



SELF-ASSESSMENT REPORT

This report must be completed and signed by the person responsible for providing training courses (applicant).

A) PARTICULARS OF THE PROVIDER

NAME OF INSTITUTION

NAME OF SCHOOL/FACULTY/COLLEGE

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NAME OF RESPONSIBLE PERSON PROVIDING TRAINING COURSES

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TELEPHONE NUMBER

E-MAIL ADDRESS

Landline		
Mobile		

The self-assessment report should

- a. provide a description and analysis of the programme;
- b. present findings and conclusions;
- c. provide the institution's or training provider's self-assessment of compliance with the quality criteria; including governance structure
- d. appraise strengths and weaknesses, and where deficiencies exist:
 - i. outline plans for improvement, with appropriate implementation strategies, resource implications, and timelines, and
 - ii. describe progress with implementation of the plan and provide evidence of success towards achieving full compliance of the program with the quality criterion/criteria.

B) PROVIDER SUMMMARY

Do you/your institution provide programmes for (tick all that apply):

- A. Students to become Pharmacists
- B. Students to become Pharmacy Technicians
- C. CPD for Pharmacists
- D. CPD for Pharmacy Technicians/Nurse Dispenser
- E. CPD for Pharmacy Assistants

How long has your institution provided the programmes?

Programme	Duration (years)
Pharmacy	
Pharmacy Technician	
CPD for Pharmacists	
CPD for Pharmacy technician/nurse	
CPD for Pharmacy Assistants	

Please provide as an attachment a summary description of the programme, including background of the institution or training provider. The summary should be no more than one page in length (Times New Roman or Verdana 11-point font or Arial 12-point font, single-spaced).

C) EVALUATION

Respond to EVERY question ensuring that each item in the rubric evaluation grid is addressed. If you believe that a question does not apply to you/your institution, please explain why. For each criterion, the provider is to indicate its self-assessment rating by marking the corresponding checkbox:

- **Meets Criterion:**
The provider has achieved all the elements required by the criterion.
- **Needs Improvement:**
The provider has not achieved all the elements required by the criterion.
- **Additional Documents Required:**
There is inadequate information in the narrative or documentation to assess whether the provider meets the criterion.
- **N/A - Not Applicable:**
This section of the criterion does not apply.

a) Programme Objectives

Criterion and Evidence	Meets Criterion	Needs Improvement
1. Requirement for Objectives Reference course announcements	The provider develops objectives for each course. Meets <input type="checkbox"/>	The provider does not have objectives for each course. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
2. Objectives	Objectives are measurable and specific. Meets for all courses <input type="checkbox"/> or Meets for at least one course <input type="checkbox"/>	Objectives are consistently non-measurable and non-specific. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
3. Objectives address educational need	The objectives are developed to address the educational need.	The objectives do not address the educational need.

Criterion and Evidence	Meets Criterion	Needs Improvement
Attach evidence of how objectives are developed to address educational need	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
4. Objectives are assessed Attach evidence of how objectives are covered by a learning assessment	In general, the objectives are covered by a learning assessment. Meets <input type="checkbox"/>	The objectives are not covered by a learning assessment. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

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b) Teaching and Learning Methods and Educational Materials

Criterion and Evidence	Meets Criterion	Needs Improvement
1. Active Participation in class Attach a description of what is done to foster active participation of students/attendants in courses; include examples of actual learning materials	The provider designs and implements learning activities to foster active participation as a component using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, group discussion, etc. Meets <input type="checkbox"/> or N/A (not offered) <input type="checkbox"/>	Courses present information with few structured opportunities for the students to interact with each other, with the provider, or work with the information for the purpose of clarification, additional learning, practicing what they are learning, or evaluating whether they have met activity objectives. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
2. Active Participation in home studies Attach a description of what is done to foster active participation of students/attendants in home study activities; include examples of actual learning materials	The provider designs and implements learning activities including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, etc. Meets for all courses <input type="checkbox"/> or N/A (not offered) <input type="checkbox"/>	Home study activities present information with few structured opportunities for the student to work with the information for the purpose of clarification, additional learning, practicing what they are learning, or evaluating whether they have met activity objectives. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
3. Educational materials for each course	The provider offers educational materials (e.g. hand-outs, outlines, background material, selected bibliographies, audio-visual aids, etc.) for each course. Meets <input type="checkbox"/>	Educational materials are not offered for each course. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

Criterion and Evidence	Meets Criterion	Needs Improvement
4. Educational materials for achieving objectives	The educational materials enhance students'/attendants' ability to achieve the performance objectives; foster application to pharmacy practice; serve as guidance; provide additional sources of information; and include reference tools useful in practice. Meets <input type="checkbox"/>	The educational materials are unlikely to enhance students'/attendants' ability to achieve the performance objectives; are unlikely to foster application to pharmacy practice; do not serve as guidance; do not provide additional sources of information; or do not include reference tools useful in practice. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

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c) Assessment of Learning and Assessment Feedback

Criterion and Evidence	Meets Criterion	Needs Improvement
1. Learning assessment required Attach a description of how students/attendants are evaluated on course objectives and include learning assessments with student results	The provider includes learning assessments in each course for students/attendants to assess the content learned. Meets <input type="checkbox"/>	The provider does not use a mechanism to allow all students/attendants to assess the content learned. Or the assessment questions ask students whether they have met objectives rather than directly testing their knowledge. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
2. Learning assessment required for credit Attach a description of how learning assessments are documented for credit	Students/attendants complete a learning assessment for credit. Meets <input type="checkbox"/>	The provider does not use a learning assessment as the basis for awarding credit. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
3. Appropriate, constructive feedback to students/attendants Attach a description with examples of how feedback is provided to participants	Assessment feedback is provided to students/attendants in an appropriate and constructive manner. Meets <input type="checkbox"/>	Assessment feedback is not provided to students/attendants in an appropriate or constructive manner. For example, teaching materials prompt students/attendants with the correct answers for the purpose of passing the test rather than learning and applying the material.

Criterion and Evidence	Meets Criterion	Needs Improvement
		Opportunities to cheat are present. (e.g. giving answers to questions before post-tests are collected). Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
4. Timely feedback to students/attendants	Assessment feedback is provided to students/attendants in a timely manner. Meets <input type="checkbox"/>	Assessment feedback is not provided to students/attendants in a timely manner. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5. Feedback to students/attendants consistent with objectives	Students/attendants feedback is consistent with the objectives. Meets <input type="checkbox"/>	Learner feedback is not consistent with the objectives. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

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d) Evaluation of Courses

Criterion and Evidence	Meets Criterion	Needs Improvement
1. Course evaluation process Attach a description of the course evaluation process	The provider has an evaluation process for its courses that allows for feedback from students/attendants. The provider periodically examines and revises its course evaluation process for quality improvement. Meets <input type="checkbox"/>	The provider does not have an evaluation process for its courses. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
2. Course evaluation elements	Course evaluations contain elements relevant to the intended outcome of the course. Meets <input type="checkbox"/>	Course evaluations do not contain elements relevant to the intended outcome of the course. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
3. Evaluation feedback for ongoing improvement Attach a description of how feedback from course evaluations is used to improve the programme.	Feedback is used systematically for ongoing improvement of the overall programme. Evaluation results are compiled, interpreted and returned to the provider to	The provider does not collect data on the effectiveness of its courses, or use it in a systematic manner for the purpose of improving ongoing courses.

Criterion and Evidence	Meets Criterion	Needs Improvement
Include any relevant evidence	assist in their effectiveness as educators. Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

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e) Lecturers (as applicable)

Criterion and Evidence	Meets Criterion	Needs Improvement
1. Lecturer selection Attach a description of the lecturer selection process; include relevant evidence	Lecturers are selected on their knowledge of the subject matter, experience and teaching ability; and ability to meet the educational needs of the students. Meets <input type="checkbox"/>	Lecturers are selected based on convenience or ability to draw a large audience rather than knowledge of the subject matter, experience and teaching ability; or ability to meet the educational needs of the students. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
2. Lecturer support guidance Attach a description of verbal guidance along with written guidance documents	The provider communicates, collaborates and assists lecturers regarding the identified educational needs, developing material and hand-outs and engages lecturers in a dialogue giving verbal and written guidance. Meets for all courses <input type="checkbox"/> or Meets for at least one course <input type="checkbox"/>	The provider gives little information to assure that the lecturers will be an effective educator. Little or no written lecturer guidance is given aside from acceptance letters and course logistics. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
3. Lecturer guidance for objectives	Verbal and written information is provided to lecturers to assure that courses meet PCG's standards for developing objectives. Meets <input type="checkbox"/>	The provider gives little information to educate and assure that the lecturers will develop specific and appropriate objectives. Little or no written lecturer guidance is given aside from acceptance letters and activity logistics. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
4. Lecturer guidance for learning assessment	Verbal and written information is provided to lecturers to assure that courses meet PCG's standards for incorporating appropriate	The provider gives little information to assure that the lecturers will be an effective educator. Little or no written lecturer guidance is given

Criterion and Evidence	Meets Criterion	Needs Improvement
	assessments of learning into courses. Meets <input type="checkbox"/>	aside from acceptance letters and course logistics. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5. Lecturer guidance for active learning	Verbal and written information is provided to lecturers to assure that courses meet PCG's standards for incorporating active learning opportunities into courses. Meets <input type="checkbox"/>	The provider gives little information to assure that the lecturers will be an effective educator. Little or no written lecturer guidance is given aside from acceptance letters and course logistics. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

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f) Achievement of the Programme

Criterion and Evidence	Meets Criterion	Needs Improvement
1. Mission statement Attach statement	The provider has a mission statement that defines the basis and intended outcomes for its programme, including the intended audience and the scope of courses. Meets <input type="checkbox"/>	The provider does not have a mission statement that defines the basis and intended outcomes for its programme and/or does not indicate the intended audience and the scope of courses. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
2. Strategic plan/goals Attach strategic plan	The strategic plan/goals indicate how the mission will be achieved. The goals are concise and measurable statements. Meets <input type="checkbox"/>	The strategic plan/goals do not indicate how the mission will be achieved and/or are not concise and measurable statements. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
3. Assessment plan Attach assessment plan	The provider has an assessment plan to evaluate its achievements of its mission and goals. Meets <input type="checkbox"/>	The provider does not have an assessment plan to evaluate its achievements of its mission and goals. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
4. Documenting achievement	The provider includes data collection and analysis to	The provider does not include data collection or analysis to document

Criterion and Evidence	Meets Criterion	Needs Improvement
Attach data that document achievements	document achievements of its mission and goals. Meets <input type="checkbox"/>	achievements of its mission and goals. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5. Continuous development and improvement	The provider uses the results to demonstrate continuous development and improvement of the programme. Meets <input type="checkbox"/>	The provider does not use the results to demonstrate continuous development and improvement of the programme. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

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g) Gap Analysis

Criterion and Evidence	Meets Criterion	Needs Improvement
1. Gap identification process Attach description of how gaps are identified	The provider describes the process of how knowledge, skill, or practice gaps are identified. Meets <input type="checkbox"/>	The provider does not have a process of identifying knowledge, skill, or practice gaps. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
2. Gap analysis Attach evidence of gaps identified	The provider identifies a gap between what pharmaceutical personnel currently do and what is needed and desired in practice. Meets <input type="checkbox"/>	The provider does not identify gaps between what pharmaceutical personnel do and what is needed or desired in practice Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
3. Educational need(s) for <u>Pharmacists</u> Attach description of educational need(s) that cause the identified gap	The provider determines the cause(s) of the identified practice gap(s) for pharmacists , e.g. lack of knowledge, skill, attitude, and/or experience. Meets <input type="checkbox"/> or N/A (not offered) <input type="checkbox"/>	The provider does not determine cause(s) of the identified practice gap(s) for pharmacists , e.g. lack of knowledge, skill, attitude, and/or experience. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
4. Educational Need(s) for <u>Pharmacy Support Personnel</u>	The provider determines the cause(s) of the identified practice gap(s) for pharmacy support personnel , e.g. lack of	The provider does not determine cause(s) of the identified practice gap(s) for pharmacy support

Criterion and Evidence	Meets Criterion	Needs Improvement
Attach description of educational need(s) that cause the identified gap	knowledge, skill, attitude, and/or experience. Meets <input type="checkbox"/> or N/A (not offered) <input type="checkbox"/>	personnel , e.g. lack of knowledge, skill, attitude, and/or experience. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5. Continuous development and improvement	The provider uses the results to demonstrate continuous development and improvement of the programme. Meets <input type="checkbox"/>	The provider does not use the results to demonstrate continuous development and improvement of the programme. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

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D) POLICIES AND PROCEDURES

The following list identifies the selected policies and procedures that relate to operational requirements for the institution/training provider and courses (as applicable).

Policies and Procedures	Meets Criterion	Needs Improvement
1. Administration of institution	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
2. Substantive change policy	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
3. Lecturer selection	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
4. Courses management	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
5. Awarding course credit	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
6. Documentation and recordkeeping	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
7. Fees and financial resources	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
8. Commercial support	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
9. Student's/Attendant's eligibility requirement	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

Policies and Procedures	Meets Criterion	Needs Improvement
10. Awarding degree/diploma/certificate	Meets <input type="checkbox"/>	Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

If the rating is Needs Improvement, briefly explain the rationale:

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E) DOCUMENTS SUBMITTED WITH THIS REPORT

DOCUMENTS	CONFIRMED by PCG
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Attestation Statement and Declaration

As the Responsible Person for Training Courses I attest that I/we accept the terms and conditions as outlined in the PCG *Guideline for Accreditation of Training Courses*. We acknowledge that the Council may request to review and evaluate the entire documentation or specific sections at any time, as part of the initial assessment or as a component of a subsequent monitoring process.

I, the undersigned certify that the information in this form and the accompanying documentation concerning the application for accreditation of training courses indicated herein is correct and true.

Signature	Date
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OFFICIAL USE

DATE OF RECEPTION:		STAMP
NAME OF RECEIVER:		
NAME OF REGISTRAR		

REMARKS/RECOMMENDATIONS BY REGISTRAR
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Signature: Date: