

Australian Pharmacy Council Ltd

**Accreditation Standards for Pharmacy Programs  
in Australia and New Zealand  
Evidence Guide 2014**

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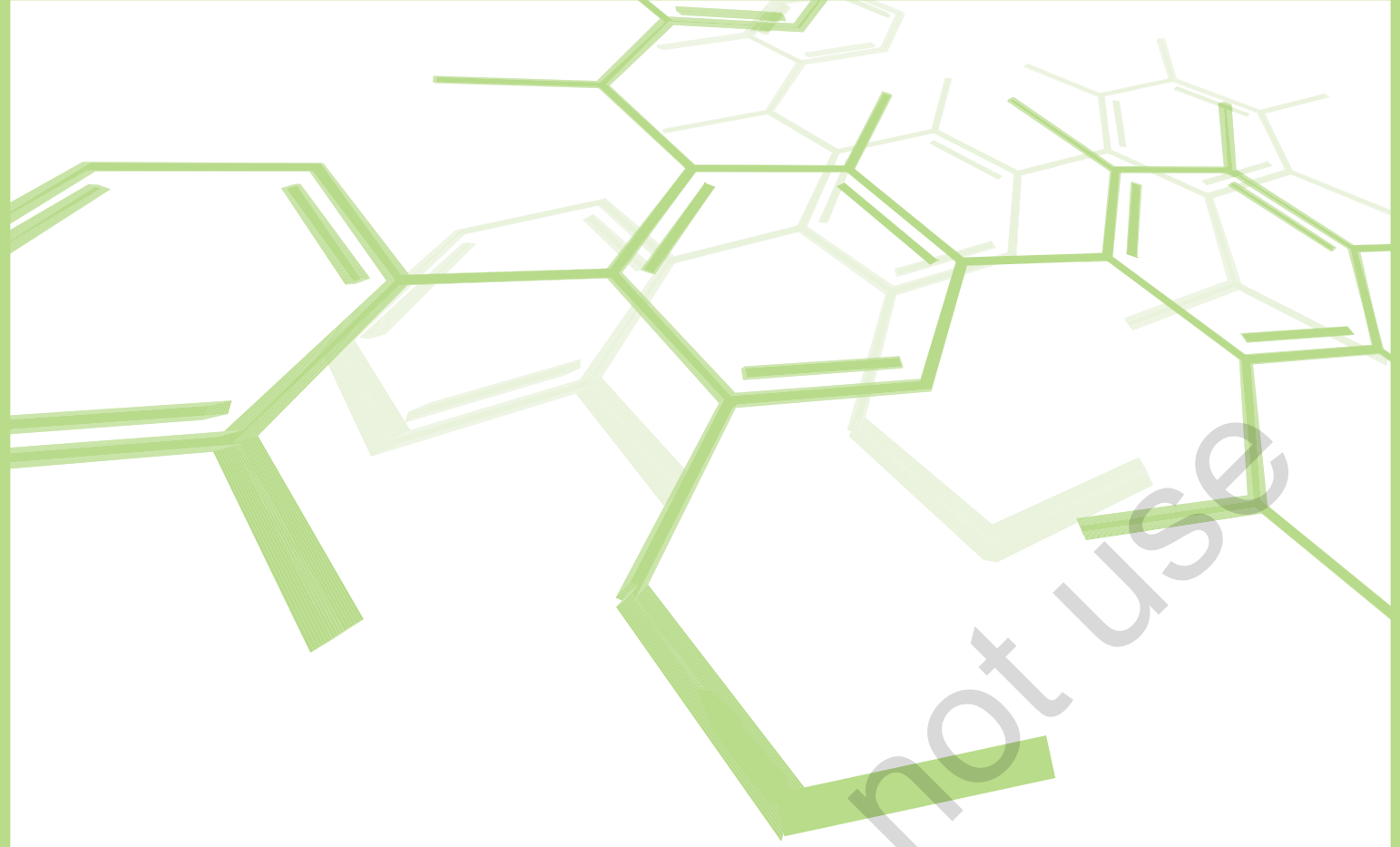
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## Preamble

This Evidence Guide should be used in conjunction with the Accreditation Standards for Pharmacy Degree Programs 2014 and the Pharmacy Degree Program Application for Accreditation when an application is being made for any one of the following:

- Accreditation of a Pharmacy School Bachelor or Masters program
- Re-accreditation of an accredited Pharmacy School, Bachelor or Masters program
- The above may also apply to articulated courses which ultimately lead to a pharmacy qualification.

The Evidence Guide comprises a checklist for documents that are required in the application. If information related to pharmacy is embedded in general University documents for example mission statements, strategic plans these are acceptable also and should be indicated on the checklist and noted or referenced to in the Standards. If information is supplied in another form, the location of the information must be made clear by cross-referencing. Missing documents will be requested upon advice of external reviewers and/or site evaluation teams or by the APC.

**Note:** during site visits University staff should not provide new or additional documents during interviews unless specifically requested by the site evaluation team and/or the APC Accreditation Officer. Also, unless it has been previously agreed there are to be no presentations made.

**\*Note:** Consistent with the Accreditation Standards, the generic term 'School' is used throughout this document to describe the academic unit within a University with primary responsibility for the planning and delivery of the pharmacy degree program. The term may encompass disciplines, faculties, departments or other similar units in a University that meet the requirements of APC Accreditation Standard 1.

Standard		Evidence Examples
1	<p><b>(Australia)</b></p> <p>The University in which the School of Pharmacy operates holds current registration with the Tertiary Education Quality and Standards Agency (TEQSA) as a higher education provider in the Australian University category</p> <p>OR</p> <p><b>(New Zealand)</b></p> <p>The School of Pharmacy's qualifications are approved by Universities New Zealand quality assurance body, Committee on University Academic Programmes (CUAP), listed on the New Zealand Qualifications Framework (NZQF), and eligible for funding through the Tertiary Education Commission (TEC)</p>	<p><b>Written application</b></p> <p><b>(Australia)</b></p> <ul style="list-style-type: none"> <li>■ Copy of written notification by TEQSA of determination on registration status, approval for self-accrediting authority (if applicable) and period of registration/authority granted</li> </ul> <p><b>(New Zealand)</b></p> <ul style="list-style-type: none"> <li>■ Copy of written notification from CUAP advising of approval granted and the period of approval</li> <li>■ Listing at <a href="http://www.nzqa.govt.nz">www.nzqa.govt.nz</a> identifying the qualification at the University at an appropriate level, with status identified as 'current'</li> <li>■ Copy of written notification from TEC identifying eligibility for funding?</li> </ul>
2	<p>The School of Pharmacy is a clearly defined operational entity within the organisational, corporate and academic governance structures, and has systems of academic and administrative responsibility and accountability within the University</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Chart depicting the University governance structure</li> <li>■ Statement of the primary responsibilities of the University's governing body (with particular note of consistency with code of best practice<sup>1</sup>)</li> <li>■ System of delegations for the discharge of responsibilities by the University's governing body to committees governing the activities of the School of Pharmacy</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with committee members from School of Pharmacy (with particular note of examples of responsibility and accountability for the activities of the School of Pharmacy)</li> </ul>

<sup>1</sup> Voluntary code of best practice for the governance of Australian universities. At: <http://www.universitiesaustralia.edu.au/resources/684/1328>

3 The University governance structures facilitate appropriate representation of the School of Pharmacy on decision-making committees within the University and establish the functions/roles, authority and reporting relationships of the committees at a School, Faculty and/or University level

**Written application**

- Terms of reference for committees governing the School of Pharmacy (with particular note of involvement and role of members from the School of Pharmacy, authority for decision-making and reporting requirements)
- Meeting schedule and the minutes of meetings for committees governing the School of Pharmacy (with particular note of frequency of activity and ability to influence outcomes)

**SET visit**

- Interviews with committee members from School of Pharmacy (with particular note of examples of influence over the activities of the School of Pharmacy, eg. external teaching delivery and input to curricula)
- Interviews with the designated leader and senior staff members of the School of Pharmacy (with particular note of examples where influence over the activities of the School of Pharmacy have been achieved)

4	<p>The School of Pharmacy has an operational plan which is aligned to deliver the objectives of the University's strategic plan and which specifies the School's mission, objectives and key performance indicators/targets against which performance and achievements are regularly measured</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ The University's strategic plan and statement of educational philosophy</li> <li>■ The School of Pharmacy's mission statement, operational plan and key performance indicators (with particular note of alignment with University's strategic plan and educational philosophy)</li> <li>■ Terms of reference of committees overseeing the implementation of the operational plan (with particular note of members, authority for decision-making and reporting requirements)</li> <li>■ Meeting schedule and the minutes of meetings for committees overseeing the implementation of the operational plan (with particular note of frequency of activity, monitoring against the operational plan and review of achievement against key performance indicators)</li> <li>■ Position descriptions of staff members responsible for the implementation of the operational plan</li> <li>■ Achievement against key performance indicators</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with committee members (with particular note of their experience and examples where development and delivery of the School's operational plan has been influenced)</li> <li>■ Interviews with the designated leader and staff members responsible for the implementation of the operational plan (with particular note of examples of links between the educational philosophy, mission statement and operational plan with the activity of the School of Pharmacy, and effectiveness of the committees utilised to oversee the implementation of the operational plan). Interviews with academics and sessional staff (with particular note of awareness of the educational philosophy, key performance indicators and achievement against these)</li> <li>■ Interviews with current and past students (with particular note of their experience and the alignment with the educational philosophy and the School's achievement against key performance indicators)</li> </ul>
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5 The School of Pharmacy has a designated leader with requisite profession-specific experience and expertise who is responsible for the provision of professional and academic leadership, engagement and advocacy for the School and the profession within and beyond the institution

**Written application**

- Organisational chart identifying the designated leader (i.e. the person with primary responsibility for the planning and delivery of the pharmacy degree program within the academic unit and the University)
- Position description for the designated leader (with particular note of delegated responsibility and accountability)
- Position descriptions for other relevant leaders where the pharmacy degree program is within a structure linked closely with other academic units and where other leaders have influence over its development and delivery
- Resume of appointed designated leader (with particular note of profession-specific experience and expertise)

**SET visit**

- Interview with designated leader and other relevant leaders (with particular note of examples of delegated responsibility and accountability, mechanisms by which decisions are made and implemented, and understanding of succession planning)



6	<p>The School of Pharmacy has designated authority and autonomy within the University to design, develop, deliver and evaluate their pharmacy program</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Chart depicting the committees and key individuals influencing the design, development, delivery and evaluation of the pharmacy program</li> <li>■ Terms of reference of committees influencing the design, development, delivery and evaluation of the pharmacy program (with particular note of members, authority for decision-making and reporting requirements)</li> <li>■ Meeting schedule and the minutes of meetings for committees influencing the design, development, delivery and evaluation of the pharmacy program (with particular note of frequency of activity and achievement of implementation of recommendations)</li> <li>■ Position descriptions of key individuals influencing the design, development, delivery and evaluation of the pharmacy program</li> <li>■ Resumes of key individuals influencing the design, development, delivery and evaluation of the pharmacy program</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with committee members (with particular note of their experience and examples where design, development, delivery and evaluation of the pharmacy program has been influenced, as well as the sustainability of the structures in place)</li> <li>■ Interviews with the designated leader and key individuals responsible for the design, development, delivery and evaluation of the pharmacy program (with particular note of their experience and examples where design, development, delivery and evaluation of the pharmacy program has been influenced, as well as the sustainability of the structures in place)</li> </ul>
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7	<p>The School of Pharmacy has active and ongoing partnerships or associations with relevant professional, government, health, indigenous and community agencies through which matters of mutual interest are progressed. Formal relationships exist with health care providers, practitioners and services to facilitate access to appropriate experiential placements</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Chart depicting committees by which individuals and organisations external to the University contribute to the pharmacy program</li> <li>■ Terms of reference of committees (with particular note of members)</li> <li>■ Meeting schedule and the minutes of meetings for committees (with particular note of frequency of activity and achievement of implementation of recommendations)</li> <li>■ Position descriptions and resumes of staff with responsibility for engaging with external individuals and bodies and maintaining effective partnerships</li> <li>■ Copies of signed agreements with health care providers, practitioners and services</li> <li>■ Positions descriptions for conjoint positions</li> <li>■ Descriptions of research collaborations with individuals and organisations external to the University (including health care providers, practitioners and services)</li> <li>■ List of University staff representation on relevant committees external to the University</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with committee members, external individuals and representatives of external bodies (with particular note of their experience of the effectiveness by which they have been engaged in the pharmacy program and examples of effective collaborations)</li> <li>■ Interviews with current and past students (with particular note of their experience of the relationship between the University and health care providers, practitioners and services)</li> <li>■ Interviews with individuals holding conjoint positions (with particular note of their contribution to progressing matters of mutual interest and the achievements in the role)</li> <li>■ Interviews with University staff (with particular note of their contribution to committees external to the University and the matters of mutual interest progressed)</li> </ul>
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<p>8</p>	<p>There are clearly defined mechanisms by which the Head of School can secure and be accountable for the financial resources necessary to ensure the effective operation of the School and its pharmacy program</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Organisational chart identifying the designated leader for the School of Pharmacy</li> <li>■ Position description for the designated leader (with particular note of delegated financial responsibility and accountability)</li> <li>■ Policies identifying financial delegations (including management of research accounts)</li> <li>■ Mechanisms for receiving funding (with particular note of process for bids, timeframes for planning, requirements for development of business cases, process for capital expenditure, and scope to access discretionary funds)</li> <li>■ Statement identifying proportion of student income received by School of Pharmacy per EFTSL, with an explanation of how this proportion is determined</li> <li>■ Statement identifying proportion of student income apportioned to centrally provided services and shared facilities per EFTSL and a description of services/ facilities provided</li> <li>■ Financial statement (with particular note of sources of income for the School that cross-subsidise student income and the proportion by which they contribute, the proportion of expenditure for areas of expenditure, investment in capital)</li> <li>■ Budget for School of Pharmacy (with particular note of sources of income for the School that cross-subsidise student income and the proportion by which they contribute, the proportion of expenditure allocated to particular areas, investment in capital and key sensitivities)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with the designated leader and key individuals responsible for financial resources and the operation of the School and its pharmacy program (with particular note of satisfaction with proportion allocated to the School, satisfaction with the centrally provided services and shared facilities for the \$ amount apportioned, flexibility to re-assign funds budgeted)</li> </ul>
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<p>9</p>	<p>The School of Pharmacy has general and specialised teaching facilities, learning resources and equipment of appropriate type, size and quantity for the effective delivery of the pharmacy program</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ List and description of dedicated teaching facilities, resources and equipment</li> <li>■ List and description of shared teaching facilities, resources and equipment</li> <li>■ Policies and procedures for use of shared teaching facilities, resources and equipment, including any formal arrangements (e.g. in relation to timetabling) documented</li> <li>■ Position descriptions of staff involved in maintaining and supporting facilities, resources and equipment</li> <li>■ Statement describing the appropriateness of facilities, resources and equipment in delivering the School's pharmacy program (with particular note of curriculum, teaching and learning approaches and assessment methods)</li> <li>■ Reports/Surveys summarising student feedback (which indicate level of satisfaction with facilities, resources and equipment)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Observation of teaching facilities, resources and equipment in use</li> <li>■ Interviews with University staff (with particular note of access to needed resources)</li> <li>■ Interviews with current and past students (with particular note of their experience of the appropriateness of facilities, resources and equipment in achieving the desired outcomes of the pharmacy program)</li> </ul>
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<p>10</p>	<p>The School of Pharmacy has a planned approach for the review of facilities, resources and support infrastructure to accord with significant program changes and to inform future needs and facilitate the requisite forward planning</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Policies and procedures for maintenance of facilities, resources and equipment</li> <li>■ Chart depicting the committees and key individuals influencing the design, development, delivery and evaluation of the pharmacy program</li> <li>■ Terms of reference of committees influencing the design, development, delivery and evaluation of the pharmacy program (with particular note of authority for decision making in relation to infrastructure needs)</li> <li>■ Meeting schedule and the minutes of meetings for committees influencing the design, development, delivery and evaluation of the pharmacy program (with particular note of frequency of activity and achievement of implementation of infrastructure recommendations)</li> <li>■ Position descriptions of key individuals influencing the design, development, delivery and evaluation of the pharmacy program (with particular note to delegations for implementing recommended changes to infrastructure)</li> <li>■ Infrastructure plan (with particular note of consistency between planned changes to pharmacy program, the facilities, resources and equipment required to deliver the pharmacy program, the maintenance and support staff required, and the budgetary considerations of such changes)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with University staff (with particular note of 'wish list' for facilities, resources and equipment in the next 5 years)</li> <li>■ Interviews with current and past students (with particular note of 'wish list' for facilities, resources and equipment in the next 5 years)</li> <li>■ Interviews with the designated leader and key individuals responsible for the operation of the School and its pharmacy program (with particular note to consistency between planned changes to pharmacy program, the facilities, resources and equipment required to deliver the pharmacy program, the maintenance and support staff required, and the budgetary considerations of such changes)</li> </ul>
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<p><b>11</b></p>	<p>The School of Pharmacy has an academic staff complement that ensures an appropriate level of expertise in the pharmaceutical sciences, pharmacotherapeutics and pharmacy practice to:</p> <ul style="list-style-type: none"> <li>■ effectively develop, deliver and evaluate the pharmacy program;</li> <li>■ provide for timely access and interaction with students as individuals or small groups; and</li> <li>■ achieve a balance between teaching, administration, research/scholarship and clinical/professional practice by the academic staff</li> </ul>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Chart depicting academic staff positions (with particular note of staff ratios horizontally (across subjects) and vertically (senior/mid/junior))</li> <li>■ Position descriptions for the different position types/ levels</li> <li>■ List of academic staff positions, identifying: <ul style="list-style-type: none"> <li>- employment status (permanent/contract, internal/ external to School)</li> <li>- full-time equivalence apportioned to the School</li> <li>- proportion of this time 'protected' or allocated for teaching vs administration vs research/scholarship vs clinical/professional practice</li> <li>- person holding position, qualifications, professional registrations and areas of expertise</li> <li>- areas of responsibility in the pharmacy program curriculum in relation to teaching and learning</li> <li>- research activity for past 5 years</li> <li>- publications/conference presentations for past 5 years</li> </ul> </li> <li>■ Copy of enterprise agreement</li> <li>■ Reports/Surveys summarising student feedback (which indicate level of satisfaction with academic staff)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with academic staff (with particular note of satisfaction with being able to 'protect' time for teaching vs administration vs research/scholarship vs clinical/professional practice, how access for student consultations is managed both as individuals and in small groups, and how challenges in balancing workload are managed/resolved through reporting structures)</li> <li>■ Interviews with current and past students (with particular note of satisfaction with quality of academic staff and access for consultations both as individuals and in small groups)</li> <li>■ Interviews with the designated leader and key individuals responsible for the operation of the School and its pharmacy program (with particular note of how staff contribute to the development, delivery and evaluation of the pharmacy program,</li> </ul>
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12	<p>The School of Pharmacy clearly defines and regularly reviews the reciprocal responsibilities that exist between the School and part-time or sessional contributors to the program</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Position descriptions for the different part-time or sessional contributors to the program</li> <li>■ List of part-time or sessional contributors, identifying: <ul style="list-style-type: none"> <li>- person holding position, qualifications, professional registrations and areas of expertise</li> <li>- areas of responsibility in the pharmacy program curriculum in relation to teaching and learning</li> </ul> </li> <li>■ Copy of employment contract used</li> <li>■ Policies and procedures relating to induction, support provided and quality assurance of contribution</li> <li>■ Reports/Surveys summarising student feedback (which indicate level of satisfaction with part-time or sessional contributors)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with part-time or sessional contributors (with particular note of their awareness of learning outcomes for the pharmacy program, awareness of policies and procedures relating to their contribution to the pharmacy program, induction and guidance provided by the School, and feedback provided in relation to their contribution)</li> <li>■ Interviews with academic staff (with particular note of interactions with part-time or sessional contributors in preparing, guiding and evaluating their contribution to the program)</li> <li>■ Interviews with current and past students (with particular note of satisfaction with quality of part-time or sessional contributors to the program)</li> </ul>
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13	The School of Pharmacy actively encourages contribution to program delivery in Australia by Aboriginal and Torres Strait Islander people, and in New Zealand by Māori	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Statement identifying approaches to encourage contribution to program delivery in Australia by Aboriginal and Torres Strait Islander people, and in New Zealand by Māori</li> <li>■ Where applicable, list of any Aboriginal and Torres Strait Islander or Māori people who contribute to the pharmacy program, identifying: <ul style="list-style-type: none"> <li>- person holding position and background/experience</li> <li>- areas of responsibility in the pharmacy program curriculum in relation to teaching and learning</li> </ul> </li> <li>■ Where applicable, experiential learning or placement activities that involve contribution by Aboriginal and Torres Strait Islander or Māori people</li> </ul>
14	The School of Pharmacy actively promotes and supports research and scholarship	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ List of academic staff positions, identifying: <ul style="list-style-type: none"> <li>- person holding position, qualifications, professional registrations and areas of expertise (with particular note of experience sufficient to lead and supervise research)</li> <li>- proportion of time 'protected' or allocated for teaching vs administration vs research/scholarship vs clinical/professional practice</li> <li>- research activity for past 5 years</li> <li>- publications/conference presentations for past 5 years</li> </ul> </li> <li>■ Policies and procedures relating to sabbatical leave provisions</li> <li>■ Success rates in receiving grants for research</li> <li>■ Policies and procedures for mentoring junior staff in research</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with academic staff (with particular note of research activity for both junior and senior staff, satisfaction with being able to 'protect' time for research/scholarship, satisfaction with supervision and mentoring)</li> </ul>



<p>15</p>	<p>The School of Pharmacy has sufficient type and number of administrative and professional staff to support the educational program, the operation of the School and the effective management of resources</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Chart depicting administrative and professional staff positions</li> <li>■ Position descriptions for the different positions</li> <li>■ List of administrative and professional staff positions, identifying: <ul style="list-style-type: none"> <li>- employment status (permanent/contract, internal/external to School, centrally-delivered/dedicated to the School)</li> <li>- full-time equivalence apportioned to the School</li> <li>- person holding position, qualifications, professional registrations and areas of expertise</li> <li>- areas of responsibility in supporting delivery of the pharmacy program</li> </ul> </li> <li>■ Statement describing workload model for the support provided by administrative and professional staff</li> <li>■ Reports/Survey summarising student feedback (which indicate level of satisfaction with administrative and professional support)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with administrative and professional staff (with particular note of responsibilities, lines of reporting and workload management)</li> <li>■ Interviews with academic staff (with particular note of satisfaction with support provided by administrative and professional staff)</li> <li>■ Interviews with current and past students (with particular note of satisfaction with quality and access to support provided by administrative and professional staff)</li> <li>■ Interviews with the designated leader and key individuals responsible for the operation of the School and its pharmacy program (with particular note of satisfaction with type and quality of support provided by administrative and professional staff, satisfaction with budget allocated to support, and any needs to replicate centrally delivered services)</li> </ul>
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16	<p>All staff are regularly provided with feedback on their performance through formal performance planning, development and review processes and are encouraged and supported to undertake professional development activities relevant to their roles within the School of Pharmacy</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Policies and procedures relating to performance review and development of staff</li> <li>■ Grants/awards offered to encourage excellence in teaching and learning and research</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with staff (with particular note of experience with performance review process, and professional development opportunities offered/undertaken and how these relate to the pharmacy program)</li> <li>■ Interviews with the designated leader and key individuals responsible for the operation of the School and its pharmacy program (with particular note of experience with performance review process, professional development opportunities offered to/accepted by staff, and the relationship of these with recent or planned changes to the pharmacy program, e.g. in content, delivery or assessment approaches)</li> </ul>
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17	<p>The School of Pharmacy has responsibility and authority for curriculum design and evaluation and has established mechanisms for doing so</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Delegations policy for course approval within the University</li> <li>■ Chart depicting the committees and key individuals influencing curriculum design and evaluation (with particular note of influence from the School on parts of the program developed and delivered externally to the School, e.g. service taught units)</li> <li>■ Terms of reference of committees influencing curriculum design and evaluation (with particular note of members, authority for decision-making and reporting requirements, whether internal/external to School)</li> <li>■ Meeting schedule and the minutes of meetings for committees influencing curriculum design and evaluation (with particular note of frequency of activity and achievement of implementation of recommendations)</li> <li>■ Policies and procedures relating to the roles and responsibilities of the Board of Examiners (with particular note of parts of the program assessed externally to the School, e.g. service-taught units)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with committee members (with particular note of the awareness of curriculum design, satisfaction with the process for curriculum design and evaluation, and their experience and examples where curriculum design has been influenced)</li> <li>■ Interviews with the designated leader and key individuals responsible for curriculum design and evaluation (with particular note of the awareness and satisfaction with the process for curriculum design and evaluation, satisfaction with School's control of/influence with service taught units, and their experience and examples where curriculum design has been influenced)</li> <li>■ Interviews with academic staff (with particular note of the awareness of curriculum design, satisfaction with the process for curriculum design and evaluation, and their experience and examples where curriculum design has been influenced)</li> <li>■ Interviews with current and past students (with particular note of awareness of curriculum design, satisfaction with integration of service taught units into pharmacy program, and mechanisms for providing feedback)</li> </ul>
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18	<p>Review of curriculum content, delivery and evaluation and student assessment methods is undertaken through broad stakeholder engagement and use of a consultative and collaborative approach</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Documented processes for review of curriculum content, delivery and evaluation and student assessment methods, identifying collaborative efforts between Schools/disciplines/course units and review by external academics</li> <li>■ Chart depicting the committees and individuals reviewing curriculum content, delivery and evaluation and student assessment methods</li> <li>■ List of people undertaking review of curriculum content, delivery and evaluation and student assessment methods, including: <ul style="list-style-type: none"> <li>- employment status (e.g. permanent/contract, internal/external to School, adjunct appointments)</li> <li>- qualifications, professional registrations and areas of expertise relating to subject matter and education</li> <li>- areas of responsibility in reviewing the curriculum</li> </ul> </li> <li>■ Terms of reference of committees involved in reviewing curriculum content, delivery and evaluation and student assessment methods (with particular note of involvement of stakeholders, including students)</li> <li>■ Guidelines for committees advising on the review of curriculum content, delivery and evaluation and student assessment methods</li> <li>■ Meeting schedule and the minutes of meetings for committees reviewing curriculum content, delivery and evaluation and student assessment methods (with particular note of frequency of activity and achievement of implementation of recommendations)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with people undertaking the review of curriculum content, delivery and evaluation and student assessment methods (with particular note of own expertise, stakeholder guidance and support, and success of collaborative efforts)</li> <li>■ Interviews with committee members (with particular note of their satisfaction with the process and success of collaborative efforts)</li> <li>■ Interviews with the designated leader and key individuals responsible for the review of curriculum content, delivery and evaluation and student assessment methods (with particular note of extent of stakeholder engagement in the process and examples of collaborative efforts)</li> <li>■ Interviews with current and past students (with particular note of awareness of mechanisms for providing input into the review of curriculum content, delivery and evaluation and student assessment methods)</li> </ul>
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19	<p>Cultural competence and cultural sensitivity are fostered through embedded curriculum content that enables students to develop an appreciation of and respect for cultural diversity, and specifically addresses the health and wellbeing of Aboriginal and Torres Strait Islander people in Australia and Māori in New Zealand</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Curriculum map and unit outlines</li> <li>■ Statement describing how this is achieved</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with current and past students (with particular note of awareness of how cultural competency and cultural sensitivity are fostered within the pharmacy program)</li> </ul>
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20	<p>The curriculum of the pharmacy program demonstrates congruency with contemporary pharmaceutical sciences, pharmacotherapeutics and pharmacy practice and the pharmacy learning domains</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Curriculum map and unit outlines (with particular note of link between curriculum content and learning outcomes for program)</li> <li>■ Reports/Surveys summarising student feedback (which indicate level of satisfaction in achieving learning outcomes for the program)</li> <li>■ List and description of dedicated teaching facilities, resources and equipment (with particular note of currency and applicability to contemporary practice)</li> <li>■ List and description of shared teaching facilities, resources and equipment (with particular note of currency and applicability to contemporary practice)</li> <li>■ List of staff positions (academic, part-time and sessional) involved in development, delivery and assessment of curriculum, identifying: <ul style="list-style-type: none"> <li>- person holding position, qualifications, professional registrations and areas of expertise (with particular note of currency of relevant clinical/professional practice)</li> </ul> </li> <li>■ Chart depicting the committees and individuals involved in development, delivery and assessment of curriculum</li> <li>■ Terms of reference of committees involved in development, delivery and assessment of curriculum (with particular note of the involvement of members and the currency of relevant clinical/professional practice)</li> <li>■ Meeting schedule and the minutes of meetings for committees reviewing curriculum content, delivery and evaluation and student assessment methods (with particular note of the frequency of activity and achievement of implementation of recommendations)</li> <li>■ Policies and procedures for full course review (with particular note of frequency)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with academic staff (with particular note of the awareness of curriculum design, and satisfaction with the curriculum design)</li> </ul>
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21	The School applies a variety of teaching and learning approaches to stimulate student engagement and to enhance student learning	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Curriculum map and unit outlines (with particular note of rationale for teaching methods in achieving identified unit learning objectives and the learning outcomes for the program)</li> <li>■ Reports/Surveys summarising student feedback (which indicate level of satisfaction with teaching and learning approaches in achieving unit learning objectives and the program learning outcomes)</li> <li>■ Statement identifying professional development opportunities offered in relation to teaching and learning approaches used in the program</li> <li>■ TEQSA evaluation</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with staff (with particular note of professional development opportunities offered/undertaken in relation to teaching and learning approaches used in the program)</li> <li>■ Interviews with current and past students (with particular note of satisfaction with the teaching and learning approaches in achieving unit learning objectives and the program learning outcomes)</li> </ul>
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22

The School of Pharmacy has clearly defined experiential learning outcomes embedded within the curriculum, provides students with learning opportunities in hospital and community practice settings to meet those outcomes, and applies assessment methods for assuring those outcomes are met

**Written application**

- Curriculum map and unit outlines for experiential learning and placement program (with particular note of the learning outcomes, timing and integration within the curriculum, rationale for sites selected and assessment methods)
- Assessment policies (with particular note of who undertakes assessments, whether the experiential learning and placement program is a 'hurdle' requirement, how assessments of placements are validated)
- List of staff positions (academic, part-time and sessional) involved in development, delivery and assessment of experiential learning and placement program, identifying:
  - person holding position, qualifications, role
- List of placement sites (as prepared for HWA or equivalent)
- Copies of materials provided to students to support them achieve the desired learning outcomes for the experiential learning and placement program
- Copies of materials provided to preceptors to support them achieve the desired learning outcomes for the experiential learning and placement program
- Copies of assessments for the experiential learning and placement program (with particular note of their appropriateness for assessing knowledge vs skills vs professional attributes)
- Copies of surveys or evaluation instruments used to review student and preceptor experiences
- Reports summarising student and preceptor feedback (which indicate level of satisfaction with teaching and learning approaches in achieving experiential learning and placement program learning outcomes)

**SET visit**

- Interviews with staff (with particular note of how monitoring of learning opportunities in placements occurs)
- Interviews with current and past students (with particular note of awareness of the learning outcomes and satisfaction with the experiential learning and placement program)
- Interviews with preceptors (with particular note of awareness of the learning outcomes, their role in supporting students to achieve them, satisfaction with the experiential learning and placement program, feedback provided to them)



<p><b>23</b></p>	<p>The School of Pharmacy co-ordinates, monitors and regularly reviews the quality and performance of the experiential learning elements of the program</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Chart depicting the committees and individuals involved in development, delivery and assessment of the experiential learning and placement program</li> <li>■ Terms of reference of committees involved in development, delivery and assessment of the experiential learning and placement program</li> <li>■ Meeting schedule and the minutes of meetings for committees reviewing the experiential learning and placement program (with particular note of frequency of activity and achievement of implementation of recommendations)</li> <li>■ Statement describing the mechanisms by which the experiential learning elements of the program are monitored and reviewed (with particular note of immediacy of feedback and response e.g. oral debriefs versus written forms, frequency of feedback, process for considering feedback)</li> <li>■ Copies of surveys or evaluation instruments used to review student and preceptor experiences</li> <li>■ Reports summarising student and preceptor feedback as provided to the committees (which indicate level of satisfaction with teaching and learning approaches in achieving experiential learning and placement program learning outcomes)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with staff (with particular note of how the quality of placements is monitored, how data is aggregated e.g. per placement or annually, how feedback is reviewed and incorporated into the formal review of the placement program, examples of changes implemented based on feedback)</li> <li>■ Interviews with current and past students (with particular note of awareness of the learning outcomes and satisfaction with the experiential learning and placement program)</li> <li>■ Interviews with preceptors (with particular note to awareness of the learning outcomes, their role in supporting students to achieve them, and satisfaction with the experiential learning and placement program)</li> </ul>
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24 The School of Pharmacy has clearly documented procedures for management of experiential placements that safeguards students and health care consumers

**Written application**

- List of staff positions (academic, part-time and sessional) involved in development, delivery and assessment of experiential learning and placement program, identifying:
  - person holding position, qualifications, role
- Copy of placement contract (with particular note of legal responsibilities of the respective parties)
- Copies of materials provided to students (with particular note of the procedures to follow to address any concerns about the safety of consumers arising from the placement, concerns about the care provided or the conduct of clinical educators)
- Copies of materials provided to preceptors to support them achieve the desired learning outcomes for the experiential learning and placement program (with particular note of procedures to follow to address any concerns about the safety of consumers arising from the placement, concerns about the care provided or the conduct of the student)

**SET visit**

- Interviews with staff (with particular note of experiences where a student or preceptor has concerns about the safety of consumers arising from the placement, concerns about the care provided or the conduct of clinical educators or the student)
- Interviews with current and past students (with particular note of experiences where the student has had concerns about the safety of consumers arising from the placement, concerns about the care provided or the conduct of clinical educators, and their awareness of the procedures to follow)
- Interviews with preceptors (with particular note of experiences where the preceptor has had concerns about the safety of consumers arising from the placement, concerns about the care provided or the conduct of the student, and their awareness of the procedures to follow)

25	<p>The pharmacy program produces graduates who have the graduate attributes of the University and the knowledge, skills and attitudes necessary to commence supervised practice as an intern pharmacist</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Learning outcomes and graduate attributes for the program (with particular note of the rationale for ensuring graduates produced are able to commence supervised practice as an intern pharmacist, and how the outcomes comply with the AQF)</li> <li>■ Curriculum map and unit outlines (with particular note of depth and breadth of the curriculum content in achieving the learning outcomes for the program, timing within program that specific attributes are assessed)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with staff (with particular note of timing of components within the program e.g. confidentiality and privacy prior to placements, professional behaviour, how student experiences of unprofessional behaviour in the profession are responded to)</li> <li>■ Interviews with current and past students (with particular note of understanding of the learning outcomes and how the curriculum is composed to contribute to achieving this)</li> </ul>
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26 The School of Pharmacy uses a range of assessment methods that are appropriate to the outcomes of the program

#### Written application

- Learning outcomes and graduate attributes for the program (with particular note of the knowledge, skills and attributes that would need to be assessed to demonstrate achieving these)
- Curriculum map, unit outlines and assessment map (with particular note of the context of the assessment, the link between the learning outcomes for a unit and the assessment method used)
- Policies and procedures relating to the development and delivery of assessments
- Copies of different types of assessments (with particular note of their appropriateness for assessing knowledge vs skills vs professional attributes for the learning outcomes identified, intra and inter validation)
- Policies and procedures relating to the roles and responsibilities of the Board of Examiners (with particular note of parts of the program assessed externally to the School, e.g. service taught units, management of appeals, movement of students between grades)

#### SET visit

- Interviews with staff (with particular note of examples of how policies and procedures relating to assessment have been implemented, how professionalism and 'fit to practice' concepts are assessed)
- Interviews with current and past students (with understanding of the link between assessments and the learning outcomes for units)

<p>27</p>	<p>The School of Pharmacy has policies and procedural controls that involve external assessment or moderation to assure integrity, reliability, fairness and transparency in the assessment of students</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Policies and procedures relating to the development and delivery of assessments</li> <li>■ Statement describing the external assessment and moderation approaches used (with particular note of their purpose e.g. benchmarking or CQI, their appropriateness for the assessment method, the schedule/timing by which external assessment and moderation is conducted within the program, how the results of such approaches are reviewed)</li> <li>■ Report summarising the outcomes of external assessment and moderation, as provided to the relevant committees</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with staff (with particular note of examples of how external assessment and moderation has been undertaken and changes that have been implemented as a result)</li> </ul>
<p>28</p>	<p>The School of Pharmacy has clearly documented and regularly reviewed eligibility or admission criteria and policies which are applied consistently, equitably and fairly</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Policies identifying eligibility and admission criteria, including those relating to entrance score, affirmative action policies, AHPRA/PBA reporting requirements on admission, disabilities and ability to register and practice, and commitment for experiential placement requirements</li> <li>■ Procedures for applying eligibility or admission criteria, including application form (with particular note of procedural fairness)</li> <li>■ Statement describing review process for eligibility and admission criteria and related policies and procedures</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with staff (with particular note of experiences in applying eligibility or admission criteria, and the extent to which they believe the criteria are sufficient for ensuring students can effectively cope with the academic rigour of the pharmacy program)</li> <li>■ Interviews with current and past students (with particular note of their awareness of the eligibility and admission criteria, their belief that this was applied fairly, and the extent to which it was at a level that allowed them to effectively cope with the academic rigour of the pharmacy program)</li> </ul>

29	<p>Potential students receive information on:</p> <ul style="list-style-type: none"> <li>■ the accreditation status of the course;</li> <li>■ student groups for whom defined affirmative action policies exist;</li> <li>■ specific academic entry requirements and arrangements by which advanced standing may be granted;</li> <li>■ English language proficiency requirements;</li> <li>■ criteria to be met for right of entry to experiential placement sites; and</li> <li>■ PBA registration standards (e.g. criminal history and English language skills)</li> </ul>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Policies identifying eligibility and admission criteria, including those relating to entrance score, affirmative action policies, AHPRA/PBA reporting requirements on admission, disabilities and ability to register and practice, police checks, vaccinations and commitment required for experiential placements</li> <li>■ Procedures for applying eligibility and admission criteria, including application form</li> <li>■ Statement describing how eligibility and admission criteria is communicated to potential students, with copies of communication (e.g. course guides, website links)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with current and past students (with particular note of their satisfaction with the information provided prior to applying for admission in preparing them for undertaking the pharmacy program, register and practice)</li> </ul>
30	<p>The School of Pharmacy ensures that students seeking admission who have not completed their secondary education in English or earlier prerequisite tertiary studies in English, have demonstrated English language of a proficiency to undertake the program</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Documented standard for English language proficiency required for undertaking the pharmacy program, register and practice</li> <li>■ Policies and procedures for assessing English language proficiency, including written and verbal communication, and numeracy and literacy</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with staff and preceptors (with particular note of their satisfaction that the standard of English language proficiency is sufficient for students to effectively cope with the communication requirements of the pharmacy program and placements)</li> </ul>

<p>31</p>	<p>Enrolling students are provided with an orientation to the School/University and its facilities, and information about:</p> <ul style="list-style-type: none"> <li>■ program objectives, structure and delivery;</li> <li>■ policies and procedures relevant to academic assessment and progression, student obligations, conduct and access to resources/facilities; and</li> <li>■ available student support services</li> </ul>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Statement describing what information is provided to enrolled students and how this is communicated, with copies of and/or website links to: <ul style="list-style-type: none"> <li>- Orientation week program</li> <li>- Course handbook (with particular note of program objectives, structure, delivery)</li> <li>- Policies and procedures relating to assessment and progression, student conduct and access to resources, facilities and support services</li> </ul> </li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with current and past students (with particular note of their awareness of pharmacy program and University requirements, awareness of student support services)</li> </ul>
<p>32</p>	<p>The School of Pharmacy has processes in place for the early identification of students in need of support or remediation</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Policies and procedures relating to identifying students in need of support or remediation, including use of assessment/course mapping, communication of mentor/tutor programs available</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with staff (with particular note of their experience and examples of identifying students in need of support or remediation)</li> <li>■ Interviews with current and past students (with particular note of their awareness of pharmacy program and University requirements, awareness of student support services)</li> </ul>

33 Students have access to relevant remedial and counselling support services, including appropriate English language support, to assist their successful progression through the pharmacy program and the School of Pharmacy has measures in place to ensure that progression through the program is continued

#### Written application

- Policies and procedures for offering remediation and counselling to students
- Policies and procedures for restricting progression through the program where students have been identified as being in need of support or remediation
- Statement describing what support services are available to enrolled students and how this is communicated to them, with copies of student information and/or website links
- Documentation of remediation and counselling offers made, accepted and completed
- Reports of level of success of remediation and counselling in assisting progression through the pharmacy program

#### SET visit

- Interviews with staff (with particular note of their experience with students accepting remediation and counselling and examples of success/lack of success in assisting progression through the program)
- Interviews with current and past students (with particular note of their awareness of, and experience and satisfaction with, remediation and counselling services)



<p><b>34</b></p>	<p>The School of Pharmacy actively promotes the engagement and involvement of students in the governance and curriculum management processes of the School</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Statement describing opportunities for student involvement in governance and curriculum management, including copies of how this is communicated to students (e.g. through course handbook, web address link)</li> <li>■ Statement describing examples of student involvement in governance and curriculum management</li> <li>■ Chart depicting the committees governing the School and involved in development, delivery and assessment of the curriculum</li> <li>■ Terms of reference of committees involved in development, delivery and assessment of curriculum (with particular note of involvement of students)</li> <li>■ Meeting schedule and the minutes of meetings for committees with student involvement (with particular note of frequency of activity and achievement of implementation of recommendations)</li> <li>■ Reports/Surveys summarising student feedback (which indicate level of satisfaction with teaching and learning approaches in achieving unit learning objectives and the program learning outcomes)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with staff (with particular note of examples of engagement with students and where feedback has been actioned)</li> <li>■ Interviews with current and past students (with particular note of awareness of opportunities to contribute to the governance and curriculum management processes, examples of engagement in the governance of the School and curriculum management, and examples where feedback has been actioned)</li> </ul>
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<p>35</p>	<p>The School of Pharmacy has a demonstrable and continuous quality improvement program and is responsive to both internal and external feedback and review</p>	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Results of audit outcomes undertaken by University, TEQSA and any other external reviews</li> <li>■ Results of benchmarking activities undertaken by the School or University</li> <li>■ Reports/Surveys summarising student feedback (which also identify mechanisms and frequency by which feedback is provided)</li> <li>■ Reports summarising industry feedback (which also identify mechanisms and frequency by which feedback is provided)</li> <li>■ Position descriptions of individuals that have responsibility for considering feedback and making recommendations</li> <li>■ Terms of reference of committees that consider feedback</li> <li>■ Meeting schedule and the minutes of meetings for committees that consider feedback and action recommendations (with particular note of frequency of activity and achievement of implementation of recommendations)</li> <li>■ Changes to pharmacy program undertaken or planned and the underpinning rationale for such changes</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with University staff (with particular note of their awareness of feedback mechanisms, outcomes of feedback, process for implementing changes to pharmacy program based on feedback, and examples of actions taken based on feedback provided)</li> <li>■ Interviews with new University staff (with particular note of understanding of processes for assuring quality, workload balance to assure quality, and mentoring provided)</li> <li>■ Interviews with committee members, external individuals and representatives of external bodies (with particular note of their awareness of feedback mechanisms, outcomes of feedback, process for implementing changes to pharmacy program based on feedback, and examples of actions taken based on feedback provided)</li> <li>■ Interviews with current and past students (with particular note of their awareness of feedback mechanisms, outcomes of feedback, process for implementing changes to pharmacy program based on feedback, and examples of actions taken based on feedback provided)</li> </ul>
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36	The School of Pharmacy has a documented risk management plan for assuring continuity of program delivery	<p><b>Written application</b></p> <ul style="list-style-type: none"> <li>■ Copy of the School's risk management plan and mitigation strategies (with particular note of attention to the areas of staff, students, facilities, funding and environment, and consideration of risk rankings based on consequences and likelihood)</li> <li>■ Copy of the School's budget (with particular note of sources of funding, and reliance on particular sources such as research)</li> <li>■ Induction process for new staff members (with particular note of the manner in which they are prepared and supported in continuing the delivery of the program)</li> </ul> <p><b>SET visit</b></p> <ul style="list-style-type: none"> <li>■ Interviews with the designated leader and key individuals (with particular note of identified areas of risk and how they are being managed)</li> </ul>
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## Document checklist

This list is to be used only to indicate that the documents have been included in the application. The documents listed in the checklist are drawn from the Accreditation Standards Evidence Guide and are intended to guide programs in considering documentary evidence that may be supplied as part of the application. They are not intended to be exhaustive. Applicants are encouraged to carefully consider the inclusion of evidence that most appropriately demonstrates compliance against the Standard. Where a single piece of evidence is provided against multiple standards please ensure that it is cross referenced within the body of the application.

Please note that where pharmacy related information is also located in University wide documents indicate this by ticking both columns of the checklist. Actual referral to all documents should be noted in the relevant response section for each Standard in Part IV of this form. Return the checklist with the Application for Accreditation.

**Where other documentation is supplied as evidence, please provide information regarding that evidence in the checklist**

Standard	Relevant Documents	Pharmacy specific document	University wide document	Not Available
<b>Standard 1</b>	<b>Australia</b> Copy of written notification by TEQSA of determination on registration status, approval for self-accrediting authority (if applicable) and period of registration/authority granted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>New Zealand</b> Copy of written notification from CUAP advising of approval granted and the period of approval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Listing at <a href="http://www.nzqa.govt.nz">www.nzqa.govt.nz</a> identifying the qualification at the University at an appropriate level, with status identified as 'current'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copy of written notification from TEC identifying eligibility for funding?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
Standard 2	Chart depicting the University governance structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Statement of the primary responsibilities of the University's governing body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	System of delegations for the discharge of responsibilities by the University's governing body to committees governing the activities of the School of Pharmacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 3</b>	Terms of reference for committees governing the School of Pharmacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Meeting schedule and the minutes of meetings for committees governing the School of Pharmacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 4</b>	The University's strategic plan and statement of educational philosophy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The School of Pharmacy's mission statement, operational plan and key performance indicators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Terms of reference of committees overseeing the implementation of the operational plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Meeting schedule and the minutes of meetings for committees overseeing the implementation of the operational plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position descriptions of staff members responsible for the implementation of the operational plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Achievement against key performance indicators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 5</b>	Organisational chart identifying the designated leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position description for the designated leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position descriptions for other relevant leaders where the pharmacy degree program is within a structure linked closely with other academic units and where other leaders have influence over its development and delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Resume of appointed designated leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 6</b>	Chart depicting the committees and key individuals influencing the design, development, delivery and evaluation of the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Terms of reference of committees influencing the design, development, delivery and evaluation of the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
	Meeting schedule and the minutes of meetings for committees influencing the design, development, delivery and evaluation of the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position descriptions of key individuals influencing the design, development, delivery and evaluation of the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Resumes of key individuals influencing the design, development, delivery and evaluation of the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 7</b>	Chart depicting committees by which individuals and organisations external to the University contribute to the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Terms of reference of committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Meeting schedule and the minutes of meetings for committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position descriptions and resumes of staff with responsibility for engaging with external individuals and bodies and maintaining effective partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copies of signed agreements with health care providers, practitioners and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Positions descriptions for conjoint positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Descriptions of research collaborations with individuals and organisations external to the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List of University staff representation on relevant committees external to the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 8</b>	Organisational chart identifying the designated leader for the School of Pharmacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position description for the designated leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies identifying financial delegations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Mechanisms for receiving funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Statement identifying proportion of student income received by School of Pharmacy per EFTSL, with an explanation of how this proportion is determined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Statement identifying proportion of student income apportioned to centrally provided services and shared facilities per EFTSL and a description of services/facilities provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Financial statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Budget for School of Pharmacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Standard 9</b>	List and description of dedicated teaching facilities, resources and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List and description of shared teaching facilities, resources and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies and procedures for use of shared teaching facilities, resources and equipment, including any formal arrangements documented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position descriptions of staff involved in maintaining and supporting facilities, resources and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Statement describing the appropriateness of facilities, resources and equipment in delivering the School's pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reports/Surveys summarising student feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 10</b>	Policies and procedures for maintenance of facilities, resources and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Chart depicting the committees and key individuals influencing the design, development, delivery and evaluation of the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Terms of reference of committees influencing the design, development, delivery and evaluation of the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Meeting schedule and the minutes of meetings for committees influencing the design, development, delivery and evaluation of the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position descriptions of key individuals influencing the design, development, delivery and evaluation of the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Infrastructure plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 11</b>	Chart depicting academic staff positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position descriptions for the different position types/levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List of academic staff positions, identifying: <ul style="list-style-type: none"> <li><input type="checkbox"/> employment status</li> <li><input type="checkbox"/> full time equivalence apportioned to the School</li> <li><input type="checkbox"/> proportion of this time 'protected' or allocated for teaching vs administration vs research/ scholarship vs clinical/professional practice</li> <li><input type="radio"/> person holding position, qualifications, professional registrations and areas of expertise</li> <li><input type="checkbox"/> areas of responsibility in the pharmacy program curriculum in relation to teaching and learning</li> <li><input type="checkbox"/> research activity for past 5 years</li> <li><input type="checkbox"/> publications/conference presentations for past 5 years</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copy of enterprise agreement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reports/Surveys summarising student feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 12</b>	Position descriptions for the different part-time or sessional contributors to the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List of part-time or sessional contributors, identifying: <ul style="list-style-type: none"> <li><input type="checkbox"/> person holding position, qualifications, professional registrations and areas of expertise</li> <li><input type="checkbox"/> areas of responsibility in the pharmacy program curriculum in relation to teaching and learning</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copy of employment contract used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies and procedures relating to induction, support provided and quality assurance of contribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reports/Surveys summarising student feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 13</b>	Statement identifying approaches to encourage contribution to program delivery in Australia by Aboriginal and Torres Strait Islander people, and in New Zealand by Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Where applicable, list of any Aboriginal and Torres Strait Islander or Māori people who contribute to the pharmacy program, identifying: <ul style="list-style-type: none"> <li><input type="checkbox"/> person holding position and background/ experience</li> <li><input type="checkbox"/> areas of responsibility in the pharmacy program curriculum in relation to teaching and learning</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Where applicable, experiential learning or placement activities that involve contribution by Aboriginal and Torres Strait Islander or Māori people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 14</b>	List of academic staff positions, identifying: <ul style="list-style-type: none"> <li>■ person holding position, qualifications, professional registrations and areas of expertise</li> <li>■ proportion of time 'protected' or allocated for teaching vs administration vs. research/scholarship vs clinical/professional practice</li> <li>■ research activity for past 5 years</li> <li>■ publications/conference presentations for past 5 years</li> </ul>	○	○	○
	Policies and procedures relating to sabbatical leave provisions	○	○	○
	Success rates in receiving grants for research	○	○	○
	Policies and procedures for mentoring junior staff in research	○	○	○
	<b>Other:</b>	○	○	
<b>Standard 15</b>	Chart depicting administrative and professional staff positions	○	○	○
	Position descriptions for the different positions	○	○	○
	List of administrative and professional staff positions, identifying: <ul style="list-style-type: none"> <li>■ employment status full-time equivalence apportioned to the School</li> <li>■ person holding position, qualifications, professional registrations and areas of expertise</li> <li>■ areas of responsibility in supporting delivery of the pharmacy program</li> </ul>	○	○	○
	Statement describing workload model for the support provided by administrative and professional staff	○	○	○
	Reports/Surveys summarising student feedback	○	○	○
	Other:	○	○	
	<b>Standard 16</b>	Policies and procedures relating to performance review and development of staff	○	○
Grants/awards offered to encourage excellence in teaching and learning and research	○	○	○	
<b>Other:</b>	○	○		

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 17</b>	Delegations policy for course approval within the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Chart depicting the committees and key individuals influencing curriculum design and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Terms of reference of committees influencing curriculum design and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Meeting schedule and the minutes of meetings for committees influencing curriculum design and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies and procedures relating to the roles and responsibilities of the Board of Examiners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 18</b>	Documented processes for review of curriculum content, delivery and evaluation and student assessment methods, identifying collaborative efforts between Schools/disciplines/course units and review by external academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Chart depicting the committees and individuals reviewing curriculum content, delivery and evaluation and student assessment methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List of people undertaking review of curriculum content, delivery and evaluation and student assessment methods, including:			
	■ employment status			
	■ qualifications, professional registrations and areas of expertise relating to subject matter and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	■ areas of responsibility in reviewing the curriculum			
	Terms of reference of committees involved in reviewing curriculum content, delivery and evaluation and student assessment methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Guidelines for committees advising on the review of curriculum content, delivery and evaluation and student assessment methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting schedule and the minutes of meetings for committees reviewing curriculum content, delivery and evaluation and student assessment methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Other:</b>	<input type="radio"/>	<input type="radio"/>		
<b>Standard 19</b>	Curriculum map and unit outlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Statement describing how this is achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 20</b>	Curriculum map and unit outlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reports/Surveys summarising student feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List and description of dedicated teaching facilities, resources and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List and description of shared teaching facilities, resources and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List of staff positions involved in development, delivery and assessment of curriculum, identifying:  ■ person holding position, qualifications, professional registrations and areas of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Chart depicting the committees and individuals involved in development, delivery and assessment of curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Terms of reference of committees involved in development, delivery and assessment of curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Meeting schedule and the minutes of meetings for committees reviewing curriculum content, delivery and evaluation and student assessment methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies and procedures for full course review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
	<b>Standard 21</b>	Curriculum map and unit outlines (with particular note of rationale for teaching methods in achieving identified unit learning objectives and the learning outcomes for the program)	<input type="radio"/>	<input type="radio"/>
Reports/Surveys summarising student feedback		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement identifying professional development opportunities offered in relation to teaching and learning approaches used in the program		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other:</b>		<input type="radio"/>	<input type="radio"/>	

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 22</b>	Curriculum map and unit outlines for experiential learning and placement program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Assessment policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List of staff positions (academic, part-time and sessional) involved in development, delivery and assessment of experiential learning and placement program, identifying:  ■ person holding position, qualifications, role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	List of placement sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copies of materials provided to students to support them achieve the desired learning outcomes for the experiential learning and placement program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copies of materials provided to preceptors to support them achieve the desired learning outcomes for the experiential learning and placement program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copies of assessments for the experiential learning and placement program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copies of surveys or evaluation instruments used to review student and preceptor experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reports summarising student and preceptor feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
	<b>Standard 23</b>	Chart depicting the committees and individuals involved in development, delivery and assessment of the experiential learning and placement program	<input type="radio"/>	<input type="radio"/>
Terms of reference of committees involved in development, delivery and assessment of the experiential learning and placement program		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting schedule and the minutes of meetings for committees reviewing the experiential learning and placement program		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement describing the mechanisms by which the experiential learning elements of the program are monitored and reviewed		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies of surveys or evaluation instruments used to review student and preceptor experiences		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports summarising student and preceptor feedback as provided to the committees		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other:</b>		<input type="radio"/>	<input type="radio"/>	

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 24</b>	List of staff positions involved in development, delivery and assessment of experiential learning and placement program, identifying: <ul style="list-style-type: none"> <li>■ Person holding position, qualifications, role</li> <li>■ Copy of placement contract</li> <li>■ Copies of materials provided to students</li> <li>■ Copies of materials provided to preceptors</li> </ul>	○	○	○
	<b>Other:</b>	○	○	
<b>Standard 25</b>	Learning outcomes and graduate attributes for the program	○	○	○
	Curriculum map and unit outlines	○	○	○
	<b>Other:</b>	○	○	
<b>Standard 26</b>	Learning outcomes and graduate attributes for the program	○	○	○
	Curriculum map, unit outlines and assessment map	○	○	○
	Policies and procedures relating to the development and delivery of assessments	○	○	○
	Copies of different types of assessments	○	○	○
	Policies and procedures relating to the roles and responsibilities of the Board of Examiners	○	○	○
	<b>Other:</b>	○	○	
<b>Standard 27</b>	Policies and procedures relating to the development and delivery of assessments	○	○	○
	Statement describing the external assessment and moderation approaches used	○	○	○
	Report summarising the outcomes of external assessment and moderation, as provided to the relevant committees	○	○	○
	<b>Other:</b>	○	○	
<b>Standard 28</b>	Policies identifying eligibility and admission criteria	○	○	○
	Procedures for applying eligibility or admission criteria, including application form	○	○	○
	Statement describing review process for eligibility and admission criteria and related policies and procedures	○	○	○
	<b>Other:</b>	○	○	

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 29</b>	Policies identifying eligibility and admission criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Procedures for applying eligibility and admission criteria, including application form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Statement describing how eligibility and admission criteria are communicated to potential students, with copies of communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 30</b>	Documented standard for English language proficiency required for undertaking the pharmacy program, register and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies and procedures for assessing English language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 31</b>	Statement describing what information is provided to enrolled students and how this is communicated, with copies of and/or website links to:			
	■ Orientation week program			
	■ Course handbook (with particular note of program objectives, structure, delivery)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	■ Policies and procedures relating to assessment and progression, student conduct and access to resources, facilities and support services			
<b>Other:</b>	<input type="radio"/>	<input type="radio"/>		
<b>Standard 32</b>	Policies and procedures relating to identifying students in need of support or remediation, including use of assessment/course mapping, communication of mentor/tutor programs available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	



Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 33</b>	Policies and procedures for offering remediation and counselling to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies and procedures for restricting progression through the program where students have been identified as being in need of support or remediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Statement describing what support services are available to enrolled students and how this is communicated to them, with copies of student information and/or website links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Documentation of remediation and counselling offers made, accepted and completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reports of level of success of remediation and counselling in assisting progression through the pharmacy program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 34</b>	Statement describing opportunities for student involvement in governance and curriculum management, including copies of how this is communicated to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Statement describing examples of student involvement in governance and curriculum management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Chart depicting the committees governing the School and involved in development, delivery and assessment of the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Terms of reference of committees involved in development, delivery and assessment of curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Meeting schedule and the minutes of meetings for committees with student involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reports/Surveys summarising student feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	

Standard	Relevant Documents	Pharmacy specific document	University-wide document	Not Available
<b>Standard 35</b>	Results of audit outcomes undertaken by University, TEQSA and any other external reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Results of benchmarking activities undertaken by the School or University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reports/Surveys summarising student feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reports summarising industry feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Position descriptions of individuals that have responsibility for considering feedback and making recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Terms of reference of committees that consider feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Meeting schedule and the minutes of meetings for committees that consider feedback and action recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Changes to pharmacy program undertaken or planned and the underpinning rationale for such changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	
<b>Standard 36</b>	Copy of the School's risk management plan and mitigation strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Copy of the School's budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Induction process for new staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Other:</b>	<input type="radio"/>	<input type="radio"/>	

Inactive - Do not use

Inactive - Do not use

