



# **EVALUATION INSTRUMENT FOR ACCREDITATION OF UNDERGRADUATE PHARMACY PROGRAMME IN MALAYSIA**

## **INTRODUCTION ON THE USE OF THE EVALUATION INSTRUMENTS FOR ASSESSING COMPLIANCE TO ACADEMIC STANDARDS**

### **INTRODUCTION TO ACADEMIC STANDARDS**

These standards are contained in the 'Standards for Undergraduate 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 SIX (6) 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.

#### **USE 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 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. rating. Repeat the process for all the other 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	Latest requirement set by the Pharmacy Board of Malaysia		
2	Duration of Programme	A minimum of four (4) years		
3	Students enrolment	Once per year		
		Twice per year		
4	Placement of Pharmacy Programme in the Organizational Structure	Must be autonomous – 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 must be a representative in the institutional Senate		
5	Required number of registered pharmacists	– The minimum number of Malaysian registered pharmacists at all times is two (2), excluding the Dean		
		– The above have three (3) years of working experience as pharmacists in Malaysia		
6	Minimum number of academic staff for the programme	– The minimum number of academic staff for the programme at all times is eight (8), including two (2) Malaysian registered pharmacists and the Dean		

**PREREQUISITE – TABLE OF WEIGHTAGE**

No.	Standards/ Databases	DESCRIPTION	FULFILLMENT				
			5 years	4 years	3 years	2 years	No accreditation
1	4.1.3 (a)	Current lecturer to students ratio	1:15	1:16	1:17	1:18	1:>19
2	4.1.3 (b)	Current clinical lecturer to clinical year students ratio	1:8	1:8.5	1:9	1:9.5	1:>10
3	4.1.3 (c)	Sufficient number of lecturers to implement the pharmacy programme with an acceptable proportion of pharmacy qualified lecturers per discipline*	100%	Fulfil up to 75%	Fulfil up to 50%	Fulfil up to 25%	Not fulfilled at all

Evaluation Instrument

Achievement Level

1.1	Statement of Educational Objectives of Academic Programme and Learning Outcomes	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
1.1.1	The programme must be consistent with, and supportive of, the vision, mission, and goals of the HEP.	Not consistent and supportive at all	Poorly consistent and supportive	Consistent and supportive	Very consistent and supportive	Very highly consistent and supportive		
1.1.2	The programme must be considered only after a need's of assessment has indicated that there is a need for the programme to be offered. <i>(This standard must be read together with Standard 1.2.2 in Area 1 and 6.1.6 in Area 6.)</i>	Not indicated at all	Poorly indicated	Adequately indicated	Strongly Indicated	Very strongly indicated		
1.1.3	The Faculty/School/Kulliyah must state its programme educational objectives, learning outcomes, learning and teaching strategies, and assessment methods and ensure constructive alignment between them. <i>(This standard must be read together with Standard 1.2.4 in Area 1.)</i>	Not stated and not aligned	Poorly stated, not aligned	Adequately stated and aligned	Well stated and aligned	Very well stated and aligned		
1.1.4	The programme learning outcomes must correspond to the current version of the Malaysian Qualification Framework (MQF) level descriptors and the clusters of MQF learning outcomes.	Not linked at all	Poorly linked	Adequately linked	Highly linked	Very highly linked		
1.1.5	Considering the stated learning outcomes, the programme must indicate the career and further study options available to students upon programme completion.	Not indicated at all	Poorly indicated	Adequately indicated	Strongly indicated	Very strongly indicated		

1.2	Programme Development: Process, Content, Structure and Learning-Teaching Methods	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
1.2.1	The Faculty/School/Kulliyyah must have sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation. <i>(Where applicable, the above provision must also cover collaborative programmes and programmes conducted in collaboration with of from, other HEPs in accordance with national policies.)</i>	Does not have autonomy at all	Insufficient autonomy	Sufficient autonomy	High degree of autonomy	Very high degree of autonomy		
1.2.2	The Faculty/School/Kulliyyah must have an appropriate process to develop the curriculum, leading to the approval by the highest academic authority in the HEP. <i>(This standard must be read together with Standard 1.1.2 in Area 1 and 6.1.6 in Area 6.)</i>	No process at all	Poorly design and structured	Appropriately design and structured	Well design and structured	Very well design and structured		
1.2.3	The Faculty/School/Kulliyyah must consult both the internal and external stakeholders in the development of the curriculum, including education experts as appropriate. <i>(This standard must be read together with Standard 7.1.4 in Area 7.)</i>	Not consulted at all	Poorly consulted	Adequately consulted	Highly consulted	Very highly consulted		
1.2.4	a) The curriculum must fulfil the requirements of the discipline of study, taking into account the appropriate programme standards, professional and industry requirements as well as good practices in the field. b) The programme duration must not be less than four academic years and must be conducted full-time. The minimum amount of graduation credits is 120. The number of credits for each core discipline and the total credits for the core courses must not be less than the minimum credit specified. c) The topics of the Body of Knowledge (BOK) for an undergraduate pharmacy programme must be included in the core courses.	Not fulfilled at all	Poorly fulfilled	Adequately fulfilled	Well fulfilled	Very well fulfilled		
1.2.5	There must be appropriate learning and teaching methods relevant to the programme educational objectives and learning outcomes.	Not appropriate at all	Poorly appropriate	Adequately appropriate	Highly appropriate	Very highly appropriate		
1.2.6	There must be co-curricular activities to enrich student experience and to foster personal development and responsibility.	Does not have co-curricular activities	Insufficient co-curricular activities	Sufficient co-curricular activities	High degree of co-curricular activities	Very high degree of co-curricular activities		
1.3	Programme Delivery	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
1.3.1	The Faculty/School/Kulliyyah must take responsibility to ensure the effective delivery of programme learning outcomes.	Did not have a line of responsibility and authority at all	Poor line of responsibility and authority	Adequate line of responsibility and authority	Clear line of responsibility and authority	Very clear line of responsibility and authority		

1.3.2	Students must be provided with, and briefed on, current information about (among others) the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of programme assessment at the commencement of their studies.	No provision and briefing on current information at all	Poor provision and briefing on current information	Adequate provision and briefing on current information	High provision and briefing on current information	Very high provision and briefing on current information		
1.3.3	The programme must have an appropriate full-time coordinator and a team of academic staff (e.g., a programme committee) with adequate authority for the effective delivery of the programme. <i>(This standard must be read together with the Guidelines to Good Practices, and with Standards 6.1.1 and 6.2.2 in Area 6.)</i>	Not adequate at all	Inadequate number	Adequate number	Highly adequate number	Very highly adequate number		
1.3.4	The Faculty/School/Kulliyah must provide students with a conducive learning environment. <i>(This standard must be read together with Standard 5.1.1 in Area 5.)</i>	Not conducive at all	Poorly conducive learning environment	Conducive learning environment	Very conducive learning environment	Highly conducive learning environment		
1.3.5	The Faculty/School/Kulliyah must encourage innovations in teaching, learning and assessment.	Not encouraged at all	Poorly encourage	Adequately encourage	Well encourage	Very well encourage		
1.3.6	The Faculty/School/Kulliyah must obtain feedback from stakeholders to improve the delivery of the programme outcomes.	Do not obtain feedback at all	Obtain limited feedback and use the information rarely	Obtained feedback and use the information	Obtained large feedback and use the information regularly	Obtained extensive feedback and use the information extensively		

1.1	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
1.1.1			
1.1.2			
1.1.3			
1.1.4			
1.1.5			



1.2	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
1.2.1			
1.2.2			
1.2.3			
1.2.4			
1.2.5			
1.2.6			

1.3	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
1.3.1			

1.3.2			
1.3.3			
1.3.4			
1.3.5			
1.3.6			

**Evaluation Instrument**

**Achievement Level**

2.1	Relationship between Assessment and Learning Outcomes	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
2.1.1	The Faculty/School/Kulliyah must define the assessment principles, methods, and practices used for the assessment of its students and it must be aligned to the learning outcomes of the programme, consistent with MQF Level 6.	Not aligned at all	Poorly aligned	Aligned	Well aligned	Very well aligned		
2.1.2	The alignment between assessment and the learning outcomes in the programme must be systematically and regularly reviewed to ensure its effectiveness.	Not reviewed at all	Not systematically and regularly reviewed	Systematically and regularly reviewed	Very systematically and regularly reviewed	Very systematically and consistently reviewed		
2.2	Assessment Methods	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
2.2.1	The Faculty/School/Kulliyah must be able to show a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies with the relevant assessment blueprint.	Not varied at all	Poorly varied	Adequately varied	Well varied	Variety of methods that are valid and reliable		
2.2.2	There must be mechanisms to ensure, and to periodically review the validity, reliability, integrity, currency, and fairness of the assessment methods.	No policy and mechanism at all	Poor policy and mechanisms	Adequate policy and mechanisms	Ample mechanisms	Very ample mechanisms		
2.2.3	The frequency, methods, and criteria of student assessment - including the grading system and appeal policies - must be documented and communicated to students on the commencement of the programme. a) Pharmacy students must pass all core pharmacy courses to graduate. The passing mark for a core course must be at least 50%. b) To pass the core pharmacy courses, students must pass 50% of each component of the continuous and the final exam.	Not documented and communicated at all	Poorly documented and communicated	Documented and communicated	Well documented and communicated	Very well documented and communicated		
2.2.4	Changes to student assessment methods must follow established procedures and regulations, and be communicated to students prior to their implementation.	No established procedures and not communicated to students	Poorly followed established procedures and not fully communicated to students	Followed established procedures and communicated to students	Well followed established procedures and communicated to students	Very well followed established procedures and communicated to students		

2.3	Management of student assessment	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
2.3.1	The Faculty/School/Kulliyyah and its academic staff must have adequate levels of autonomy in the management of student assessment.	Do not have autonomy at all	Poor autonomy	Adequate autonomy	High degree of autonomy	Very high degree of autonomy		
2.3.2	There must be mechanisms to ensure the security of assessment documents and records. Procedures and consequences of breach of security must be documented and communicated.	No mechanism at all	Poor mechanisms	Adequate mechanisms	Ample (good) mechanisms	Very ample (very good) mechanisms		
2.3.3	The assessment results must be communicated to students before the commencement of a new semester to facilitate progression decision.	Not communicated at all	Poorly communicated	Adequate communicated	Well communicated	Very well communicated		
2.3.4	The Faculty/School/Kulliyyah must have appropriate guidelines and mechanisms for students to appeal their course results.	No guideline and mechanisms	Inadequate guideline and mechanisms	Documented guidelines and appropriate mechanisms	Documented guidelines and ample mechanisms	Well documented guidelines and ample mechanisms		
2.3.5	The Faculty/School/Kulliyyah must periodically review the management of student assessment and act on the findings of the review. <i>(For MQF Level 6 and above, the review must involve external examiners.)</i>	Not reviewed and acted on at all	Irregularly reviewed and acted on	Periodically reviewed and acted on	Regularly reviewed and periodically acted on	Regularly reviewed and consistently acted on		

2.1	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
2.1.1			
2.1.2			

2.2	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
2.2.1			
2.2.2			
2.2.3			
2.2.4			

2.3	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
2.3.1			
2.3.2			
2.3.3			
2.3.4			
2.3.5			

Evaluation Instrument

Achievement Level

3.1	Student Selection	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
3.1.1	The programme must have clear criteria and processes for student selection (including that of transfer students) and these must be consistent with the PBM requirements.	Unclear criteria and processes	Poor criteria and processes	Clear criteria and processes	Very clear criteria and processes	Very clear criteria and processes, and consistent		
3.1.2	The criteria and processes of student selection must be transparent and objective.	Not transparent and objective at all	Not quite transparent and objective	Transparent and objective	Very transparent and objective	Very transparent and very objective		
3.1.3	a) Student enrolment must be related to the capacity of the Faculty/ School/Kulliyah to deliver the programme effectively. b) A maximum of two student intakes are allowed per academic year on the condition that all pertinent criteria stated in this standard are fulfilled. c) For a new programme, intake per academic year must not exceed 50 students until full accreditation is obtained.	Not related at all	Poorly related	Related	Well related	Very well related		
3.1.4	There must be a clear policy, and if applicable, appropriate mechanisms for appeal on student selection.	No policies and mechanism at all	Poor policy and mechanisms	Clear policy and appropriate mechanisms	Clear policy and substantial mechanisms	Very clear policy and correct mechanisms		
3.1.5	The Faculty/School/Kulliyah must offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.	No remedial support at all	Poor developmental or remedial support	Appropriate developmental or remedial support	Ample developmental or remedial support	Abundant developmental or remedial support		

3.2	Articulation and Transfer	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
3.2.1	a) The Faculty/School/Kulliyah must have well-defined policies and mechanisms to facilitate student mobility, which may include student transfer within and between institutions and cross-border. b) Students who spend a minimum of one semester but not exceeding two consecutive semesters throughout the study period at another institution are eligible for credit transfer of courses that they have taken at the host institution.	No policies and mechanism at all	Poorly defined and disseminated policies and mechanisms	Well defined and effectively disseminated policies and mechanisms	Very well defined and effectively disseminated policies and mechanisms	Very well defined and very effectively disseminated policies and mechanisms		
3.2.2	The Faculty/School/Kulliyah must ensure that the incoming transfer students have the capacity to successfully follow the programme.	No mechanisms at all	Poor mechanisms	Adequate mechanisms	Ample mechanisms	Abundant mechanisms		

3.3	Student Support Services	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
3.3.1	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.	No support services at all	Poor support services	Appropriate and adequate support services	Appropriate and ample support services	Very appropriate and abundant support services		
3.3.2	There must be a designated administrative unit with a prominent organisational status in the HEP responsible for planning and implementing student support services and staffed by individuals who have appropriate experience.	No unit for planning and implementing student support services at all	A unit for planning and implementing student support services	A designated administrative unit responsible for, and staffed by individuals who have appropriate experience	A designated administrative unit responsible for, and staffed by qualified individuals who have appropriate experience	A designated administrative unit responsible solely for, and staffed by qualified individuals with extensive experience		
3.3.3	An effective induction to the programme must be available to new students, with particular attention given to out-of-state and international students as well as students with special needs.	No induction programme is available	An induction to the programme is available	An effective induction to the programme is available	A very effective induction to the programme is available	A highly effective induction to the programme is available		
3.3.4	Academic, non-academic and career counselling must be provided by adequate and qualified staff.	Not provided at all	Provided by inappropriate staff	Provided by adequate and qualified staff	Provided by adequate and well-qualified staff	Provided by ample, well-qualified and experienced staff		
3.3.5	There must be mechanisms that actively identify and assist students who need academic, spiritual, psychological, and social support.	No mechanisms at all	Poor mechanisms	Adequate mechanisms	Ample mechanisms	Abundant mechanisms		
3.3.6	The HEP must have clearly defined and documented processes and procedures in handling student disciplinary cases.	Unclear processes and procedures	Poorly defined and documented processes and procedures	Clearly defined and documented processes and procedures	Very clearly defined and documented processes and procedures	Very clearly defined and very well documented processes and procedures		
3.3.7	There must be an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.	No mechanisms at all	Poor mechanisms	Adequate mechanisms	Ample mechanisms	Very effective mechanisms and confidentiality is highly secured		
3.3.8	Student support services must be evaluated regularly to ensure their adequacy, effectiveness, and safety.	Not evaluated at all	Rarely evaluated	Regularly evaluated	Periodically evaluated	Consistently evaluated		



3.4 Students Representation and Participation		Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
3.4.1	There must be well-disseminated policies and processes for active student engagement, especially in areas of their interest and welfare.	No policies and processes at all	Poorly disseminated policies and processes	Well disseminated policies and processes	Well defined and disseminated policies and processes	Very well defined and very effectively disseminated policies and processes		
3.4.2	There must be adequate student representation and organisation at the institutional and Faculty/School/Kulliyah levels.	No student representation and organisation	Poor student representation and organisation	Adequate student representation and organisation	Ample student representation and organisation	Abundant student representation and organisation		
3.4.3	Students must be facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, and leadership skills in preparation for the workplace.	Not facilitated at all	Poorly facilitated	Facilitated	Well facilitated	Very well facilitated		
3.4.4	Student activities and organisations must be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.	Not facilitated at all	Poorly facilitated	Facilitated	Well facilitated	Very well facilitated		
3.5 Alumni		Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
3.5.1	The Faculty/School/Kulliyah must foster active linkages with alumni to develop, review and continually improve the programme	No linkages fostered	Linkages poorly fostered	Active linkages fostered	Active linkages well fostered	Active linkages very well fostered		

3.1	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
3.1.1			
3.1.2			
3.1.3			
3.1.4			
3.1.5			

3.2	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
3.2.1			
3.2.2			

3.3	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
3.3.1			
3.3.2			
3.3.3			
3.3.4			
3.3.5			
3.3.6			
3.3.7			
3.3.8			

3.4	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
3.4.1			
3.4.2			
3.4.3			
3.4.4			
3.5	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
3.5.1			

Evaluation Instrument

Achievement Level

4.1	Recruitment and management	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
4.1.1	The Faculty/School/ Kulliyah must have a clearly defined plan for its academic manpower needs that is consistent with institutional policies and programme requirements.	No defined plan	Poorly defined plan	Clearly defined plan	Very clearly defined plan	Highly defined plan		
4.1.2	The Faculty/School/ Kulliyah must have a clear and documented academic staff recruitment policy where the criteria for selection are based primarily on academic merit and/or relevant experience.	No policy at all	Unclear and poorly documented policy	Clear and documented policy	Clear and well-documented policy	Very clear and very well-documented policy		
4.1.3	The staff–student ratio for the programme must be appropriate to the learning-teaching methods and comply with the programme standards for the discipline.	Inappropriate to, and not complying with	Appropriate to but not complying with	Appropriate to, and comply with	Very appropriate to, and comply with	Highly appropriate to, and exceeded		
4.1.4	The Faculty/School/Kulliyah must have adequate and qualified academic staff responsible for implementing the programme. a) Full-time academic staff must be at least 80% of the total academic manpower in the Faculty/School/Kulliyah. b) Full-time equivalent (FTE) for part-time or service academic staff is one (1) FTE equivalent to 260 contact hours per year (0.2 = equivalent to one day FTE).	Inadequate academic staff	Adequate but unqualified academic staff	Adequate with qualified academic staffs	Adequate with well qualified academic staffs	Ample and well-qualified, experienced academic staffs		
4.1.5	The policy of the Faculty/School/ Kulliyah must reflect an equitable distribution of responsibilities among the academic staff.	Not reflected at all	Poorly reflected	Adequately reflected	Well reflected	Very well reflected		
4.1.6	The recruitment policy for a particular programme must seek diversity among the academic staff in terms of experience, approaches and backgrounds.	Not varied at all	Poorly varied	Adequately varied	Well varied	Very well varied		
4.1.7	Policies and procedures for recognition through promotion, salary increment, or other remuneration must be clear, transparent, and based on merit	No policy at all	Unclear and not transparent policies and procedures	Clear and transparent policies and procedures, based on merits	Very clear and transparent policies and procedures, based on merits	Very clear and highly transparent policies and procedures, based on merits		
4.1.8	The Faculty/School/Kulliyah must have national and international linkages to provide for the involvement of experienced academics, professionals, and practitioners to enhance learning and teaching in the programme.	No linkage at all	Poorly linked	Adequately linked	Well linked	Very well linked		

4.2	Service and Development	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
4.2.1	The Faculty/School/ Kulliyah must have policies addressing matters related to service, development, and appraisal of the academic staff.	No defined policies	Poorly defined policies	Clear policies	Clear and well documented policies	Very clear and well documented policies		
4.2.2	The Faculty/School/ Kulliyah must provide opportunities for academic staff to focus on their respective areas of expertise.	No opportunities provided	Inadequate opportunities provided	Adequate opportunities provided	Ample opportunities provided	Abundant opportunities provided		
4.2.3	The HEP must have clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among academic staff.	No policy at all	Unclear policies and procedures	Clear policies and procedures	Very clear policies and procedures	Very clear well-documented policies and procedures		
4.2.4	The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for quality improvement.	No processes and mechanisms	Inadequate processes and mechanisms	Documented processes and appropriate mechanisms	Documented processes and ample mechanisms	Well documented processes and abundant mechanisms		
4.2.5	The Faculty/School/ Kulliyah must have a development programme for new academic staff and continuous professional enhancement for existing staff.	Have no programme	Have inadequate programme	Have a development programme	Have a well developed programme	Have a very well developed programme		
4.2.6	The HEP must provide opportunities for academic staff to participate in professional, academic, and other relevant activities at national and international levels to obtain professional qualifications to enhance learning-teaching experience.	No opportunities provided	Inadequate opportunities provided	Adequate opportunities provided	Ample opportunities provided	Abundant opportunities provided		
4.2.7	The Faculty/School/ Kulliyah must encourage and facilitate its academic staff to actively participate in community and industrial engagement activities.	Not facilitated and encouraged at all	Poorly facilitated and encouraged	Facilitated and encouraged	Well facilitated and encouraged	Very well facilitated and encouraged		

4.1	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
4.1.1			
4.1.2			
4.1.3			
4.1.4			
4.1.5			
4.1.6			
4.1.7			
4.1.8			

4.2	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
4.2.1			
4.2.2			
4.2.3			
4.2.4			
4.2.5			
4.2.6			
4.2.7			



Evaluation Instrument

Achievement Level

5.1	Physical Facilities	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
5.1.1	The programme must have sufficient and appropriate physical facilities and educational resources to ensure its effective delivery, including facilities for practical-based programmes and for those with special needs.	Inadequate and inappropriate physical facilities and educational resources	Adequate but inappropriate physical facilities and educational resources	Sufficient and appropriate physical facilities and educational resources	Ample and correct physical facilities and educational resources	Abundant and precise physical facilities and educational resources		
5.1.2	The physical facilities must comply with the relevant laws and regulations.	Not complied at all	Poorly complied	Adequately complied	Well complied	Very well complied		
5.1.3	The library or resource centre must have adequate and up-to-date reference materials and qualified staff that meet the needs of the programme and research amongst academic staff and students.	Inadequate and outdated reference materials and inappropriate staff	Adequate but outdated reference materials and inappropriate staff	Adequate and up to date reference materials and qualified staff	Ample and up to date reference materials and well qualified staff	Abundant and most current reference materials and very well qualified staff		
5.1.4	The educational resources, services, and facilities must be maintained and periodically reviewed to improve quality and appropriateness.	Not reviewed and not maintained	Irregularly reviewed and maintained	Periodically reviewed and maintained	Regularly reviewed and periodically maintained	Consistently reviewed and constantly maintained		

5.2	Research and Development (Please note that the standards on Research and Development are largely directed to universities and university colleges.)	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
5.2.1	The Faculty/School/ Kulliyah must have a research policy with adequate facilities and resources to sustain them.	Do not have a policy at all	Have a poorly documented policy	Have a documented policy	Have a well documented policy	Have a very well documented policy		
5.2.2	The interaction between research and learning must be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research, scholarship, and development.	Not reflected at all	Poorly reflected	Adequately reflected	Well reflected	Very well reflected		
5.2.3	The Faculty/School/ Kulliyah must periodically review its research resources and facilities and take appropriate action to enhance its research capabilities and to promote a conducive research environment.	Not reviewed at all	Irregularly reviewed	Periodically reviewed	Regularly reviewed	Consistently reviewed		

5.3	Financial resources	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
5.3.1	The HEP must demonstrate financial viability and sustainability for the programme.	Not demonstrated at all	Poorly demonstrated	Adequately demonstrated	Well demonstrated	Very well demonstrated		
5.3.2	The Faculty/School/ Kulliyah must have clear procedures to ensure that its financial resources are sufficient and efficiently managed.	No defined procedures at all	Poorly defined procedures	Adequately defined procedures	Well defined procedures	Very well defined procedures		
5.3.3	The Faculty/School/ Kulliyah must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the Faculty/School/ Kulliyah.	No defined line of responsibility and authority	Poorly defined line of responsibility and authority	Adequately defined line of responsibility and authority	Well defined line of responsibility and authority	Very well defined line of responsibility and authority		

5.1	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
5.1.1			
5.1.2			
5.1.3			
5.1.4			

5.2	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
5.2.1			
5.2.2			
5.2.3			

5.3	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
5.3.1			
5.3.2			
5.3.3			

Evaluation Instrument

Achievement Level

6.1	Programme Management	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
6.1.1	The Faculty/School/Kulliyah must clarify its management structure and function, and the relationships between them, and these must be communicated to all parties involved based on the principles of responsibility, accountability and transparency.	Not clarified and communicated	Poorly clarified and communicated	Adequately clarified and communicated	Well clarified and communicated	Very well clarified and communicated		
6.1.2	The Faculty/School/Kulliyah must provide accurate, relevant, and timely information about the programme, which are easily and publicly accessible, especially to prospective students.	Inaccurate, irrelevant and untimely information	Relevant but untimely information, not easily accessible	Accurate, relevant and timely information	Very accurate, relevant and timely information and easily accessible	Very accurate, relevant and timely information and very easily accessible		
6.1.3	The Faculty/School/Kulliyah must have policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies, and core activities to ensure continual quality improvement.	No documented processes and mechanisms	Poorly documented policies and procedures and inappropriate mechanisms	Documented policies and procedures and appropriate mechanisms	Well documented policies and procedures and ample mechanisms	Very well documented policies and procedures and abundant mechanisms		
6.1.4	The academic board of the school must be an effective decision making body with an adequate degree of autonomy to decide on its management, progress, allocation of finances, and other matters that affect the development of the programme.	Futile decision-making body with very little degree of autonomy	Ineffective decision-making body with an inadequate degree of autonomy	Effective decision-making body with an adequate degree of autonomy	Effective decision-making body with high degree of autonomy	Very dynamic decision-making body with very high degree of autonomy		
6.1.5	Mechanisms to ensure functional integration and comparability of educational quality must be established for programmes conducted in different campuses or partner institutions. <i>(This standard must be read together with Standard 7.1.7 in Area 7.)</i>	Not established at all	Poorly established	Established	Well established	Very well established		
6.1.6	The Faculty/School/Kulliyah must conduct internal and external consultations, market needs, and graduate employability analyses. <i>(This standard must be read together with Standards 1.1.2 and 1.2.2 in Area 1, and Standard 7.1.6 in Area 7.)</i>	Not conducted at all	Poorly conducted	Conducted	Well conducted	Very well conducted		

6.2	Programme leadership	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
6.2.1	The criteria for the appointment and the responsibilities of the programme leader must be clearly stated.	No defined statements	Poorly defined statements	Clearly defined statements	Very clearly defined statements	Highly defined statements		
6.2.2	The programme leader must be a full-time academic staff with a Bachelor of Pharmacy degree, and relevant knowledge and experiences related to the programme.	Held by those with unappropriate qualifications and no experience	Held by those with unappropriate qualifications and experience	Held by those with appropriate qualifications and experience	Held by those with correct qualifications and appropriate experience	Held by those with correct qualifications and ample experience		
6.2.3	There must be mechanisms and processes for communication between the programme leader, Faculty/School/Kulliyyah, and HEP on staff recruitment and training, student admission, allocation of resources, and decision-making processes.	No processes and mechanisms	Inadequate processes and mechanisms	Documented processes and appropriate mechanisms	Documented processes and ample mechanisms	Well documented processes and abundant mechanisms		

6.3	Administrative staff	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
6.3.1	The Faculty/School/Kulliyyah must have a sufficient number of qualified administrative staff to support the implementation of the programme and related activities.	Not adequate at all	Inadequate staff	Adequate staff	Ample staff	Abundant staff		
6.3.2	The Faculty/School/Kulliyyah must conduct regular performance review of the programme administrative staff.	No performance review conducted	Irregular performance review conducted	Regular performance review conducted	Very regular performance review conducted	Consistent performance review conducted		
6.3.3	The Faculty/School/Kulliyyah must have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.	No training scheme at all	Inappropriate training scheme	Appropriate training scheme	Correct training scheme	Precise training scheme		

6.4	Academic records	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
6.4.1	The Faculty/School/Kulliyyah must have appropriate policies and practices concerning the nature, content, and security of student, academic staff, and other academic records.	No policies and practices at all	Inappropriate policies and practices	Appropriate policies and practices	Correct policies and practices	Precise policies and practices		
6.4.2	The Faculty/School/Kulliyyah must maintain student records relating to their admission, performance, completion, and graduation in such form as is practical and preserve these records for future reference.	Not maintained at all	Incorrectly maintained	Appropriately maintained	Correctly maintained	Constantly and correctly maintained		
6.4.3	The Faculty/School/Kulliyyah must implement policies on the rights of individual privacy and the confidentiality of records.	Not implemented at all	Poorly implemented	Adequately implemented	Well implemented	Very well implemented		
6.4.4	The Faculty/School/Kulliyyah must continually review policies on the security of records, including the increased use of electronic technologies and safety systems.	No review conducted	Irregular review conducted	Regular review conducted	Very regular review conducted	Consistent review conducted		

6.1	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
6.1.1			
6.1.2			
6.1.3			
6.1.4			
6.1.5			
6.1.6			



<b>6.2</b>	<b>Strength or commendation</b>	<b>Area of concern (<i>syarat khusus</i>)</b>	<b>Opportunity for improvement (<i>cadangan penambahbaikan</i>)</b>
6.2.1			
6.2.2			
6.2.3			

<b>6.3</b>	<b>Strength or commendation</b>	<b>Area of concern (<i>syarat khusus</i>)</b>	<b>Opportunity for improvement (<i>cadangan penambahbaikan</i>)</b>
6.3.1			
6.3.2			
6.3.3			

6.4	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
6.4.1			
6.4.2			
6.4.3			
6.4.4			

## Evaluation Instrument

## Achievement Level

7.1	Mechanisms for Programme Monitoring, Review and Continual Quality Improvement	Level 1	Level 2	Level 3	Level 4	Level 5	Self-review score	Panel's score
7.1.1	The Faculty/School/Kulliyyah must have clear policies and appropriate mechanisms for regular monitoring and review of the programme	No policy and mechanisms at all	Poor policies and mechanisms	Clear policies and appropriate mechanisms	Clear policies and substantial mechanisms	Very clear policies and correct mechanisms		
7.1.2	The Faculty/School/Kulliyyah must have a Quality Assurance (QA) unit for internal quality assurance of the Faculty/School/Kulliyyah to work together with the QA unit of the HEP.	Do not have a QA unit or personnel	Have a general QA personnel	Have a QA unit	Have a highly dedicated QA unit	Have a highly specialised and designated QA unit		
7.1.3	The Faculty/School/Kulliyyah must have an internal programme monitoring and review committee responsible for continuously reviewing the programme to ensure its currency and relevance.	Do not have a monitoring and review committee	Have a general monitoring and review committee	Have an internal monitoring and review committee with a designated head	Have a dedicated internal monitoring and review committee with a designated head	Have an external and a dedicated internal monitoring and review committee with a designated head		
7.1.4	The Faculty/School/Kulliyyah review system must constructively engage stakeholders, including the alumni and employers, as well as external experts whose views are considered. <i>(This standard must be read together with Standard 1.2.3 in Area 1.)</i>	Stakeholders not engaged at all	Stakeholders inadequately engaged	Stakeholders adequately engaged	Stakeholders well engaged	Stakeholders very well engaged		
7.1.5	The Faculty/School/Kulliyyah must make the programme review report accessible to stakeholders.	Not accessible at all	Poorly accessible	Adequately accessible	Well accessible	Highly accessible		

7.1.6	Various aspects of student performance, progression, attrition, graduation, and employment must be analysed for continual quality improvement.	Not analysed at all	Poorly analysed	Adequately analysed	Well analysed	Very well analysed and results are used for improvement of student intake, curriculum, assessment and resources		
7.1.7	In collaborative arrangements (e.g., community, hospital, pharmaceutical manufacturing), the partners involved must share the responsibilities of programme monitoring and review. <i>(This standard must be read together with Standard 6.1.5 in Area 6.)</i>	Not shared at all	Poorly shared	Adequately shared	Well shared	Very well shared		
7.1.8	The findings of a programme review must be presented to the institution for its attention and further action.	Not presented at all	Irregularly presented	Regularly presented	Very regularly presented	Consistently presented		
7.1.9	There must be an integral link between the Faculty/School/Kulliyyah quality assurance processes and the achievement of the institutional purpose.	Not linked at all	Poorly linked	Adequately linked	Well linked	Very well linked		

7.1	Strength or commendation	Area of concern ( <i>syarat khusus</i> )	Opportunity for improvement ( <i>cadangan penambahbaikan</i> )
7.1.1			
7.1.2			
7.1.3			
7.1.4			
7.1.5			

7.1.6			
7.1.7			
7.1.8			
7.1.9			

**PANEL'S RATING SUMMARY**

AREA		STANDARD CRITERIA			SCORE	AVERAGE SCORE	RATING FOR EACH AREA
1	Programme Development and Delivery	1.1	Statement of educational objectives of academic programme and learning outcomes	1.1.1	0	0.00	0.00
				1.1.2	0		
				1.1.3	0		
				1.1.4	0		
				1.1.5	0		
		1.2	Programme development, process, content, structure and teaching-learning methods	1.2.1	0	0.00	
				1.2.2	0		
				1.2.3	0		
				1.2.4	0		
				1.2.5	0		
				1.2.6	0		
		1.3	Programme delivery	1.3.1	0	0.00	
				1.3.2	0		
				1.3.3	0		
				1.3.4	0		
1.3.5	0						
1.3.6	0						
2	Assessment of Student Learning	2.1	Relationship between assessment and learning outcomes	2.1.1	0	0.00	
				2.1.2	0		
		2.2	Assessment methods	2.2.1	0	0.00	
				2.2.2	0		
				2.2.3	0		
				2.2.4	0		
		2.3	Management of student assessment	2.3.1	0	0.00	
				2.3.2	0		
				2.3.3	0		
				2.3.4	0		
				2.3.5	0		
		3	Student Selection and Support Services	3.1	Student selection	3.1.1	0
3.1.2	0						
3.1.3	0						
3.1.4	0						
3.1.5	0						
3.2	Articulation and transfer			3.2.1	0	0.00	
				3.2.2	0		
3.3	Student support services			3.3.1	0	0.00	
				3.3.2	0		
				3.3.3	0		
		3.3.4	0	0.00			

				3.3.5	0	0.00	
				3.3.6	0		
				3.3.7	0		
				3.3.8	0		
		3.4	Students representation and participation	3.4.1	0	0.00	
				3.4.2	0		
				3.4.3	0		
				3.4.4	0		
		3.5	Alumni	3.5.1	0	0.00	
4	Academic Staff	4.1	Recruitment and management	4.1.1	0	0.00	0.00
				4.1.2	0		
				4.1.3	0		
				4.1.4	0		
				4.1.5	0		
				4.1.6	0		
				4.1.7	0		
				4.1.8	0		
		4.2	Service and development	4.2.1	0	0.00	
				4.2.2	0		
				4.2.3	0		
				4.2.4	0		
				4.2.5	0		
				4.2.6	0		
				4.2.7	0		



