

# THE EVALUATION STANDARDS 2018

Japan Accreditation Board for Pharmaceutical Education  
(<http://www.jabpe.or.jp/english/index.html>)

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## 1. Mission & Goals

### Standard 1-1

The school of pharmacy must have a statement that expresses its mission, goals, and values in the areas of teaching, research and scholarly activity, service to the community, its contribution to pharmacy practice, and its advancement of the profession. The mission and goals must reflect and align with the professional vision for pharmacy practice and education to ensure that graduates are appropriately educated and trained to deliver pharmacy services that meet current and future societal needs and expectations. The mission and goals must be specific, measurable, and realistic so that progress toward their achievement can be evaluated.

#### Guideline 1-1-1

The mission and goals must reflect the environment surrounding medical care, the social needs for a pharmacist, and the needs of students precisely.

#### Guideline 1-1-2

The mission and goals must be disseminated to the staff and students of the school, and must be announced publicly.

### Standard 1-2

The school must formulate three policies: the diploma policy, the curriculum policy and the admission policy based on its mission and goals.

Note: The diploma policy refers to the policy on accreditation of graduation. The curriculum policy refers to the policy on the organization and implementation of the curriculum. The admission policy refers to the policy on the enrollment of students.

#### Guideline 1-2-1

The policy on the accreditation of graduation (the diploma policy) must specifically set out the qualities and abilities that students should acquire by the time of graduation.

#### Guideline 1-2-2

The results of the self-evaluation would be better to be analyzed with qualitative and quantitative metrics.

#### Guideline 1-2-3

In the curriculum policy, learning and teaching methods, and assignments for grading would be better to be consistently set with the learning activities of students, and with the intended learning outcomes.

#### Guideline 1-2-4

In the admission policy, the school must set out in detail what kind of students the school seeks and how it evaluates and selects diverse students, based on the diploma policy and the curriculum policy.

#### Guideline 1-2-5

The mission and goals, and the three policies must be announced to all students and staff.

#### Standard 1-3

The mission and goals, and the three policies must be verified and improved regularly.

## **2. Internal Quality Insurance**

#### Standard 2-1

The school of pharmacy must self-evaluate its educational and research activities appropriately, based on the mission and goals and the three policies.

#### Guideline 2-1-1

The self-evaluation must be conducted in an organized manner.

#### Guideline 2-1-2

The results of the self-evaluation would be better to be analyzed with qualitative and quantitative metrics.

#### Guideline 2-1-3

The results of the self-evaluation must be announced publicly.

#### Standard 2-2

Improvements of educational and research activities must be appropriately implemented based on the self-evaluation.

### **3. The Curriculum**

#### **3-1 Organization of the Curriculum**

##### Standard 3-1-1

The curriculum must be established in accordance with the curriculum policy.

##### Guideline 3-1-1-1 & 3-1-1-2

The curriculum must be systematically organized and effectively structured in accordance with the curriculum policy. The following contents must be included in the curriculum:

- Liberal Arts
- Language Education
- Education on human behavior and psychology
- Study contents included in the 2022 revised version of the Model Core Curriculum for Pharmaceutical Education (pharmaceutical science, social pharmacy, hygienic pharmacy, clinical pharmacy, and pharmaceutical research)
- School-specific contents independent of the 2022 revised version of the Model Core Curriculum for Pharmaceutical Education
- Problem-solving skills

### Guideline 3-1-1-3

Appropriateness of the content and education methods used in the curriculum of the school of pharmacy must be verified and improved when necessary.

## **3-2 Curriculum Implementation**

### Standard 3-2-1

Appropriate education must be provided in accordance with the curriculum policies.

#### Guideline 3-2-1-1

The learning strategy used must be appropriate for achieving the learning objectives.

#### Guideline 3-2-1-2

Clinical pharmacy practice must be appropriately conducted in accordance with the Guidelines for Pharmacy Practice.

#### Guideline 3-2-1-3

In the education activities of the school, it would be better to develop learning, teaching and evaluation methods that make the most of and improve the abilities of the students.

### Standard 3-2-2

Grading of each course must be conducted fairly and rigorously.

#### Guideline 3-2-2-1

Appropriate grading methods and standards must be established for each course and must be disseminated to students.

#### Guideline 3-2-2-2

The grading of each course is conducted fairly and rigorously in accordance with the established methods and standards.

#### Guideline 3-2-2-3

The results of grading must be announced to the students. A system for students to appeal grades must be in place and communicated to the students.

#### Standard 3-2-3

Judgments for promotion must be carried out impartially and strictly.

#### Guideline 3-2-3-1

Advancement criteria, and the guidelines for students repeating the same class must be defined, and must be disseminated to the students.

#### Guideline 3-2-3-2

Judgments for promotion must be carried out impartially and strictly under the terms of the promotion standards.

#### Standard 3-2-4

Judgments for graduation must be conducted impartially and stringently.

#### Guideline 3-2-4-1

The criteria for graduation approval must be appropriately set in accordance with the diploma policy, and disseminated to the students.

#### Guideline 3-2-4-2

It would be better to evaluate the qualities and abilities that students should acquire, as stated in the diploma policy.

#### Guideline 3-2-4-3

Judgments for graduation must be conducted impartially and rigorously under the guidelines of the graduation standards.

#### Standard 3-2-5

Appropriate course guidance must be provided for the students.

### **3-3 Evaluation of the competency of a student**

#### **Standard 3-3-1**

Evaluation of learning outcomes must be appropriately conducted in accordance with the curriculum policy.

##### **Guideline 3-3-1-1**

The qualities and abilities to be acquired by the students must be evaluated in accordance with the progression of the educational program.

##### **Guideline 3-3-1-2**

The abilities required for clinical pharmacy practice must be validated through the pharmaceutical common achievement tests (CBT and OSCE).

##### **Guideline 3-3-1-3**

The curriculum and its implementation must be improved and enhanced based on the results of the evaluation of the learning outcomes.

### **4 Admission Policy and System for Acceptance of Students**

#### **Standard 4-1**

The aptitude and abilities of an applicant must be appropriately evaluated in accordance with the admission policy.

##### **Guideline 4-1-1**

The evaluation of an applicant and the decision for matriculation must be made under the direction of a responsible organization.

##### **Guideline 4-1-2**

Three elements of scholastic ability must be evaluated in a multifaceted and comprehensive manner.



Note: The "three elements of scholastic ability" refer to (1) knowledge and skills, (2) abilities to think, judge, and express oneself, and (3) attitudes and behaviors to learn independently, and to cooperate with a diversity of people.

#### Guideline 4-1-3

The school of pharmacy must devise a method for evaluating the qualities and abilities of prospective healthcare providers.

#### Guideline 4-1-4

The school must provide fair opportunities for admission based on reasonable accommodations for applicants with disabilities.

#### Guideline 4-1-5

The aptitude and ability of the students admitted to the school must be verified, and based on the results, improvements and enhancements must be made to the admission process.

#### Standard 4-2

The number of students matriculated must not be strikingly different from the set student quota.

#### Guideline 4-2-1

The mean number of students matriculated within the past 6-years must not strikingly exceed the set student quota.

#### Guideline 4-2-2

The appropriateness of the number of enrolled students must be verified, and the admission process of the school of pharmacy must be improved based on the verification result.

## 5 Faculty and Staff Organization

### Standard 5-1

The school of pharmacy must have faculty members who can achieve education and research in accordance with the mission and goals of the school of pharmacy.

#### Guideline 5-1-1

A plan for the organization of the faculty necessary for the implementation of education and research activities should be established.

#### Guideline 5-1-2

The number of faculty members must exceed the number determined by the Standards for Establishment of Universities. The school of pharmacy must also maintain an appropriate ratio in the number of professors, associate professors, assistant professors, and lecturers.

#### Guideline 5-1-3

The number of students per full-time faculty member would be better not to exceed 10.

#### Guideline 5-1-4

The school of pharmacy must have faculty members who correspond to either a person of superior achievements in education and research, a person having superior knowledge, experience in advanced techniques, or skills in a specialized field, and the person must also have educational abilities and considerable insight into their own specialized field.

#### Guideline 5-1-5

Full-time professors or associate professors must take charge of the main classes in pharmacy education.

Guideline 5-1-6

The adoption and promotion of faculty members must be conducted in accordance with appropriate regulations.

Guideline 5-1-7

The school of pharmacy should make efforts to train the next generation of faculty members, in order to continue its educational and research activities.

Standard 5-2

The activities of education and research must be carried out in accordance with the educational and research objectives.

Guideline 5-2-1

The achievements of each faculty member in education and research for the past five years must be evaluated and disclosed.

Guideline 5-2-2

The environment for conducting research activities must be well maintained.

Guideline 5-2-3

Appropriate organizational efforts must be made to improve educational and research activities.

Guideline 5-2-4

The school of pharmacy should institute a system such that teachers who have exclusive duties as a pharmacist can engage in continuing education pertaining to new medical care practices that enable one to maintain one's abilities as a pharmacist.

Guideline 5-2-5

The school of pharmacy must have staff members who can support educational and research activities in accordance with the mission and goals of the school of pharmacy.

## **6 Student Services**

### Standard 6-1

The school of pharmacy must provide appropriate support systems for student life and study.

#### Guideline 6-1-1

The school of pharmacy must have a student counselor's office to tend to student health and mental care needs, including managing the wellness of student life.

#### Guideline 6-1-2

The school of pharmacy must have a career counseling system for students.

#### Guideline 6-1-3

The school of pharmacy must have a system that reflects student opinions on education and student life.

#### Guideline 6-1-4

The school of pharmacy must have a system concerning adequate safety education that is necessary to conduct experiments, training, and graduation research work.

## **7 Facilities and Equipment**

### Standard 7-1

The school of pharmacy must maintain educational facilities necessary to achieve its mission and goals.

## **8 Social Cooperation and Social Contributions**

### Standard 8-1

The school of pharmacy, through its education and research, must contribute to the development of health care in the community.

#### Guideline 8-1-1

The school of pharmacy must contribute to the improvement of the ability of individual pharmacists and the development of health care and pharmaceutical sciences.

#### Guideline 8-1-2

The school of pharmacy must take action by contributing to the maintenance and improvement of health and hygiene in the community.

#### Guideline 8-1-3

The school of pharmacy should maintain and conduct activities involving international exchange of medical care and pharmacy, through both education and research.