

RATING FOR ACCREDITATION OF UNDERGRADUATE PHARMACY PROGRAMME IN MALAYSIA

INTRODUCTION ON THE USE OF THE RATING SCALE FOR ASSESSING COMPLIANCE TO ACADEMIC STANDARDS

INTRODUCTION TO ACADEMIC STANDARDS

These guidelines are contained in the 'GUIDELINES ON APPROVAL AND RECOGNITION OF A PHARMACY PROGRAMME ', which sets out good practice in nine areas relating to the structure and process of higher education. Each area has precepts or principles that good institutions should demonstrate, together with guidance on how they might meet these precepts. The criteria and standards are applicable at University, Faculty/School or Department levels and should be used appropriately in the different contexts. The nine areas are:

1. Vision, Mission, and Goals ;
2. Curriculum Design and Delivery ;
3. Educational programme
4. Student Selection and Student Support Services;
5. Teaching/Academic Staff;
6. Educational Resources;
7. Program Monitoring and Review;
8. Leadership, Governance and Administration;
9. Total Continuous Quality Improvement.

USE OF THE GUIDELINES FOR THE ACCREDITATION OF PHARMACY EDUCATION PROGRAMMES IN MALAYSIA

The criteria and standards for each of the nine areas as well as the discipline standards are used as reference points for the development of new programs or institutions, for institutional self-study (internal academic review) and for external evaluation (external academic review). They are the basis on which judgements are made about the quality of programs and institutions.

THERE ARE FOUR (4) MANDATORY REQUIREMENTS FOR ACCREDITATION WHICH MUST BE VERIFIED BEFORE PROCEEDING WITH THE RATING PROCESS.

RATING SCALE

To assist evaluators make a judgment about the quality of programs or institutions, a rating system is introduced. The rating system uses a percentage scoring scale that indicates the degree of institutional and program compliance to the standards for each area and criterion. Compliance is rated according to the five levels shown below:

- Level Five: **Excellent** - more than 90% attainment of the good practices described in the basic and quality development standards.
- Level Four: **Good** - 70-90% attainment of the good practices described in the basic and quality development standards.
- Level Three: **Satisfactory** - 50-69% attainment of the good practices described in the basic and quality development standards.
- Level Two: **Less than satisfactory** - 20-49% attainment of the good practices described in the basic and quality development standards.
- Level One: **Unsatisfactory** - less than 20% attainment of basic standards.

USES OF THE SCALE

The rating scale can also be used by institutions to monitor performance trends and to initiate self-improvement activities. A group of institutions can also cooperatively use the rating scale to compare their performance on all or some of the areas and in this way, ascertain their competitive position relative to others. The primary use of the scale is to help external assessors in the following ways:

- a) Identify areas of strengths and concerns from the institutional self-study report and database
- b) Identify the areas that need further information or attention during the survey visit
- c) Refine the areas of strengths and concerns as more information is gathered and/or verified during the visit
- d) Identify the specific findings which should be highlighted in the quality assurance report
- e) Achieve greater objectivity in the collective judgment by peers

PROCEDURES IN USING THE RATING SCALE AND SCORE CARD

1. Use the detail rating worksheet which is divided into the nine areas of the standard.
 - (a) For each criterion in the area being evaluated the assessor should identify the box that best describes the findings for the item.
 - (b) Repeat the process for all the other criteria in that particular area.
 - (c) Agree on an average rating for the area.
2. Use the table called Summary of Findings (page 31) to enter the average rating for the area. Note the specific strengths, concerns and opportunities that have contributed to the rating.
3. Repeat the process for all the other areas.
4. Use the Rating Summary Form (page 33) to enter the rating for each criterion and average rating for all nine areas.
5. Use the score card to chart the rating.

Prerequisite – Table of Mandatory Requirements

	REQUIREMENT	DESCRIPTION	FULFILLMENT	
			YES	NO
1	Qualification of Dean/ Head of Programme	<i>* Latest requirement set by Pharmacy Board of Malaysia</i>		
2	Duration of Programme	A minimum of four (4) years		
3	Placement of Pharmacy Programme in the Organizational Structure	<ul style="list-style-type: none"> • Autonomy – Should Not Be Part Of another Department or Faculty • Independent and directly responsible to top management • Ready access to Vice Chancellor 		
4	Required no. of registered pharmacists	<ul style="list-style-type: none"> • According to the ratio specified in the guidelines provided there is a minimum of two (2) Malaysian registered pharmacists at all time. • Three years of working experience as a pharmacist in Malaysia <p>a) Current student to lecturers ratio: b) Current clinical year student to clinical lecturers ratio:</p>		

AREA 1 : VISION, MISSION, AND GOALS

1.1 Statements Of Vision, Mission And Educational Goals

No.	Level 5	4	Level 3	2	Level 1
1.1.1	<input type="checkbox"/> Vision, mission and educational goals are clearly stated .	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Vision, mission and educational goals are stated .	<input type="checkbox"/> <input type="checkbox"/>	The institution either does not state its vision, mission and educational goals clearly, or does not have them at all.
1.1.2	<input type="checkbox"/> The institution uses various methods of communicating the vision, mission and educational goals to all constituencies .	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution uses various methods of communicating the vision, mission and educational goals to some constituencies .	<input type="checkbox"/> <input type="checkbox"/>	If present, they are not communicated to the constituency.
1.1.3	<input type="checkbox"/> Educational goals clearly describe all the crucial elements of the outcomes and processes of the education of an undergraduate that are in line with national aspirations and global importance.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Educational goals describe some of the crucial elements of the outcomes and processes of the education of an undergraduate that are in line with national aspirations and global importance.	<input type="checkbox"/> <input type="checkbox"/>	Educational goals are either not defined or if present, they do not describe the crucial elements of the outcomes and processes of the education of an undergraduate.
1.1.4	<input type="checkbox"/> Educational goals encompass leadership skills and ability to lead in the areas of social responsibility, research attainment, community involvement, ethical values, professionalism, knowledge creation and readiness for postgraduate training.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Educational goals encompass about half the expected competences.	<input type="checkbox"/> <input type="checkbox"/>	Educational goals not well stated and encompass less than 30% of expected competences.
1.1.5	<input type="checkbox"/> Reviews of the achievement of the goals and mission are carried out regularly .	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Reviews of the achievement of the goals and mission are carried out occasionally .	<input type="checkbox"/> <input type="checkbox"/>	Reviews of the achievement of the goals and mission have never been carried out .

1.2 Participation In The Formulation Of The Vision, Mission And Goals/ Objectives

No.	Level 5	4	Level 3	2	Level 1
1.2.1	<input type="checkbox"/> The institution's vision, mission and goals are defined by all its principal stakeholders which include the Dean, Faculty members, Alumni, Government and the Profession/Industry.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution's vision, mission and goals are defined by some of its principal stakeholders which include the Dean, Faculty members, Alumni, Government and the Profession/Industry.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution does not have a list of principal stakeholders.
1.2.2	<input type="checkbox"/> The institution regularly consults a wider range of stakeholders such as representatives of academic staff, students, the community, non-governmental organizations, government agencies and the private sector.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution consults some of the wider stakeholders on a regular basis.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution does not consult the wider range of stakeholders.

1.3 Educational Outcomes (Programme Outcomes)

No.	Level 5	4	Level 3	2	Level 1
1.3.1	<input type="checkbox"/> The specific competencies that the students should demonstrate at the end of the programme are clearly defined	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The specific competencies that the students should demonstrate at the end of the programme are defined	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The specific competencies that the students should demonstrate at the end of the programme are not defined
1.3.2	<input type="checkbox"/> The programme outcomes (PO) include all the expected competencies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 50-70% of the expected competencies are stated.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <30% of the expected competencies are stated.
1.3.3	<input type="checkbox"/> The link between competencies expected at the end of the programme and those expected during pupillage training and the workplace (such as entrepreneurship) is clearly specified .	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The link between competencies expected at the end of the programme and those expected during pupillage training and the workplace (such as entrepreneurship) is specified .	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The link between competencies expected at the end of the programme and those expected during pupillage training and the workplace (such as entrepreneurship) is not specified .

AREA 2 : CURRICULUM DESIGN AND DELIVERY

2.1 Curriculum Design and Teaching Learning Methods

No.	Level 5	4	Level 3	2	Level 1
2.1.1	<input type="checkbox"/> The curricular design strongly reflects the philosophy & approach adopted in the programme structure and the choice of the teaching-learning and assessment methods.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The curricular design fairly reflects the philosophy & approach adopted in the programme structure and choice of the teaching-learning and assessment methods.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The curriculum is not properly documented and it does not clearly reflect the philosophy & approach adopted, in the programme structure and the choice of the teaching-learning and assessment methods.
2.1.2	<input type="checkbox"/> The curricular approach, the educational content and teaching-learning & assessment methods are appropriate to, consistent with and support the attainment of the learning outcomes/objectives.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The curricular approach, the educational content and teaching-learning & assessment methods are fairly appropriate to, fairly consistent with and fairly support the attainment of the learning outcomes/objectives.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Most elements in the curricular design (the curricular approach, the educational content and teaching-learning & assessment methods) are not appropriate to, not consistent with, nor support the attainment of the learning outcomes/objectives.
2.1.3	<input type="checkbox"/> There is a variety of teaching-learning methods that enable students to effectively develop the range of intellectual and practical skills as well as positive attitudes.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> There is some variety of teaching-learning methods that may enable students to develop the range of intellectual and practical skills as well as positive attitudes.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The teaching-learning methods is dominated by 1-2 methods only and are clearly insufficient to enable students to develop the range of intellectual and practical skills as well as positive attitudes.
2.1.4	<input type="checkbox"/> The teaching-learning methods enable students to take full responsibility for their own learning and prepare them for lifelong learning.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The teaching-learning methods enable students to take some responsibility for their own learning and prepare them for lifelong learning.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The teaching-learning methods do not enable students to take responsibility for their own learning and prepare them for lifelong learning. There is more than 80% dependence on lectures.
2.1.5	<input type="checkbox"/> The teaching-learning methods strongly emphasise on ethics, soft skills and patient safety	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The teaching-learning methods emphasise on ethics, soft skills and patient safety	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The teaching-learning methods do not emphasise on ethics, soft skills and patient safety

No.	Level 5		4	Level 3		2	Level 1	
2.1.6	<input type="checkbox"/>	Electives are strongly encouraged and are closely monitored and appraised .	<input type="checkbox"/>	<input type="checkbox"/>	Electives are encouraged and they are monitored and appraised .	<input type="checkbox"/>	<input type="checkbox"/>	Electives are encouraged but are not monitored and appraised .
2.1.7	<input type="checkbox"/>	Proportion of electives does not exceed the core subjects and offer wide options .	<input type="checkbox"/>	<input type="checkbox"/>	Proportion of electives does not exceed the core subjects and offer fair selection of options .	<input type="checkbox"/>	<input type="checkbox"/>	Proportion of electives inappropriate , either exceeding the core subjects or are too few.
2.1.8	<input type="checkbox"/>	Presence of wide options of co-curriculum activities that enrich students' experiences, foster personal development and prepare them for responsible leadership.	<input type="checkbox"/>	<input type="checkbox"/>	Presence of some co-curriculum activities that enrich students' experiences, foster personal development and prepares them for responsible leadership.	<input type="checkbox"/>	<input type="checkbox"/>	There is hardly any co-curriculum activity that enriches students' experiences, foster personal development and prepares them for responsible leadership.
2.1.9	<input type="checkbox"/>	The curriculum encourages personal development of individuals with a broad perspective and who are not narrowly focused on a discipline or subject.	<input type="checkbox"/>	<input type="checkbox"/>	The curriculum has some elements that encourage personal development of individuals with a broad perspective; but the narrow focus on a discipline or subject is fairly dominant.	<input type="checkbox"/>	<input type="checkbox"/>	The curriculum lacks elements that encourage personal development of individuals with a broad perspective; but the narrow focus on a discipline or subject is dominant.
2.1.10	<input type="checkbox"/>	Theory is very well integrated with practice.	<input type="checkbox"/>	<input type="checkbox"/>	Theory is fairly well integrated with practice.	<input type="checkbox"/>	<input type="checkbox"/>	Theory is hardly integrated with practice.
2.1.11	<input type="checkbox"/>	Emphasis on the curriculum is placed on the understanding and acquisition of basic principles and skills of a discipline.	<input type="checkbox"/>	<input type="checkbox"/>	There is an equal mix of emphasis on the understanding and acquisition of basic principles and skills of a discipline with detail memorization of facts.	<input type="checkbox"/>	<input type="checkbox"/>	Detail memorization of facts is emphasized; lack of emphasis on understanding and acquisition of basic principles and skills of a discipline.

2.2 Scientific Method

No.	Level 5	4	Level 3	2	Level 1
2.2.1	<input type="checkbox"/> The curriculum provides students with ample opportunities for analytical, critical, constructive and creative thinking and evidence-based decision making.	<input type="checkbox"/> <input type="checkbox"/>	The curriculum provides some opportunities for analytical, critical, constructive and creative thinking and evidence-based decision making.	<input type="checkbox"/> <input type="checkbox"/>	The curriculum does not provide opportunities for analytical, critical, constructive and creative thinking and evidence-based decision making.
2.2.2	<input type="checkbox"/> The curriculum includes sufficient elements for training students in research methods.	<input type="checkbox"/> <input type="checkbox"/>	The curriculum includes some elements for training students in research methods.	<input type="checkbox"/> <input type="checkbox"/>	The curriculum does not include elements for training students in research methods.

2.3 Curriculum Content

No.	Level 5	4	Level 3	2	Level 1
2.3.1	<input type="checkbox"/> All the important basic or core disciplines/subjects that are essential for achieving the learning outcomes of the programme are identified and incorporated.	<input type="checkbox"/> <input type="checkbox"/>	60- 70% of important basic or core disciplines/subjects that are essential for achieving the learning outcomes of the programme are identified and incorporated.	<input type="checkbox"/> <input type="checkbox"/>	Less than 50% of important basic or core disciplines/subjects that are essential for achieving the learning outcomes of the programme are identified and incorporated.
2.3.2	<input type="checkbox"/> Appropriate breadth and depth of the content of all core courses.	<input type="checkbox"/> <input type="checkbox"/>	Appropriate breadth and depth of the content of some core courses.	<input type="checkbox"/> <input type="checkbox"/>	Insufficient breadth and depth of the content of the core courses.
2.3.3	<input type="checkbox"/> Course structure and sequence of content are appropriate .	<input type="checkbox"/> <input type="checkbox"/>	Course structure and sequence can be improved .	<input type="checkbox"/> <input type="checkbox"/>	Course structure and sequence of content are inappropriate .
2.3.4	<input type="checkbox"/> Adequate time is allocated for each component of the content/course, including for elective courses.	<input type="checkbox"/> <input type="checkbox"/>	Adequate time is allocated for some components of the content, including elective courses.	<input type="checkbox"/> <input type="checkbox"/>	Inadequate time is allocated for each component of the content including elective courses.
2.3.5	<input type="checkbox"/> Evidence of content being updated regularly to keep up with the scientific, technological and knowledge development in the field and to meet the needs of society.	<input type="checkbox"/> <input type="checkbox"/>	Content is updated but not on regular basis.	<input type="checkbox"/> <input type="checkbox"/>	No evidence that content is updated from time to time.

No.	Level 5		4	Level 3		2	Level 1	
2.3.6	<input type="checkbox"/>	The institution has mechanisms for regularly identifying topics of contemporary importance at local, national and global levels and topics that may not be adequately addressed in the curriculum because they cross disciplinary boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	Mechanisms are ad hoc in nature and may be reactive for identifying topics of contemporary importance at local, national and global levels and topics that may not be adequately addressed in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	No mechanisms are in place for identifying topics of contemporary importance at local, national and global levels and topics that may not be adequately addressed in the curriculum

2.4 Ethics and Humanities

No.	Level 5		4	Level 3		2	Level 1	
2.4.1	<input type="checkbox"/>	The programme incorporates all aspects of pharmacy legislation, ethics and humanities that enable effective communication, decision-making and ethical practice.	<input type="checkbox"/>	<input type="checkbox"/>	The programme incorporates some aspects of pharmacy legislation, ethics and humanities that enable effective communication, decision-making and ethical practice.	<input type="checkbox"/>	<input type="checkbox"/>	The programme has not incorporated the aspects of pharmacy legislation, ethics and humanities that enable effective communication, decision-making and ethical practice.
2.4.2	<input type="checkbox"/>	The contributions of pharmacy legislation, ethics and humanities are adapted regularly from time to time to suit the scientific needs of the programme, the changing demographic and cultural contexts and the needs of society.	<input type="checkbox"/>	<input type="checkbox"/>	The contributions of pharmacy legislation, ethics and humanities are adapted on an ad hoc basis.	<input type="checkbox"/>	<input type="checkbox"/>	The contributions of pharmacy legislation, ethics and humanities are not adapted from time to time

2.5 Management of the Programme

No.	Level 5		4	Level 3		2	Level 1	
2.5.1	<input type="checkbox"/>	The programme has a qualified and appropriate head.	<input type="checkbox"/>	<input type="checkbox"/>	The head may be qualified but not appropriate or vice versa.	<input type="checkbox"/>	<input type="checkbox"/>	The head is not qualified or appropriate .
2.5.2	<input type="checkbox"/>	The programme has a team of experienced and qualified academic staff or a committee that is proactive in the planning and implementation, as well as improvement of the programme	<input type="checkbox"/>	<input type="checkbox"/>	There is a team but not all are experienced and qualified , and not all the activities involved in the delivery and improvement of the programme may be well executed.	<input type="checkbox"/>	<input type="checkbox"/>	The programme does not have a team of experienced academic staff or a committee that is responsible for planning, implementation and improvement.
2.5.3	<input type="checkbox"/>	The programme head or committee has full authority and clear procedures to plan, monitor, evaluate & improve the programme.	<input type="checkbox"/>	<input type="checkbox"/>	The programme head or committee has some authority and some procedures to plan, monitor, evaluate & improve the programme.	<input type="checkbox"/>	<input type="checkbox"/>	The programme head or committee has little or no authority and lack procedures to plan, monitor, evaluate & improve the programme.
2.5.4	<input type="checkbox"/>	The programme head or committee has adequate control and sufficient resources to plan, implement and evaluate the curriculum and to institute necessary changes.	<input type="checkbox"/>	<input type="checkbox"/>	The programme head or committee has some control and fairly sufficient resources .	<input type="checkbox"/>	<input type="checkbox"/>	The programme head or committee has no control and insufficient resources .
2.5.5	<input type="checkbox"/>	The curriculum or programme committee comprises a full representative of students, academic staff and other relevant stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	The curriculum or programme committee includes some of the stakeholders .	<input type="checkbox"/>	<input type="checkbox"/>	The curriculum or programme committee does not include other relevant stakeholders .

2.6 Linkages with External Stakeholders

No.	Level 5		4	Level 3		2	Level 1	
2.6.1	<input type="checkbox"/>	Linkages with all various external stakeholders who are important for operationalising the curriculum are maintained.	<input type="checkbox"/>	<input type="checkbox"/>	Linkages with some external stakeholders are maintained.	<input type="checkbox"/>	<input type="checkbox"/>	There are no linkages with external stakeholders are maintained.
2.6.2	<input type="checkbox"/>	The programme / curriculum committee regularly obtains feedback about graduates from employers.	<input type="checkbox"/>	<input type="checkbox"/>	The programme / curriculum committee obtains feedback about graduates from employers on an irregular basis .	<input type="checkbox"/>	<input type="checkbox"/>	The programme / curriculum committee does not obtain feedback about graduates from employers.
2.6.3	<input type="checkbox"/>	The programme / curriculum committee regularly uses the feedback for curriculum improvement.	<input type="checkbox"/>	<input type="checkbox"/>	The feedback is sometimes used for curriculum improvement.	<input type="checkbox"/>	<input type="checkbox"/>	The feedback is not used for curriculum improvement.

AREA 3 : EDUCATIONAL PROGRAMME

3.1 Assessment Methods

No.	Level 5	4	Level 3	2	Level 1
3.1.1	<input type="checkbox"/> The frequency and methods of student assessment , as well as the criteria for pass/fail are well documented .	<input type="checkbox"/> <input type="checkbox"/>	Some aspects of the assessment system and criteria are documented .	<input type="checkbox"/> <input type="checkbox"/>	The frequency and methods of student assessment, as well as the criteria for pass/fail are not documented
3.1.2	<input type="checkbox"/> Students are fully aware of the assessment system.	<input type="checkbox"/> <input type="checkbox"/>	Students are partially aware of the assessment system	<input type="checkbox"/> <input type="checkbox"/>	Students are unaware of the assessment system.
3.1.3	<input type="checkbox"/> There is a good balance between summative and formative evaluation, and between theory and practical examinations	<input type="checkbox"/> <input type="checkbox"/>	There is fairly good balance between summative and formative evaluation, and between theory and practical examinations.	<input type="checkbox"/> <input type="checkbox"/>	There is predominance of one type of assessment over the other.
3.1.4	<input type="checkbox"/> A variety of valid methods and tools are used to assess each learning outcome including competencies in communication, problem solving, teamwork and self-directed learning.	<input type="checkbox"/> <input type="checkbox"/>	The methods and tools used are valid but there may be inadequate variety to assess all competences.	<input type="checkbox"/> <input type="checkbox"/>	The methods and tools used are not valid and they do not cover all the competences.
3.1.5	<input type="checkbox"/> The institution consistently evaluates and documents the reliability and validity of all the assessment methods used.	<input type="checkbox"/> <input type="checkbox"/>	The institution sometimes evaluates the reliability and validity of all the assessment methods used.	<input type="checkbox"/> <input type="checkbox"/>	The institution does not evaluate the reliability and validity of all the assessment methods used.
3.1.6	<input type="checkbox"/> The institution conducts scheduled reviews and introduces new assessment methods.	<input type="checkbox"/> <input type="checkbox"/>	The institution conducts ad hoc reviews and may introduce new assessment methods.	<input type="checkbox"/> <input type="checkbox"/>	The institution does not review and does not introduce new assessment methods.
3.1.7	<input type="checkbox"/> External assessors are regularly engaged.	<input type="checkbox"/> <input type="checkbox"/>	External assessors are not engaged on a regular basis .	<input type="checkbox"/> <input type="checkbox"/>	External assessors are not engaged .

3.2 Relationship between Assessment and Learning

No.	Level 5		4	Level 3		2	Level 1	
3.2.1	<input type="checkbox"/>	Assessment principles, methods and practices are clearly compatible with programme objectives and content.	<input type="checkbox"/>	<input type="checkbox"/>	Assessment principles, methods and practices are fairly compatible with programme objectives and content.	<input type="checkbox"/>	<input type="checkbox"/>	Assessment principles, methods and practices are not compatible with programme objectives and content.
3.2.2	<input type="checkbox"/>	Whenever changes are made to the programme objective(s), the process and methods of assessment reflect all the changes.	<input type="checkbox"/>	<input type="checkbox"/>	Whenever changes are made to the programme objective(s), the process and methods of assessment reflect some of the changes.	<input type="checkbox"/>	<input type="checkbox"/>	Whenever changes are made to the programme, the process and methods of assessment do not reflect the changes.
3.2.3	<input type="checkbox"/>	The frequency and type of examinations are regularly reviewed and modified to include curricular elements such as integrated assessment (e.g. ethics is integrated with knowledge and skills).	<input type="checkbox"/>	<input type="checkbox"/>	The frequency and type of examinations are reviewed and modified but on an irregular basis .	<input type="checkbox"/>	<input type="checkbox"/>	The frequency and type of examinations are hardly reviewed and modified.
3.2.4	<input type="checkbox"/>	There is reduced assessment of excessive factual information.	<input type="checkbox"/>	<input type="checkbox"/>	There is fair amount of assessment of factual information.	<input type="checkbox"/>	<input type="checkbox"/>	Factual information is excessively assessed
3.2.5	<input type="checkbox"/>	The focus of assessment is more on the mastery of higher intellectual skills (e.g. problem solving).	<input type="checkbox"/>	<input type="checkbox"/>	There is some assessment of the mastery of higher intellectual skills (e.g. problem solving).	<input type="checkbox"/>	<input type="checkbox"/>	The assessment is hardly focused on the mastery of higher intellectual skills (e.g. problem solving).

3.3 Management of Student Assessment

No.	Level 5		4	Level 3		2	Level 1	
3.3.1	<input type="checkbox"/>	The institution has rigorous mechanisms to ensure security of the assessment system and academic records.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has some mechanisms to ensure security of assessment system and the academic records.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has no mechanism to ensure security of the assessment system and the academic records.
3.3.2	<input type="checkbox"/>	The curriculum or programme committee has established mechanisms to review and introduce new methods of assessment.	<input type="checkbox"/>	<input type="checkbox"/>	The curriculum or programme committee reviews has an ad hoc mechanisms to review and introduce new methods of assessment.	<input type="checkbox"/>	<input type="checkbox"/>	The curriculum or programme committee hardly has any mechanism to review and introduce new methods of assessment.
3.3.3	<input type="checkbox"/>	Representatives of students, academic staff and other stakeholders are frequently involved in providing feedback to improve the system of student assessment.	<input type="checkbox"/>	<input type="checkbox"/>	Representatives of students, academic staff and other stakeholders are sometimes involved .	<input type="checkbox"/>	<input type="checkbox"/>	Representatives of students, academic staff and other stakeholders are hardly involved .

AREA 4 : STUDENT SELECTION AND STUDENT SUPPORT SERVICES

4.1 Admission Policy and Selection

No.	Level 5	4	Level 3	2	Level 1
4.1.1	<input type="checkbox"/> The institution has a well-documented admission policy with clear statements on the criteria and process of student selection.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution has an admission policy which is fairly well documented with criteria and process of student selection.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution has no documents on admission policy and no clear statements on the criteria and process of student selection.
4.1.2	<input type="checkbox"/> All criteria and process of selection are well disseminated.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Some of the criteria and process of selection are fairly well disseminated.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The criteria and process of selection are not disseminated
4.1.3	<input type="checkbox"/> All pre requisite knowledge and skills for each programme are clearly stated.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Pre requisite knowledge and skills in some of the programme are clearly stated.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Pre requisite knowledge and skills are not stated .
4.1.4	<input type="checkbox"/> The institution demonstrates that the interview process is objective and well structured , if there is one.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution demonstrates that the interview process is fairly objective and structured , if there is one.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The interview process is neither objective nor well structured , if there is one.
4.1.5	<input type="checkbox"/> Student selection is transparent and free from discrimination and bias.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Student selection is fairly transparent and free from discrimination and bias.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Student selection is discriminatory and biased .
4.1.6	<input type="checkbox"/> There is a clear mechanism and documented procedure for appeal.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> There is some mechanism for appeal which is fairly well documented .	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> There is no clear mechanism for appeal.
4.1.7	<input type="checkbox"/> The outcomes of selection and student performance are regularly monitored to improve the selection process.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The outcomes of selection and student performance are monitored on an ad hoc basis to improve the selection process.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The outcomes of selection and student performance are not monitored to improve the selection process.
4.1.8	<input type="checkbox"/> The relationship between student selections, the educational programme and the desired characteristics of graduates are clearly stated .	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The relationship between student selections, the educational programme and the desired characteristics of graduates are fairly well stated .	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The relationship between student selections, the educational programme and the desired characteristics of graduates are not stated .

No.	Level 5		4	Level 3		2	Level 1	
4.1.9	<input type="checkbox"/>	The institution provides appropriate avenues for students who qualify but are deficient in some specific aspects.	<input type="checkbox"/>	<input type="checkbox"/>	The institution provides some avenues for students who qualify but are deficient in some specific aspects.	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not provide a avenues for students who qualify but are deficient in some specific aspects.

4.2 Student Intake

No.	Level 5		4	Level 3		2	Level 1	
4.2.1	<input type="checkbox"/>	The size of student intake for each session is determined and planned in advance .	<input type="checkbox"/>	<input type="checkbox"/>	There is some advanced planning of the size of student intake for each session.	<input type="checkbox"/>	<input type="checkbox"/>	The size of student intake for each session is not stated nor planned in advance .
4.2.2	<input type="checkbox"/>	The size of student intake is matched to the capacity of the institution to effectively deliver the programme at all stages of education and training.	<input type="checkbox"/>	<input type="checkbox"/>	The size of student intake is fairly matched to the capacity of the institution to effectively deliver the programme at all stages of education and training.	<input type="checkbox"/>	<input type="checkbox"/>	The size of student intake does not match the capacity of the institution to effectively deliver the programme at all stages of education and training.
4.2.3	<input type="checkbox"/>	The size of student intake and the characteristics of students are modified in consultation with relevant stakeholders (e.g. Ministry of Health) on a regular basis to meet the needs of society and the country.	<input type="checkbox"/>	<input type="checkbox"/>	The size of student intake and the characteristics of students are modified in consultation with relevant stakeholders (e.g. Ministry of Health) on an ad hoc basis to meet the needs of society and the country.	<input type="checkbox"/>	<input type="checkbox"/>	The size of student intake and the characteristics of students are not modified in consultation with relevant stakeholders (e.g. Ministry of Health) to meet the needs of society and the country.

4.3 Transfer Student

No.	Level 5		4	Level 3		2	Level 1	
4.3.1	<input type="checkbox"/>	The institution has documented criteria and mechanisms to enable qualified students who do not wish to continue, to transfer to an alternative programme.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has some criteria and mechanisms to enable qualified students who do not wish to continue, to transfer to an alternative programme.	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not have any criteria and mechanisms to enable qualified students who do not wish to continue, to transfer to an alternative programme.
4.3.2	<input type="checkbox"/>	The institution has documented criteria and mechanisms to enable qualified students who wish to transfer from a Pharmacy Programme of one institution to another.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has some criteria and mechanisms to enable qualified students who wish to transfer from a Pharmacy Programme of one institution to another.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has does not have any criteria and mechanisms to enable qualified students who wish to transfer from a Pharmacy Programme of one institution to another.

4.4 Student Support and Counselling

No.	Level 5		4	Level 3		2	Level 1	
4.4.1	<input type="checkbox"/>	Full physical facilities and student support services are available.	<input type="checkbox"/>	<input type="checkbox"/>	Some physical facilities and student support services are available.	<input type="checkbox"/>	<input type="checkbox"/>	No Physical facilities and student support services are available.
4.4.2	<input type="checkbox"/>	Counselling for students is provided by adequate and qualified full-time counsellors.	<input type="checkbox"/>	<input type="checkbox"/>	Counselling for students is provided by adequate and trained staff.	<input type="checkbox"/>	<input type="checkbox"/>	Counselling is provided by inadequate and untrained staff.
4.4.3	<input type="checkbox"/>	Counselling addresses all personal and social needs including: <ul style="list-style-type: none"> • Academic advice • Learning skills • Career guidance • Assistance in handling health, financial, stress, emotional and spiritual problems 	<input type="checkbox"/>	<input type="checkbox"/>	Counselling addresses some of the personal and social needs such as: <ul style="list-style-type: none"> • Academic advice • Learning skills • Career guidance • Assistance in handling health, financial, stress, emotional and spiritual problems 	<input type="checkbox"/>	<input type="checkbox"/>	Counselling does not address personal and social needs.

4.5 Student Representation

No.	Level 5	4	Level 3	2	Level 1
4.5.1	<input type="checkbox"/> The institution has a documented and transparent policy on student representation and appropriate participation in the formulation, management and evaluation of the curriculum, and in other matters relevant to students.	<input type="checkbox"/> <input type="checkbox"/>	The institution has some policies on student representation and appropriate participation in the formulation, management and evaluation of the curriculum, and in other matters relevant to students.	<input type="checkbox"/> <input type="checkbox"/>	The institution has no policy on student representation and appropriate participation in the formulation, management and evaluation of the curriculum, and in other matters relevant to students.
4.5.2	<input type="checkbox"/> Students are represented on all relevant committees and are invited to participate in all relevant activities.	<input type="checkbox"/> <input type="checkbox"/>	Students are represented on some relevant committees and are invited to participate in some relevant activities.	<input type="checkbox"/> <input type="checkbox"/>	Students are not represented on relevant committees and are not invited to participate in relevant activities.
4.5.3	<input type="checkbox"/> The institution actively encourages student activities and student organizations that provide experience in management and governance, representation in education and related matters and social activities.	<input type="checkbox"/> <input type="checkbox"/>	The institution permits student activities and student organizations that provide experience in management and governance, representation in education and related matters and social activities.	<input type="checkbox"/> <input type="checkbox"/>	The institution discourages student activities and student organizations that provide experience in management and governance, representation in education and related matters and social activities.

AREA 5 : TEACHING/ ACADEMIC STAFF

5.1 Recruitment Policy

No.	Level 5	4	Level 3	2	Level 1
5.1.1	<input type="checkbox"/> The institution has a documented and transparent staff recruitment policy that is related to qualifications, responsibilities, expertise and incentives which are essential for delivering the curriculum.	<input type="checkbox"/> <input type="checkbox"/>	The institution has some staff recruitment policy that is related to qualifications, responsibilities, expertise and incentives that are essential for delivering the curriculum.	<input type="checkbox"/> <input type="checkbox"/>	The institution has no clear staff recruitment policy related to qualifications, responsibilities, expertise and incentives that are essential for delivering the curriculum.
5.1.2	<input type="checkbox"/> The full time staff to student ratio for the programme is documented and is appropriate for the student size and for all teaching-learning methodologies utilised.	<input type="checkbox"/> <input type="checkbox"/>	The full time staff to student ratio for the programme is documented and is appropriate for the student size and for some of the teaching-learning methodologies utilised.	<input type="checkbox"/> <input type="checkbox"/>	The full time staff to student ratio for the programme is not documented and does not meet the norm stipulated.
5.1.3	<input type="checkbox"/> The recruitment policy seeks and more than achieves a balance between staff with and without a basic pharmacy degree	<input type="checkbox"/> <input type="checkbox"/>	The recruitment policy seeks and fairly achieves a balance between and staff with and without a basic pharmacy degree	<input type="checkbox"/> <input type="checkbox"/>	The recruitment policy does not seek nor achieve a balance between staff with and without a basic pharmacy degree
5.1.4	<input type="checkbox"/> The responsibilities of each staff are explicitly specified.	<input type="checkbox"/> <input type="checkbox"/>	Some responsibilities of each staff are explicitly specified.	<input type="checkbox"/> <input type="checkbox"/>	The responsibilities of each staff are not explicitly specified.
5.1.5	<input type="checkbox"/> The criteria for staff selection include recognition of meritorious academic activities that can be assessed by all the following: formal qualifications, professional experience, research and teaching output as well as peer recognition.	<input type="checkbox"/> <input type="checkbox"/>	The criteria for staff selection include recognition of meritorious academic activities that are assessed by some of the following: formal qualifications, professional experience, research and teaching output as well as peer recognition.	<input type="checkbox"/> <input type="checkbox"/>	The criterion for staff selection does not include recognition of meritorious academic activities.

5.2 Service Policy and Staff Development

No.	Level 5	4	Level 3	2	Level 1
5.2.1	<input type="checkbox"/> The staff policy fully addresses matters related to service, HR development and appraisal of staff.	<input type="checkbox"/> <input type="checkbox"/>	The staff policy fairly addresses matters related to service, HR development and appraisal of staff.	<input type="checkbox"/> <input type="checkbox"/>	The staff policy does not address matters related to service, HR development and appraisal of staff.
5.2.2	<input type="checkbox"/> The staff policy clarifies the roles and provides guidelines for the equitable distribution of these various roles which include teaching, research, consultancy, community services and administrative functions.	<input type="checkbox"/> <input type="checkbox"/>	The staff policy clarifies some of the roles and equitable distribution of these various roles which include teaching, research, consultancy, community services and administrative functions.	<input type="checkbox"/> <input type="checkbox"/>	The staff policy does not clarify the roles nor give guidelines for the equitable distribution of these various roles which include teaching, research, consultancy, community services and administrative functions.
5.2.3	<input type="checkbox"/> The staff policy reflects a balanced distribution of responsibilities among the staff.	<input type="checkbox"/> <input type="checkbox"/>	The staff policy reflects some distribution of responsibilities among the staff.	<input type="checkbox"/> <input type="checkbox"/>	The staff policy does not reflect a balanced distribution of responsibilities among the staff.
5.2.4	<input type="checkbox"/> The equitable work distribution and meritorious academic roles are recognized and appropriately rewarded through promotion, salary increment or other remuneration enunciated in clear and transparent policies and procedures.	<input type="checkbox"/> <input type="checkbox"/>	The equitable work distribution and meritorious academic roles are sometimes recognized and rewarded through promotion, salary increment or other remuneration.	<input type="checkbox"/> <input type="checkbox"/>	The work distribution and meritorious academic roles are not recognized and are not rewarded through promotion, salary increment or other remuneration, nor enunciated in clear and transparent policies and procedures.
5.2.5	<input type="checkbox"/> Academic staff development is systematically planned and provided.	<input type="checkbox"/> <input type="checkbox"/>	There is some element of planning and provision of academic staff development in a fairly systematically manner.	<input type="checkbox"/> <input type="checkbox"/>	Academic staff development is not provided .
5.2.6	<input type="checkbox"/> Faculty development is guided formatively and mentoring is provided for new academic staff.	<input type="checkbox"/> <input type="checkbox"/>	Some formative guidance and mentoring are provided for new and existing academic staff.	<input type="checkbox"/> <input type="checkbox"/>	Formative guidance and mentoring are not provided for new and existing academic staff.
5.2.7	<input type="checkbox"/> Faculty appraisal takes into account participation in professional, academic and other relevant bodies as well as community involvement.	<input type="checkbox"/> <input type="checkbox"/>	Faculty appraisal partly takes into account participation in professional, academic and other relevant bodies as well as community involvement.	<input type="checkbox"/> <input type="checkbox"/>	Faculty appraisal does not take into account participation in professional, academic and other relevant bodies as well as community involvement.

AREA 6 : EDUCATIONAL RESOURCES

6.1 Physical Facilities

No.	Level 5	4	Level 3	2	Level 1
6.1.1	<input type="checkbox"/> The institution has more than adequate and appropriate physical facilities for the staff and student population to ensure effective delivery of curriculum.	<input type="checkbox"/>	<input type="checkbox"/> The institution has adequate physical facilities for the staff and student population to ensure effective delivery of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/> The institution has inadequate physical facilities for the staff and the student population.
6.1.2	<input type="checkbox"/> The physical facilities are friendly and sufficient to the physically challenged.	<input type="checkbox"/>	<input type="checkbox"/> The physical facilities are friendly to the physically challenged.	<input type="checkbox"/>	<input type="checkbox"/> The physical facilities are not friendly to the physically challenged.
6.1.3	<input type="checkbox"/> The library has more than adequate collection of up-to-date reference materials that meet the needs of each programme and research amongst staff and students.	<input type="checkbox"/>	<input type="checkbox"/> The library has adequate collection of reference materials that meet the needs of each programme and research amongst staff and students.	<input type="checkbox"/>	<input type="checkbox"/> The library has inadequate collection of up-to-date reference materials to meet the needs of each programme and research amongst staff and students.
6.1.4	<input type="checkbox"/> The library is staffed by qualified and easily accessible people to assist students.	<input type="checkbox"/>	<input type="checkbox"/> The library is staffed by qualified people to assist students.	<input type="checkbox"/>	<input type="checkbox"/> The library is staffed by unqualified people who are unable to assist students.
6.1.5	<input type="checkbox"/> The library provides up-to-date computer and information technology mediated reference materials.	<input type="checkbox"/>	<input type="checkbox"/> The library provides computer and information technology mediated reference materials.	<input type="checkbox"/>	<input type="checkbox"/> The library does not provide computer and information technology mediated reference materials.
6.1.6	<input type="checkbox"/> The students' learning environment is regularly improved through renovations, building new facilities as well as acquisition of the latest and appropriate equipment to keep up with the development in educational practices and changes in society.	<input type="checkbox"/>	<input type="checkbox"/> The students' learning environment is improved on an ad hoc basis through renovations, building new facilities as well as acquisition of the latest and appropriate equipment to keep up with the development in educational practices and changes in society.	<input type="checkbox"/>	<input type="checkbox"/> The students' learning environment is not improved through renovations, building new facilities as well as acquisition of the latest and appropriate equipment to keep up with the development in educational practices and changes in society.

No.	Level 5		4	Level 3		2	Level 1	
6.1.7	<input type="checkbox"/>	The facilities are regularly reviewed to assess the quality and appropriateness for current education and training.	<input type="checkbox"/>	<input type="checkbox"/>	The facilities are reviewed from time to time to assess the quality and appropriateness for current education and training.	<input type="checkbox"/>	<input type="checkbox"/>	The facilities are not reviewed to assess the quality and appropriateness for current education and training.
6.1.8	<input type="checkbox"/>	The institution provides more than adequate hospital sites for pharmacy training and education	<input type="checkbox"/>	<input type="checkbox"/>	The institution provides adequate in hospital sites for pharmacy training and education	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not provide adequate hospital sites for pharmacy training and education
6.1.9	<input type="checkbox"/>	The institution provides more than adequate community pharmacy sites for pharmacy training and education	<input type="checkbox"/>	<input type="checkbox"/>	The institution provides adequate in community sites for pharmacy training and education	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not provide adequate community pharmacy sites for pharmacy training and Education
6.1.10	<input type="checkbox"/>	The institution provides more than adequate and appropriate industrial sites for pharmacy training and education	<input type="checkbox"/>	<input type="checkbox"/>	The institution provides adequate in industrial sites for pharmacy training and education	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not provide adequate industrial sites for pharmacy training and education

6.2 Information and Communication Technology

No.	Level 5		4	Level 3		2	Level 1	
6.2.1	<input type="checkbox"/>	The institution provides more than adequate and appropriate infrastructure to support the use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	The institution provides adequate infrastructure to support the use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not provide adequate and appropriate infrastructure to support the use of ICT.
6.2.2	<input type="checkbox"/>	The institution provides more than adequate and appropriate personnel to support the use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	The institution provides adequate and appropriate personnel to support the use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not provide adequate and appropriate personnel to support the use of ICT.
6.2.3	<input type="checkbox"/>	Information technology is highly used as a tool and method for self-learning, lifelong learning and evidence-based decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	Information technology is adequately used as a tool and method for self-learning, lifelong learning and evidence-based decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	Information technology is not used as a tool and method for self-learning, lifelong learning and evidence-based decision-making.

6.3 Research and Development

No.	Level 5		4	Level 3		2	Level 1	
6.3.1	<input type="checkbox"/>	The institution has a clear and documented policy that fosters the relationship between research and education.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has a policy that fosters the relationship between research and education.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has no clear policy that fosters the relationship between research and education.
6.3.2	<input type="checkbox"/>	The policy clearly sets the direction of research priorities and the research facilities.	<input type="checkbox"/>	<input type="checkbox"/>	The policy describes the research priorities and facilities.	<input type="checkbox"/>	<input type="checkbox"/>	The policy does not describe the research priorities and facilities.
6.3.3	<input type="checkbox"/>	The interaction between research and education is very well reflected in the curriculum and influences current teaching.	<input type="checkbox"/>	<input type="checkbox"/>	The interaction between research and education is fairly well reflected in the curriculum and influences current teaching.	<input type="checkbox"/>	<input type="checkbox"/>	The interaction between research and education is not reflected in the curriculum.
6.3.4	<input type="checkbox"/>	The research experiences are more than adequate to encourage and prepare students for research and development. In appropriate areas, the institution links research with development and commercialization very well .	<input type="checkbox"/>	<input type="checkbox"/>	The research experiences are adequate to encourage and prepare students for research and development. In appropriate areas, the institution link research with development and commercialization fairly well .	<input type="checkbox"/>	<input type="checkbox"/>	There is no research experience to encourage and prepare students for research and development. The institution does not link research with development and commercialization.

6.4 Educational Expertise

No.	Level 5		4	Level 3		2	Level 1	
6.4.1	<input type="checkbox"/>	The institution has a clear and documented policy on the use of educational expertise in the planning of educational programmes and in the development of new teaching and assessment methods.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has some policies on the use of educational expertise in the planning of educational programmes and in the development of new teaching and assessment methods.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has no clear policy on the use of educational expertise in the planning of educational programmes and in the development of new teaching and assessment methods.

No.	Level 5		4	Level 3		2	Level 1	
6.4.2	<input type="checkbox"/>	The institution has good access to educational experts.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has fairly good access to educational experts.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has no/minimal access to educational experts.
6.4.3	<input type="checkbox"/>	Such expertise is very well used for staff development and educational research activities in the various disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	Such expertise is adequately used in staff development and educational research activities in the various disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	Such expertise is hardly used in staff development and educational research activities in the various disciplines.

6.5 Educational Exchanges

No.	Level 5		4	Level 3		2	Level 1	
6.5.1	<input type="checkbox"/>	The institution has a clear and documented policy on collaboration with other educational institutions.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has some policies on collaboration with other educational institutions.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has no clear policy on collaboration with other educational institutions.
6.5.2	<input type="checkbox"/>	Exchanges of academic staff and students within the country and internationally are well supported by appropriate facilities and resources.	<input type="checkbox"/>	<input type="checkbox"/>	Exchanges of academic staff and students within the country and internationally are fairly well supported by appropriate facilities and resources.	<input type="checkbox"/>	<input type="checkbox"/>	Exchanges of academic staff and students within the country and internationally are not supported by appropriate facilities and resources.

6.6 Educational Budget and Resource Allocation

No.	Level 5		4	Level 3		2	Level 1	
6.6.1	<input type="checkbox"/>	The institution has more than adequate budgetary and procurement policies.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has adequate budgetary and procurement policies.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has no clear budgetary and procurement policies.
6.6.2	<input type="checkbox"/>	Resources are more than sufficient to allow the achievement of the programme objectives and to maintain high standards of quality.	<input type="checkbox"/>	<input type="checkbox"/>	Resources are adequate to allow the achievement of the programme objectives and to maintain high standards of quality.	<input type="checkbox"/>	<input type="checkbox"/>	Resources are insufficient to support the achievement of the programme objectives and do not assist to maintain high standards of quality.
6.6.3	<input type="checkbox"/>	The institution is given very clear line of responsibility and authority for budgeting and resource allocation.	<input type="checkbox"/>	<input type="checkbox"/>	The institution is given the responsibility for budgeting and resource allocation.	<input type="checkbox"/>	<input type="checkbox"/>	The institution is not given a clear line of responsibility and authority for budgeting and resource allocation.
6.6.4	<input type="checkbox"/>	There are clear, fair and equitable policies for the refund of tuition fees and other allowable payments in accordance with the relevant laws.	<input type="checkbox"/>	<input type="checkbox"/>	There are some policies for the refund of tuition fees and other allowable payments in accordance with the relevant laws.	<input type="checkbox"/>	<input type="checkbox"/>	There are no clear, fair and equitable policies for the refund of tuition fees and other allowable payments in accordance with the relevant laws.
6.6.5	<input type="checkbox"/>	The head of programme is given more than sufficient autonomy to appropriately allocate resources to achieve the programme objectives and to maintain high educational standards.	<input type="checkbox"/>	<input type="checkbox"/>	The head of programme is given sufficient autonomy to appropriately allocate resources to achieve the programme objectives and to maintain high educational standards.	<input type="checkbox"/>	<input type="checkbox"/>	The head of programme is given insufficient autonomy to appropriately allocate resources to achieve the programme objectives and to maintain high educational standards.

AREA 7 : PROGRAMME MONITORING AND REVIEW

7.1 Mechanisms for Programme Evaluation

No.	Level 5	4	Level 3	2	Level 1
7.1.1	<input type="checkbox"/> The institution has clear mechanisms for programme evaluation, monitoring the implementation and monitoring of student progress.	<input type="checkbox"/> <input type="checkbox"/>	The institution has sufficient mechanisms for programme evaluation, monitoring the implementation and monitoring of student progress.	<input type="checkbox"/> <input type="checkbox"/>	The institution has hardly any mechanism for programme evaluation, monitoring the implementation and monitoring of student progress.
7.1.2	<input type="checkbox"/> The institution has more than sufficient resources for programme evaluation, monitoring the implementation and monitoring of student progress.	<input type="checkbox"/> <input type="checkbox"/>	The institution has sufficient resources for programme evaluation, monitoring the implementation and monitoring of student progress.	<input type="checkbox"/> <input type="checkbox"/>	The institution has insufficient resources for programme evaluation, monitoring the implementation and monitoring of student progress.

7.2 Teacher and Student Feedback

No.	Level 5	4	Level 3	2	Level 1
7.2.1	<input type="checkbox"/> Teacher and student feedback are always systematically sought.	<input type="checkbox"/> <input type="checkbox"/>	Teacher and student feedback are adequately sought.	<input type="checkbox"/> <input type="checkbox"/>	Both teacher and student feedback are not systematically sought.
7.2.2	<input type="checkbox"/> Students have more than appropriate channels for informing issues to heads of programmes before they become major problems.	<input type="checkbox"/> <input type="checkbox"/>	Students have adequate channels for informing issues to heads of programmes before they become major problems.	<input type="checkbox"/> <input type="checkbox"/>	Students have no channels for informing issues to heads of programmes before they become major problems.
7.2.3	<input type="checkbox"/> The institution has clear mechanisms for students to assess their lecturers	<input type="checkbox"/> <input type="checkbox"/>	The institution has mechanisms for students to assess their lecturers	<input type="checkbox"/> <input type="checkbox"/>	The institution has no mechanism for students to assess their lecturers

7.3 Student Performance

No.	Level 5	4	Level 3	2	Level 1
7.3.1	<input type="checkbox"/> Analysis of performance is regularly given as feedback to the committees responsible for student selection, curriculum planning and student counselling.	<input type="checkbox"/>	<input type="checkbox"/> Analysis of performance is adequately given as feedback to the committees responsible for student selection, curriculum planning and student counselling.	<input type="checkbox"/>	<input type="checkbox"/> Analysis of performance is not given as feedback to the committees responsible for student selection, curriculum planning and student counselling.

7.4 Involvement of Stakeholders

No.	Level 5	4	Level 3	2	Level 1
7.4.1	<input type="checkbox"/> Programme evaluation regularly involves feedback from people in the administration of the university, the institution /faculty /school /department /programme, representatives of the community, employers, pharmaceutical industry, educational and other government agencies, professional organizations and postgraduate educators.	<input type="checkbox"/>	<input type="checkbox"/> Programme evaluation adequately involves feedback from people in the administration of the university, the institution /faculty /school /department /programme, representatives of the community, employers, pharmaceutical industry, educational and other government agencies, professional organizations and postgraduate educators.	<input type="checkbox"/>	<input type="checkbox"/> Programme evaluation does not involve feedback from people in the administration of the university, the institution /faculty /school /department /programme, representatives of the community, employers, pharmaceutical industry, educational and other government agencies, professional organizations and postgraduate educators.
7.4.2	<input type="checkbox"/> The stakeholders' views on the relevance and development of the curriculum are regularly considered.	<input type="checkbox"/>	<input type="checkbox"/> Stakeholders' views on the relevance and development of the curriculum are adequately considered.	<input type="checkbox"/>	<input type="checkbox"/> Stakeholders' views on the relevance and development of the curriculum are not considered.

AREA 8 : LEADERSHIP, GOVERNANCE AND ADMINISTRATION

8.1 Governance

No.	Level 5	4	Level 3	2	Level 1
8.1.1	<input type="checkbox"/> The institution has adequate major structures for decision-making (e.g. Research, management, education, service).	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution has fairly adequate structures for decision-making (e.g. Research, management, education, service).	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution has no major structure for decision-making.
8.1.2	<input type="checkbox"/> Structures for effective governance and their relationship within the university are clearly defined and very well translated into the various levels of management.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Structures for effective governance and their relationship within the university are fairly well defined and fairly well translated into the various levels of management.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Structures for effective governance and their relationship within the university are not defined and do not seem to be translated into the various levels of management.
8.1.3	<input type="checkbox"/> Committees responsible for education are appropriately established.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Some committees responsible for education are appropriately established.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Committees responsible for education are not established .

8.2 Academic Autonomy

No.	Level 5		4	Level 3		2	Level 1	
8.2.1	<input type="checkbox"/>	The institution has full autonomy to design the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has some autonomy to design the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not design the curriculum.
8.2.2	<input type="checkbox"/>	The institution has full say over courses conducted on its behalf by other faculties, universities and agencies (public and private) particularly the use of resources and to assure quality.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has limited say over courses conducted on its behalf by other faculties, universities and agencies (public and private).	<input type="checkbox"/>	<input type="checkbox"/>	The institution has no say over courses conducted on its behalf by other faculties, universities and agencies (public and private).
8.2.3	<input type="checkbox"/>	The institution has a clear policy on conflict of interest for academic staff, particularly in the area of private practice.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has an unclear policy on conflict of interest for academic staff, particularly in the area of private practice.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has no policy on conflict of interest for academic staff, particularly in the area of private practice.
8.2.4	<input type="checkbox"/>	All educational resources are distributed according to the educational needs, which include infrastructure and academic staff development.	<input type="checkbox"/>	<input type="checkbox"/>	50-70% of educational resources are distributed according to the educational needs, which include infrastructure and academic staff development.	<input type="checkbox"/>	<input type="checkbox"/>	<30% of educational resources are distributed according to the educational needs, which include infrastructure and academic staff development.

8.3 Leadership

No.	Level 5		4	Level 3		2	Level 1	
8.3.1	<input type="checkbox"/>	The criteria and responsibilities of the academic leadership of the institution and for the educational programme are clearly stated and filled by those with appropriate qualifications and experience.	<input type="checkbox"/>	<input type="checkbox"/>	The criteria and responsibilities of the academic leadership of the institution and for the educational programme are fairly well stated and filled by those with fairly appropriate qualifications and experience.	<input type="checkbox"/>	<input type="checkbox"/>	The criteria and responsibilities of the academic leadership of the institution and for the educational programme are not stated and filled by those with inappropriate qualifications and experience

8.4 Administrative Staff and Quality Management

No.	Level 5		4	Level 3		2	Level 1	
8.4.1	<input type="checkbox"/>	The institution has adequate administrative staff appropriate to support the implementation of the educational programme and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	The institution has fairly adequate administrative staff appropriate to support the implementation of the educational programme and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not have adequate administrative staff to support the implementation of the educational programme and other activities.
8.4.2	<input type="checkbox"/>	There is a very good institutional quality assurance system for all aspects of programme development, delivery, evaluation and enhancement	<input type="checkbox"/>	<input type="checkbox"/>	There is adequate institutional quality assurance system for all aspects of programme development, delivery, evaluation and enhancement	<input type="checkbox"/>	<input type="checkbox"/>	There is no institutional quality assurance system for programme development, delivery, evaluation and enhancement
8.4.3	<input type="checkbox"/>	The institution proactively submits itself to regular review.	<input type="checkbox"/>	<input type="checkbox"/>	The institution submits some of its programmes for review.	<input type="checkbox"/>	<input type="checkbox"/>	The institution does not submit any programme for review.
8.4.4	<input type="checkbox"/>	Faculty members and other staff receive regular feedback on their academic performance and their progress towards promotion.	<input type="checkbox"/>	<input type="checkbox"/>	Faculty members and other staff receive adequate feedback on their academic performance and their progress towards promotion.	<input type="checkbox"/>	<input type="checkbox"/>	Faculty members and other staff do not receive feedback on their academic performance and their progress towards promotion.

8.5 Interaction with External Sectors

No.	Level 5		4	Level 3		2	Level 1	
8.5.1	<input type="checkbox"/>	More than 90% of collaborations have MOUs and/or Agreements.	<input type="checkbox"/>	<input type="checkbox"/>	40-60% of collaborations have MOUs and/or Agreements.	<input type="checkbox"/>	<input type="checkbox"/>	Less than 20% of collaborations have MOUs and/or Agreements.

AREA 9 : TOTAL CONTINUOUS QUALITY IMPROVEMENT
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9.0 Total Continuous Quality Improvement

No.	Level 5	4	Level 3	2	Level 1
9.1.1	<input type="checkbox"/> The institutional quality system has dynamic policies , procedures and mechanisms for regular reviewing and updating of its structure, functions, strategies and core activities to enhance quality.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institutional quality system has adequate policies , procedures and mechanisms for regular reviewing and updating of its structure, functions, strategies and core activities to enhance quality.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution does not have quality system to assure and enhance quality.
9.1.2	<input type="checkbox"/> The institution has very clear and transparent mechanisms for rectifying documented deficiencies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution has adequate mechanisms for rectifying documented deficiencies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> The institution has no mechanisms for rectifying documented deficiencies.
9.1.3	<input type="checkbox"/> Prospective studies and analyses are conducted regularly to support the process of continuous quality improvement.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Prospective studies and analyses are conducted irregularly to support the process of continuous quality improvement.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Prospective studies and analyses are not conducted to support the process of continuous quality improvement.

SUMMARY OF FINDINGS

Area	Aspect	Average Rating	Strength	Area of Concern	Opportunities for Improvement
1	Vision, Mission and Goals				
2	Curriculum Design and Delivery				
3	Educational Programme				
4	Student Selection and Student Support Services				
5	Teaching/Academic Staff				

Area	Aspect	Average Rating	Strength	Area of Concern	Opportunities for Improvement
6	Educational Resources				
7	Programme Monitoring and Review				
8	Leadership, Governance and Administration				
9	Total Continuous Quality Improvement				

RATING SUMMARY

NO.	AREA		CRITERIA	AVERAGE RATING	AVERAGE RATING FOR AREA
1	Vision, Mission, And Goals	1.1	Statements of Vision, Mission and Educational Goals		
		1.2	Participation in the Formulation of the Vision, Mission and Goals/Objectives		
		1.3	Educational Outcomes (Programme Learning Outcomes)		
2	Curriculum Design and Delivery	2.1	Curriculum Design and Teaching-Learning Methods		
		2.2	Scientific Method		
		2.3	Curriculum Content		
		2.4	Ethics and Humanities		
		2.5	Management of the Programme		
		2.6	Linkages with External Stakeholders		
3	Educational Programme	3.1	Assessment Methods		
		3.2	Relationship between Assessment and Learning		
		3.3	Management of Student Assessment		

NO.	AREA		CRITERIA	AVERAGE RATING	AVERAGE RATING FOR AREA
4	Student Selection and Student Support Services	4.1	Admission Policy and Selection		
		4.2	Student Intake		
		4.3	Transfer Student		
		4.4	Student Support and Counselling		
		4.5	Student Representation		
5	Teaching/ Academic Staff	5.1	Recruitment Policy		
		5.2	Service Policy and Staff Development		
6	Educational Resources	6.1	Physical Facilities		
		6.2	Information and Communication Technology		
		6.3	Research and Development		
		6.4	Educational Expertise		
		6.5	Educational Exchanges		
		6.6	Educational Budget and Resource Allocation		

NO.	AREA		CRITERIA	AVERAGE RATING	AVERAGE RATING FOR AREA
7	Programme Monitoring and Review	7.1	Mechanisms for Programme Evaluation		
		7.2	Teacher and Student Feedback		
		7.3	Student Performance		
		7.4	Involvement of Stakeholders		
8	Leadership, Governance and Administration	8.1	Governance		
		8.2	Academic Autonomy		
		8.3	Leadership		
		8.4	Administrative Staff and Quality Management		
		8.5	Interaction with External Sectors		
9	Total Continuous Quality Improvement				
	OVERALL				

RECOMMENDATION FOR ACCREDITATION PERIOD: OVERALL RATING 4.5 – 5.0: 5 YEARS
3.5 – 4.4: 3 YEARS
3.0 – 3.4: 1 YEAR
1.0 – 2.9: NO ACCREDITATION

KAD SKOR (SCORE CARD)

