



South African
Pharmacy Council

REPORT

ACCREDITATION/MONITORING VISIT TO

XXXXX UNIVERSITY

IN TERMS OF
SECTION 33 AND SECTION 34
OF THE PHARMACY ACT
(ACT NO 53 OF 1974)

DD - DD MONTH 202X

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PREAMBLE:

Free text.

Part I: Accreditation/monitoring visit cover sheet

University Name	
U-number	

School	
Name	
Address	

Please provide additional address if delivered at more than one campus

Tick where appropriate

Programme(s) (select relevant cell(s))	Bachelor of Pharmacy	Yes
	Higher Certificate:	
	Advanced Certificate:	
	Supplementary training course	
Name		
Title		
P-number (where applicable)		
Telephone number		
Email address		

Alternate contact (optional)	Programme coordinator contact details (where applicable)
Name of programme	
Designation	
Name	
Title	
P-number (where applicable)	
Telephone	
Email	
Address (if different from above)	

Date of submission	
Date of last accreditation/monitoring visit	
Date of current accreditation/monitoring visit	

Institution Registered with the Department of Higher Education and Training (DHET)	YES	X
	NO	
If the answer is NO explain below		
The programme(s) is part of the institution's programme and qualifications mix (PQM)	YES	X
	NO	
If the answer is NO explain below		

Upload a copy of the DHET registration.

Upload proof that the programme is included in your PQM where applicable

Part II: Background and overview

Free text. **Part III: Presentation of the report**

The report is presented in a table format comprising the following:

1. Minimum standards

The good pharmacy education standards with which the provider should comply.

2. Questions under the minimum standards

Assessment of the provider's degree of compliance with each standard.

3. Response

The delegation's observations and evaluation of compliance with the standards.

4. Category of the deficiency

Deficiencies, if existent, are categorised into minor, major or critical.

4.1 Minor: to be addressed by the next visit, and may be taken on review based on the consequences of the deficiency on educational outcomes

4.2 Major: to be addressed in line with the recommended timeframes linked to the consequences of the deficiency on educational outcomes

4.3 Critical: to be addressed immediately, linked to the consequences of the deficiency on educational outcomes

5. General comments from the delegation

The delegation's comments on compliance with the standards

6. Recommendations from the delegation

The delegation's recommendations to Council

The final part of the report is a **conclusion** which sums up the observations and recommendations from the delegation.

Part IV: Enrollment data and student statistics

Part V: Minimum Standards

Minimum Standards	Questions under the standards	Response (Yes, No, Not applicable or √)	Category of the deficiency	Panel Members Observations (Free text)
<p data-bbox="219 403 613 523">1. Minimum standards for vision, mission and planning.</p> <p data-bbox="219 608 645 874">The purpose of these standards is to ensure that a School has a clearly articulated vision and mission and that a strategic planning and evaluation process is used to measure the achievement of relevant objectives.</p>	<p data-bbox="689 403 1077 459">1.1 Minimum standards for vision and mission</p>		Major	
	<p data-bbox="689 472 1122 635">1.1.1. Did the School provide the policies that the Institution has with regards to the minimum standards for vision, mission and planning?</p> <p data-bbox="689 675 1104 799">List the policies that the institutions have with regards to the minimum standards for vision and mission (1.1 a)</p>			
	<p data-bbox="689 812 1115 975">1.1.2 Does the School follow the policies that the Institution has with regards to the minimum standards for vision, mission and planning?</p> <p data-bbox="689 1015 1003 1042">Only for panel members</p>			
	<p data-bbox="689 1085 1077 1141">1.1.3 Does the School have a vision and mission?</p> <p data-bbox="689 1181 1088 1313">Does the School have a vision and mission? If yes, provide evidence/ if no provide an explanation (1.1 a)</p>			
	<p data-bbox="689 1324 1070 1380">1.2 Minimum standards for systematic planning</p>			

	<p>1.2.1 Has the School described their approach to planning?</p> <p>Describe the school's approach to (strategic and operational) planning (1.2 a on the old tool)</p>			
	<p>1.2.2 Does the School undertake continuous planning?</p> <p>Does the school undertake continuous planning? If Yes provide evidence / If No provide an explanation (1.2 b on the old tool)</p>			
	<p>1.2.3 How often is planning undertaken?</p> <p>How often is planning undertaken? (1.2 c on the old tool)</p>	<p>Tick where appropriate</p>		
	<p>1.2.3.1 quarterly,</p>			
	<p>1.2.3.2 six monthly</p>			
	<p>1.2.3.3 annually</p>			
	<p>1.2.3.4 bi-annually</p>			
	<p>1.2.3.5 Other (Provide Details) Monthly</p>			
<p>General Comments from the panel Free text</p>				
<p>Recommendation(s): Free text.</p>				

Minimum Standard	Questions under the standards	Response (Yes, No, Not applicable or √)	Category of the deficiency	Panel Members Observations (Free text)
<p data-bbox="219 395 613 507">2. Minimum standards for organisation and administration</p> <p data-bbox="219 539 663 943">The purpose of these standards is to ensure that a School's organisation and support within the institutional structure, its relationships with other organisation and external practice and research entities, and its internal organisation, leadership, and governance, are developed and function in a manner that fosters the School's mission and goals.</p>	<p data-bbox="696 387 1077 483">2.1 Minimum standards for school and organisation Relationships</p>		Major	
	<p data-bbox="696 528 1111 651">2.1.1 Does the Institution have structures to support the School in development of relationships with internal stakeholders?</p> <p data-bbox="696 695 1099 962">Does the institution have structures to support the development of relationships with internal stakeholders? If Yes provide evidence / If No provide an explanation (maximum 150 words).(2.1f on the old tool)</p>		Major	
	<p data-bbox="696 970 1111 1093">2.1.2 Does the Institution have structures to support the School in development of relationships with external stakeholders?</p> <p data-bbox="696 1137 1099 1331">Does the institution have structures to support the school in development of relationships with external stakeholders? If Yes provide evidence / If No provide an explanation</p>		Major	

	(maximum 150 words). (2.1g on the old tool)			
	2.1.3 Did the School Provide evidence of agreements between the school and service departments Provide evidence of agreements between the school and service departments (2.4 a on the old tool)		Major	
	2.2 Minimum standards for school organisation and Administration			
	2.2.1 Did the School provide the policies that the Institution have with regards to the minimum standards for organisation and administration Provide a policy related to the Minimum standards for organisation and administration (2.1a on the old tool)		Major	
	2.2.2 Does the School follow the policies that the Institution have with regards to the minimum standards for organisation and administration Panel members only		Major	
	2.2.3 Is it a- The school a: Faculty of Pharmacy or School of	Tick where appropriate	Major	

	Pharmacy or Department of Pharmacy or Programme in a Department or Other (specify) (2.1 b on the current tool)			
	2.2.3.1 Faculty of pharmacy Panel members only			
	2.2.3.2 School of pharmacy Panel members only			
	2.2.3.3 Department of pharmacy Panel members only			
	2.2.3.4 Programme in a department Panel members only			
	2.2.3.5 Other (specify) Panel members only			The comment is compulsory
	2.2.4 Did the School provide a comprehensive organogram showing lines of responsibilities and accountability of the School within faculty and University? Provide a comprehensive organogram which clearly defines units and shows lines of responsibilities, accountability and communication (from the Vice Chancellor down to the school) of the school within the		Major	

	faculty and the university (2.1 c on the old tool)			
	<p>2.2.5 Does the School have authority/ autonomy to design, develop, deliver and evaluate the programme?</p> <p>Does the school have the authority/autonomy to design, develop, deliver and evaluate the programme? If Yes provide evidence / If No provide an explanation (2.1 d on the old tool)</p>		Major	
	<p>2.2.6 Did the School provide a narrative or a flow diagram illustrating the curriculum approval process of their Institution?</p> <p>Provide a narrative or a flow diagram illustrating the curriculum approval process in the school (maximum 600 words) (2.1 e on the old tool)</p>		Major	
	<p>2.2.7 Does the School have comprehensive organogram which clearly defines units and shows lines of responsibilities, accountability and communication within the School?</p>		Major	

	Provide a comprehensive organogram which clearly defines units and shows lines of responsibilities, accountability and communication within the school. (2.2 a on the old tool)			
	2.2.8 Does the HoS have representation at the level of senate? Does the head of the school have representation at the level of senate? If No provide an explanation (2.3 f on the old tool)		Major	
	2.3 minimum standards for qualifications and Responsibilities of head of school			
	2.3.1 Qualifications of the Head of School			
	2.3.1.1 Is the Head of School a Pharmacist Panel members only		Major	
	2.3.1.2 did the School provide a structured Curriculum Vitae of the head of School. Provide a structured Curriculum Vitae of the head of school (2.3 a on the old tool)		Major	
	2.3.2 Functions and responsibilities of the Head of School			

	2.3.2.1 Is the Head of School (HoS)	Tick where appropriate	Major	
2.3.2.1.1 the Chief administrator of the School? The head of the school is: the chief administrator of the school (2.3 b on the old tool)				
2.3.2.1.2 the Chief academic officer of the School? The head of the school is: the chief academic officer of the school (2.3 d on the old tool)				
2.3.2.1.3 responsible for ensuring that all accreditation requirements of Council are met? The head of the school is: responsible for ensuring that all Council accreditation requirements are met (2.3 c on the old tool)				
2.3.2.1.4 demonstrating progressive, constructive, academic and professional leadership to organisational/ management at the highest level? (yes/no)				

	The head of the school is: demonstrating progressive, constructive, academic and professional leadership (2.3 e on the old tool)			
General Comments from the panel Free text				
Recommendation(s): Free text				
Minimum Standard	Questions under the standards	Response (Yes, No, Not applicable or √)	Category of the deficiency	Panel Members Observations (Free text)
3. Minimum standards for work-based learning In pharmacy education, WBL must integrate, apply, reinforce and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. The objectives for each WBL experience, and the responsibilities of the student, supervisor and site, must be defined. Student performance, nature and extent of patient and healthcare professional interactions, where applicable, and the attainment of	3.1 Minimum standards for work-based learning	Yes	Critical	
	3.1.1 Work-Based Learning during training			
	3.1.1.1 Pharmacy Technicians			
	3.1.1.1.1 Did the School provide the policies that the Institution have with regards to the minimum standards for WBL List the policies that the institutions have with regards to the minimum standards for work-based			Critical

<p>desired outcomes, must be documented and assessed. Supervisors at respective sites will be held responsible by the provider for WBL processes. Where applicable, pharmacy WBL must include direct interaction with diverse populations in a variety of WBL settings.</p>	<p>learning (currently in the tool 3.1 a)</p>			
	<p>3.1.1.1.2 Does the School follow the policies that the Institution have with regards to the minimum standards for WBL</p> <p>Only for the panel members</p>		Critical	
	<p>3.1.1.1.3 Did the School describe how the professional indemnity for students is managed in line with the GPE requirements?</p> <p>Describe how the school manages the professional indemnity for students in line with the GPE requirements? (currently in the tool 3.1 b)</p>		Critical	
	<p>3.1.1.1.4 Do all students have professional indemnity insurance?</p> <p>Do all students have professional indemnity insurance. If yes provide evidence. If no provide an</p>		Critical	

	<p>explanation (currently in the tool 3.1 c)</p>			
	<p>3.1.1.1.5.1 Do the undergraduate students undertake work-based placement for the Higher Certificate: Pharmacy Support (Where applicable?)</p> <p>Do the undergraduate students undertake the specified 100 hours of work-based placement for the Higher Certificate: Pharmacy Support? (currently in the tool 3.1 f)</p>		Critical	
	<p>3.1.1.1.5.2 Do the undergraduate students undertake work-based placement for the Advanced Certificate: Pharmacy Technical Support?</p> <p>Do the undergraduate students undertake the specified 100 hours of work-based placement for the Advanced Certificate: Pharmacy</p>		Critical	

	Technical Support? (currently in the tool 3.1 f)			
	3.1.1.1.6 Is work-based learning formally assessed against outcomes? Is work-based learning formally assessed against outcomes? If yes provide one set of completed assessments for each sector in which students are placed. If No provide an explanation. (currently in the tool 3.1 d)		Critical	
	3.1.1.1.7 Did the School describe WBL for an individual student in each year of study. Table 5: Work-based learning placement information (Currently in the tool 3.1 g)		Critical	
	3.1.1.2 Pharmacists			
	3.1.1.2.1 Did the School provide the policies that the Institution have with regards to the minimum standards for WBL		Critical	

	List the policies that the institutions have with regards to the minimum standards for work-based learning (currently in the tool 3.1 a)			
	3.1.1.2.2 Does the School follow the policies that the Institution have with regards to the minimum standards for WBL Only for the panel members		Critical	
	3.1.1.2.3 Did the School describe how the professional indemnity for students is managed in line with the GPE requirements? Describe how the school manages the professional indemnity for students in line with the GPE requirements? (currently in the tool 3.1 b)		Critical	
	3.1.1.2.4 Do all students have professional indemnity insurance?		Critical	

	<p>Do all students have professional indemnity insurance. If yes provide evidence. If no provide an explanation (currently in the tool 3.1 c)</p>			
	<p>3.1.1.2.5 Do the undergraduate students undertake the specified 400 hours of work-based placement for the Bachelor of Pharmacy?</p> <p>Do the undergraduate students undertake the specified 400 hours of work-based placement for the Bachelor of Pharmacy? (currently in the tool 3.1 f)</p>		Critical	
	<p>3.1.1.2.6 Is work-based learning formally assessed against outcomes?</p> <p>Is work-based learning formally assessed against outcomes? If yes provide one set of completed assessments for each sector in which students are placed. If No provide an explanation. (currently in the tool 3.1 d)</p>		Critical	

	<p>3.1.1.2.7 Did the School describe WBL for an individual student in each year of study.</p> <p>Table 5: Work-based learning placement information (3.1 g)</p>		Critical	
	<p>3.2 Minimum standards for organizational and administrative relationships between the higher education institution and other organisations/associated healthcare facilities</p>			
	<p>3.2.1 Did the School provide written agreements between the school and WBL sites?</p> <p>Provide examples of written agreements for each sector of placement. Note: Examples of other written agreements must be made available during the accreditation/monitoring visit (currently in the tool 3.1 e)</p>		Critical	

	<p>3.2.2 Does formal relationships exist with healthcare providers, practitioners and services to facilitate access to appropriate experiential placements?</p> <p>Does formal relationships exist with healthcare providers, practitioners and services to facilitate access to appropriate experiential placements. If yes provide evidence/ if No provide an explanation (currently in the tool 3.2 a)</p>		Critical	
<p>General Comments from the panel Free text</p>				
<p>Recommendation(s): Free text</p>				
Minimum Standard	Questions under the standards	Response (Yes, No, Not applicable or √)	Category of the deficiency	Panel Members Observations (Free text)
4. Minimum standards for facilities, financial, human and physical resources.	4.1 Minimum standards for facilities, equipment and resources		Critical	

<p>The purpose of these standards is to ensure that a school has adequate and appropriate physical, library, educational, human and financial resources, and assessment and record-keeping systems in place to deliver high-quality programmes in pharmacy and meet its mission and goals and the accreditation standards.</p>	<p>4.1.1 Physical facilities and Equipment</p>			
	<p>4.1.1.1 Does the Institution provide the School with adequate facilities and resources?</p> <p>4.1.1.1.1 Does the institution provide the school with adequate facilities and resources? If Yes provide evidence. If No provide details of educational facilities and resources required (maximum 600 words) (4.1 c on the current tool)</p> <p>4.1.1.1.2 Table 6: Facilities and technical support for the programme. Complete the facilities and technical support table (4.1 b on the current tool)</p>		Critical	
	<p>4.1.1.2 Is the quality of the facilities sufficient to conduct the programme?</p> <p>Is the quality of the current facilities sufficient to conduct the programme? If No provide an explanation</p>		Critical	

	(4.1 d on the current tool)			
	<p>4.1.1.3 Do the facilities meet the appropriate occupational health and safety requirements?</p> <p>Do the facilities meet the relevant occupational health and safety requirements? If Yes provide evidence.If No provide an explanation (maximum 600 words) (4.1 e on the current tool)</p>		Critical	
	<p>4.1.1.4 Does the Institution provide the School with adequate equipment?</p> <p>Table 7: Complete the equipment table (4.1 f on the current tool)</p> <p>Does the institution provide the school with adequate equipment? If No provide details. (maximum 600 words) (4.1 g on the current tool)</p>		Critical	
	4.1.1.5 Does the School have control of all		Major	

	<p>aspects of the operating budget related to teaching of the programme?</p> <p>Does the school have control of all aspects of the operating budget related to the teaching of the programme? If no, provide an explanation (Maximum 150 words) (4.2 g on the old tool)</p>			
	<p>4.1.1.6 Does the School have sufficient funds to run the programme?</p> <p>Table 11 Complete the finance table (4.2 h on the old tool)</p>		Major	
	<p>4.1.1.7 Did the school provide safety related policies and procedures on the use of laboratories?</p> <p>Provide the safety related policies and procedures on the use of laboratories.</p>			
	<p>4.1.1.8 Does the School follow the safety related policies and procedures on the use of laboratories?</p>			

	Elaborate and provide evidence on how the school follows the safety related policies and procedures on the use of laboratories?			
	4.1.1.9 Did the school provide evidence of training of the staff members and students on the use of the laboratories Provide evidence of training of the staff members and students on the use of the laboratories			
	4.2 Minimum standards for staff/human resources			
	4.2.1 Quantitative factors			
	4.2.1.1 Does the School comply with the minimum staff to student ratio of 1:15? Does the school comply with the minimum staff to student ratio of 1:15 ? If yes provide the current ratio.If no provide an		Major	

	<p>explanation (4.2 a on the old tool)</p>			
	<p>4.2.1.2 Does the Institution provide the School with sufficient human resources?</p> <p>Does the institution provide the school with sufficient human resources? If yes, provide evidence. If No provide details of additional human resources required (maximum 600 words).(4.2 b on the old tool)</p>		Major	
	<p>4.2.1.3 Did the School provide the quantitative staffing information?</p> <p>Table 9 : Complete the tables below for quantitative staffing information.(4.2 c on the old tool)</p>		Major	
	<p>4.2.2 Staff responsible for and who participates in teaching and learning</p>			

	<p>4.2.2.1 Did the School Submit the abbreviated CVs for all academic and technical staff members?</p> <p>Table 10: Submit the abbreviated CVs for all academic and technical staff members using the template provided. (4.2 d on the old tool)</p>		Major	
	<p>4.2.3 Staff development</p>			
	<p>4.2.3.1 Does the Institution make provision for staff training in respect of teaching and learning?</p> <p>Does the institution make provision for staff training in respect of teaching and learning? If yes, provide evidence. If no, provide an explanation (4.2 e on the old tool)</p>		Major	
	<p>4.2.3.2 Does the Institution make provision for staff to undertake self-evaluation, peer-evaluations and reviews.</p>		Major	

	Does the institution make provision for staff to undertake self-evaluation, peer-evaluations and reviews. If yes, provide evidence. If no, provide an explanation (4.2 f on the old tool)			
	4.2.4 Staff who are appointed to provide voluntary/volunteer service			
	Do staff members who provide voluntary/volunteer service comply with criteria for temporary registration of foreign qualified pharmacists for voluntary/volunteer service (Addendum 2 of the GPE) Only for the panel members		Major	
	4.3 Policies			
	4.3.1 Did the School provide the policies that the Institution have with regards to the minimum standards for facilities		Critical	

	and financial, human and physical resources. List the policies that the institutions have with regards to the minimum standards for facilities, financial, human and physical resources (4.1 a)			
	4.3.2 Does the School follow the policies that the Institution have with regards to the minimum standards for facilities and financial, human and physical resources. Only for the panel		Critical	
General Comments Free text				
Recommendation(s): Free text				
Minimum Standard	Questions under the standards	Response (Yes, No, Not applicable or √)	Category of the deficiency	Panel Members Observations (Free text)
	1. Academic Experts Reviews on the Curricular Content			

<p>5. Minimum standards for delivery of programmes.</p> <p>The purpose of these standards is to ensure that the programmes presented by the School comply with the curricular requirements of the Council and are presented with appropriate delivery, assessment and certification methods. Substantive changes to the content of the curriculum (50% or more) contemplated by the School must be addressed through its strategic planning process. Planning must take into consideration all resources (including human, technical, financial, and physical) required to implement the change and the impact of the change on the existing programmes. The School must notify Council at least one year in advance of the implementation of any substantive change, allowing sufficient time for evaluation of compliance with standards or the need for additional monitoring.</p> <p>A substantive change that involves new initiatives for a programme (such as alternate programme pathways to qualification completion, including geographically dispersed campuses and distance-learning activities) must result from documented needs and be included in the strategic planning process, ensuring adequate lead time for development and proper notification of Council, per Council policies and procedures. Consultation with Council must occur at least six months before recruiting students into new pathways or programmes.</p>	<p>Report on Pharmacology</p> <p>Only for panel members</p>				
	<p>Report on Pharmaceutics</p> <p>Only for panel members</p>				
	<p>Report on Pharmacy Practice</p> <p>Only for panel members</p>				
	<p>Report on Pharmaceutical Chemistry</p> <p>Only for panel members</p>				
	<p>Report on Problem Based Learning where applicable</p> <p>Only for panel members</p>				
	<p>Answer the following with Yes/No/Not applicable</p>				
	<p>5.1. Curricular goals, content, design, development and delivery</p>			Critical	
	<p>5.1.1 Curricular content</p>				

	<p>5.1.1.1 Does the school adhere to the mapping documents provided to Council upon application for approval of the qualification?</p> <p>5.1.1.1.1 Table 12 -Provide discipline expert reviews for the Programme Note: provide detailed module files at the time of the visit (5.1 b on the old tool)</p> <p>5.1.1.1.2 List the modules that are not directly linked to the ELOs listed in the qualification. (5.1 c on the old tool)</p> <p>5.1.1.1.3 Complete the technical information table. (5.1 d on the old tool)</p> <p>5.1.1.1.4 Complete the further technical information table (Table 15 a). (5.1 e on the old tool)</p> <p>5.1.1.1.5 Complete the further technical information table (Table 15 b). (5.1 f on the old tool)</p> <p>5.1.1.1.6 Provide all the module codes that cover the ELOs and specify the number of credits allocated to each ELO. Motivate if the number of credits per ELO deviates by more than 20% from the credits listed for the qualification (5.1 h on the old tool)</p>		Critical	
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	<p>5.1.1.1.7 Provide the module names and codes that constitute the programme and for each module specify the associated assessment criteria listed in the qualification.(5.2 a on the old tool)</p> <p>5.1.1.1.8 Provide module codes where the critical cross-field outcomes as listed in the qualification are covered. (Table22) (5.2 b on the old tool)</p> <p>5.1.1.1.9 Assessment and moderation for the Programme. (Table 25) (5.2 g on the old tool)</p>			
	<p>5.1.1.2 Did the provider complete the table on mapping of the learning activities to the notional learning hours?</p> <p>Learning activities and notional learning hours (Table 16) (5.1 g on the old tool)</p>		Critical	
	<p>5.1.2 Teaching and learning methods</p>			
	<p>5.1.2.1 Did the School describe the teaching and learning strategy/strategies for each module or cluster of modules?</p> <p>Describe the teaching and learning strategy/strategies for each module or cluster of modules for the programme. (Table 20) (5.1.2 a on the old tool)</p>		Major	

	<p>5.1.2.2 Does the School have formal agreements with relevant service departments?</p> <p>Does the school have formal agreements with relevant service departments? If yes Provide examples of such agreements/if No provide an explanation (5.2 c on the old tool)</p>		Major	
	<p>5.1.3 Education and information technology and communication resources</p>			
	<p>5.1.3.1 Does the School have access to, information and communication technology (ICT), including educational technology (ET), based on relevant instructional and learning theory to provide an excellent learning experience?</p> <p>Does the school have access to, information and communication technology (ICT), including educational technology (ET), based on relevant instructional and learning theory to provide an excellent learning experience? If Yes provide evidence/ if No Provide an Explanation (5.1.3 a on the old tool)</p>		Major	
	<p>5.1.4 Curricular evaluation</p>			
	<p>5.1.4.1 Did the School Provide a summary of curriculum review practices</p>		Major	

	<p>it followed to ensure continued improvement of course structure, content and presentation?</p> <p>Provide a summary of curriculum review practices in your school to ensure continued improvement of course structure, content and presentation. (5.1.4 b on the old tool)</p>			
	<p>5.1.4.2 Did the School explain the mechanisms used to measure the performance of its graduates in the market place?</p> <p>5.1.4.2.1 How does the school view the position of its graduates in the market place? (5.1.4 c on the old tool)</p> <p>5.1.4.2.2 What formal/informal mechanisms does the school use to measure the performance of its graduates in the market place? (maximum 600 words) (5.1.4 d on the old tool)</p>		Minor	
	<p>5.1.4.3 Did the School explain how feed-back is utilised to improve the offering of the programme?</p> <p>5.1.4.3.1 Insert a table for pre-registration examination results from the date of the last visit (5.1.4 a on the old tool)</p> <p>5.1.4.3.2 How does the school use feedback to improve the offering of the</p>		Minor	

	programme? (maximum 600 words) (5.1.4 e on the old tool)			
	5.2. Minimum standards for assessment			
	5.2.1 Competency and outcome measurement and assessment systems and methods			
	5.2.1.1 Did the School indicate how assessment methods are aligned with outcomes? Only for panel members		Critical	
	5.2.1.2 Did the School indicate how assessment methods are aligned to outcomes, referring also to the mode of delivery, level and needs of students? Indicate how assessment methods are aligned to outcomes, referring also to the mode of delivery, level and needs of students (5.2 d on the old tool)		Major	
	5.2.1.2 Did the School complete the Module Codes section on Annexure A (Bloom's taxonomy's template) Complete the Module Codes section on Annexure A (Bloom's taxonomy's template) (5.2 m on the old tool)		Major	

	5.2.2 Responsibilities of internal and external assessors/examiners/moderators			
	<p>5.2.2.1 Did the School specify how moderation is performed?</p> <p>5.2.2.1.1 specify how moderation is performed (5.2 e on the old tool)</p> <p>5.2.2.1.2 Complete the policy for appointment of external moderators table.(Table 26) (5.2 h on the old tool)</p>		Major	
	<p>5.2.2.2 Did the School stipulate the condition under which external moderation takes place?</p> <p>Stipulate the condition under which external moderation takes place. (5.2 f on the old tool)</p>		Major	
	5.2.3 Security of examination papers and scripts			
	<p>5.2.3.1 Does the School have policy in place to ensure the safety and security of examination papers and scripts?</p> <p>Is there a policy in place to ensure the safety and security of examination papers and scripts? If yes Provide a copy/if no provide an Explanation (5.2 i on the old tool)</p>		Critical	

	5.3 Minimum standards for certification procedures			
	5.3.1 Certification policies and procedures			
	5.3.1.1 Did the School provide the policies that the Institution have with regards to the Minimum Standards for Certification Policies and Procedures Only for Panel member		Major	
	5.3.1.2 Does the School follow the policies that the Institution have with regards to the minimum standards for Minimum Standards for Certification Policies and Procedures Only for Panel member		Major	
	5.3.2 The certification processes			
	5.3.2.1 Are the certification procedures undertaken in accordance with the GPE standards? Are certification procedures undertaken in accordance with the GPE standards? If yes Provide the policy for certification procedures/ if no provide an Explanation (5.2 j on the old tool)		Major	
	5.3.3 Information required for certification of student achievements			
	5.3.3.1 Is the information required for certification of students achievements in accordance with the GPE standards?		Major	

	Only for Panel member			
	5.3.4 Security and filing			
	5.3.4.1 Is security and filing of data and student identity maintained in accordance with the minimum standards for Security and Filing? Only for Panel member		Major	
	5.4 Minimum standards for record keeping			
	5.4.1 Record keeping			
	5.4.1.1 Is record keeping undertaken in accordance with the GPE standard? 5.4.1.1.1 Is record keeping undertaken in accordance with the GPE? (5.2 k on the old tool) 5.4.1.1.2 Who is responsible for record keeping in the school? Tick where appropriate (5.2 l on the old tool)		Critical	
	5.5 Policies			
	5.5.1 Did the School provide the policies that the Institution have with regards to the minimum standards for delivery of programmes List the policies that the institutions have with regards to the minimum		Major	

	standards for delivery of programmes (5.1 a on the old tool)			
	5.5.2 Does the School follow the policies that the Institution have with regards to the minimum standards for the delivery of programmes Only for Panel member		Major	
General Comments from the panel Free text				
Recommendation(s): Free text				
Minimum Standard	Questions under the standards	Response (Yes, No, Not applicable or ✓)	Category of the deficiency	Panel Observations (Free text)
6. Minimum standards for student matters The purpose of these standards is to ensure that the School has adequate resources, fair and equitable policies, procedures and services to support student admission, progression, personal and professional development.	6.1 Minimum standards for student admission criteria, policies and procedures			
	6.1.1 Are all students registered with Council? Are all students registered with Council? If no provide an explanation (6.1 b on the old tool)		Critical	
	6.1.2 Did the School provide students enrolment targets? Complete the current pharmacy students enrolment targets table (Table 27). (6.1 c on the old tool)		Major	

	<p>6.1.3 Did the School provide the current programme admission and selection criteria</p> <p>6.1.3.1 Complete the current programme admission and selection criteria table (Table 28). (6.1 d on the old tool)</p> <p>6.1.3.2 Indicate how the academic point score (APS) is calculated (6.1 e on the old tool)</p>		Major	
	<p>6.2 Minimum standards for student affairs and services</p>			
	<p>6.2.1 Does the Institution provide student support services to provide and promote socialisation, mentoring, counselling, healthcare and responsible sexual conduct?</p> <p>6.2.1.1 Does the institution provide student support services to provide and promote socialisation, mentoring, counselling, healthcare and responsible sexual conduct? (6.2 e on the old tool)</p> <p>6.2.1.2 Does the institution have a unit that specifically deals with student affairs? Provide an explanation (6.2 b on the old tool)</p> <p>6.2.1.3 Does the school provide leadership in the development and provision of student services. Provide an explanation (6.2 c on the old tool)</p>		Major	

	6.3 Minimum standards for transfer of credits			
	<p>6.3.1 Does the Institution have a policy for credit accumulation and transfer (CAT) of credits between courses at the same University or between universities as well?</p> <p>Does the school have a policy for Credit Accumulation and Transfer (CAT) of credits between courses at the same university or between universities? If yes, provide a copy of the policy. If no, provide an explanation. (6.3 a on the old tool)</p>		Major (refer to GPE 6.3)	
	6.4 Minimum standards for student information			
	<p>6.4.1 Does the School provide its students with information required in accordance with the GPE?</p> <p>Is the following information provided to students in accordance with the GPE? (6.3 b on the old tool)</p>		Minor	
	6.5 Minimum standards for student representation			
	<p>6.5.1 Did the School explain how it provides an opportunity for students's voice to be heard?</p> <p>Is there an opportunity for the student voice to be heard? Indicate how, where and when. (maximum 250 words). (6.2 a on the old tool)</p>		Major	

	6.6 Minimum standards for student progression			
	<p>6.6.1 Does the School provide students with the requirements for programme completion and duration ?</p> <p>Are the requirements for programme completion and duration of study provided to students? Provide relevant excerpt from the prospectus/calendar/policy or a narrative (maximum 250 words). (6.3 c on the old tool)</p>		Minor (section GPE 6.4)	
	6.7 Minimum standards for student appeals and complaints procedures			
	6.7.1 Appeals policy and procedure			
	<p>6.7.1.1 Does School have appeals policies and procedures?</p> <p>Does the school have appeals policies and procedures? Provide a copy of the policy (may include a university calendar). If no, provide an explanation (6.3 d on the old tool)</p>		Major	
	6.7.2 Complaints procedure			
	<p>6.7.2.1 Does School have complaints procedure?</p> <p>Does the school have a complaints procedure? Provide relevant excerpt from the prospectus/calendar/policy. If No provide an explanation, (6.3 e on the old tool)</p>		Major (refer to 6.7 GPE)	

	6.8 Policies			
	<p>6.8.1 Did the School provide the policies that the Institution have with regards to the minimum standards for student matters?</p> <p>List the policies that the institutions have with regards to the minimum standards for student matters (6.1 a on the old tool)</p>		Major	
	<p>6.8.2 Does the School follow the policies that the Institution have with regards to the minimum standards for students matters?</p>		Major	
	6.9 Disciplinary procedures			
	<p>6.9.1 Does the School have a disciplinary process for students?</p> <p>Does the school have a disciplinary process for students? Provide relevant excerpt from the prospectus/calendar/policy. If No provide an explanation (6.3 f on the old tool)</p>		Major	
	<p>6.9.2 Does the School provide Council with information on disciplinary action against the student?</p> <p>Does the school submit information on the outcome of students disciplinary hearings to Council? If No provide an explanation. (6.3 g on the old tool)</p>		Major	
General Comments from the panel				
Free text				

Recommendation(s): Free text					
Minimum Standard	Questions under the standards	Response (Yes, No, Not applicable or √)	Category of the deficiency	Panel Observations (Free text)	Members
<p>7. Minimum standards for quality assurance</p> <p>The purpose of these standards is to ensure that ongoing and effective processes for quality assurance and improvement are in place and are subject to regular review.</p>	7.1 Minimum standards for quality management of programmes				
	7.1.1 Does the Institution have a quality assurance system in place?	Does the institution have a quality assurance system in place? If No provide an explanation (7 c on the old tool)	Major		
	7.2 Minimum standards for policies and procedures		Major		
	7.2.1 Quality management system				
	7.2.1.1 Did the School provide the policies that the Institution have with regards to the minimum standards for quality assurance?	List the policies that the institutions have with regards to the minimum standards for quality assurance (7 a on the old tool)	Major		

	<p>7.2.1.2 Does the School follow the policies that the Institution have with regards to the minimum standards for quality assurance?</p> <p>Only for Panel member</p>		Major	
	<p>7.2.1.3 Does the School have quality assurance procedures which enable the School to implement the defined policies?</p> <p>Does the school have quality assurance procedures which enable the school to implement the defined policies? If No provide an explanation. (7 b on the old tool)</p>		Major	

General Comments from the panel
Free text

Recommendation(s):
Free text

Part VI: CONCLUSION (ACCREDITATION OUTCOME):

Accreditation Outcome (tick the appropriate box)	Provisional Accreditation	X	Not Accredited		Accredited	
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Evidence Collected (where the Institution is not accredited)

Annexures

Annexure A: Pharmacology Report Presentation