

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 standards are contained in the 'Standards on Approval and Recognition of Pharmacy Programme', which sets out good practice in seven 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/Kuliyah/School levels and should be used appropriately in the different contexts. The seven areas are:

1. Programme Development and Delivery;
2. Student Assessment;
3. Student Selection and Student Support Services;
4. Academic Staff;
5. Facilities;
6. Programme Management;
7. Programme Monitoring, Review and Continual Quality Improvement;

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

The criteria and standards for each of the seven areas as well as the discipline standards are used as reference points for the development of new programmes 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 programmes and institutions.

THERE ARE FIVE (5) MANDATORY REQUIREMENTS FOR ACCREDITATION, WHICH MUST BE VERIFIED BEFORE PROCEEDING WITH THE RATING PROCESS, AND WEIGHTAGE REQUIREMENTS, WHICH MAY AFFECT THE OVERALL ACCREDITATION PERIOD.

RATING SCALE

To assist evaluators in making judgment of the quality of programmes or institutions, a rating system is introduced. The rating system uses a percentage scoring scale that indicates the degree of institutional and programme 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 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 seven 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 to enter the average rating for the area. Note the specific strengths, concerns and opportunities that have contributed to the rating. Repeat the process for all the other areas.
3. Use the Rating Summary Form to enter the rating for each criterion and average rating for all seven areas.

4. Use the score card to chart the rating.

PREREQUISITE – TABLE OF MANDATORY REQUIREMENTS

No.	REQUIREMENTS	DESCRIPTION	FULFILLMENT	
			YES	NO
1	Qualification of Dean/ Head of Programme	<ul style="list-style-type: none"> • <i>Latest requirement set by the Pharmacy Board of Malaysia</i> 		
2	Duration of Programme	A minimum of four (4) years		
3	Students enrolment	Once per year		
4	Placement of Pharmacy Programme in the Organization Structure	<ul style="list-style-type: none"> • Should be autonomous <ul style="list-style-type: none"> – An independent Faculty/Kuliyah/School and not as a Department or part of a Faculty – Directly responsible to the top management and have ready access to the institutional Vice Chancellor or equivalent or other official charged with final responsibility for the faculty/school/kuliyah – The Dean should be a representative in the institutional Senate 		
5	Required number of registered pharmacists	<ul style="list-style-type: none"> • According to the standards provided, <ul style="list-style-type: none"> – there should be a minimum of two (2) Malaysian registered pharmacists at all-time excluding the Dean – the above have three years of working experience as pharmacists in Malaysia 		

PREREQUISITE – TABLE OF WEIGHTAGE

No.	Standards/ Databases	DESCRIPTION	FULFILLMENT				
			5 years	4 years	3 years	2 years	No accreditation
1.	4.1.3	Sufficient numbers of lecturers to implement the pharmacy programme with an acceptable proportion of pharmacy qualified lecturers per discipline*	100%	Fulfil up to 80%	Fulfil up to 60%	Fulfil up to 40%	Not fulfilled at all
2.	4.1.6 (i)	Current lecturer to students ratio	1:10	1:11	1:12	1:13	1:≥14
3.	4.1.6 (ii)	Current clinical lecturer to clinical year students ratio	1:8	1:8.5	1:9	1:9.5	1: ≥10

* Calculation is based on average of the percentages of all five disciplines.

AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

1.1 Background of the Institution and Pharmacy Faculty/Kuliyah/School

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
1.	1.1.1	Name and level of the programme.	<input type="checkbox"/>	Very clearly stated	<input type="checkbox"/>	Clearly stated	<input type="checkbox"/>	Stated	<input type="checkbox"/>	Not clearly stated	<input type="checkbox"/>	Not stated at all
2.	1.1.2.1	The structure of the programme must fulfil the requirements stated by MOE/MQA in terms of total number of weeks and years of each academic calendar.	<input type="checkbox"/>	Very clearly fulfilled	<input type="checkbox"/>	Clearly fulfilled	<input type="checkbox"/>	Fulfilled	<input type="checkbox"/>	Not clearly fulfilled	<input type="checkbox"/>	Not fulfilled at all
3.	1.1.2.2	The programme must have a broad-based coverage of pharmacy education.	<input type="checkbox"/>	Very well complied	<input type="checkbox"/>	Well complied	<input type="checkbox"/>	Adequately complied	<input type="checkbox"/>	Poorly complied	<input type="checkbox"/>	Not complied at all
4.	1.1.3	The programme must be consistent with and supportive of the vision, mission and educational goals of the HEP.	<input type="checkbox"/>	Very highly consistent and supportive	<input type="checkbox"/>	Very consistent and supportive	<input type="checkbox"/>	Consistent and supportive	<input type="checkbox"/>	Poorly consistent and not supportive	<input type="checkbox"/>	Not consistent and not supportive at all
5.	1.1.4	Relevant stakeholders are consulted in the formulation of vision, mission and educational goals.	<input type="checkbox"/>	Very highly relevant	<input type="checkbox"/>	Very relevant	<input type="checkbox"/>	Relevant	<input type="checkbox"/>	Poorly relevant	<input type="checkbox"/>	Not relevant at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
6.	1.1.5.1	The programme learning outcomes must correspond to MQF level descriptors and the MQF learning outcome domains/clusters.	<input type="checkbox"/>	Very highly correspond	<input type="checkbox"/>	Highly correspond	<input type="checkbox"/>	Adequately correspond	<input type="checkbox"/>	Poorly correspond	<input type="checkbox"/>	Does not correspond at all
7.	1.1.5.2-1.1.5.3	The programme must state its learning outcomes, teaching and learning strategies and assessment, and ensure constructive alignment between them.	<input type="checkbox"/>	Very well stated and aligned	<input type="checkbox"/>	Well stated and aligned	<input type="checkbox"/>	Adequately stated and aligned	<input type="checkbox"/>	Poorly stated not aligned	<input type="checkbox"/>	Not stated and not aligned at all
8.	1.1.5.4	The programme learning outcomes are related to the existing and emergent needs of the profession and the discipline.	<input type="checkbox"/>	Very strongly related	<input type="checkbox"/>	Strongly related	<input type="checkbox"/>	Adequately related	<input type="checkbox"/>	Poorly related	<input type="checkbox"/>	Not related at all
9.	1.1.5.5	The link between competencies expected at the end of the programme and those expected during pupillage training and the workplace should be clearly specified.	<input type="checkbox"/>	Very strongly linked	<input type="checkbox"/>	Strongly linked	<input type="checkbox"/>	Adequately linked	<input type="checkbox"/>	Poorly linked	<input type="checkbox"/>	Not linked at all

1.2 General Characteristics of a Pharmacy Degree Programme: Curriculum Design and Delivery

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
10.	1.2.1(a)	The faculty/school/ kuliyyah must have an appropriate mechanism in guiding the design of the programme.	<input type="checkbox"/>	Very clear mechanism	<input type="checkbox"/>	Clear mechanism	<input type="checkbox"/>	Has mechanism	<input type="checkbox"/>	Unclear mechanism	<input type="checkbox"/>	No mechanism at all
11.	1.2.1 (b)-(c)	The curriculum must fulfil the requirements of the discipline of study. [Knowledge domain, professional competencies dan attitude domains (refers standard pg. 11-14)]	<input type="checkbox"/>	Very well fulfilled	<input type="checkbox"/>	Well fulfilled	<input type="checkbox"/>	Adequately well fulfilled	<input type="checkbox"/>	Poorly fulfilled	<input type="checkbox"/>	Not fulfilled at all
12.	1.2.2 (a)-(c)(i)-(vi)	There must be an appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes.	<input type="checkbox"/>	Very highly relevant	<input type="checkbox"/>	Highly relevant	<input type="checkbox"/>	Appropriately relevant	<input type="checkbox"/>	Poorly relevant	<input type="checkbox"/>	Not relevant at all
13.	1.2.2 (c)(vii)	There must be co-curricular activities in preparation for their learning, individual growth, future work, responsible citizenry.	<input type="checkbox"/>	A lot of activities	<input type="checkbox"/>	Plenty of activities	<input type="checkbox"/>	Adequate activities	<input type="checkbox"/>	Not much activities	<input type="checkbox"/>	No activity at all
14.	1.2.2 (c)(x)	The programme must have adequate coverage of scientific methods in curriculum.	<input type="checkbox"/>	Very good coverage	<input type="checkbox"/>	Good coverage	<input type="checkbox"/>	Adequate coverage	<input type="checkbox"/>	Poorly coverage	<input type="checkbox"/>	Not covered at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
15.	1.2.3.1	Standards and procedures for graduation must be clearly stated .	<input type="checkbox"/>	Very clearly stated	<input type="checkbox"/>	Clearly stated	<input type="checkbox"/>	Adequately stated	<input type="checkbox"/>	Poorly stated	<input type="checkbox"/>	Not stated at all
16.	1.2.4	If the programme is conducted in a mode other than internal to the faculty/ school/kuliyah, it must fulfil the requirement of PBM, MQA and MOE. (If applicable)	<input type="checkbox"/>	Very well fulfilled	<input type="checkbox"/>	Well fulfilled	<input type="checkbox"/>	Adequately fulfilled	<input type="checkbox"/>	Poorly fulfilled	<input type="checkbox"/>	Not fulfilled at all
17.	1.2.6	Faculty/school/kuliyah must involve stakeholders to plan and improve the delivery of the programme outcomes.	<input type="checkbox"/>	Very highly involved	<input type="checkbox"/>	Highly involved	<input type="checkbox"/>	Adequately involved	<input type="checkbox"/>	Poorly involved	<input type="checkbox"/>	Not involved at all

1.3 The Educational Programme for the Undergraduate Pharmacy Degree

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
18.	1.3.1-1.3.5	The faculty/school/ kuliyyah must ensure the effective delivery of programme learning outcomes.	<input type="checkbox"/>	Very highly effective	<input type="checkbox"/>	Highly effective	<input type="checkbox"/>	Adequately effective	<input type="checkbox"/>	Poorly effective	<input type="checkbox"/>	Not effective at all
19.	1.3.6	The faculty/school/ kuliyyah must have documented academic handbook and examination regulations.	<input type="checkbox"/>	Very well documented	<input type="checkbox"/>	Well documented	<input type="checkbox"/>	Appropriately documented	<input type="checkbox"/>	Poorly documented	<input type="checkbox"/>	Not documented at all

AREA 2: STUDENT ASSESSMENT

2.1 Assessment Methods

No.	Databases	Statement	Level 5	Level 4	Level 3	Level 2	Level 1
20.	2.1.1	The examination regulations must be stated clearly and publicise to the faculty/school/kuliyah members and students on the commencement of the programme.	<input type="checkbox"/> Very clear examination regulations and publicised	<input type="checkbox"/> Clear examination regulations and publicised	<input type="checkbox"/> Has examination regulations and publicised	<input type="checkbox"/> Has examination regulations but not publicised	<input type="checkbox"/> No examination regulations at all
21.	2.1.2-2.1.3	The faculty/school/kuliyah academic staff must have a defined body (committee) for the evaluation of student achievement, promotion and graduation.	<input type="checkbox"/> Very well-defined committee	<input type="checkbox"/> Well defined committee	<input type="checkbox"/> Has defined committee	<input type="checkbox"/> Poorly defined committee	<input type="checkbox"/> No committee at all
22.	2.1.4	The faculty/school/kuliyah must have a mechanism to ensure the <u>consistency</u> and <u>reliability</u> of the grading system.	<input type="checkbox"/> Very clear mechanism	<input type="checkbox"/> Clear mechanism	<input type="checkbox"/> Has mechanism	<input type="checkbox"/> Unclear mechanism	<input type="checkbox"/> No mechanism at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
23.	2.1.5	i) There must be a variety of valid assessment methods and tools that are appropriate for the assessment of learning outcomes and competencies.	<input type="checkbox"/>	Very good variety	<input type="checkbox"/>	Good variety	<input type="checkbox"/>	Adequate variety	<input type="checkbox"/>	Poor variety	<input type="checkbox"/>	No variety at all
		ii) The assessment methods must balance between summative and formative evaluation and between theory and practical examinations.	<input type="checkbox"/>	Very good balance	<input type="checkbox"/>	Good balance	<input type="checkbox"/>	Fair balance	<input type="checkbox"/>	Poor balance	<input type="checkbox"/>	No balance at all
24.	2.1.6 & 2.1.13	The methods of assessment must be equivalent across all alternative teaching sites, within the limits of fairness, validity and reliability. Note: Clerkship/attachment/training sites	<input type="checkbox"/>	Very standardised methods of assessment	<input type="checkbox"/>	Standardised methods of assessment	<input type="checkbox"/>	Fairly standardised methods of assessment	<input type="checkbox"/>	Poorly standardised methods of assessment	<input type="checkbox"/>	No standardised method of assessment
25.	2.1.7-2.1.8	The faculty/school/ kuliyyah appropriately assesses factual knowledge, skills (including analytical synthesis and problem solving) and attitude of students.	<input type="checkbox"/>	Very comprehensive assessment (90-100%)	<input type="checkbox"/>	Comprehensive assessment (70-89%)	<input type="checkbox"/>	Adequate assessment (50-69%)	<input type="checkbox"/>	Inadequate assessment (< 50%)	<input type="checkbox"/>	No assessment at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
26.	2.1.9-2.1.11	The faculty/school/ kuliyyah must have clear documentation of student evaluation and performance.	<input type="checkbox"/>	Very clear documentation	<input type="checkbox"/>	Clear documentation	<input type="checkbox"/>	Has documentation	<input type="checkbox"/>	Unclear documentation	<input type="checkbox"/>	No documentation at all
27.	2.1.12	The faculty/school/ kuliyyah has a clear system to coordinate examinations and their scheduling.	<input type="checkbox"/>	Very clear system	<input type="checkbox"/>	Clear system	<input type="checkbox"/>	Has system	<input type="checkbox"/>	Unclear system	<input type="checkbox"/>	No system at all
28.	2.1.14	The faculty/school/ kuliyyah must regularly review assessment methods.	<input type="checkbox"/>	Very regular review	<input type="checkbox"/>	Regular review	<input type="checkbox"/>	Fairly regular review	<input type="checkbox"/>	Infrequent review	<input type="checkbox"/>	No review at all
29.	2.1.16	For electives, faculty/school/kuliyyah advisors must have a mechanism to guide students in the choice of elective courses.	<input type="checkbox"/>	Very clear mechanism	<input type="checkbox"/>	Clear mechanism	<input type="checkbox"/>	Adequate mechanism	<input type="checkbox"/>	Poor mechanism	<input type="checkbox"/>	No mechanism at all

2.2 Relationship between Assessment and Learning Outcome

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
30.	2.2.1	Assessment principles, methods and practices must be aligned with learning outcomes of the programme.	<input type="checkbox"/>	Very well aligned	<input type="checkbox"/>	Well aligned	<input type="checkbox"/>	Aligned	<input type="checkbox"/>	Poorly aligned	<input type="checkbox"/>	Not aligned at all

2.3 Management of Student Assessment

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
31.	2.3.1- 2.3.2	The faculty/school/ kuliyyah must have mechanisms to ensure the security of assessment documents and records.	<input type="checkbox"/>	Very rigorous mechanisms	<input type="checkbox"/>	Rigorous mechanisms	<input type="checkbox"/>	Adequate mechanisms	<input type="checkbox"/>	Poor mechanisms	<input type="checkbox"/>	No mechanism at all
32.	2.3.3 (i)-(iii)	The faculty/school/ kuliyyah must have mechanisms to allow access of evaluation records to students for feedback on performance and/or correction of error, review and the right to challenge its accuracy.	<input type="checkbox"/>	Very ample mechanisms	<input type="checkbox"/>	Ample mechanisms	<input type="checkbox"/>	Adequate mechanisms	<input type="checkbox"/>	Poor mechanisms	<input type="checkbox"/>	No mechanism at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
33.	2.3.3(iv)	The faculty/school/ kuliyyah must have mechanisms to ensure the <u>validity</u> , <u>reliability</u> and <u>fairness</u> of the examination system and <u>security of academic records</u> .	<input type="checkbox"/>	Very ample mechanisms	<input type="checkbox"/>	Ample mechanisms	<input type="checkbox"/>	Adequate mechanisms	<input type="checkbox"/>	Poor mechanisms	<input type="checkbox"/>	No mechanism at all
34.	2.3.3 (v)- 2.3.3 (vi)	The faculty/school/ kuliyyah should have mechanisms to <u>review</u> and <u>implement</u> new methods of assessment, involving <u>relevant stakeholders</u>	<input type="checkbox"/>	Very clear mechanisms	<input type="checkbox"/>	Clear mechanisms	<input type="checkbox"/>	Adequate mechanisms	<input type="checkbox"/>	Inadequate mechanisms	<input type="checkbox"/>	No mechanism at all

AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

3.1 Selection and Entry Qualification

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
35.	3.1.1	Students entering the programme must fulfil the minimum entry requirements as stipulated by the PBM.	<input type="checkbox"/>	Very well fulfilled	<input type="checkbox"/>	Well fulfilled	<input type="checkbox"/>	Adequately fulfilled	<input type="checkbox"/>	Poorly fulfilled	<input type="checkbox"/>	Not fulfilled at all
36.	3.1.3-3.1.4	The faculty/school/ kuliyyah must have a selection policy with clear statements on the criteria and process that is periodically reviewed .	<input type="checkbox"/>	Very clear policy and consistently reviewed	<input type="checkbox"/>	Clear policy and regularly reviewed	<input type="checkbox"/>	Has policy and occasionally reviewed	<input type="checkbox"/>	Unclear policy and rarely reviewed	<input type="checkbox"/>	No policy at all
37.	3.1.5	There must be an appropriate mechanism for appeal on student selection. (If applicable)	<input type="checkbox"/>	Very clear mechanism	<input type="checkbox"/>	Clear mechanism	<input type="checkbox"/>	Sufficient mechanism	<input type="checkbox"/>	Unclear mechanism	<input type="checkbox"/>	No mechanism at all
38.	3.1.6	The faculty/school/ kuliyyah must offer appropriate developmental or remedial support to assist selected applicant. (If applicable)	<input type="checkbox"/>	Abundant support	<input type="checkbox"/>	Ample support	<input type="checkbox"/>	Appropriate support	<input type="checkbox"/>	Poor support	<input type="checkbox"/>	No support at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
39.	3.1.7	The faculty/school/ kuliyyah must have selection mechanisms and criteria for students with other equivalent qualifications. (If applicable)	<input type="checkbox"/>	Very clear mechanisms and criteria	<input type="checkbox"/>	Clear mechanisms and criteria	<input type="checkbox"/>	Has mechanisms and criteria	<input type="checkbox"/>	Unclear mechanisms and criteria	<input type="checkbox"/>	No policy at all

3.2 Student Intake

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
40.	3.2.1-3.2.2	The number of students to be admitted is determined by the resources of the faculty/ school/kuliyyah and the number of qualified applicants. (e.g.: staffs, facilities etc.)	<input type="checkbox"/>	Very highly correspond	<input type="checkbox"/>	Highly correspond	<input type="checkbox"/>	Fairly correspond	<input type="checkbox"/>	Insufficiently correspond	<input type="checkbox"/>	Not correspond at all

3.3 Visiting, Exchange and Transfer Students

No.	Databases	Statement	Level 5	Level 4	Level 3	Level 2	Level 1
41.	3.3.1-3.3.3	The faculty/school/ kuliyyah must have well- defined mechanisms and criteria to facilitate student <u>mobility, exchanges</u> and <u>transfers</u> , nationally and internationally.	<input type="checkbox"/> Well defined mechanisms and criteria	<input type="checkbox"/> Defined mechanisms and criteria	<input type="checkbox"/> Fairly defined mechanisms and criteria	<input type="checkbox"/> No well- defined mechanisms and criteria	<input type="checkbox"/> No mechanisms and criteria at all
42.	3.3.4-3.3.5	Transfer of students is allowed except into the final year and only allowed for institution which has been recognised by the PBM. (If applicable)	<input type="checkbox"/> Very clear mechanisms	<input type="checkbox"/> Clear mechanisms	<input type="checkbox"/> Has mechanisms	<input type="checkbox"/> Unclear mechanisms	<input type="checkbox"/> No mechanism
43.	3.3.6	Only horizontal credit transfer is allowed to fully recognized programmes. It must be based on course mapping (subject to subject mapping) as stated by MQA guidelines. This does not apply to failed students- (If applicable)	<input type="checkbox"/> Very clear mechanisms	<input type="checkbox"/> Clear mechanisms	<input type="checkbox"/> Has mechanisms	<input type="checkbox"/> Unclear mechanisms	<input type="checkbox"/> No mechanism

3.4 Student Support Services

No.	Databases	Statement	Level 5	Level 4	Level 3	Level 2	Level 1
44.	3.4.1	Students must have access to appropriate and adequate support services , such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services>	<input type="checkbox"/> Very appropriate and abundant support services	<input type="checkbox"/> Appropriate and ample support services	<input type="checkbox"/> Appropriate and adequate support services	<input type="checkbox"/> Poor support services	<input type="checkbox"/> No support service at all
45.	3.4.2	There must be a designated administrative unit , with a prominent organisational status in the institution, responsible for planning and implementing student support services staffed by qualified individuals who have appropriate experience.	<input type="checkbox"/> A designated unit responsible solely for, staffed by qualified individuals with extensive experience	<input type="checkbox"/> A designated unit responsible solely for, staffed by qualified individuals with appropriate experience	<input type="checkbox"/> A designated unit responsible for, staffed by individuals with appropriate experience	<input type="checkbox"/> A unit for planning and implementing student support services	<input type="checkbox"/> No unit for planning and implementing student support services at all

No.	Databases	Statement	Level 5	Level 4	Level 3	Level 2	Level 1
46.	3.4.3	An effective induction to the programme must be available to new students with special attention given to out-of-state and international students as well as students with special needs, if appropriate, including policies dealing with student exposure to infectious diseases and environmental hazards.	<input type="checkbox"/> Highly effective induction	<input type="checkbox"/> Very effective induction	<input type="checkbox"/> Effective induction	<input type="checkbox"/> Available induction	<input type="checkbox"/> No induction at all
47.	3.4.4	There must be a mechanism for <u>preventive</u> , <u>promotive</u> and <u>curative</u> health services and <u>health education</u> for students.	<input type="checkbox"/> Very clear mechanism	<input type="checkbox"/> Clear mechanism	<input type="checkbox"/> Has mechanism	<input type="checkbox"/> Unclear mechanism	<input type="checkbox"/> No mechanism at all
48.	3.4.5	Academic, non-academic and career counselling must be provided by adequate and qualified staff based on student progress and covers personal and social needs.	<input type="checkbox"/> Provided by ample and well qualified, experienced staff	<input type="checkbox"/> Provided by adequate and well qualified staff	<input type="checkbox"/> Provided by adequate and qualified staff	<input type="checkbox"/> Provided by inappropriate staff	<input type="checkbox"/> Not provided at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
49.	3.4.6	There must be mechanisms that actively <u>identify</u> and <u>assist</u> students who need academic, spiritual, psychological, financial and social support.	<input type="checkbox"/>	Abundant mechanisms	<input type="checkbox"/>	Ample mechanisms	<input type="checkbox"/>	Adequate mechanisms	<input type="checkbox"/>	Poor mechanisms	<input type="checkbox"/>	No mechanism at all
50.	3.4.7	There must be clear, fair and equitable policies for the refund of tuition fees and other allowable payments.	<input type="checkbox"/>	Very clear, fair and equitable policies	<input type="checkbox"/>	Clear, fair and equitable policies	<input type="checkbox"/>	Some policies	<input type="checkbox"/>	Unclear policies	<input type="checkbox"/>	No policy at all
51.	3.4.8	The faculty/school/ kuliyyah must have clearly defined and documented processes and procedures in handling student disciplinary cases.	<input type="checkbox"/>	Very clearly defined and very well documented	<input type="checkbox"/>	Very clearly defined and well documented	<input type="checkbox"/>	Clearly defined and documented	<input type="checkbox"/>	Poorly defined and documented	<input type="checkbox"/>	Unclear processes and procedures
52.	3.4.9	There must be an effective mechanism for students to <u>voice their grievances</u> and <u>seek resolution</u> on academic and non-academic matters.	<input type="checkbox"/>	Abundant mechanism	<input type="checkbox"/>	Ample mechanism	<input type="checkbox"/>	Adequate mechanis	<input type="checkbox"/>	Poor mechanisms	<input type="checkbox"/>	No mechanism at all
53.	3.4.10	Student support services must be evaluated regularly to ensure adequacy, effectiveness and safety	<input type="checkbox"/>	Constantly evaluated	<input type="checkbox"/>	Periodically evaluated	<input type="checkbox"/>	Regularly evaluated	<input type="checkbox"/>	Rarely evaluated	<input type="checkbox"/>	Not evaluated at all

3.5 Student Representation and Participation

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
54.	3.5.1	There must be well- disseminated policies and processes for active student engagement especially in areas that affect their interests and welfare.	<input type="checkbox"/>	Very well defined and very effectively disseminated policies and processes	<input type="checkbox"/>	Well defined and disseminated policies and processes	<input type="checkbox"/>	Has policies and processes, and disseminated	<input type="checkbox"/>	Has policies and processes, but poorly disseminated	<input type="checkbox"/>	No policies and processes at all
55.	3.5.2	There must be adequate student representation and organisation at the HEP and faculty/school/ kuliyyah levels.	<input type="checkbox"/>	Abundant student representation and organisation	<input type="checkbox"/>	Ample student representation and organisation	<input type="checkbox"/>	Adequate student representation and organisation	<input type="checkbox"/>	Poor student representation and organisation	<input type="checkbox"/>	No student representation and organisation
56.	3.5.3	Students must be facilitated to develop linkages with external stakeholders and to participate in activities to gain soft skills e.g. managerial, entrepreneurial, teamwork, leadership, lifelong learning etc. in preparation for the workplace.	<input type="checkbox"/>	Very well facilitated	<input type="checkbox"/>	Well facilitated	<input type="checkbox"/>	Facilitated	<input type="checkbox"/>	Poorly facilitated	<input type="checkbox"/>	Not facilitated at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
57.	3.5.4	Student activities and organisations must be facilitated to encourage character building, inculcate a sense of belonging and responsibility to the profession, and promote active citizenship.	☐	Very well facilitated	☐	Well facilitated	☐	Facilitated	☐	Poorly facilitated	☐	Not facilitated at all

3.6 Alumni

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
58.	3.6.1	The faculty/school/ kuliyyah must foster active linkages with alumni to develop, review and continuously improve the programme.	<input type="checkbox"/>	Very well fostered active linkages	<input type="checkbox"/>	Well fostered active linkages	<input type="checkbox"/>	Fostered active linkages	<input type="checkbox"/>	Poorly fostered active linkages	<input type="checkbox"/>	No fostered active linkages

AREA 4: ACADEMIC STAFF

4.1 Recruitment and Management

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
59.	4.1.2	The faculty/school/ kuliyyah must have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements.	<input type="checkbox"/>	Highly defined plan	<input type="checkbox"/>	Very clearly defined plan	<input type="checkbox"/>	Clearly defined plan	<input type="checkbox"/>	Poorly defined plan	<input type="checkbox"/>	No defined plan
60.	4.1.3 (Weightage)	The faculty/school/ kuliyyah must ensure that there are a sufficient number of lecturers to implement the pharmacy programme with an acceptable proportion of pharmacy qualified lecturers per discipline.	<input type="checkbox"/>	Fulfil 100%	<input type="checkbox"/>	Fulfil up to 75%	<input type="checkbox"/>	Fulfil up to 50%	<input type="checkbox"/>	Fulfil up to 25%	<input type="checkbox"/>	Not fulfilled at all

No.	Databases	Statement	Level 5	Level 4	Level 3	Level 2	Level 1
61.	4.1.4 (i)-(ii)	The faculty/school/ kuliyyah must have a clear and documented academic staff recruitment policy which seeks diversity and where the criteria for selection are based primarily on academic merit and/or relevant industry experience.	<input type="checkbox"/> Very clear and very well-documented policy	<input type="checkbox"/> Clear and well-documented policy	<input type="checkbox"/> Clear and documented policy	<input type="checkbox"/> Unclear and poorly documented policy	<input type="checkbox"/> No policy at all
62.	4.1.6 (Weightage)	The overall ratio of lecturer to students for a pharmacy programme shall be at least 1:10.	<input type="checkbox"/> 1:10	<input type="checkbox"/> 1:11	<input type="checkbox"/> 1:12	<input type="checkbox"/> 1:13	<input type="checkbox"/> 1:≥14
		The ratio of pharmacy practice lecturer (inclusive clinical pharmacy) to students for the clinical years (where clerkship or bedside teaching is carried out) shall be at least 1:8.	<input type="checkbox"/> 1:8	<input type="checkbox"/> 1:8.5	<input type="checkbox"/> 1:9	<input type="checkbox"/> 1:9.5	<input type="checkbox"/> 1:≥10

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
63.	4.1.6. (iv)	Full-time lecturers shall be 80% of the total academic manpower in the faculty/school/kuliyah.	<input type="checkbox"/>	100%	<input type="checkbox"/>	95-99%	<input type="checkbox"/>	90-94%	<input type="checkbox"/>	85-89%	<input type="checkbox"/>	80-84%
64.	4.1.7	For each academic appointment, the faculty/school/kuliyah should provide; i) Clear explanation about the responsibilities, roles and equitable distribution of various roles in teaching, research, consultancy or expert services and administration.	<input type="checkbox"/>	Very clear explanation	<input type="checkbox"/>	Clear explanation	<input type="checkbox"/>	Adequate explanation	<input type="checkbox"/>	Poor explanation	<input type="checkbox"/>	No explanation at all
		ii) Expected community involvement and civic responsibility that enhance the quality of education and life of the community.	<input type="checkbox"/>	Very clearly provided	<input type="checkbox"/>	Clearly provided	<input type="checkbox"/>	Adequately provided	<input type="checkbox"/>	Poorly provided	<input type="checkbox"/>	Not provided at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
65.	4.1.8	Policies and procedures for recognition through promotion, salary increment or other remuneration must be clear, transparent and based on merit.	<input type="checkbox"/>	Very clear and highly transparent policies and procedures, based on merits	<input type="checkbox"/>	Very clear and transparent policies and procedures, based on merits	<input type="checkbox"/>	Clear and transparent policies and procedures, based on merits	<input type="checkbox"/>	Unclear and not transparent policies and procedures	<input type="checkbox"/>	No policy at all
66.	4.1.9-4.1.10	The faculty/school/kuliyah must have national and international linkages to provide for the involvement of experienced academics, professionals and practitioners in order to enhance teaching and learning in the programme.	<input type="checkbox"/>	Very well linked	<input type="checkbox"/>	Well linked	<input type="checkbox"/>	Adequately linked	<input type="checkbox"/>	Poorly linked	<input type="checkbox"/>	No linkage at all

4.2 Service and Development

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
67.	4.2.1	The faculty/school/ kuliyyah must have policies addressing matters related to service, development and appraisal of the academic staff.	<input type="checkbox"/>	Very clear and very well-documented policies	<input type="checkbox"/>	Clear and well-documented policies	<input type="checkbox"/>	Clear policies	<input type="checkbox"/>	Unclear policies	<input type="checkbox"/>	No policy at all
68.	4.2.2	The faculty/school/ kuliyyah must provide opportunities for academic staff to focus on their respective areas of expertise.	<input type="checkbox"/>	Abundant opportunities provided	<input type="checkbox"/>	Ample opportunities provided	<input type="checkbox"/>	Adequate opportunities provided	<input type="checkbox"/>	Inadequate opportunities provided	<input type="checkbox"/>	No opportunities provided
69.	4.2.3	The faculty/school/ kuliyyah must have clear policies on conflict of interest and professional conduct including procedures for handling disciplinary cases among academic staff.	<input type="checkbox"/>	Very clear and well-documented policies and procedures	<input type="checkbox"/>	Very clear policies and procedures	<input type="checkbox"/>	Clear policies and procedures	<input type="checkbox"/>	Unclear policies and procedures	<input type="checkbox"/>	No policy at all
70.	4.2.4	The faculty/school/ kuliyyah must have mechanisms and processes for periodic student evaluation of the academic staff for quality improvement.	<input type="checkbox"/>	Abundant mechanisms and well-documented processes	<input type="checkbox"/>	Ample mechanisms and documented processes	<input type="checkbox"/>	Appropriate mechanisms and documented processes	<input type="checkbox"/>	Inadequate mechanisms and processes	<input type="checkbox"/>	No mechanism and process at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
71.	4.2.5	The faculty/school/ kuliyyah must have a development programme for new academic staff and continuous professional development (CPD) for existing staff.	<input type="checkbox"/>	Have a very well-developed programme and CPD.	<input type="checkbox"/>	Have a well-developed programme and CPD.	<input type="checkbox"/>	Have a development programme and CPD.	<input type="checkbox"/>	Have inadequate programme and CPD.	<input type="checkbox"/>	Have no programme and CPD.
72.	4.2.6	The faculty/school/ kuliyyah must provide opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels, to obtain professional qualifications and to enhance teaching-learning experience.	<input type="checkbox"/>	Abundant opportunities provided	<input type="checkbox"/>	Ample opportunities provided	<input type="checkbox"/>	Adequate opportunities provided	<input type="checkbox"/>	Inadequate opportunities provided	<input type="checkbox"/>	No opportunities provided
73.	4.2.7	The faculty/school/ kuliyyah must encourage and facilitate its academic staff to play an active role in community and industry engagement activities.	<input type="checkbox"/>	Very well facilitated and encouraged	<input type="checkbox"/>	Well facilitated and encouraged	<input type="checkbox"/>	Facilitated and encouraged	<input type="checkbox"/>	Poorly facilitated and encouraged	<input type="checkbox"/>	Not facilitated and not encouraged at all

AREA 5: FACILITIES

5.1 General Faculty/School/Kuliyyah Facilities

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
74.	5.1.1 & 5.1.3	The faculty/school/kuliyyah must have or be assured of the use of buildings and equipment that are appropriate to provide an environment conducive to high productivity of faculty/school/kuliyyah and students.	<input type="checkbox"/>	Very highly appropriate	<input type="checkbox"/>	Very appropriate	<input type="checkbox"/>	Adequately appropriate	<input type="checkbox"/>	Poorly appropriate	<input type="checkbox"/>	Not appropriate at all
75.	5.1.2-5.1.3	The facilities must include offices for academic staff and administration, lecture halls/auditorium, tutorial rooms, and amenities for students that are appropriate for the student population and friendly to those with special needs.	<input type="checkbox"/>	Very highly appropriate and friendly	<input type="checkbox"/>	Very appropriate and friendly	<input type="checkbox"/>	Adequately appropriate and friendly	<input type="checkbox"/>	Poorly appropriate and not friendly	<input type="checkbox"/>	Not appropriate and not friendly at all

5.2 Laboratory Facilities

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
76.	5.2.1	There must be dedicated laboratories for the core disciplines and multipurpose laboratories with sufficient number, size and capacity.	<input type="checkbox"/>	All dedicated laboratories available with sufficient number, size and capacity	<input type="checkbox"/>	Most dedicated laboratories available with sufficient number, size and capacity	<input type="checkbox"/>	Adequate dedicated laboratories available with sufficient number, size and capacity	<input type="checkbox"/>	Some dedicated laboratories available with insufficient number, size and capacity	<input type="checkbox"/>	No dedicated laboratories available
77.	5.2.2	Laboratories should be adequately equipped to enable effective teaching and for the students to have adequate hands-on learning experience.	<input type="checkbox"/>	Very well equipped	<input type="checkbox"/>	Well equipped	<input type="checkbox"/>	Adequately equipped	<input type="checkbox"/>	Poorly equipped	<input type="checkbox"/>	Not equipped
78.	5.2.3	The faculty/school/ kuliyyah have plans for additional equipment, allocation for equipment, including financial resources.	<input type="checkbox"/>	Very well-defined plans	<input type="checkbox"/>	Well defined plans	<input type="checkbox"/>	Defined plans	<input type="checkbox"/>	Poorly defined plans	<input type="checkbox"/>	No plans at all
79.	5.2.4	Designated technical laboratory personnel must be put in charge of laboratories of each discipline.	<input type="checkbox"/>	Well designated personnel in charge	<input type="checkbox"/>	Designated personnel in charge	<input type="checkbox"/>	Partially designated personnel in charge	<input type="checkbox"/>	Poorly designated personnel in charge	<input type="checkbox"/>	No designated personnel at all

5.3 Library

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
80.	5.3.1	There must be an appropriate library facilities and other reasonably accessible resources such as computers for online databases.	<input type="checkbox"/>	Abundant facilities	<input type="checkbox"/>	Ample facilities	<input type="checkbox"/>	Sufficient facilities	<input type="checkbox"/>	Adequate facilities	<input type="checkbox"/>	Inadequate facilities
81.	5.3.2	The collection of books, journals and online databases and other resources should be regularly reviewed and improved to meet student and teaching needs.	<input type="checkbox"/>	Abundant and mostly current reference materials	<input type="checkbox"/>	Ample and up-to-date reference materials	<input type="checkbox"/>	Sufficient and up-to-date reference materials	<input type="checkbox"/>	Adequate but mainly out of date reference materials	<input type="checkbox"/>	Inadequate and out of date reference materials
82.	5.3.3	The library is staffed by adequate people to assist students.	<input type="checkbox"/>	Very well staffed	<input type="checkbox"/>	Well staffed	<input type="checkbox"/>	Adequately staffed	<input type="checkbox"/>	Inadequately staffed	<input type="checkbox"/>	No staff at all

5.4 Information and Communication Technology Services

No.	Databases	Statement	Level 5	Level 4	Level 3	Level 2	Level 1
83.	5.4.1	The faculty/school/ kuliyyah must provide adequate and appropriate ICT facilities and human resources.	<input type="checkbox"/> Fully equipped ICT infrastructure and fully qualified human resources	<input type="checkbox"/> Well- equipped ICT infrastructure and qualified human resources	<input type="checkbox"/> Adequate ICT infrastructure and qualified human resources	<input type="checkbox"/> Inadequate ICT infrastructure and inappropriate human resources	<input type="checkbox"/> Not equipped with ICT infrastructure and no qualified human resources

5.5 Teaching Sites

No.	Databases	Statement	Level 5	Level 4	Level 3	Level 2	Level 1
84.	5.5.1	There must be sufficient and appropriate facilities and resources to provide instruction in the areas of: i) hospital/clinical pharmacy	<input type="checkbox"/> Abundant and appropriate facilities and resources	<input type="checkbox"/> Ample and appropriate facilities and resources	<input type="checkbox"/> Sufficient and appropriate facilities and resources	<input type="checkbox"/> Adequate but inappropriate facilities and resources	<input type="checkbox"/> Inadequate and inappropriate facilities and resources
	5.5.2	ii) community pharmacy	<input type="checkbox"/> Abundant and appropriate facilities and resources	<input type="checkbox"/> Ample and appropriate facilities and resources	<input type="checkbox"/> Sufficient and appropriate facilities and resources	<input type="checkbox"/> Adequate but inappropriate facilities and resources	<input type="checkbox"/> Inadequate and inappropriate facilities and resources

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
	5.5.3	iii) industrial pharmacy	<input type="checkbox"/>	Abundant and appropriate facilities and resources	<input type="checkbox"/>	Ample and appropriate facilities and resources	<input type="checkbox"/>	Sufficient and appropriate facilities and resources	<input type="checkbox"/>	Adequate but inappropriate facilities and resources	<input type="checkbox"/>	Inadequate and inappropriate facilities and resources

5.6 Research Facilities

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
85.	5.6.1	The faculty/school/kuliyah must have a policy on research and development.	<input type="checkbox"/>	Very clear and very well documented policy	<input type="checkbox"/>	Clear and well documented policy	<input type="checkbox"/>	Clear and documented policy	<input type="checkbox"/>	Unclear and poorly documented policy	<input type="checkbox"/>	No policy at all
86.	5.6.2	The faculty/school/kuliyah must have sufficient and appropriate research facilities and resources to implement the policy.	<input type="checkbox"/>	Abundant and appropriate facilities and resources	<input type="checkbox"/>	Ample and appropriate facilities and resources	<input type="checkbox"/>	Sufficient and appropriate facilities and resources	<input type="checkbox"/>	Adequate but inappropriate facilities and resources	<input type="checkbox"/>	Inadequate and inappropriate facilities and resources

5.7 Educational Budget and Resource Allocation

No.	Databases	Statement	Level 5	Level 4	Level 3	Level 2	Level 1
87.	5.7.1	The faculty/school/ kuliyyah must demonstrate financial viability and sustainability for the programme.	<input type="checkbox"/> Very well demonstrated	<input type="checkbox"/> Well demonstrated	<input type="checkbox"/> Adequately demonstrated	<input type="checkbox"/> Poorly demonstrated	<input type="checkbox"/> Not demonstrated at all

5.8 Expertise in Education

No.	Databases	Statement	Level 5	Level 4	Level 3	Level 2	Level 1
88.	5.8.1	The faculty/school/ kuliyyah should have procedures and utilise educational experts (especially those with expertise in pedagogy and assessment methods) in the planning of its programmes and in the development of new teaching and assessment methods. (If applicable)	<input type="checkbox"/> Have a very well documented procedure and utilise educational experts	<input type="checkbox"/> Have a well-documented procedure and utilise educational experts	<input type="checkbox"/> Have a documented procedure and utilise educational experts	<input type="checkbox"/> Have a poorly documented procedure and do not utilise educational experts	<input type="checkbox"/> Do not have any procedure and do not utilise educational experts

5.9 Other Student Supports Facilities

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
89.	5.9.1	Other facilities for supporting the teaching-learning activities such as hostels, transport, security, recreation and counselling should be made available.	<input type="checkbox"/>	Very appropriate and abundant support services	<input type="checkbox"/>	Appropriate and ample support services	<input type="checkbox"/>	Appropriate and adequate support services	<input type="checkbox"/>	Poor support services	<input type="checkbox"/>	No support services at all

AREA 6: PROGRAMME MANAGEMENT

6.1 Programme Management

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
90.	6.1.1- 6.1.4	Governance structures and functions of the institution and their relationships within the institution must be defined and translated to the various levels of management.	<input type="checkbox"/>	Very well defined and translated	<input type="checkbox"/>	Well defined and translated	<input type="checkbox"/>	Adequately defined and translated	<input type="checkbox"/>	Poorly defined and translated	<input type="checkbox"/>	Not defined and translated
91.	6.1.5.2- 6.1.5.3	There is a defined job description for the Dean and mechanisms for the Dean to obtain input of various administrative matters.	<input type="checkbox"/>	Very well-defined job description and mechanisms	<input type="checkbox"/>	Well defined job description and mechanisms	<input type="checkbox"/>	Adequately defined job description and mechanisms	<input type="checkbox"/>	Poorly defined job description and mechanisms	<input type="checkbox"/>	No defined job description and no mechanisms
92.	6.1.5.4	The Dean must provide opportunities for continuous professional development of academic staff and non-academic staff.	<input type="checkbox"/>	Very well provided opportunities	<input type="checkbox"/>	Well provided opportunities	<input type="checkbox"/>	Adequately provided opportunities	<input type="checkbox"/>	Poorly provided opportunities	<input type="checkbox"/>	Not provided at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
93.	6.1.6	The Dean should be assisted by Associate or Deputy Dean or equivalent, who is an academic staff of the faculty/school/kuliyah, and staff necessary for administration.	<input type="checkbox"/>	Very well assisted	<input type="checkbox"/>	Well assisted	<input type="checkbox"/>	Adequately assisted	<input type="checkbox"/>	Poorly assisted	<input type="checkbox"/>	Not assisted at all
94.	6.1.7	A structured committee of the faculty/school/kuliyah should determine the governance and policy-making processes of the faculty /school/kuliyah.	<input type="checkbox"/>	Very well structured	<input type="checkbox"/>	Well structured	<input type="checkbox"/>	Adequately structured	<input type="checkbox"/>	Poorly structured	<input type="checkbox"/>	Not structured at all
95.	6.1.8	The faculty/ school/kuliyah should have well-organised academic units for effective and efficient conduct of the pharmacy programme.	<input type="checkbox"/>	Very well organised	<input type="checkbox"/>	Well organised	<input type="checkbox"/>	Adequately organised	<input type="checkbox"/>	Poorly organised	<input type="checkbox"/>	Not organised at all
96.	6.1.7.1 & 6.1.8.1	The faculty/school/kuliyah staff should meet often enough to provide an opportunity for all to discuss, establish and otherwise become acquainted with the faculty/school/kuliyah policies and practices.	<input type="checkbox"/>	Very high frequency	<input type="checkbox"/>	High frequency	<input type="checkbox"/>	Adequate frequency	<input type="checkbox"/>	Inadequate frequency	<input type="checkbox"/>	Do not meet at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
97.	6.1.9	The institution should ensure that adequate funds have been allocated for all operational and developmental activities of the faculty/school/ kuliyyah.	<input type="checkbox"/>	Very Adequate funds	<input type="checkbox"/>	Fairly adequate funds	<input type="checkbox"/>	adequate funds	<input type="checkbox"/>	Inadequate funds	<input type="checkbox"/>	No fund at all

6.2 Programme Leadership (Dean/Head of programme)

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
98.	6.2.1	The procedures and criteria for selection and appointment of academic leadership in the programme must be clearly stated .	<input type="checkbox"/>	Very clearly stated procedures and criteria	<input type="checkbox"/>	Clearly stated procedures and criteria	<input type="checkbox"/>	Adequately stated procedures and criteria	<input type="checkbox"/>	Unclear procedures and criteria	<input type="checkbox"/>	No procedure and criteria at all
99.	6.2.2	The responsibilities of the programme leader must be clearly stated .	<input type="checkbox"/>	Very clearly stated	<input type="checkbox"/>	Clearly stated	<input type="checkbox"/>	Adequately stated	<input type="checkbox"/>	Not very clearly stated	<input type="checkbox"/>	Not stated at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
100.	6.2.3	There must be mechanisms for communication between the programme leader, faculty/school/kuliyah and HEP on matters such as staff recruitment and training, student admission, and allocation of resources and decision-making processes.	<input type="checkbox"/>	Abundant mechanisms	<input type="checkbox"/>	Ample mechanisms	<input type="checkbox"/>	Adequate mechanisms	<input type="checkbox"/>	Inadequate mechanisms	<input type="checkbox"/>	No mechanism at all
101.	6.2.4	The programme must have a clear management structure and function.	<input type="checkbox"/>	Very clearly defined structure and function	<input type="checkbox"/>	Clearly defined structure and function	<input type="checkbox"/>	Adequately defined structure and function	<input type="checkbox"/>	Poorly defined structure and function	<input type="checkbox"/>	No defined structure and function
102.	6.2.5	The programme leader must create a conductive environment to generate innovation and creativity in the faculty/school/kuliyah.	<input type="checkbox"/>	Very highly conducive	<input type="checkbox"/>	Highly conducive	<input type="checkbox"/>	Adequately conducive	<input type="checkbox"/>	Not very conducive	<input type="checkbox"/>	Not conducive at all
103.	6.2.6	Regular performance review of the programme leadership must be conducted .	<input type="checkbox"/>	Consistently conducted	<input type="checkbox"/>	Very regularly conducted	<input type="checkbox"/>	Regularly conducted	<input type="checkbox"/>	Irregularly conducted	<input type="checkbox"/>	Not conducted at all

6.3 Administrative Staff

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
104.	6.3.1-6.3.4	The faculty/school/ kuliyyah must have sufficient number of qualified administrative staff to support the implementation of the programme and related activities.	<input type="checkbox"/>	Very sufficient staff	<input type="checkbox"/>	sufficient staff	<input type="checkbox"/>	Fairly Sufficient staff	<input type="checkbox"/>	Insufficient staff	<input type="checkbox"/>	None at all

6.4 Academic Records

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
105.	6.4.1-6.4.2	The faculty/school/ kuliyyah must have appropriate policies and practices concerning the nature, content and security of student, academic staff and other academic records.	<input type="checkbox"/>	Precise policies and practices	<input type="checkbox"/>	Very appropriate policies and practices	<input type="checkbox"/>	Appropriate policies and practices	<input type="checkbox"/>	Inappropriate policies and practices	<input type="checkbox"/>	No policies and practices at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
106.	6.4.3	The faculty/school /kuliyyah must maintain student records related to their admission, performance, completion and graduation in such form as is practical and preserve these records for future reference.	<input type="checkbox"/>	Very well maintained	<input type="checkbox"/>	Well maintained	<input type="checkbox"/>	Adequately maintained	<input type="checkbox"/>	Inadequately maintained	<input type="checkbox"/>	Not maintained at all
107.	6.4.4	The faculty/school/ kuliyyah must implement policies on the rights of individual privacy and the confidentiality of records.	<input type="checkbox"/>	Very well implemented	<input type="checkbox"/>	Well implemented	<input type="checkbox"/>	Adequately implemented	<input type="checkbox"/>	Poorly implemented	<input type="checkbox"/>	Not implemented at all
108.	6.4.5	The faculty/school/ kuliyyah must continuously review policies on the security of records including the increased use of electronic technologies and safety systems.	<input type="checkbox"/>	Consistent review conducted	<input type="checkbox"/>	Very regular review conducted	<input type="checkbox"/>	Regular review conducted	<input type="checkbox"/>	Irregular review conducted	<input type="checkbox"/>	No review conducted

AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

7.1 Mechanisms for Programme Evaluation

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
109.	7.1.1-7.1.3	The faculty/school/kuliyah must have mechanisms and resources for programme evaluation and monitoring.	<input type="checkbox"/>	Very clear mechanisms and sufficient resources	<input type="checkbox"/>	Clear mechanisms and sufficient resources	<input type="checkbox"/>	Has mechanism and resources	<input type="checkbox"/>	Has mechanism and insufficient resources	<input type="checkbox"/>	No mechanism and resources
110.	7.1.4-7.1.7	The faculty/school/kuliyah must have an internal monitoring and curriculum review committee with a designated head responsible for continual review of the programme to ensure its currency and relevancy.	<input type="checkbox"/>	Available with very clear evidence	<input type="checkbox"/>	Available with clear evidence	<input type="checkbox"/>	Available but unclear evidence	<input type="checkbox"/>	Available but no evidence	<input type="checkbox"/>	Not available at all
111.	7.1.10	The institution must have outcome indicators to evaluate the programme's effectiveness.	<input type="checkbox"/>	Very comprehensive indicators	<input type="checkbox"/>	Comprehensive indicators	<input type="checkbox"/>	Sufficient indicators	<input type="checkbox"/>	Insufficient indicators	<input type="checkbox"/>	No indicator at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
112.	7.1.13	The faculty/school/ kuliyyah must have mechanisms to ensure that the educational experiences at all sites are equivalent in quality. (If applicable)	<input type="checkbox"/>	Very clear mechanisms	<input type="checkbox"/>	Clear mechanisms	<input type="checkbox"/>	Mechanism available	<input type="checkbox"/>	Insufficient mechanism	<input type="checkbox"/>	No mechanism
113.	7.1.14	The faculty/school/ kuliyyah must have a strategic plan to ensure its continuous progress.	<input type="checkbox"/>	Very well documented strategic plan	<input type="checkbox"/>	Well documented strategic plan	<input type="checkbox"/>	Documented strategic plan	<input type="checkbox"/>	Not well documented strategic plan	<input type="checkbox"/>	No documented strategic plan

7.2 Lecturer and Student Feedback

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
114.	7.2.1-7.2.2	i) Lecturer feedback are systematically sought for improvement of educational programme and programme development.	<input type="checkbox"/>	Consistent systematic feedback	<input type="checkbox"/>	Systematic feedback	<input type="checkbox"/>	Adequate feedback	<input type="checkbox"/>	Inadequate feedback	<input type="checkbox"/>	No feedback at all

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
		ii) Student feedback are systematically sought for improvement of educational programme and programme development.	<input type="checkbox"/>	Consistent systematic feedback	<input type="checkbox"/>	Systematic feedback	<input type="checkbox"/>	Adequate feedback	<input type="checkbox"/>	Inadequate feedback	<input type="checkbox"/>	No feedback at all
115.	7.2.3-7.2.4	Various aspects of student performance, progression, attrition, graduation and employment must be analysed for the purpose of continual quality improvement.	<input type="checkbox"/>	Very well analysed	<input type="checkbox"/>	Well analysed	<input type="checkbox"/>	Adequately analysed	<input type="checkbox"/>	Poorly analysed	<input type="checkbox"/>	Not analysed at all

7.3 Involvement of Stakeholders

No.	Databases	Statement	Level 5		Level 4		Level 3		Level 2		Level 1	
116.	7.3.1-7.3.2	The faculty/school/kuliyah must have a constructive and proactive mechanism for engagement and feedback from stakeholders.	<input type="checkbox"/>	Stakeholders very well engaged	<input type="checkbox"/>	Stakeholders well engaged	<input type="checkbox"/>	Stakeholders adequately engaged	<input type="checkbox"/>	Stakeholders inadequately engaged	<input type="checkbox"/>	Stakeholders not engaged at all
117.	7.3.3	The faculty/school/kuliyah communicates the outcomes of programme evaluation to stakeholders.	<input type="checkbox"/>	Very well communicated	<input type="checkbox"/>	Well communicated	<input type="checkbox"/>	Adequately communicated	<input type="checkbox"/>	Poorly communicated	<input type="checkbox"/>	Not communicated at all

RATING SUMMARY

NO.	AREA	CRITERIA	DATABASES	EACH	AVERAGE RATING	AVERAGE RATING FOR AREA
1	Programme Development and Delivery	1.1 Background of the Institution and Pharmacy Faculty/Kuliyah /School	1.1.1			
			1.1.2.1			
			1.1.2.2			
			1.1.3			
			1.1.4			
			1.1.5.1			
			1.1.5.2- 1.1.5.3			
			1.1.5.4			
			1.1.5.5			
		1.2 General Characteristics of a Pharmacy Degree Programme: Curriculum Design and Delivery	1.2.1 (a)			
			1.2.1 (b)- 1.2.1 (c)			
			1.2.2 (a) -(c) (i)-(iv)			
			1.2.2 (c)(vii)			
			1.2.2 (c)(x)			
			1.2.3.1			
1.2.4						
1.2.6						

NO.	AREA		CRITERIA	DATABASES	EACH	AVERAGE RATING	AVERAGE RATING FOR AREA
		1.3	Educational Outcomes (Programme Learning Outcomes)	1.3.1-1.3.5 1.3.6			
2	Students Assessment	2.1	Assessment Methods	2.1.1			
				2.1.2-2.1.3			
				2.1.4			
				2.1.5 (i)			
				2.1.5 (ii)			
				2.1.6 & 2.1.13			
				2.1.7 – 2.1.8			
				2.1.9-2.1.11			
				2.1.12			
				2.1.14			
		2.1.16					
		2.2	Relationship between Assessment and Learning Outcomes	2.2.1			

NO.	AREA		CRITERIA	DATABASES	EACH	AVERAGE RATING	AVERAGE RATING FOR AREA
		2.3	Management of Student Assessment	2.3.1 - 2.3.2			
				2.3.3 (i)-(iii)			
				2.3.3 (iv)			
				2.3.3 (v)-(vi)			
3	Student Selection and Support Services	3.1	Selection and Entry Qualification	3.1.1			
				3.1.3 - 3.1.4			
				3.1.5			
				3.1.6			
				3.1.7			
		3.2	Student Intake	3.2.1 -3.2.2			
		3.3	Visiting, Exchange and Transfer Students	3.3.1 -3.3.3			
				3.3.4 -3.3.5			
				3.3.6			
		3.4	Student Support and Services	3.4.1			
				3.4.2			
				3.4.3			
				3.4.4			
				3.4.5			

NO.	AREA		CRITERIA	DATABASES	EACH	AVERAGE RATING	AVERAGE RATING FOR AREA		
				3.4.6					
				3.4.7					
				3.4.8					
				3.4.9					
				3.4.10					
		3.5	Student Representation and Participation			3.5.1			
						3.5.2			
						3.5.3			
						3.5.4			
		3.6	Alumni			3.6.1			
		4	Academic Staff	4.1	Recruitment Management	4.1.2			
						4.1.3			
						4.1.4(i)-(ii)			
4.1.6 (i)									
4.1.6 (ii)									
4.1.6 (iv)									
4.1.7 (i)									
4.1.7 (ii)									
4.1.8									
4.1.9									
-4.1.10									

NO.	AREA		CRITERIA	DATABASES	EACH	AVERAGE RATING	AVERAGE RATING FOR AREA
		4.2	Service and Development	4.2.1			
				4.2.2			
				4.2.3			
				4.2.4			
				4.2.5			
				4.2.6			
				4.2.7			
5	Facilities	5.1	General Faculty/Kuliyah/ School IFacilities	5.1.1 & 5.1.3			
				5.1.2 – 5.1.3			
		5.2	Laboratory Facilities	5.2.1			
				5.2.2			
				5.2.3			
				5.2.4			
		5.3	Library	5.3.1			
				5.3.2			
				5.3.3			
		5.4	Information and Communication Technology Services	5.4.1			

NO.	AREA		CRITERIA	DATABASES	EACH	AVERAGE RATING	AVERAGE RATING FOR AREA
		5.5	Teaching Sites	5.5.1 (i)			
				5.5.1 (ii)			
				5.5.1 (iii)			
		5.6	Research Facilities	5.6.1			
				5.6.2			
		5.7	Educational Budget and Resource Allocation	5.7.1			
		5.8	Expertise in Education	5.8.1			
5.9	Other Student Supports Facilities	5.9.1					
6	Programme Management	6.1	Programme Management	6.1.1-6.1.4			
				6.1.5.2-6.1.5.3			
				6.1.5.4			
				6.1.6			
				6.1.7			
				6.1.8			
				6.1.7.1 & 6.1.8.1			

NO.	AREA		CRITERIA	DATABASES	EACH	AVERAGE RATING	AVERAGE RATING FOR AREA		
				6.1.9					
		6.2	Programme Leadership (Dean/Head of Programme)	6.2.1					
				6.2.2					
				6.2.3					
				6.2.4					
				6.2.5					
				6.2.6					
		6.3	Administrative Staff	6.3.1 6.3.4-					
		6.4	Academic records	6.4.1 - 6.4.2					
				6.4.3					
				6.4.4					
				6.4.5					
		7	Programme Monitoring, Review and Continual Quality Improvement	7.1	Mechanisms for Programme Evaluation	7.1.1- 7.1.3			
						7.1.4 -7.1.7			
7.1.10									
7.1.13									
7.1.14									
7.2				7.2.1- 7.2.2 (i)					

NO.	AREA		CRITERIA	DATABASES	EACH	AVERAGE RATING	AVERAGE RATING FOR AREA
			Lecturer and Student Feedback	7.2.1- 7.2.2 (ii)			
				7.2.3 -7.2.4			
		7.3	Involvement of stakeholders	7.3.1 - 7.3.2			
				7.3.3			
						OVERALL	

RECOMMENDATION FOR ACCREDITATION PERIOD: OVERALL RATING 4.50 – 5.00: 5 YEARS

4.00 – 4.49: 4 YEARS

3.50 – 3.99: 3 YEARS

3.00 – 3.49: 2 YEARS

<2.99: NO ACCREDITATION