



ENTRY-TO-PRACTICE PHARMD ACCREDITATION REPORT SUMMARY

BACKGROUND

The University of British Columbia (UBC) Faculty of Pharmaceutical Sciences underwent a process of accreditation for the Entry-to-Practice PharmD Program in 2019 overseen by the Canadian Council for the Accreditation of Pharmacy Programs (CCAPP). The process was described in the timeline:



OVERVIEW OF FINDINGS

In June 2020, the Faculty was awarded a six-year full status accreditation term by CCAPP. We would like to share an overview of the key findings of the CCAPP On-Site Evaluation Report with our students.¹ The feedback will be used by the Faculty to further guide and prioritize necessary Program improvements over the next several years.

Overall, the Faculty and Program were well-reviewed. The site visit team were incredibly impressed with many aspects of our Faculty, including the high level of engagement from students who chose to participate in the process of providing feedback on our Program. The report outlined some challenges faced by the Faculty which they identified necessary for the Program to address moving forward. These issues were largely known to the Faculty as articulated in supporting content provided in the Program CCAPP Self-Study submission.

Strengths	Challenges
<ul style="list-style-type: none"> ✓ Committed faculty and staff members ✓ Engaged students ✓ Leadership team ✓ Support from central administration ✓ Teaching laboratories and teaching facilities ✓ New faculty recruitment ✓ Pharmacists Clinic as a model of practice ✓ Outreach to indigenous & remote communities ✓ Experiential Education Facilitators for inpatient rotations ✓ Expanding research program ✓ Governance and Policy/Procedures 	<ul style="list-style-type: none"> ✗ Need for systematic program evaluation framework ✗ Need for evidence to confirm whether the program is meeting educational outcomes (e.g. curriculum map and timely schedules of learning activities) ✗ Students struggling with workload & volume of assessment – contributing to mental health & wellbeing issues ✗ Resources to support outpatient preceptors ✗ Need for further standardization of rotations ✗ Need to assess how the regulatory authority works with the Faculty to inform the program ✗ Approach to fostering professional culture is currently more disciplinary than positive

¹ If you have any questions please direct them to Dr Kerry Wilbur (kerry.wilbur@ubc.ca), Executive Director, Entry-to-Practice Programs, or Leonie Harper (leonie.harper@ubc.ca), Special Projects Manager.

RATINGS

CCAPP provides each Faculty with a rating against various standards – that is met, partially met, not met. Of the 30 accreditation standards, our Program achieved a rating of ‘met’ for 24. The remaining 6 standards were ‘partially met’². These standard ratings align with the strengths and challenges outlined in the key findings Table above.

Domain	Standard	Rating	Domain	Standard	Rating
Part I: Academic Program			C. Planning and Evaluation		
A. Educational Outcomes				Standard 17	MET
	Standard 1	PARTIALLY MET		Standard 18	MET
B. Learning Environment				Standard 19	MET
	Standard 2	PARTIALLY MET	D. Admissions		
C. Curriculum				Standard 20	MET
	Standard 3	MET		Standard 21	MET
	Standard 4	MET	E. Continuous Quality Assurance of the Program		
	Standard 5	MET		Standard 22	PARTIALLY MET
	Standard 6	MET	Part III: Resources		
D. Teaching, Learning, and Assessment			A. Student Services		
	Standard 7	MET		Standard 23	PARTIALLY MET
Part II: Governance and Program Management			B. Human Resources		
A. Structure and Commitment				Standard 24	MET
	Standard 8	MET	C. Practice Site Resources		
	Standard 9	MET		Standard 25	PARTIALLY MET
	Standard 10	MET	D. Financial Resources		
	Standard 11	MET		Standard 26	MET
B. Faculty Organization and Leadership				Standard 27	MET
	Standard 12	MET	E. Physical Facilities and Infrastructure		
	Standard 13	MET		Standard 28	MET
	Standard 14	MET		Standard 29	MET
	Standard 15	PARTIALLY MET	F. Information Resources		
	Standard 16	MET		Standard 30	MET

In June 2020, we will find out how these ratings translate into an accreditation status and the associated timeline.

CONCLUSION

We are confident that together we will be able to generate new required approaches and sustain ongoing initiatives to meet these standards before the next CCAPP accreditation process.

² More detail on the partially met standards can be reviewed on the following page.

STANDARDS THAT WERE PARTIALLY MET

The following standards were identified by the CCAPP site visit group as partially met following their site visit in November 2019. For further information see the full standards [online](#), and the associated [guidance](#).

Academic Program

Standard 1 (Educational Outcomes): The professional program in pharmacy is based on an organized educational framework that facilitates development of graduates with competencies to meet the entry-level scope of practice.

Standard 2 (Learning Environment): The Faculty provides an environment and culture that promotes professional behaviour and harmonious relationships among students, and between students and faculty members, administrators, preceptors and staff.

Governance and Program Management

Standard 15 (Faculty Organization and Leadership): The Faculty engages with federal/provincial/ territorial (FPT) regulatory authorities and other bodies with respect to practice requirements, practice standards and health human resource planning. This relationship facilitates meeting professional, educational and societal needs.

Standard 22 (Continuous Quality Assurance of the Program): A governance structure within the Faculty directs and supports the design, development, implementation, formative assessment, and review of a curriculum that satisfies the educational outcomes required for the professional program in pharmacy.

Resources

Standard 23 (Student Services): Students are supported and have a positive, safe, inclusive, non-discriminatory, inspiring experience while enrolled in the professional program of pharmacy.

Standard 25 (Practice Site Resources): The Faculty selects practice sites where student learning and skills development are adequately managed, supported and supervised. Practice sites meet relevant regulatory requirements.