipment) to support the Program's mission

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.

Required Evidence:

- Evaluate the adequacy of sterile and nonsterile compounding supplies and equipment to comply with Standards
- Describe the action plans to address identified areas for improvement

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

Required Evidence:

- Describe primary engineering controls used by the Program

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

Required Evidence:

- Provide a description of the use of authentic testing supplies and standardized validation protocols when practicing and assessing sterile compounding skills

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F. Information and Technology Resources

Standard 21: The College ensures access and training for all faculty members 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 members.

Required Evidence:

- Describe the library resources available to both students and faculty members
- Evaluate the feedback from students and faculty members of the reliability of both on- and off-campus access to library resources and describe action plans to address areas for improvement

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

Required Evidence:

- Describe the information technology and systems essential to pharmacy practice available to students and faculty members
- Describe the training available for students and faculty in information technology and systems essential to pharmacy practice

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

Required Evidence:

- Describe the digital infrastructure to support online learning and assessment
- Evaluate the adequacy of digital infrastructure to support online learning and assessment based on feedback from students and faculty members
- Describe action plans to address identified areas of improvement
- Describe contingency plans during unexpected information technology downtime

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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
- Respirology
- 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

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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

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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.

Appendix 3 – Examples and Templates

(Please obtain directly from CCAPP office).

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