



# **STANDARDS FOR UNDERGRADUATE PHARMACY PROGRAMME 2024**

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# STANDARDS FOR ACCREDITATION OF UNDERGRADUATE PHARMACY PROGRAMME

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## GLOSSARY

Definition of terms used in the Standards for Undergraduate Pharmacy Programme 2024:

1.	<b>Academic Staff (Full-time)</b>	A person officially appointed as an academic staff by the institution and works solely at the school of pharmacy and is fully involved every working day in the school activities.
2.	<b>Academic Staff (Part-time)</b>	A person appointed/invited to teach students at the school of pharmacy for a limited time. Usually such a person spends less than the official working hours of forty (40) hours per week in the school of pharmacy.
3.	<b>Academic Year</b>	The customary annual period of instruction at the school of pharmacy.
4.	<b>Clinical Pharmacy/ Pharmacy Practice Academic Staff</b>	i) Academic staff with a Master's or PhD in clinical pharmacy ii) Academic staff with a Master's or PhD in pharmacy practice or with other qualifications e.g., Board Certified Pharmacotherapy Specialist (BCPS), and Malaysian registered pharmacist who has been practising clinical pharmacy (experience and teaching) [e.g., Medication Therapy Adherence Clinic (MTAC), Total Parenteral Nutrition (TPN), Therapeutic Drug Monitoring (TDM) services, Social and Administrative, etc.] for at least three (3) years.
5.	<b>Continuing Professional Development (CPD)</b>	Activities that are designed to upgrade the knowledge and skills of health professionals, but which do not necessarily lead to a degree or formal certification.
6.	<b>Community/Social Services/Student Development Activities</b>	Activities undertaken by the school or individual that reflect the social responsiveness in meeting the needs of the community or nation (e.g., HIV/AIDS, chronic illnesses, smoking cessation, health promotion activities).
7.	<b>Course</b>	A unit of learning and teaching that is a component of a programme. The term course is used interchangeably with subject, unit, or module.
8.	<b>Credit</b>	A quantitative measurement that represents the learning volume or the academic load to achieve the learning outcomes of a course in a programme. It includes student's contact hours derived from teaching-learning activities, student learning time, and assessment.
9.	<b>Dean</b>	The head of the pharmacy school with appropriate qualifications and has ready access to the Vice Chancellor or equivalent or other official charged with final responsibility for the school and to other university officials as are necessary to fulfil the responsibilities of the dean's office.

10.	<b>Elective courses</b>	The optional module which is selected by a student from a group of identified courses that form part of the Minimum Graduation Credits for the programme. These may either be as free electives or field electives.
11.	<b>Experiential learning</b>	A teaching and learning approach in which students purposefully engage at the workplace in direct experience and focused reflection to increase knowledge, develop skills, and clarify values. This includes industrial pharmacy, community pharmacy, hospital pharmacy and clinical services.
12.	<b>Formative Assessment</b>	The assessment of student progress throughout a course, in which the feedback from the learning activities is used to improve student attainment.
13.	<b>Franchise Programme</b>	A programme that is conducted entirely by a school of pharmacy, but the degree is awarded by another university. The school has no control over the content and delivery of the programme which is determined by the university that awards the degree.
14.	<b>Full-Time Equivalent (FTE)</b>	A unit that indicates the workload of an employed (part-time) lecturer in a way that makes workloads comparable across various contexts.
15.	<b>Higher Education Provider (HEP)</b>	A body corporate, organisation or other body of persons which conducts higher education or training programmes leading to the award of a higher education qualification.
16.	<b>Internal Programme</b>	A programme that is conducted by a school of pharmacy, and the degree is awarded by the university where the school is located. The university has full autonomy over the content and delivery of the programme.
17.	<b>Learning Outcomes</b>	Statements on what a learner should know, understand, and can do upon completing a period of study.
18.	<b>Malaysian Qualifications Framework (MQF)</b>	An instrument that classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices.
19.	<b>MQF Level</b>	A qualification level described with generic learning outcomes and qualification descriptors.
20.	<b>Pharmacy Practice</b>	An area that encompasses all fields related to the practice of pharmacy that includes pharmacy administration, community pharmacy practice, pharmacy management, pharmaco-economic, pharmaco-epidemiology, social pharmacy, medication safety, and clinical pharmacy.

21.	<b>Preceptor</b>	A person approved by the employer and agreed/appointed by the institution of the school of pharmacy to supervise students during their attachment at practice sites, e.g., hospital/industry/community pharmacy.
22.	<b>Programme</b>	An arrangement of courses that are structured or designed over a specified duration and learning volume to achieve stated learning outcomes, usually leading to an award of a qualification.
23.	<b>Programme Accreditation</b>	<p>i) Provisional Accreditation is an outcome after an exercise to determine whether a programme has met the minimum quality requirements preliminary to Full Accreditation.</p> <p>ii) Full Accreditation is an outcome after an assessment exercise to ascertain that the teaching, learning and all other related activities of a programme provided by a higher education provider have met the quality standards and are in compliance with the MQF.</p>
24.	<b>Programme leader</b>	A full-time academic staff responsible for the overall implementation and management of the programme for the development of the curriculum content, delivery, assessment, delegation of academic staff to manage the individual courses, monitoring, and review of the programme.
25.	<b>Quality Assurance</b>	Comprises planned and systematic actions (policies, strategies, attitudes, procedures, and activities) to demonstrate that quality is being achieved, maintained and, enhanced, and meets the specified standards of teaching, scholarship, and research as well as a student learning experience.
26.	<b>Quality Enhancement</b>	The steps taken to bring about continual improvement in quality.
27.	<b>Resources</b>	Referring to human, financial, and physical facilities.
28.	<b>School</b>	The organisation that is responsible for designing and implementing a pharmacy programme which may include names such as Faculty/Kulliyyah.
29.	<b>Semester</b>	A long semester is made up of fourteen (14) weeks of instruction plus three (3) final exam weeks during the end of each semester of each Academic Year.
30.	<b>Stakeholders</b>	<p>The parties (individuals and organisations) involved in assisting and complementing the development of the programme.</p> <p>i) External stakeholders: Parties external to the HEP who are interested in the programme, e.g., alumni, industry,</p>

		<p>parents, collaborators, regulators, fund providers, and professional associations.</p> <p>ii) Internal stakeholders: Parties in the HEP who are directly interested in the programme, e.g., university management, academic staff, non-academic staff, and learners.</p>
31.	<b>Student Learning Experience</b>	The entire educational experience of a student whilst studying for a programme.
32.	<b>Student Learning Time</b>	The amount of time a student is expected to spend on the learning-teaching activities, and assessment to achieve specific learning outcomes.
33.	<b>Student Mobility</b>	Any opportunity for students to work or study abroad while undertaking their degree programme; can be both incoming and outgoing.
34.	<b>Summative Assessment</b>	The assessment of learning which summarises the progress of the learner at a particular time and is used to assign the learner a course grade.
35.	<b>Twinning programme</b>	A programme that is conducted at more than one institution, including the institution which awards the degree. The local institution does not have full autonomy over the content and delivery of the programme.

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**SECTION 1**  
**INTRODUCTION TO**  
**PROGRAMME**  
**ACCREDITATION**



## INTRODUCTION

The Pharmacy Board of Malaysia (PBM), under the Registration of Pharmacists Act (ROPA) 1951, regulates the pharmacy profession in Malaysia. It is responsible for the accreditation of pharmacy undergraduate programmes jointly with the Malaysian Qualification Agency (MQA). The PBM sets the standards that Higher Education Providers (HEP) must meet in order to deliver quality education for producing competent pharmacy graduates. The accreditation process includes the evaluation of a detailed submission of the various components of the pharmacy programme and visits by a panel of evaluators. The PBM will only register accredited pharmacy undergraduate programmes that fulfil the criteria and standards set by the Board as listed in the First Schedule of ROPA 1951.

A pharmacy undergraduate programme is recognised based on the following considerations:

1. The pharmacy education provided is relevant to the healthcare needs of the country, and there is evidence that the objectives are met.
2. The intellectual components, the academic quality of pharmacy education, and its supporting system meet the global consensus of quality.
3. There is an appropriate balance between the size of the enrolment in each class and the total resources of the programme, including the size and variety of academic disciplines in the school, physical facilities, equipment, and budget, which are sufficiently controlled by the school.
4. There is evidence of quality management for the sustainability of the programme, processes, and personnel and the embracement of changes.

This document provides standards for HEP in preparing databases and self-study reports for evaluation in the process towards the recognition and accreditation of a pharmacy undergraduate degree by PBM and MQA, respectively.

**SECTION 2**  
**CRITERIA AND**  
**STANDARDS FOR**  
**PROGRAMME**  
**ACCREDITATION**

## AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

<b>1.1</b>	<b>Statement of Educational Objectives of Academic Programme and Learning Outcomes</b>
<b>1.1.1</b>	The programme must be consistent with, and supportive of, the vision, mission, and goals of the HEP.
<b>1.1.2</b>	The programme must be considered only after a need's assessment has indicated 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>
<b>1.1.3</b>	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>
<b>1.1.4</b>	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.
<b>1.1.5</b>	Considering the stated learning outcomes, the programme must indicate the career and further study options available to students upon programme completion.
<b>1.2</b>	<b>Programme Development: Process, Content, Structure and Learning-Teaching Methods</b>
<b>1.2.1</b>	<p>The Faculty/School/Kulliyah must have sufficient autonomy<sup>1</sup> to design the curriculum and to utilise<sup>2</sup> the allocated resources necessary for its implementation. <i>(Where applicable, the above provision must also cover collaborative programmes and programmes conducted in collaboration with or from, other HEPs in accordance with national policies.)</i></p> <p><sup>1</sup> Sufficient autonomy relates to the freedom of the Faculty/School/Kulliyah to design (including the use of external experts or national curriculum) and propose a curriculum for approval.</p> <p><sup>2</sup> To utilise means the expenditures of allocated resources according to HEP's financial procedures. To be read together with Standard 5.3.2 in Area 5.</p>
<b>1.2.2</b>	The Faculty/School/Kulliyah 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>
<b>1.2.3</b>	The Faculty/School/Kulliyah 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>
<b>1.2.4</b>	<p>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.</p> <p>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</p>

number of credits for each core discipline and the total credits for the core courses must not be less than the minimum credit specified below:

Minimum Graduation Credit – 120		
Minimum Total Core Courses Credit – 90		
No.	Component	Minimum Credit
1.	Compulsory Courses/Modules*	10
2.	Core Courses/Modules	
	(a) Basic Health Sciences (Anatomy, physiology, pathology, biochemistry, immunology, microbiology, biostatistics)	8
	(b) Pharmaceutical Chemistry	12
	(c) Pharmacology and Toxicology	12
	(d) Pharmaceutical Technology	12
	(e) Pharmacy Practice	12
	(f) Clinical Pharmacy and Pharmacotherapeutics	12
3.	Experiential Learning**	6

Note:

\* Compulsory courses/modules refer to Mata Pelajaran Umum (MPU) and other courses required by the HEP. 9-11 credits as prescribed by the Malaysian Ministry of Education (MOE) (refer to Buku Panduan Mata Pelajaran Pengajian Umum Institut Pengajian Tinggi, MPU).

\*\* A combination of industrial pharmacy, community pharmacy, hospital pharmacy, and clinical services (including Clinical or Professional Placement or Supervised Professional Placement). 1 credit = 1 week.

c) The following topics of the Body of Knowledge (BOK) for an undergraduate pharmacy programme must be included in the core courses:

Type of Module	Body of Knowledge
Fundamental	<ul style="list-style-type: none"> <li>• Anatomy<sup>a</sup></li> <li>• Physiology<sup>a</sup></li> <li>• Biochemistry<sup>a</sup></li> <li>• Microbiology<sup>a</sup></li> <li>• Immunology<sup>a</sup></li> <li>• Pathology<sup>a</sup></li> <li>• Pharmaceutical chemistry<sup>b</sup></li> <li>• Pharmacology and toxicology<sup>c</sup></li> <li>• Physical pharmacy<sup>d</sup></li> <li>• Pharmaceutical calculations<sup>e</sup></li> <li>• Research methodology<sup>a</sup></li> <li>• Biostatistics<sup>a</sup></li> <li>• Artificial intelligence/digital health<sup>e</sup></li> <li>• First aid<sup>e</sup></li> </ul>

Professional	Substance Used in Medicine	<ul style="list-style-type: none"> <li>• Drug discovery<sup>b</sup></li> <li>• Medicinal chemistry and structure activity relationships<sup>b</sup></li> <li>• Pharmaceutical analysis<sup>b</sup></li> <li>• Adulteration and counterfeit medicines<sup>b</sup></li> <li>• Pharmacognosy and phytochemistry<sup>b</sup></li> <li>• Good Laboratory Practice (GLP)<sup>b</sup></li> </ul>
	Design and Manufacture of Pharmaceuticals	<ul style="list-style-type: none"> <li>• Quality Assurance (QA) and Good Manufacturing Practice (GMP)<sup>d</sup></li> <li>• Pharmaceutical materials<sup>d</sup></li> <li>• Pharmaceutical biotechnology<sup>d</sup></li> <li>• Biopharmaceutics and pharmacokinetics<sup>d</sup></li> <li>• Drugs delivery system<sup>d</sup></li> <li>• Formulations<sup>d</sup></li> <li>• Pharmaceutical technology<sup>d</sup></li> <li>• Pharmaceutical manufacturing processes<sup>d</sup></li> <li>• Bioequivalence, biosimilar and bioavailability<sup>d</sup></li> <li>• Marketing of pharmaceuticals<sup>d</sup></li> <li>• Dressings and medical devices<sup>d</sup></li> </ul>
	Pharmaceutical Care	<ul style="list-style-type: none"> <li>• Pharmaceutical care services<sup>f</sup> <ul style="list-style-type: none"> <li>- Community pharmacy</li> <li>- Hospital pharmacy</li> <li>- Ambulatory care</li> <li>- Home care</li> </ul> </li> <li>• Precision medicine<sup>f</sup></li> <li>• Essential drug concept<sup>f</sup></li> <li>• Pharmacotherapy<sup>f</sup></li> <li>• Clinical pharmacokinetics<sup>f</sup></li> <li>• Responding to symptoms<sup>f</sup></li> <li>• Clinical pharmacy<sup>f</sup></li> <li>• Pharmaceutical care issues<sup>f</sup></li> <li>• Prescriptions<sup>e</sup></li> <li>• Contraindication and drug interactions<sup>f</sup></li> <li>• Extemporaneous preparations<sup>e</sup></li> <li>• Good Dispensing Practice (GDP)<sup>e</sup></li> <li>• Drug counselling/patient education<sup>f</sup></li> <li>• Drug and substance abuse<sup>c</sup></li> <li>• Traditional and complementary medicine<sup>e</sup></li> <li>• Nutrition and health supplement<sup>e</sup></li> <li>• Generic medicines and orphan drugs<sup>e</sup></li> <li>• Aseptic techniques<sup>d</sup></li> <li>• Cytotoxic drug reconstitution<sup>d</sup></li> <li>• Parenteral nutrition<sup>d</sup></li> <li>• Clinical parenteral nutrition<sup>f</sup></li> <li>• Medication safety<sup>e</sup></li> <li>• Adverse drug reaction reporting<sup>e</sup></li> </ul>

		<ul style="list-style-type: none"> <li>• Pharmacovigilance<sup>e</sup></li> <li>• Principles of pharmacoeconomics<sup>e</sup></li> <li>• Good Clinical Practice (GCP)<sup>f</sup></li> </ul>
	Pharmaceutical Public Health and Information	<ul style="list-style-type: none"> <li>• Emergency response<sup>e</sup></li> <li>• Pharmaceutical public health<sup>e</sup></li> <li>• Health education/promotion<sup>e</sup></li> <li>• Drug information<sup>e</sup></li> <li>• Pharmacoepidemiology<sup>e</sup></li> <li>• Critical appraisal<sup>e</sup></li> <li>• Pharmacoinformatic<sup>e</sup></li> </ul>
	Organisation and Management	<ul style="list-style-type: none"> <li>• Pharmacy management (community/hospital)<sup>e</sup> <ul style="list-style-type: none"> <li>- Resources management</li> <li>- Improvement of service</li> <li>- Procurement</li> <li>- Workplace management/OSHA</li> <li>- Efficient use of resources</li> </ul> </li> <li>• Drug supply and distribution system<sup>e</sup></li> <li>• Good Distribution Practice (GDP)<sup>e</sup></li> <li>• Good Storage Practice (GSP)<sup>e</sup></li> <li>• Quality assurance of services<sup>e</sup></li> <li>• Entrepreneurship<sup>e</sup></li> </ul>
	Personal and Professional	<ul style="list-style-type: none"> <li>• Interprofessional collaboration<sup>e</sup></li> <li>• Professional and effective communication<sup>e</sup></li> <li>• Leadership and self-regulation<sup>e</sup></li> <li>• Continuing professional development<sup>e</sup></li> <li>• Health and medicine policies<sup>e</sup></li> <li>• Laws and regulations in pharmacy<sup>e</sup></li> <li>• Regulatory pharmacy<sup>e</sup></li> <li>• Pharmacy enforcement<sup>e</sup></li> <li>• Cultural and social considerations<sup>e</sup></li> <li>• Ethics and code of conduct<sup>e</sup></li> <li>• Good governance in medicines<sup>e</sup></li> </ul>
	Experiential Learning (Workplace)	<ul style="list-style-type: none"> <li>• Industrial pharmacy<sup>d</sup></li> <li>• Community pharmacy<sup>e</sup></li> <li>• Hospital pharmacy and clinical services<sup>f</sup></li> </ul>
<p><sup>a</sup>Basic Health Sciences, <sup>b</sup>Pharmaceutical Chemistry, <sup>c</sup>Pharmacology and Toxicology, <sup>d</sup>Pharmaceutical Technology, <sup>e</sup>Pharmacy Practice, <sup>f</sup>Clinical Pharmacy and Pharmacotherapeutics</p>		
<b>1.2.5</b>	There must be appropriate learning and teaching methods relevant to the programme educational objectives and learning outcomes.	
<b>1.2.6</b>	There must be co-curricular activities to enrich student experience and to foster personal development and responsibility.	

<b>1.3</b>	<b>Programme Delivery</b>
<b>1.3.1</b>	The Faculty/School/Kulliyyah must take responsibility to ensure the effective delivery of the programme learning outcomes.
<b>1.3.2</b>	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.
<b>1.3.3</b>	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>
<b>1.3.4</b>	The Faculty/School/Kulliyyah must provide students with a conducive learning environment. <i>(This standard must be read together with Standard 5.1.1 in Area 5.)</i>
<b>1.3.5</b>	The Faculty/School/Kulliyyah must encourage innovations in teaching, learning, and assessment.
<b>1.3.6</b>	The Faculty/School/Kulliyyah must obtain feedback from stakeholders to improve the delivery of the programme outcome.

## AREA 2: ASSESSMENT OF STUDENT LEARNING

<b>2.1</b>	<b>Relationship between Assessment and Learning Outcomes</b>
<b>2.1.1</b>	The Faculty/School/Kulliyyah 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.
<b>2.1.2</b>	The alignment between assessment and the learning outcomes in the programme must be systematically and regularly reviewed to ensure its effectiveness.
<b>2.2</b>	<b>Assessment Methods</b>
<b>2.2.1</b>	The Faculty/School/Kulliyyah 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.
<b>2.2.2</b>	There must be mechanisms to ensure, and periodically review the validity, reliability, integrity, currency, and fairness of the assessment methods.
<b>2.2.3</b>	<p>The frequency, methods, and criteria of student assessment - including the grading system and appeal policies - must be documented and communicated to students at the commencement of the programme.</p> <p>a) Pharmacy students must pass all core pharmacy courses to graduate. The passing mark for a core course must be at least 50%.</p> <p>b) To pass the core pharmacy courses, students must pass 50% of each component of the continuous and the final exam.</p>
<b>2.2.4</b>	Changes to student assessment methods must follow established procedures and regulations, and be communicated to students prior to their implementation.
<b>2.3</b>	<b>Management of Student Assessment</b>
<b>2.3.1</b>	The Faculty/School/Kulliyyah and its academic staff must have adequate levels of autonomy in the management of student assessment.
<b>2.3.2</b>	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.
<b>2.3.3</b>	The assessment results must be communicated to students before the commencement of a new semester to facilitate progression decision.
<b>2.3.4</b>	The Faculty/School/Kulliyyah must have appropriate guidelines and mechanisms for students to appeal their course results.
<b>2.3.5</b>	The Faculty/School/Kulliyyah must periodically review the management of student assessment and act on the review findings. <i>(For MQF Level 6 and above, the review must involve external examiners.)</i>



## AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

<b>3.1</b>	<b>Student Selection</b>
<b>3.1.1</b>	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.
<b>3.1.2</b>	The criteria and processes of student selection must be transparent and objective.
<b>3.1.3</b>	<ul style="list-style-type: none"><li>a) Student enrolment must be related to the capacity of the Faculty/School/Kulliyyah to deliver the programme effectively.</li><li>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.</li><li>c) For a new programme, intake per academic year must not exceed 50 students until full accreditation is obtained.</li></ul>
<b>3.1.4</b>	There must be a clear policy, and if applicable, appropriate mechanisms for appeal on student selection.
<b>3.1.5</b>	The Faculty/School/Kulliyyah must offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.
<b>3.2</b>	<b>Articulation and Transfer</b>
<b>3.2.1</b>	<ul style="list-style-type: none"><li>a) The Faculty/School/Kulliyyah must have well-defined policies and mechanisms to facilitate student mobility, which may include student transfer within and between institutions and cross-border.</li><li>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.</li></ul>
<b>3.2.2</b>	The Faculty/School/Kulliyyah must ensure that the incoming transfer students have the capacity to successfully follow the programme. (Refer Appendix 2.)
<b>3.3</b>	<b>Student Support Services</b>
<b>3.3.1</b>	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.
<b>3.3.2</b>	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 with appropriate experience.
<b>3.3.3</b>	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.

<b>3.3.4</b>	Academic, non-academic, and career counselling must be provided by adequate and qualified staff.
<b>3.3.5</b>	There must be mechanisms that actively identify and assist students who need academic, spiritual, psychological, and social support.
<b>3.3.6</b>	The HEP must have clearly defined and documented processes and procedures in handling student disciplinary cases.
<b>3.3.7</b>	There must be an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.
<b>3.3.8</b>	Student support services must be evaluated regularly to ensure their adequacy, effectiveness, and safety.
<b>3.4</b>	<b>Student Representation and Participation</b>
<b>3.4.1</b>	There must be well-disseminated policies and processes for active student engagement, especially in areas of their interest and welfare.
<b>3.4.2</b>	There must be adequate student representation and organisation at the institutional and Faculty/School/Kulliyah levels.
<b>3.4.3</b>	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.
<b>3.4.4</b>	Student activities and organisations must be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.
<b>3.5</b>	<b>Alumni</b>
<b>3.5.1</b>	The Faculty/School/Kulliyah must foster active linkages with alumni to develop, review and continually improve the programme.

## AREA 4: ACADEMIC STAFF

<b>4.1</b>	<b>Recruitment and Management</b>										
<b>4.1.1</b>	The Faculty/School/Kulliyyah must have a clearly defined plan for its academic manpower needs that is consistent with institutional policies and programme requirements.										
<b>4.1.2</b>	The Faculty/School/Kulliyyah 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.										
<b>4.1.3</b>	<p>The staff-student ratio for the programme must be appropriate to the learning-teaching methods and comply with the pharmacy programme standards.</p> <p>a) The overall ratio of academic staff to students for a pharmacy programme must be 1:15.</p> <p>b) The ratio of clinical pharmacy and pharmacy practice academic staff to students for the clinical year, where clerkship or bedside teaching is carried out, must be 1:8.</p> <p>c) The minimum percentage of academic staff with a basic pharmacy qualification for each discipline is as below. <i>(This standard must be read together with the Guidelines: Academic Staff Workload.)</i></p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;">Pharmacy Discipline</th> <th style="text-align: center;">Minimum Percentage of Academic Staff with a Basic Pharmacy Qualification</th> </tr> </thead> <tbody> <tr> <td>1. Basic Health Sciences, Pharmacology and Toxicology</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>2. Pharmaceutical Chemistry</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Pharmaceutical Technology</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>4. Pharmacy Practice and Clinical Pharmacy</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>	Pharmacy Discipline	Minimum Percentage of Academic Staff with a Basic Pharmacy Qualification	1. Basic Health Sciences, Pharmacology and Toxicology	25%	2. Pharmaceutical Chemistry	25%	3. Pharmaceutical Technology	50%	4. Pharmacy Practice and Clinical Pharmacy	90%
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4. Pharmacy Practice and Clinical Pharmacy	90%										
<b>4.1.4</b>	<p>a) i) The Faculty/School/Kulliyyah must have adequate and qualified academic staff responsible for implementing the programme. The minimum number of academic staff for the programme at all times is eight (8), including two (2) Malaysian registered pharmacists with at least three (3) years of relevant working experience as pharmacists in Malaysia and the Dean.</p> <p>ii) For a new programme, the Faculty/School/Kulliyyah must have at least two (2) academic staff who are registered pharmacists in Malaysia with at least three (3) years of relevant working experience as pharmacists in Malaysia, excluding the Dean.</p> <p>b) Full-time academic staff must be at least 80% of the total academic manpower in the Faculty/School/Kulliyyah.</p> <p>c) Full-time equivalent (FTE) for part-time or service academic staff is one (1) FTE equivalent to 280 contact hours per year (0.2 = equivalent to one day FTE).</p>										

<b>4.1.5</b>	The policy of the Faculty/School/Kulliyyah must reflect an equitable distribution of responsibilities among the academic staff.
<b>4.1.6</b>	The recruitment policy for a particular programme must seek diversity among the academic staff regarding experience, approaches, and backgrounds.
<b>4.1.7</b>	Policies and procedures for recognition through promotion, salary increment, or other remuneration must be clear, transparent, and based on merit.
<b>4.1.8</b>	The Faculty/School/Kulliyyah 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.
<b>4.2</b>	<b>Service Development</b>
<b>4.2.1</b>	The Faculty/School/Kulliyyah must have policies addressing matters related to service, development, and appraisal of the academic staff.
<b>4.2.2</b>	The Faculty/School/Kulliyyah must provide opportunities for academic staff to focus on their respective areas of expertise.
<b>4.2.3</b>	The HEP must have clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among academic staff.
<b>4.2.4</b>	The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for quality improvement.
<b>4.2.5</b>	The Faculty/School/Kulliyyah must have a development programme for new academic staff and continuous professional enhancement for existing staff.
<b>4.2.6</b>	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 and to enhance the teaching-learning experience.
<b>4.2.7</b>	The Faculty/School/Kulliyyah must encourage and facilitate its academic staff to actively participate in community and industry engagement activities.

## AREA 5: FACILITIES

<b>5.1</b>	<b>Physical Facilities</b>
<b>5.1.1</b>	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.
<b>5.1.2</b>	The physical facilities must comply with the relevant laws and regulations.
<b>5.1.3</b>	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.
<b>5.1.4</b>	The educational resources, services, and facilities must be maintained and periodically reviewed to improve the quality and appropriateness.
<b>5.2</b>	<b>Research and Development</b>
<b>5.2.1</b>	The Faculty/School/Kulliyyah must have a research policy with adequate facilities and resources to sustain them.
<b>5.2.2</b>	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.
<b>5.2.3</b>	The Faculty/School/Kulliyyah must periodically review its research resources and facilities and take appropriate action to enhance its research capabilities and to promote a conducive research environment.
<b>5.3</b>	<b>Financial Resources</b>
<b>5.3.1</b>	The HEP must demonstrate financial viability and sustainability for the programme.
<b>5.3.2</b>	The Faculty/School/Kulliyyah must have clear procedures to ensure that its financial resources are sufficient and efficiently managed.
<b>5.3.3</b>	The Faculty/School/Kulliyyah 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/Kulliyyah.

## AREA 6: PROGRAMME MANAGEMENT

<b>6.1</b>	<b>Programme Management</b>
<b>6.1.1</b>	<p>a) The Faculty/School/Kulliyyah 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.</p> <p>b) The Dean must fulfil all criteria stipulated by the PBM.</p> <p>c) If the Dean of the Faculty/School/Kulliyyah resigns for any reason, the interim period is allowed for the appointment of the acting Dean as follows:</p> <p>i) If the acting Dean meets the criteria of the Dean stipulated by the PBM, the interim period is the prerogative of the Faculty/School/Kulliyyah.</p> <p>ii) If the acting Dean does not meet the criteria of the Dean stipulated by the PBM, a period of six (6) months is given to the Faculty/School/Kulliyyah to find a suitable replacement. The programme's recognition could be revoked if the Dean's criteria are still not met by the Faculty/School/Kulliyyah after the interim period.</p>
<b>6.1.2</b>	The Faculty/School/Kulliyyah must provide accurate, relevant, and timely information about the programme, which is easily and publicly accessible, especially to prospective students.
<b>6.1.3</b>	The Faculty/School/Kulliyyah must have policies, procedures, and mechanisms for regular reviewing and updating of its structures, functions, strategies, and core activities to ensure continual quality improvement.
<b>6.1.4</b>	<p>a) The academic board of the Faculty/School/Kulliyyah 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.</p> <p>b) The pharmacy programme is placed organisationally such that it is independent and responsible directly to the top management of the institution. It should not be part of another department or Faculty/School/Kulliyyah.</p> <p>c) The Dean must be a representative in the institutional Senate.</p>
<b>6.1.5</b>	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>
<b>6.1.6</b>	The Faculty/School/Kulliyyah 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>

<b>6.2</b>	<b>Programme Leadership</b>
6.2.1	The criteria for the appointment and the responsibilities of the programme leader must be clearly stated.
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.
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.
<b>6.3</b>	<b>Administrative Staff</b>
6.3.1	The Faculty/School/Kulliyyah must have a sufficient number of qualified administrative staff to support implementation of the programme and related activities.
6.3.2	The Faculty/School/Kulliyyah must conduct a regular performance review of the programme administrative staff.
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.
<b>6.4</b>	<b>Academic Records</b>
6.4.1	The Faculty/School/Kulliyyah must have appropriate policies and practices concerning the nature, content, and security of students, academic staff, and other academic records.
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.
6.4.3	The Faculty/School/Kulliyyah must implement policies on the rights of individual privacy and the confidentiality of records.
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.

## AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

<b>7.1</b>	<b>Mechanisms for Monitoring, Review and Continual Quality Improvement</b>
<b>7.1.1</b>	The Faculty/School/Kulliyyah must have clear policies and appropriate mechanisms for regular programme monitoring and review.
<b>7.1.2</b>	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.
<b>7.1.3</b>	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.
<b>7.1.4</b>	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>
<b>7.1.5</b>	The Faculty/School/Kulliyyah must make the programme review report accessible to stakeholders.
<b>7.1.6</b>	Various aspects of student performance, progression, attrition, graduation, and employment must be analysed for continual quality improvement.
<b>7.1.7</b>	In collaborative arrangements (e.g., community, hospital, pharmaceutical manufacturing), partners involved must share the responsibilities of programme monitoring and review. <i>(This standard must be read together with Standard 6.1.6 in Area 6.)</i>
<b>7.1.8</b>	The findings of a programme review must be presented to the institution for its attention and further action.
<b>7.1.9</b>	There must be an integral link between the Faculty/School/Kulliyyah quality assurance processes and the achievement of the institutional purpose.



**SECTION 3**  
**DATA SUBMISSION**  
**FOR PROGRAMME**  
**ACCREDITATION**

## SECTION 3

### PART B: PROGRAMME DESCRIPTION

Part B requires the HEP to furnish information on the programme. The information required includes the name of the programme, the Malaysian Qualifications Framework (MQF) level, the graduating credits, the study duration, entry requirement, the mode of delivery, and the awarding body.

1. Name of the Higher Education Provider (HEP):
2. Name of the programme (as in the scroll to be awarded):
3. MQF level:
2. Graduating credit:
3. Has this programme been accredited by MQA for other premises? If yes, please provide the following details:

No,	Name and Location of the Premises (main campus/ branch campuses/ regional centre)	Mode of Delivery	Accreditation status	
			Provisional	Full
1.				
2.				
3.				

6. Type of award (e.g., single major, double major, etc.):
7. Field of study and National Education Code (NEC):
8. Language of instruction:
9. Type of programme (e.g., own, collaboration, external, joint award/joint degree, etc.):
10. Mode of study (e.g., full-time/part-time):
11. Mode of offer (please tick (/) where appropriate):

Undergraduate Programme		Postgraduate programme	
Coursework		Coursework	
Industry mode (2U2i)		Mixed mode	
		Research	

12. Method of learning and teaching (e.g., lecture/tutorial/lab/fieldwork/studio/blended learning/e-learning, etc.):

13. Mode of delivery (please tick (/) as appropriate):

Conventional (traditional, online, and blended learning)	
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14. Duration of study:

	Full-time	
	Long Semester	Short Semester
No. of Weeks		
No. of Semesters		
No. of Years		

Note: The number of weeks should include study and exam week

15. Entry requirements:

16. Estimated date of first intake: month/year

17. Projected intake and enrolment: (applicable for provisional accreditation)

Year	Intake	Enrolment
Year 1	e.g. 50	e.g. 50
Year 2	e.g. 50	e.g. 100
Year 3	e.g. 50	e.g. 150
Year 4	e.g. 50	e.g. 200
Total		

18. Total enrolment of students (applicable for full accreditation):

Year	Intake	Enrolment
Year 1	e.g. 60	e.g. 60
Year 2	e.g. 70	e.g. 130
Year 3	e.g. 50	e.g. 180
Year 4	e.g. 90	e.g. 270
Total		

19. Estimated date of first graduation (month/year):

20. Types of job/positions for graduates:

21. Awarding body:

- Own
- Others (Please name)

22. A sample of scroll to be awarded should be attached.

23. Address(s) of the location where the programme is/to be conducted:

24. Contact person for the submission:

- i) Name and Title:
- ii) Designation:
- iii) Tel.:
- iv) Fax:
- v) Email:

## **PART C: PROGRAMME STANDARDS**

Part C requires the HEP to furnish information on all the standards in the seven (7) areas of evaluation for quality assurance for the programme to be accredited. The following pages provide a series of questions and statements that guide the HEP in furnishing such information.

In Area 1 (Programme Development and Delivery), there are 29 questions and statements related to the 17 standards.

In Area 2 (Assessment of Student Learning), there are 23 questions and statements related to the 11 standards.

In Area 3 (Student Selection and Support Services), there are 33 questions and statements related to the 20 standards.

In Area 4 (Academic Staff), there are 26 questions and statements related to the 15 standards.

In Area 5 (Educational Resources), there are 20 questions and statements related to the 10 standards.

In Area 6 (Programme Management), there are 23 questions and statements related to the 18 standards.

In Area 7 (Programme Monitoring, Review and Continual Quality Improvement), there are 12 questions and statements related to the 9 standards.

**HEPs are required to use the Evaluation Instrument of Undergraduate Pharmacy Programme (Excel format) to conduct a self-review for each Area.**

## INFORMATION ON AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

<b>1.1</b>	<b>Statement of Educational Objectives of Academic Programme and Learning Outcomes</b>																																		
1.1.1	Explain how the programme is in line with, and supportive of, the vision, mission, and goals of the HEP.																																		
1.1.2	Provide evidence and explain how the Faculty/School/Kulliyah has considered market and societal demand for the programme. In what way is this proposed programme an enhancement of the others? <i>(To be read together with information on Standard 1.2.2 in Area 1 and 6.1.6 in Area 6.)</i>																																		
1.1.3	<p>a) State the educational objectives, learning outcomes, learning, and teaching strategies, and assessment methods of the programme.</p> <p>b) Map the programme learning outcomes (PLO) against the programme educational objectives. Provide information in Table 1.1. <i>(To be read together with information on Standard 1.2.4 in Area 1.)</i></p> <p style="text-align: center;"><b>Table 1.1. Matrix of programme learning outcomes against the programme educational objectives</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Programme Learning Outcomes (PLO)</th> <th colspan="4">Programme Educational Objectives (PEO)</th> </tr> <tr> <th>PEO1</th> <th>PEO2</th> <th>PEO3</th> <th>PEO4</th> </tr> </thead> <tbody> <tr> <td>PLO 1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PLO 2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PLO 3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PLO 4</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PLO 5</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>c) Describe the strategies for the attainment of PLOs in terms of learning and teaching strategies and assessment methods</p>	Programme Learning Outcomes (PLO)	Programme Educational Objectives (PEO)				PEO1	PEO2	PEO3	PEO4	PLO 1					PLO 2					PLO 3					PLO 4					PLO 5				
Programme Learning Outcomes (PLO)	Programme Educational Objectives (PEO)																																		
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PLO 4																																			
PLO 5																																			
1.1.4	Map the PLO to an MQF level descriptor and the five (5) clusters of MQF learning outcomes.																																		
1.1.5	<p>a) How are the learning outcomes related to the career and further study options of students upon programme completion?</p> <p>b) Do the learning outcomes relate to the existing and emergent needs of the profession, industry, and discipline?</p>																																		
<b>1.2</b>	<b>Programme Development: Process, Content, Structure and Learning-Teaching Methods</b>																																		
1.2.1	Describe the provisions and practices that indicate the autonomy of the Faculty/School/Kulliyah in the design of the curriculum and its utilisation of the allocated resources.																																		
1.2.2	Describe the processes to develop and approve the curriculum. <i>(To be read together with information on Standard 1.1.2 in Area 1 and 6.1.6 in Area 6.)</i>																																		

- 1.2.3** a) Who and how are the stakeholders consulted in the development of the curriculum?
- b) Explain the involvement of education experts in this curriculum development. *(To be read together with information on Standard 7.1.4 in Area 7.)*

- 1.2.4** a) Describe how the curriculum fulfils the requirements of the discipline of study in line with the programme standards (if applicable) and good practices in the field.
- b) Provide the necessary information, where applicable, in Table 1.2. and 1.3.

**Table 1.2. Programme duration**

Full-time Programme	Weeks per Semester	Semester	Duration (years)
Long semester			
Short semester			
Industrial Training (optional)			

**Table 1.3. Components of the programme and its credit value**

No.	Course Classification	Credit Value	Percentage (%)
1.	Compulsory courses/modules*		
2.	Core courses/modules**:		
	(a) Basic Health Sciences (anatomy, physiology, pathology, biochemistry, immunology, microbiology, biostatistics)		
	(b) Pharmaceutical Chemistry		
	(c) Pharmacology and Toxicology		
	(d) Pharmaceutical Technology		
	(e) Pharmacy Practice		
	(f) Clinical Pharmacy and Pharmacotherapeutics		
3.	Research projects		
4.	Optional/Elective courses***		
5.	Experiential learning****		
6.	Minor courses (if applicable)		
7.	Others (specify)		
Total			100

Note:

\* Compulsory courses/modules refer to Mata Pelajaran Umum (MPU) and other courses required by the HEP.

\*\* Core courses also include common courses of faculty.

\*\*\* Optional/elective courses refer to courses where students can exercise choice.

\*\*\*\*A combination of industrial pharmacy, community pharmacy, hospital pharmacy, and clinical services (including Clinical or Professional Placement or Supervised Professional Placement). 1 credit = 1 week.

c) Show in Table 1.4. where these BOKs are covered in the courses.

**Table 1.4. Mapping of courses to the Body of Knowledge (BOK)**

Type of Module		Body of Knowledge	Course	
			Code	Name
Fundamental		<ul style="list-style-type: none"> <li>• Anatomy<sup>a</sup></li> <li>• Physiology<sup>a</sup></li> <li>• Biochemistry<sup>a</sup></li> <li>• Microbiology<sup>a</sup></li> <li>• Immunology<sup>a</sup></li> <li>• Pathology<sup>a</sup></li> <li>• Pharmaceutical chemistry<sup>b</sup></li> <li>• Pharmacology and toxicology<sup>c</sup></li> <li>• Physical pharmacy<sup>d</sup></li> <li>• Pharmaceutical calculations<sup>e</sup></li> <li>• Research methodology<sup>a</sup></li> <li>• Biostatistics<sup>a</sup></li> <li>• Artificial intelligence/ digital health<sup>e</sup></li> <li>• First aid<sup>e</sup></li> </ul>		
Professional	Substance Used in Medicine	<ul style="list-style-type: none"> <li>• Drug discovery<sup>b</sup></li> <li>• Medicinal chemistry and structure activity relationships<sup>b</sup></li> <li>• Pharmaceutical analysis<sup>b</sup></li> <li>• Adulteration and counterfeit medicines<sup>b</sup></li> <li>• Pharmacognosy and phytochemistry<sup>b</sup></li> <li>• Good Laboratory Practice (GLP)<sup>b</sup></li> </ul>		
	Design and Manufacture of Pharmaceuticals	<ul style="list-style-type: none"> <li>• Quality Assurance (QA) and Good Manufacturing Practice (GMP)<sup>d</sup></li> <li>• Pharmaceutical materials<sup>d</sup></li> <li>• Pharmaceutical biotechnology<sup>d</sup></li> <li>• Biopharmaceutics and pharmacokinetics<sup>d</sup></li> <li>• Drugs delivery system<sup>d</sup></li> <li>• Formulations<sup>d</sup></li> <li>• Pharmaceutical technology<sup>d</sup></li> <li>• Pharmaceutical manufacturing processes<sup>d</sup></li> <li>• Bioequivalence, biosimilar and bioavailability<sup>d</sup></li> </ul>		



		<ul style="list-style-type: none"> <li>• Marketing of pharmaceuticals<sup>d</sup></li> <li>• Dressings and medical devices<sup>d</sup></li> </ul>		
	Pharmaceutical Care	<ul style="list-style-type: none"> <li>• Pharmaceutical care services<sup>f</sup> <ul style="list-style-type: none"> <li>- Community pharmacy</li> <li>- Hospital pharmacy</li> <li>- Ambulatory care</li> <li>- Home care</li> </ul> </li> <li>• Precision medicine<sup>f</sup></li> <li>• Essential drug concept<sup>f</sup></li> <li>• Pharmacotherapy<sup>f</sup></li> <li>• Clinical pharmacokinetics<sup>f</sup></li> <li>• Responding to symptoms<sup>f</sup></li> <li>• Clinical pharmacy<sup>f</sup></li> <li>• Pharmaceutical care issues<sup>f</sup></li> <li>• Prescriptions<sup>e</sup></li> <li>• Contraindication and drug interactions<sup>f</sup></li> <li>• Extemporaneous preparations<sup>e</sup></li> <li>• Good Dispensing Practice (GDP)<sup>e</sup></li> <li>• Drug counselling/patient education<sup>f</sup></li> <li>• Drug and substance abuse<sup>c</sup></li> <li>• Traditional and complementary medicine<sup>e</sup></li> <li>• Nutrition and health supplement<sup>e</sup></li> <li>• Generic medicines and orphan drugs<sup>e</sup></li> <li>• Aseptic techniques<sup>d</sup></li> <li>• Cytotoxic drug reconstitution<sup>d</sup></li> <li>• Parenteral nutrition<sup>d</sup></li> <li>• Clinical parenteral nutrition<sup>f</sup></li> <li>• Medication safety<sup>e</sup></li> <li>• Adverse drug reaction reporting<sup>e</sup></li> <li>• Pharmacovigilance<sup>e</sup></li> <li>• Principles of pharmacoconomics<sup>e</sup></li> <li>• Good Clinical Practice (GCP)<sup>f</sup></li> </ul>		

	Pharmaceutical Public Health and Information	<ul style="list-style-type: none"> <li>• Emergency response<sup>e</sup></li> <li>• Pharmaceutical public health<sup>e</sup></li> <li>• Health education/promotion<sup>e</sup></li> <li>• Drug information<sup>e</sup></li> <li>• Pharmacoepidemiology<sup>e</sup></li> <li>• Critical appraisal<sup>e</sup></li> <li>• Pharmacoinformatic<sup>e</sup></li> </ul>		
	Organisation and Management	<ul style="list-style-type: none"> <li>• Pharmacy management (community/ hospital)<sup>e</sup> <ul style="list-style-type: none"> <li>- Resources management</li> <li>- Improvement of service</li> <li>- Procurement</li> <li>- Workplace management/OSHA</li> <li>- Efficient use of resources</li> </ul> </li> <li>• Drug supply and distribution system<sup>e</sup></li> <li>• Good Distribution Practice (GDP)<sup>e</sup></li> <li>• Good Storage Practice (GSP)<sup>e</sup></li> <li>• Quality assurance of services<sup>e</sup></li> <li>• Entrepreneurship<sup>e</sup></li> </ul>		
	Personal and Professional	<ul style="list-style-type: none"> <li>• Interprofessional collaboration<sup>e</sup></li> <li>• Professional and effective communication<sup>e</sup></li> <li>• Leadership and self-regulation<sup>e</sup></li> <li>• Continuing professional development<sup>e</sup></li> <li>• Health and medicine policies<sup>e</sup></li> <li>• Laws and regulations in pharmacy<sup>e</sup></li> <li>• Regulatory pharmacy<sup>e</sup></li> <li>• Pharmacy enforcement<sup>e</sup></li> <li>• Cultural and social considerations<sup>e</sup></li> <li>• Ethics and code of conduct<sup>e</sup></li> <li>• Good governance in medicines<sup>e</sup></li> </ul>		

Experiential learning (Workplace)	<ul style="list-style-type: none"> <li>• Industrial pharmacy<sup>d</sup></li> <li>• Community pharmacy<sup>e</sup></li> <li>• Hospital pharmacy and clinical services<sup>f</sup></li> </ul>		
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<sup>a</sup>Basic Health Sciences, <sup>b</sup>Pharmaceutical Chemistry, <sup>c</sup>Pharmacology and Toxicology, <sup>d</sup>Pharmaceutical Technology, <sup>e</sup>Pharmacy Practice, <sup>f</sup>Clinical Pharmacy and Pharmacotherapeutics

d) Provide a brief description of each course offered in the programme. Please arrange courses by year and semester as in Table 1.5.

**Table 1.5. Brief description of courses offered in the programme**

No.	Semester/Year Offered	Course Name and Code	Classification (Compulsory Major/Minor/Elective)	Credit Value	Programme Learning Outcomes (PLO)					Pre-requisite/Co-requisite	Name(s) of Academic Staff
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5		
1.											
2.											
3.											
4.											
5.											

e) Provide information for each course, where applicable, in Table 1.6.

**Table 1.6. Course information**  
(Template in Excel format is provided separately)

1.	Name and Code of courses:
2.	Synopsis:
3.	Name(s) of Academic staff:
4.	Semester and year offered:
5.	Credit value:
6.	Pre-requisite/co-requisite (if any):
7.	Course Learning Outcome (CLO) CLO 1 – CLO 2 – CLO 3 – CLO 4 – CLO 5 –
8.	Mapping of the courses Learning Outcomes to the Programme Learning Outcomes, Teaching Methods, and Assessment:

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)									Teaching Methods	Assessment Method
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9		
CLO 1											
CLO 2											
CLO 3											
CLO 4											

	CLO 5											
	<p>Indicate the primary causal link between the CLO and PLO by ticking “√” in the appropriate box.  <i>(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2.)</i></p>											
9.	Transferable Skills (if applicable): (Skills learned in the course of study which can be useful and utilised in other settings.)											
10.	Distribution of Student Learning Time (SLT):											
	Content Outline	C L O	Teaching and Learning Activities								Total SLT	
			Face to Face				Non-Face to Face					
			Guided Learning				Guided Learning (e.g. e-learning)		Independent Learning			
			L	T	P	O						
	1											
	2											
	3											
	4											
	<b>Continuous Assessment</b>		<b>Percentage (%)</b>				<b>F2F</b>	<b>NF2F</b>	<b>Total SLT</b>			
	1											
	2											
	<b>Final Assessment</b>		<b>Percentage (%)</b>						<b>Total SLT</b>			
	1											
	2											
	<b>GRAND TOTAL SLT</b>											
	<p>L = Lecture, T = Tutorial, P = Practical, include Clinical learning, O = Others, F2F = Face to Face, NF2F = Non-Face to Face          *Indicate the CLO based on the CLO's numbering in Item 8.</p>											
11.	Identify special requirement or resources to deliver the course (e.g., software, computer lab, simulation room):											
12.	References (include required and further readings, and should be the most current):											
13.	Other additional information											

f) Explain which components of the curriculum inculcate the principles of the scientific method including critical review of the literature, problem-solving,

decision-making, analytical thinking, and critical thinking as well as evidence-based decision making.

- g) List all the elective courses for this programme in Table 1.7.

**Table 1.7. List of elective courses**

No.	Course name	Credit

- 1.2.5** a) Explain the appropriateness of learning and teaching methods applied to achieve the objectives and learning outcomes of the programme. (*To be read together with information on Standard 1.1.3 in Area 1.*)
- b) Describe the courses in the curriculum, duration of attachment, and participating site(s) for each of the following (Table 1.8).

**Table 1.8. Duration of experiential learning**

Experiential learning	Courses	Duration of Attachment (Hours)	Participating site(s)
Industrial Pharmacy			
Community Pharmacy			
Hospital Pharmacy Services			
Clinical Services			
Total hours			

- 1.2.6** What are the co-curricular activities made available to the students of this programme? How do these activities enrich the student learning experience, and to foster personal development and responsibility?

**1.3 Programme Delivery**

- 1.3.1** Provide evidence on how the Faculty/School/Kulliyah ensures the effectiveness of delivery in supporting the achievement of course and programme learning outcomes.

- 1.3.2** Show evidence that the students are provided with, and briefed on information about the programme, for example, Student Study Guide, Student Handbook, and Student Project Handbook.

- 1.3.3** a) Provide details of the coordinator of the programme and team members responsible for the programme. State how the academic team manages the programme. What are their authority and responsibility? What procedures that guide the planning, implementation, evaluation, and improvement of the programme?

	b) Does the programme team have access to adequate resources? Provide evidence. <i>(To be read together with information on Standard 6.1.1 and 6.2.2 in Area 6.)</i>
<b>1.3.4</b>	Show how the Faculty/School/Kulliyyah provides favourable conditions for learning and teaching. <i>(To be read together with information on Standard 5.1.1 in Area 5.)</i>
<b>1.3.5</b>	Describe the Faculty/School/Kulliyyah's initiatives to encourage innovations in teaching, learning, and assessment.
<b>1.3.5</b>	State how the Faculty/School/Kulliyyah obtains feedback and uses it to improve the delivery of the programme outcomes. Provide evidence.

## INFORMATION ON AREA 2: ASSESSMENT ON STUDENT LEARNING

<b>2.1</b>	<b>Relationship between Assessment and Learning Outcomes</b>																																																					
<b>2.1.1</b>	Explain how assessment principles, methods, and practices are aligned to the achievement of learning outcomes of the programme consistent with MQF level 6. <i>(The information given for this standard must be consistent with Standard 1.2.4 in Area 1.)</i>																																																					
<b>2.1.2</b>	Describe how the alignment between assessment and learning outcomes is regularly reviewed to ensure its effectiveness (please provide policy on the review process, if any). Provide evidence.																																																					
<b>2.2</b>	<b>Assessment Methods</b>																																																					
<b>2.2.1</b>	<p>a) Describe how various assessment methods and tools are used in assessing programme learning outcomes and competencies. (Refer to the MQA Guidelines to Good Practices: Assessment of Students (2014) for various assessment methods.)</p> <p>b) Show evidence that various assessment methods is valid to measure the learning outcomes and competencies. Provide an assessment blueprint.</p> <p>c) Show evidence the utilisation of both summative and formative assessment methods within the programme.</p> <p style="text-align: center;"><b>Table 2.1. Assessment methods for each course</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr style="background-color: #d3d3d3;"> <th rowspan="3">No.</th> <th rowspan="3">Course Code</th> <th colspan="7">Assessment</th> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="3">Formative*</th> <th colspan="4">Summative*</th> </tr> <tr style="background-color: #d3d3d3;"> <th>Quiz</th> <th>Presentation</th> <th>Etc</th> <th>Report</th> <th>Mid-Sem Exam</th> <th>Final Exam</th> <th>Etc</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>e.g., PPP1000</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">√</td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 5px;">* Please add more columns, if required. <i>(The information given for this standard must be consistent with that of 1.2.4 in Area 1.)</i></p>	No.	Course Code	Assessment							Formative*			Summative*				Quiz	Presentation	Etc	Report	Mid-Sem Exam	Final Exam	Etc	1.	e.g., PPP1000	√	√					√		2.										3.									
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1.	e.g., PPP1000	√	√					√																																														
2.																																																						
3.																																																						
<b>2.2.2</b>	<p>a) Explain how the Faculty/School/Kulliyyah ensures the validity, reliability, integrity, currency, and fairness of student assessment over time and across sites (if applicable).</p> <p>b) Indicate the committee and processes for verification and moderation of summative assessments.</p> <p>c) Provide guidelines and mechanisms in place to address assessment misconduct among students (plagiarism, cheating, etc).</p> <p>d) Describe the periodic review of the assessment methods in the programme conducted (e.g., the existence of a permanent review committee on assessment and consultation with external assessors and examiners, students, alumni, and other relevant stakeholders).</p>																																																					

	e) Provide samples of the most recent final examination questions with answer schemes and answer scripts, including scripts with the highest, average, and lowest marks must be made available.
<b>2.2.3</b>	<p>a) Describe the documentation of assessment procedures, methods, and regulations, and how it is communicated to the students. (This includes information on frequency, weightage, criteria, and grading system).</p> <p>b) Explain how the Faculty/School/Kulliyyah provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures.</p> <p>c) Explain how results are made available to the students for purposes of feedback on performance, review, and corrective measures.</p> <p>d) Specify whether students have the right to appeal. Provide information on the appeal policy and processes. Explain how appeals are dealt with.</p> <p>e) Explain the mechanism to review and implement any changes to assessment procedures, methods, and regulations. Append a copy of the Regulations of Examination.</p> <p>f) Show the assessment methods are equivalent across all alternative teaching sites with a single standard for progression and graduation.</p>
<b>2.2.4</b>	Explain the processes in making changes to the assessment method and how the changes are made known to the students.
<b>2.3</b>	<b>Management of Student Assessment</b>
<b>2.3.1</b>	Explain the roles, rights, and autonomy of the Faculty/School/Kulliyyah and the academic staff in the management of student assessment.
<b>2.3.2</b>	Describe how the confidentiality and security of student assessment documents and academic records are ensured.
<b>2.3.3</b>	Explain how and when continuous and final assessment results are made available to students.
<b>2.3.4</b>	Provide guidelines and mechanisms on students' appeal against assessment results.
<b>2.3.5</b>	<p>a) Explain how the Faculty/School/Kulliyyah periodically reviews the management of student assessment and the measures to address the issues highlighted by the review.</p> <p>b) State whether student representatives, academic staff, and stakeholders are involved in improving the assessment system and their mode of involvement.</p>



## INFORMATION ON AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

3.1 Student Selection																																					
3.1.1	<p>a) State the criteria and the mechanisms for student selection, including that of transfer students and any other additional requirements, for example, students with special needs.</p> <p>b) Provide evidence that the selected students fulfil the admission policies that are consistent with the requirements of the PBM.</p> <p>c) Describe the admission mechanisms and criteria for students with other equivalent qualifications (where applicable).</p>																																				
3.1.2	<p>a) Describe how the selection criteria are accessible to the public.</p> <p>b) Describe other additional selection criteria utilised (if any).</p> <p>c) Show evidence that the admission policy and mechanisms are free from discrimination and bias.</p>																																				
3.1.3	<p>c) Provide the number of student intake for the last five (5) years and the proportion of successful applicants.</p> <p style="text-align: center;"><b>Table 3.1. Number of student intake for the last five (5) years</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Number of applicants</th> <th>Number of students enrolled</th> <th>Percentage of successful applicants</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>b) Describe how the number of student intake is determined in relation to the capacity of the Faculty/School/Kulliyah and explain the mechanisms for adjustments, taking into account the admission of mobility and transfer students.</p> <p>c) Show the proposed student intake for the next five (5) years.</p> <p style="text-align: center;"><b>Table 3.2. Proposed student intake for the next five (5) years</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Proposed number of students</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Year	Number of applicants	Number of students enrolled	Percentage of successful applicants																					Year	Proposed number of students										
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**3.1.4** Describe the policies, mechanisms, and practices for appeal on student selection, if applicable.

**3.1.5** State the support provided for those who are selected but need additional developmental and remedial assistance.

**3.2 Articulation and Transfer**

**3.2.1** a) Describe how the Faculty/School/Kulliyah facilitates student mobility, exchanges, and transfers, nationally and internationally.  
 b) If there are any outbound mobility students, complete the following table:

**Table 3.3. Outbound mobility student**

Name of host institution	Number of students	Level of study	Duration (Semester)

**3.2.2** a) Describe how students are accepted for transfer and demonstrate comparable achievements in their previous programme of study. (Evidence can be in the form of a mapping of learning outcomes and an assessment of the competencies of the transferring Faculty/School/Kulliyah.)

b) If transfer students were admitted, complete the following table:

**Table 3.4. Transfer students**

Name of previous institution	Number of students	Level of study in previous programme	Level (year) admitted in the current programme

c) State the mechanism for horizontal credit transfer and provide data on credit transfer with course mapping, if applicable.

**Table 3.5. Data on credit transfer with course mapping**

Category of Student	Number of students	Level (year) in Previous Programme	Level (year) Admitted in Current Programme	Number of Credits Transferred
Students in same programme from other local HEP				
Students from foreign universities				
Students from other programmes within the HEP (specify the programme)				

<b>3.3</b>	<b>Student Support Services</b>
<b>3.3.1</b>	Describe available support services to students. What other additional support arrangements provided by other organisations that are accessible to students?
<b>3.3.2</b>	<p>a) Describe the qualifications, experience, roles, and responsibilities of staff in charge of student support services.</p> <p>b) Describe the organisation and management of the student support services.</p>
<b>3.3.3</b>	Describe how students are inducted into the programme, including international students and students with special needs.
<b>3.3.4</b>	<p>a) Describe the provision of academic, non-academic, and career counselling services to students.</p> <p>b) Describe how the effectiveness of the academic, non-academic, and career counselling services are measured, and the progress of those who seek its services are monitored. Provide plans to improve the services, including that of enhancing the skills and professionalism of the counsellors, if any.</p>
<b>3.3.5</b>	Describe the mechanisms that exist to identify and assist students who are in need of academic, spiritual, psychological, and social support.
<b>3.3.6</b>	Describe the processes and procedures in handling disciplinary cases involving the students.
<b>3.3.7</b>	Describe the available mechanism for students to complain, voice grievances, seek counselling and resolution on academic and non-academic matters in a confidential manners.
<b>3.3.8</b>	Explain how the adequacy, effectiveness, and safety of student support services are evaluated and ensured.
<b>3.4</b>	<b>Student Representation and Participation</b>
<b>3.4.1</b>	Describe the policy and processes for active student engagement in areas of their interest and welfare.
<b>3.4.2</b>	Explain and show evidence of student representation and organisation at the institutional and Faculty/School/Kulliyyah levels.
<b>3.4.3</b>	<p>a) Describe the Faculty/School/Kulliyyah facilitation for students to develop linkages with external stakeholders.</p> <p>b) Describe how the Faculty/School/Kulliyyah facilitates students to gain managerial, entrepreneurial, and leadership skills in preparation for the workplace.</p>
<b>3.4.4</b>	Describe how the Faculty/School/Kulliyyah facilitates student activities and organisations that encourage character building, inculcate a sense of belonging and social responsibility as a change advocate, and promote active citizenship.

<b>3.5</b>	<b>Alumni</b>
<b>3.5.1</b>	<ul style="list-style-type: none"><li>a) Describe the linkages established by the Faculty/School/Kulliyah with the alumni.</li><li>b) Describe the role of the alumni in the development, review, and continuous improvement of the programme.</li></ul>

## INFORMATION ON AREA 4: ACADEMIC STAFF

<b>4.1</b>	<b>Recruitment and Management</b>																																										
<b>4.1.1</b>	Explain how the Faculty/School/Kulliyah academic staff plan is in consistent with HEP policies and programme requirements.																																										
<b>4.1.2</b>	<p>a) State the policy, criteria, procedures, terms, and conditions of service for the recruitment of academic staff.</p> <p>b) Explain the due diligence exercised by the Faculty/School/Kulliyah in ensuring that the qualifications of academic staff are from <i>bona fide</i> institutions.</p>																																										
<b>4.1.3</b>	<p>a) Provide data on the staff-student ratio appropriate to the learning-teaching methods and consistent with the programme requirements.</p> <p style="text-align: center;"><b>Table 4.1. Overall ratio of academic staffs to students</b></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 25%;">Standard Ratio</th> <th style="width: 25%;">Number of academic staff</th> <th style="width: 25%;">Number of students</th> <th style="width: 25%;">Ratio</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1:15</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"><b>Table 4.2. Ratio of clinical pharmacy/pharmacy practice academic staffs to students for the clinical year</b></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 25%;">Standard Ratio</th> <th style="width: 25%;">Number of academic staff</th> <th style="width: 25%;">Number of students</th> <th style="width: 25%;">Ratio</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1:8</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>b) Provide data regarding the percentage of full-time academic staff with a basic pharmacy qualification within the discipline:</p> <p style="text-align: center;"><b>Table 4.3. Percentage of full-time academic staff with a basic pharmacy qualification within the discipline</b></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th rowspan="2" style="width: 45%;">Pharmacy Discipline</th> <th rowspan="2" style="width: 20%;">Number of Academic Staff in Each Discipline</th> <th colspan="2" style="width: 35%;">Lecturers with a Basic Pharmacy Qualification</th> </tr> <tr style="background-color: #d3d3d3;"> <th style="width: 15%;">Number</th> <th style="width: 15%;">Percentage</th> </tr> </thead> <tbody> <tr> <td>1. Basic Health Sciences, Pharmacology and Toxicology</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Pharmaceutical Chemistry</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Pharmaceutical Technology</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Pharmacy Practice and Clinical Pharmacy</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Total number</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Standard Ratio	Number of academic staff	Number of students	Ratio	1:15				Standard Ratio	Number of academic staff	Number of students	Ratio	1:8				Pharmacy Discipline	Number of Academic Staff in Each Discipline	Lecturers with a Basic Pharmacy Qualification		Number	Percentage	1. Basic Health Sciences, Pharmacology and Toxicology				2. Pharmaceutical Chemistry				3. Pharmaceutical Technology				4. Pharmacy Practice and Clinical Pharmacy				Total number			
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Total number																																											

**4.1.4** a) i) Provide an information summary of every academic staff (full-time and part-time) involved in conducting the programme in the table below.

**Table 4.4 Summary information of academic staff (full-time and part-time) involved in the programme**

No.	Name and designation of academic staff	Appointment status (full-time, part-time, contract, etc.)	Nationality	Courses taught in this programme	Courses taught in other programmes	Total contact hours	Academic qualifications		Pharmacist/non-pharmacist	Research focus areas (Bachelor and above)	Past work experience		
							Qualifications, Field of Specialisation, Year of Award	Name of Awarding Institution and Country			Positions held	Employer	Years of Service (Start and End)
1.													
2.													
3.													
4.													
5.													
6.													

ii) Provide the curriculum vitae of each academic staff teaching in this programme, which includes the following, on-site:

- i. Name
- ii. Academic Qualifications
- iii. Current Professional Membership
- iv. Current Teaching and Administrative Responsibilities
- v. Previous Employment
- vi. Conferences and Training
- vii. Research and Publications
- viii. Consultancy
- ix. Community Service
- x. Other Relevant Information

iii) Provide information on the turnover of academic staff for the programme (for Full Accreditation only).

b) Calculate the percentage of full-time lecturers.

c) Calculate the full-time equivalent (FTE) for part-time service lecturers.

**4.1.5** Describe how the Faculty/School/Kulliyah ensures equitable distribution of duties and responsibilities among the academic staff.

<b>4.1.6</b>	Describe how the recruitment policy for a particular programme seeks diversity among the academic staff, such as the balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with different approaches to the subject, and academic staff with multi-disciplinary backgrounds and experiences.
<b>4.1.7</b>	<p>a) State the policies, procedures, and criteria (including involvement in professional, academic, and other relevant activities at national and international levels) for appraising and recognising academic staff.</p> <p>b) Explain the policies, procedures, and criteria for promotion, salary increment, or other remuneration of academic staff.</p> <p>c) Describe how the above information is made known to the academic staff.</p>
<b>4.1.8</b>	Describe the nature and extent of the national and international linkages to enhance learning and teaching in the programme.
<b>4.2.</b>	<b>Service development</b>
<b>4.2.1</b>	Provide information on the Faculty/School/Kulliyyah policy on service, development and appraisal of the academic staff.
<b>4.2.2</b>	Describe how the Faculty/School/Kulliyyah ensures that the academic staff is given opportunities to focus on their respective areas of expertise such as curriculum development, curriculum delivery, academic supervision of students, research and writing, scholarly and consultancy activities, community engagement, and academically related administrative duties.
<b>4.2.3</b>	<p>a) State the HEP policies on conflict of interest and professional conduct of academic staff.</p> <p>b) State the HEP procedures for handling disciplinary cases.</p>
<b>4.2.4</b>	Describe the mechanisms and processes for periodic student evaluation of the academic staff. Indicate the frequency of this evaluation exercise. Show how this evaluation is taken into account for quality improvement.
<b>4.2.5</b>	<p>a) State the policies for training, professional development, and career advancement (e.g., study leave, sabbatical, advanced training, specialised courses, re-tooling, etc.) of the academic staff.</p> <p>b) Describe the mentoring system or formative guidance for new academic staff.</p>
<b>4.2.6</b>	Describe the opportunities available to academic staff to obtain professional qualifications and to participate in professional, academic, and other relevant activities at national and international levels. How does this participation enhance the add teaching-learning experience?
<b>4.2.7</b>	Describe how the Faculty/School/Kulliyyah encourages and facilitates academic staff in community and industry engagement activities. Describe how such activities are rewarded.

## INFORMATION ON AREA 5: FACILITIES

### 5.1 Physical Facilities

5.1.1 a) List the physical facilities required for the programme in Table 5.1.

**Table 5.1. List of physical facilities required for the programme**

No.	Facilities required	Provisional Accreditation								Full Accreditation	
		Available for Year 1		To be provided							
		No.	Capacity	In Year 2		In Year 3		In Year 4		No.	Capacity
1.	Lecture Halls										
2.	Tutorial Rooms										
3.	Discussion rooms										
4.	Laboratories										
	- Mock Pharmacy										
	- Clinical lab										
	- Pharmaceutical technology lab										
	- Pharmacy practice lab										
	- Multi-purpose lab (shared for pharmaceutical chemistry, basic health sciences, pharmacology, and toxicology)										
5.	Library and Information centres										
	Learning support centres										
6.	Learning resources support										
7.	Student social spaces										
8.	Other facilities including ICT related facilities										

b) Describe and assess the adequacy of the physical facilities and laboratory equipment as well as human resources (e.g., laboratory professionals and technicians).

c) Provide information on the industry, community pharmacy, and hospital facilities for the programme in Table 5.2 below. State the location and provide agreements if other parties provide the facilities.



**Table 5.2. List of industry, community pharmacy, and hospital facilities required for the programme**

	Location	Agreement (e.g.; LOU, MOA, LUI)
Industry	1. 2.	1. 2.
Community Pharmacy	1. 2.	1. 2.
Hospital	1. 2.	1. 2.
Others	1. 2.	1. 2.

d) How are these physical facilities user-friendly to those with special needs? Provide a copy of any technical standards that have been deployed for students with special needs.

**5.1.2** Show that the physical facilities comply with the relevant laws and regulations, including issues of licensing.

**5.1.3**

a) Explain the database system used in the library and resource centre.

b) State the number of staffs in the library and resource centre and their qualifications.

c) Describe resource sharing and access mechanisms that are available to extend the library's capabilities. Comment on the extent of use of these facilities by academic staff and students. Comment on the adequacy of the library to support the programme.

d) State the amount of reference materials related to the programme in Table 5.3.

**Table 5.3. Reference materials supporting the programme**

Resources supporting the programme (e.g., books, online resources, etc)		Journals		State other facilities such as CD ROM, video and electronic reference material
Number of Title	Number of Collection	Number of Title	Number of Collection	

**5.1.4**

a) Describe how the HEP maintains, reviews, and improves the adequacy, currency and quality of its educational resources and the role of the Faculty/School/Kulliyah in these processes.

b) Provide information on, and provision for, the maintenance of the physical learning facilities.

<b>5.2 Research and Development</b>	
<b>5.2.1</b>	<ul style="list-style-type: none"> <li>a) Describe the policies, facilities, and budget allocation available to support research.</li> <li>b) Describe the research activities of the Faculty/School/Kulliyah and the academic staff involved in them.</li> </ul>
<b>5.2.2</b>	<ul style="list-style-type: none"> <li>a) Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and the learning-teaching activities in the Faculty/School/Kulliyah.</li> <li>b) State any initiatives taken by the Faculty/School/Kulliyah to engage students in research.</li> </ul>
<b>5.2.3</b>	Describe the processes by which the Faculty/School/Kulliyah reviews its research resources and facilities, and the steps taken to enhance its research capabilities and environment.
<b>5.3 Financial Resources</b>	
<b>5.3.1</b>	Provide audited financial statements or certified supporting documents for the last three (3) consecutive years. Explain the financial viability and sustainability based on the provided statements/documents.
<b>5.3.2</b>	Demonstrate that the Faculty/School/Kulliyah has clear procedures to ensure that its financial resources are sufficient and managed efficiently.
<b>5.3.3</b>	<ul style="list-style-type: none"> <li>a) Indicate the responsibilities and line of authority in terms of budgeting and resource allocation in the HEP with respect to the specific needs of the Faculty/School/Kulliyah.</li> <li>b) Describe the HEP's financial planning for the programme in the next two (2) years.</li> </ul>

## INFORMATION ON AREA 6: PROGRAMME MANAGEMENT

<b>6.1</b>	<b>Programme Management</b>
<b>6.1.1</b>	<p>a) i) Describe the management structure and functions and the main decision-making components of the Faculty/School/Kulliyyah as well as the relationships between them. How are these relationships made known to all parties involved?</p> <p style="padding-left: 40px;">ii) Indicate the type and frequency of Faculty/School/Kulliyyah meetings.</p> <p>b) Provide evidence of compliance with the PBM's criteria for deanship. Explain the job description of the Dean.</p> <p>c) Provide evidence of the appointment of an acting Dean with a clear job description and notification of the appointment to the PBM, if applicable.</p>
<b>6.1.2</b>	Describe the policies and procedures that ensure accurate, relevant, and timely information about the programme, which are easily and publicly accessible, especially to prospective students.
<b>6.1.3</b>	<p>a) Describe the Faculty/School/Kulliyyah policies, procedures, and mechanisms for regular review and updating of the Faculty/School/Kulliyyah structures, functions, strategies, and core activities to ensure continual quality improvement. Identify the person(s) responsible for continual quality improvement within the Faculty/School/Kulliyyah.</p> <p>b) Highlight the improvement resulting from these policies, procedures, and mechanisms.</p>
<b>6.1.4</b>	Show evidence (e.g., terms of reference, minutes of the meeting) that the academic board of the Faculty/School/Kulliyyah is an effective decision-making body with adequate autonomy.
<b>6.1.5</b>	Describe the arrangements agreed upon by the HEP and its different campuses or partner institutions - for example, collaborative programmes, joint awards, collaborative research, and student exchange arrangements - to assure functional integration and comparability of educational quality. ( <i>To be read together with information on Standard 7.1.7 in Area 7.</i> )
<b>6.1.6</b>	Show evidence of internal and external consultation, and market needs, and graduate employability analyses. ( <i>To be read together with information on Standards 1.1.2 and 1.2.2 in Area 1, and 7.1.6 in Area 7.</i> )
<b>6.2</b>	<b>Programme Leadership</b>
<b>6.2.1</b>	Explain the criteria for the appointment and job description of the programme leader.
<b>6.2.2</b>	Name the programme leader of this programme. Describe the qualifications, experiences, tenure, and responsibilities of the programme leader.
<b>6.2.3</b>	Describe the relationship between the programme leader, Faculty/School/Kulliyyah and the HEP leadership on matters such as recruitment and training, student admission, allocation of resources and decision-making processes.

**6.3 Administrative Staff**

- 6.3.1** a) Describe the structure of the administrative staff which supports the programme.
- b) Explain how the number of administrative staff is determined according to the needs of the programme and other activities. Describe the recruitment processes and procedures. State the terms and conditions of service.
- c) State the numbers required and that are available, job category, and minimum qualification for administrative staff of the programme in Table 6.1.

**Table 6.1 Administrative staff for the programme**

No.	Job Category	Minimum Qualification	Number of staff required	Current number

**6.3.2** State the mechanisms and procedures for monitoring and appraising the performance of the administrative staff of the programme.

**6.3.3** Describe the training scheme for the advancement of the administrative staff and show how this scheme fulfils the current and future needs of the programme.

**6.4 Academic Records**

- 6.4.1** a) State the policies and practices on the nature, content, and security of students, academic staff, and other academic records at the Faculty/School/ Kulliyyah level and show that these policies and practices are in line with those of the HEP.
- b) Explain the policies and practices on retention, preservation, and disposal of students, academic staff, and other academic records.

**6.4.2** Explain how the Faculty/School/Kulliyyah maintains student records relating to their admission, performance, completion, and graduation.

**6.4.3** Describe how the Faculty/School/Kulliyyah ensures the rights of individual privacy and the confidentiality of records.

**6.4.4** Describe the Faculty/School/Kulliyyah review policies on record security and safety systems and its improvement plans.

## INFORMATION ON AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

<b>7.1</b>	<b>Mechanisms for Programme Monitoring, Review and Continual Quality Improvement</b>
<b>7.1.1</b>	Describe the policies and mechanisms for regular monitoring and review of the programme.
<b>7.1.2</b>	Describe the roles and responsibilities of the Quality Assurance unit responsible for internal quality assurance of the Faculty/School/Kulliyyah.
<b>7.1.3</b>	<p>a) Describe the structure and the workings of the internal programme monitoring and review committee.</p> <p>b) Describe the frequency and mechanisms for monitoring and reviewing the programme.</p> <p>c) Describe how the Faculty/School/Kulliyyah utilises feedback from a programme monitoring and review exercise to improve the programme further.</p> <p>d) Explain how the monitoring and review processes help ensure that the programme keeps abreast with scientific, technological, and knowledge development of the discipline and with the needs of society.</p>
<b>7.1.4</b>	Which stakeholders are involved in programme review? Describe their involvement and show how their views are taken into consideration. <i>(To be read together with information on Standard 1.2.3 in Area 1.)</i>
<b>7.1.5</b>	Explain how the Faculty/School/Kulliyyah informs the stakeholders the result of a programme assessment and how their views on the report are taken into consideration in the future development of the programme.
<b>7.1.6</b>	Explain how student performance, progression, attrition, graduation, and employment are analysed for continual quality improvement. Provide evidence.
<b>7.1.7</b>	Describe the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review. <i>(To be read together with information on Standard 6.1.5 in Area 6.)</i>
<b>7.1.8</b>	Describe how the findings of the review are presented to the HEP and its further action therefrom.
<b>7.1.9</b>	Explain the integral link between the Faculty/School/Kulliyyah quality assurance processes and the achievement of the institutional purpose.

**SECTION 4**  
**DATA SUBMISSION**  
**FOR CURRICULUM**  
**REVIEW**

## SECTION 4

Pharmacy schools must submit the documents for the curriculum review to the MQA if any of the following changes\* are made:

1. Change of programme structure or framework (e.g., from discipline-based to integrated pharmacy curriculum)
2. Learning outcomes (e.g., program learning outcomes and/or most of the course learning outcomes)
3. Significant moves or shifts of curriculum delivery that affect credit values (e.g., from teacher-centred to student-centred learning)
4. Assessment methods in light of the change in learning outcomes and/or curriculum delivery

\*Notes:

- Please refer to *Surat makluman MQA Bil 4/2018 dengan rujukan MQA.100-1/7/2 jld 2 (7) bertarikh 8 Mac 2018* and Borang M for detail.
- The Faculty/School/Kulliyah must submit the revised curriculum to the MQA for evaluation by the PBM if the calculated changes exceed 30%.
- The Faculty/School/Kulliyah must submit the revised curriculum to the MQA for notification to the PBM if the calculated changes do not exceed 30%.

# **APPENDIX 1 GUIDELINE ON CREDIT AND STUDENT LEARNING TIME (SLT)**



### Guideline on Credit Value and Student Learning Time (SLT)

A credit is a quantitative measurement for all learning activities required to achieve the learning outcomes.

#### Notional Learning Time

1 Credit = 40 notional hours

**Maximum credit per semester = 20**

**Minimum total credit for graduation = 120**

**Minimum total core course credit = 90**

#### Proposed Student Independent Learning Time

##### General Teaching-Learning Activities:

	Academic Activity (some examples)	Guided- learning face to face (F2F)	Guided-learning non- F2F (NF2F)/ independent learning	Total SLT
1.	Lecture	1	1-2	2-3
2.	Tutorial	1	1-2	2-3
3.	Laboratory/Practical	2	1-2	3-4
4.	Presentation	1*	4*	5
5.	Self-learning packages/CAL	0	2 (Guided learning NF2F)	2
6.	Field work	1-2	0	1-2
7.	Problem-based learning (PBL)	4 (2 sessions)	8	12
8.	Case-based learning	1	1	2
9.	Project-based learning	2	2-3	4-5
10.	Team-based learning	2	4	6
11.	Flip class	1	2	3
12.	E-learning/gamification	1	1	2

\* Individual student presentation normally takes about 10-15 minutes; therefore independent learning may take less than 4 hours.

**Clinical Learning:**

Teaching-learning activities	Guided learning (F2F)	Independent learning (NF2F)	Total SLT
Ward work	0	1	1
Bedside teaching	1	0	1
Student presentation/ seminar	1*	4*	5
Clinical pharmacy skill lab	2	0	2

\* Individual student presentations normally take about 10-15 minutes; therefore independent learning may take less than 4 hours.

**Assessment:**

Assessment	Percentage (%)	F2F (contact hours)	NF2F	Total SLT (in hours)
Continuous Assessment (CA)		1	3	4
CA: Assignment/case write-up/ presentation, etc		0	0	0
Summative assessment (Final Examination)		3	10	13

**Note:** \*Assessments that are not included in teaching-learning

# APPENDIX 2

*Keputusan Mesyuarat Jawatankuasa Teknikal Kelayakan Masuk Minimum Bil. 1.2020 di bawah LFM pada 11 September 2020;*

- 1) Kriteria-kriteria permohonan pemetaan kursus untuk pemindahan kredit ke program ijazah farmasi*
- 2) Kriteria-kriteria permohonan penambahan syarat-syarat kelayakan masuk antarabangsa untuk kemasukan ke program ijazah farmasi.*

*(rujukan: KKM.600-23/16/10 jld.4 (26) bertarikh 9 November 2020)*



Ruj. Kami : KKM.600-23/16/10.Jld. 4 ( 26 )

9 November 2020

SEPERTI SENARAI EDARAN DI LAMPIRAN 1

YBhg. Datuk/ Dato/ Datin/ Prof./ Tuan/ Puan,

KEPUTUSAN MESYUARAT JAWATANKUASA TEKNIKAL KELAYAKAN MASUK MINIMUM (JKTKM) BIL. 1/2020 DI BAWAH LEMBAGA FARMASI MALAYSIA PADA 11 SEPTEMBER 2020:

- 1) KRITERIA-KRITERIA PERMOHONAN PEMETAAN KURSUS UNTUK PEMINDAHAN KREDIT KE PROGRAM IJAZAH FARMASI.
- 2) KRITERIA-KRITERIA PERMOHONAN PENAMBAHAN SYARAT KELAYAKAN MASUK ANTARABANGSA UNTUK KEMASUKAN KE PROGRAM IJAZAH FARMASI.

Saya dengan segala hormatnya menujuk kepada perkara di atas.

2. Mesyuarat Jawatankuasa Teknikal Kelayakan Masuk Minimum (JKTKM) Bil. 1/2020 pada 11 September 2020 telah menetapkan kriteria-kriteria permohonan tersebut di atas seperti di Lampiran A.

Kerjasama dan perhatian YBhg. Datuk/ Dato/ Datin/ Prof./ Tuan/ Puan dalam perkara ini adalah amat dihargai.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

  
SITI AISAH BT. BAHARI (RPh. 1999)

Timbalan Pengarah

Cawangan Pengkiran dan Etika

b.p. Pengarah Bahagian Lembaga Farmasi Malaysia

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**1) KRITERIA-KRITERIA PERMOHONAN PEMETAAN KURSUS UNTUK PEMINDAHAN KREDIT KE PROGRAM IJAZAH FARMASI.**

Kriteria-kriteria seperti di bawah ini digunakan untuk permohonan pemetaan kursus untuk pemindahan kredit pelajar ke program ijazah farmasi;

- a) Pemberi Pendidikan Tinggi (PPT) perlu bertanggungjawab terhadap pemetaan kursus untuk pemindahan kredit yang dibuat dan perlu memajukan permohonan tersebut kepada Agensi Kelayakan Malaysia (MQA). Pihak MQA kemudiannya akan memajukannya untuk pertimbangan dan kelulusan oleh Jawatankuasa Teknikal Kelayakan Masuk Minimum (JKTKM) di bawah LFM.
- b) Permohonan pemetaan kursus untuk pemindahan kredit ini adalah case-to-case basis dan tidak boleh digunakan untuk permohonan lain walaupun mempunyai ciri-ciri yang sama.
- c) Kriteria-kriteria permohonan pemetaan kursus untuk pemindahan kredit adalah seperti berikut;
  - i) Pelajar tersebut masih berdaftar di universiti asal semasa memohon pemindahan kredit; dan
  - ii) Hanya untuk program dan universiti yang diiktiraf LFM yang disenaraikan dalam Jadual Pertama, Akta Pendaftaran Ahli Farmasi 1951; dan
  - iii) Pelajar dari program ijazah farmasi yang berstatus akreditasi sementara boleh memohon untuk pemindahan kredit ke program ijazah farmasi yang berstatus akreditasi penuh. Manakala program ijazah farmasi yang berstatus akreditasi sementara tidak dibenarkan menerima pelajar untuk pemindahan kredit; dan
  - iv) Pemohon mesti memenuhi kelayakan masuk minimum ke program ijazah farmasi; dan
  - v) Ia mesti berdasarkan dasar pemindahan kredit yang dinyatakan oleh MQA / Kementerian Pendidikan Tinggi.

2) **KRITERIA-KRITERIA PERMOHONAN PENAMBAHAN SYARAT KELAYAKAN MASUK ANTARABANGSA UNTUK KEMASUKAN KE PROGRAM IJAZAH FARMASI.**

2.1 Kriteria-kriteria seperti di bawah ini digunakan untuk permohonan penambahan syarat-syarat kelayakan masuk antarabangsa untuk kemasukan ke program ijazah farmasi oleh pemberi pendidikan tinggi (PPT):

- a) PPT perlu bertanggungjawab terhadap permohonan ini dan mengemukakannya kepada Agensi Kelayakan Malaysia (MQA). Pihak MQA kemudiannya akan memajukannya untuk pertimbangan dan kelulusan Jawatankuasa Teknikal Kelayakan Masuk Minimum (JKTKM) di bawah LFM.
- b) PPT perlu memastikan kesetaraan kelayakan yang dipohon dengan Senarai Kesetaraan Kelayakan Masuk Pelajar Antarabangsa bagi tujuan kemasukan ke Institusi Pendidikan Tinggi di Malaysia yang dikeluarkan oleh Bahagian Koordinasi dan Rujukan Jaminan Kualiti, MQA.
- c) PPT perlu mendapatkan pengesahan dan bukti dari agensi berkaitan mengenai grading system bagi setiap kelayakan masuk antarabangsa yang dipohon.
- d) PPT perlu memberikan justifikasi serta mencadangkan gred minimum bagi setiap kelayakan masuk antarabangsa yang dipohon.
- e) PPT perlu menyediakan perbandingan kelayakan masuk minimum ke program ijazah farmasi dari negara asal kelayakan yang dipohon dengan syarat-syarat kelayakan masuk minimum oleh LFM.
- f) Wakil dari PPT untuk membentangkan permohonan kelayakan ini di Mesyuarat JKTKM jika diperlukan.

2.2 Syarat-syarat kelayakan masuk antarabangsa untuk kemasukan ke program ijazah farmasi yang telah dipersetujui oleh JKTKM dan dipaparkan di peringkat Mesyuarat LFM akan diisytiharkan pada laman sesawang [www.pharmacy.gov.my](http://www.pharmacy.gov.my) untuk rujukan semua PPT di masa hadapan.

# ACKNOWLEDGEMENT

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Prof. Dr. Mohd Makmor Bakry, UKM  
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