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O-59 Accreditation Assessment Team Selection Criteria

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List of Abbreviations

Abbreviation	Term
AC	Accreditation Committee
ACOP	Aged Care On-site Pharmacist
APC	Australian Pharmacy Council
EOI	Expression of Interest
ITP	Intern Training Program
MMR	Medication Management Review
PharmBA	Pharmacy Board of Australia
PO	Performance Outcomes

Accreditation Assessment Team Selection Criteria

1. Introduction

The Australian Pharmacy Council (APC) accredits pharmacy degree and intern training programs on behalf of the Pharmacy Board of Australia (PharmBA). This is to ensure that graduates from accredited programs have the knowledge and skills to qualify for general registration.

To undertake this function, we conduct an accreditation process that includes an Accreditation Assessment Team (AAT) reviewing an education provider's written submission, undertaking a site visit and preparing a report for our Accreditation Committee (AC). AATs are comprised of suitably qualified academics and practising pharmacists supported by an APC team member.

We also undertake other accreditation activities that utilise an AAT including:

- pharmacist education programs
- international degree programs (at the request of the provider for quality assurance purposes).

2. Purpose

This document describes the qualifications, skills and competencies required for an individual to be included on our Assessor Register, and for potential subsequent appointment to an AAT.

3. Assessor appointment

We periodically conduct an expression of interest (EOI) process for individuals seeking to join our Assessor Register. The EOI process includes the submission of a written application and consideration by an APC panel. Our EOI is publicly advertised via our [website](#) and social media.

Individuals who are accepted for inclusion on the register are appointed for a maximum period of 3 years. Further terms of appointment will be reviewed at the completion of the first term, with decisions on reappointment made by the EDPS.

To find out when we are accepting applications for the register, interested individuals should see our [website](#).

4. Assessor training

Individuals on the Assessor Register are provided training via online delivery. The training includes the following content areas:

- accreditation standards (including specific areas such as social accountability and cultural safety), performance outcomes (POs) and additional documents
- the role of APC and the AC

- AAT role and processes
- cultural safety training via a nominated APC training provider.

Completion of the training is mandatory for all individuals who are appointed to an AAT and any training costs will be paid by us.

5. Accreditation Assessment Teams (AATs)

APC determines the composition of each AAT.

We consider the:

- qualifications and experience of individuals
- individual knowledge and understanding of the relevant [APC accreditation standards and POs](#)
- competencies as described in Section 8: Assessor Attributes
- potential conflicts of interest between individual assessors and the program/provider being assessed
- balance within the team (of skills, competencies and experience)
- the type of program/provider undergoing accreditation, for example (where possible):
 - for a small or regional program/provider an assessor from a small or regional education provider would be included in the team
 - for an intern training program (ITP) an assessor with previous experience working with an ITP would be included on the AAT
 - for a pharmacist education program a practising pharmacist with previous experience working on MMRs or in aged care would be included on the AAT
- gender balance of the final team.

The requirements for each team therefore vary depending on the program being assessed.

Each team will include (where possible) at least one academic currently working within an APC accredited pharmacy program and one practising pharmacist. AAT compositions for specific programs are as follows:

- **Degree program** – two pharmacy academics (one who has the role of Chair) and one practising pharmacist.
- **ITP** – one pharmacy academic/educator and one practising pharmacist.
- **Pharmacist education program** – one pharmacy academic/educator and one practising pharmacist.

Each team is supported by an APC representative who guides the team, provides secretariat functions and drafts the AAT Report for consideration by the assessors.

6. Accreditation Assessment Team (AAT) roles

Individuals are appointed to an AAT in accordance with the following expertise and attributes.

6.1. Degree program – three assessors

6.1.1. Chair

The Chair for a degree program AAT is a senior academic who has good standing in the profession and has/had significant input into the development of pharmacy programs.

The Chair will facilitate the discussion, interviews and decision making for the purposes of addressing the accreditation standards, analysing the submission and requirements for program delivery. The Chair is required to ensure the interviews undertaken during the site visit are conducted in an engaging and inclusive manner while adhering to the site visit schedule. The Chair facilitates assessor engagement in the interview sessions and works closely with the APC representative to ensure that the team works within the scope of the review of the accreditation standards.

The Chair has a higher workload than other assessors as their role includes reviewing the site visit schedule prior to the visit, providing oversight of the development of draft and final versions of the AAT Report, and presenting the final report to the AC via videoconference.

Qualification:

- Considerable current or recent experience in senior academic management in a pharmacy program in a capacity that includes responsibility for program budget, program design, leadership, quality assurance and academic staff management.
This would commonly be a Head of School, Discipline Lead or similar.
- Participated in at least one previous AAT to gain the relevant experience to perform the role.

6.1.2. Academic

The academic member of an AAT has a primary focus on the quality of the curriculum and assessment methods.

Qualification:

- Substantial experience (recent or current) coordinating or evaluating curricula, course delivery and assessment within an APC accredited pharmacy program.

6.1.3. Practising pharmacist

The practising pharmacist member of an AAT is responsible for contributing to the evaluation of the program's ability to produce graduates who become safe and effective practising pharmacists.

Qualification:

- Substantial experience as a practising pharmacist with general registration (without conditions).

- Recent experience interacting with students or interns either as a supervisor or preceptor.

6.2. Intern training program (ITP) – two assessors

6.2.1. Chair (may be an assessor or the APC representative)

The Chair for an ITP AAT is one of the two assessors on the team who is considered to have the experience and skills to fulfil the requirements of the role or is the APC representative. APC will make the decision regarding team leadership.

The Chair has responsibility to develop a collaborative and inclusive approach by the team to ensure the knowledge and expertise of all assessors are fully utilised as appropriate during the review.

The Chair will plan the structure and allocate responsibilities for the interviews and where appropriate and agreed, lead the discussion, interviews and decision making for the purposes of addressing the accreditation standards, analysing the submission and requirements for program delivery. The Chair is required to ensure the interviews undertaken during the site visit are conducted in an engaging and inclusive manner while adhering to the site visit schedule. The Chair guides team engagement in the interview sessions and works closely to ensure that the team works within the scope of the review of the accreditation standards.

The Chair has a higher workload than the other assessor as their role includes reviewing the site visit schedule prior to the visit, providing oversight of the development of draft and final versions of the AAT Report and presenting their final report to the AC via videoconference.

Qualification:

- Participated in at least one previous AAT to gain the relevant experience to perform the role.

6.2.2. Academic

The academic member of an AAT has a primary focus on the quality of the curriculum and assessment methods.

Qualification:

- Substantial experience (recent or current) as a pharmacy academic involved in coordinating or evaluating curricula, course delivery and/or assessment, ideally within an ITP.

6.2.3. Practising pharmacist

The practising pharmacist member of an AAT is responsible for contributing to the evaluation of the program's ability to produce graduates who become safe and effective practising pharmacists.

Qualification:

- Substantial experience as a practising pharmacist with general registration (without conditions).

- Recent experience interacting with students or interns either as a supervisor or preceptor.

6.3. Pharmacist education program – two assessors

6.3.1. Pharmacy academic/educator

The pharmacy academic/educator member of an AAT has a primary focus on the quality of the curriculum and assessment methods.

Qualification:

- Substantial experience (recent or current) as a pharmacy educator

6.3.2. Practising pharmacist

The practising pharmacist member of an AAT is responsible for contributing to the evaluation of the program's ability to produce graduates who are able to practise safely and effectively in the specific pharmacist role.

Qualification:

- Substantial experience as a practising pharmacist with general registration (without conditions).
- Current or recent experience as a pharmacist conducting medication management reviews (MMRs) and/or working in an aged care facility.

6.4. APC representative

An APC team member provides support and guidance to an AAT throughout the accreditation process. The APC representative has responsibility for effective support of the team and the logistical arrangements for the site visit (if applicable), maintaining the site visit schedule/interview session plan and the team's focus on the accreditation review.

The APC representative also drafts the AAT Report for consideration by the assessors and finalises the team's report once feedback has been received.

7. Conflict of interest

Prospective assessors will be asked to formally declare any conflict(s) of interest as defined within our [Conflict of Interest Policy](#). We will assess any declarations against the policy to determine the appropriateness of a proposed assessor. We may choose to include an individual with a declared conflict on an AAT and manage the conflict in accordance with the policy.

Common potential conflicts which may be identified include:

- current/recent employment with the education provider or related entity (full time, part time, contract, or casually)
- current workplace being in direct relationship/competition with the education provider undergoing accreditation e.g. collaborators on a research project, geographical competitor

- commercial relationships with the education provider undergoing accreditation
- perceptions of bias against individuals or elements of the education provider undergoing accreditation.

We advise the education provider seeking accreditation of the proposed team in advance of a visit and seek their written response identifying any potential and/or perceived conflict(s) that they believe would compromise the evaluation of the program. If they do not have conflict(s) with the proposed assessors, they are asked to confirm this to us in writing.

Where a provider formally notifies us of an actual and/or perceived conflict of interest with an assessor in the proposed team, we will consider this notification. If a confirmed conflict of interest is unable to be managed in accordance with our [Conflict of Interest Policy](#), we will offer a replacement assessor.

8. Assessor attributes

1. Communicates effectively:

- Listens attentively and checks understanding of detailed or complex concepts.
- Conveys information in a factual and non-emotive way both verbally and in writing.
- Demonstrates an open, engaged and appropriately sensitive communication style suitable for the role of an assessor.
- Elicits information from assessment participants in a safe and professional manner.

2. Understands accreditation and education principles:

- Demonstrates knowledge of the regulatory environment and mechanisms through which accreditation is undertaken.
- Gathers and critically analyses evidence.
- Demonstrates a clear understanding of the education processes and structures for pharmacy students and interns.
- Possesses an understanding of the competency standards/requirements for pharmacists to practice.

3. Develops recommendations effectively:

- Makes effective use of interview and discussion time to contribute to the success of the assessment.
- Demonstrates the ability to use evidence to support assessment findings and undertake accreditation decision making.
- Provides clear justifications (linked to appropriate standards) for all decisions made.

4. Applies effective interpersonal skills collaboratively:

- Demonstrates a calm, patient, tolerant and non-confrontational manner.
- Shows a willingness to offer and accept constructive feedback.
- Establishes rapport with all members of the team and encourages contributions from others.
- Understands team effectiveness and contributes to effective team functioning.
- Demonstrates integrity and adheres to principles of confidentiality, honesty and discretion.



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