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**Application and Assessment Rubric**

**Competency-mapped Accreditation Review**

**Non-Sterile Compounding Program**

**Prepared: November 14, 2022**

**Last Updated:**

# Introduction

Programs that wish to be accredited by the Canadian Council on Continuing Education in Pharmacy (CCCEP) as competency mapped certificate programs will meet the following requisite conditions:

1. The program addresses 13 competencies, under three competency areas. These 13 competencies are based on those approved by the National Association of Pharmacy Regulatory Authorities (NAPRA) in July 2022 <https://www.napra.ca/news-notices/new-napra-document-published-model-compounding-competencies-pharmacists-and-pharmacy>
2. The program meets the criteria and guidelines for a CCCEP accredited Continuing Education Certificate program as outlined in the CCCEP policy on certificate programs, found at [PR-03 Certificate Program Accreditation Policy 2018-05-30 approved.pdf (cccep.ca)](https://www.cccep.ca/ckfinder/userfiles/files/PR-03%20Certificate%20Program%20Accreditation%20Policy%202018-05-30%20approved.pdf)

# Disclaimers

1. While the competencies identified in this document are based on those published by NAPRA, the use of this rubric or the achievement of competency-mapped accreditation from CCCEP should not be considered as an endorsement of any program by NAPRA.
2. Jurisdictions vary in authorization of non-regulated pharmacy personnel to perform compounding tasks and the outsource compounding of a preparation to another pharmacy. Issuance of competency-mapped accreditation to a provider and completion of such programs by participants should not be considered as authorization for the performance of any task(s). Participants are encouraged to confirm authorization to perform specific tasks with their respective regulatory body.

# Explanatory Notes regarding application of the Rubric

1. Providers should note that **only** programs that address the 13 competencies outlined in Condition 1 may be accredited as a certificate program under the CCCEP policy on Accreditation of Continuing Education Certificate Programs. This Rubric includes some elements that are only necessary for compounding supervisors or managers of compounding pharmacies. However, to ensure competency-mapped accredited programs meet all required competencies, regardless of roles, they are included and are required elements for programs to achieve competency-mapped accreditation.
2. This rubric contains elements outlining approaches to assessing learners for achievement of each required content element. The approaches within the rubric are not mandatory, and are provided as examples of approaches that would be considered acceptable. The Provider should assess achievement of competencies through the use of a combination of objective (e.g., multiple choice) and formative (e.g., examples or case studies) assessment approaches.
3. Providers who successfully achieve competency-mapped accreditation for their learning activity may issue a competency-mapped certificate in non-sterile compounding. Programs that do not address the 13 competencies but have content related to non-sterile compounding may be accredited as a regular continuing education program. In accordance with CCCEP guidelines, the program provider may issue a letter (or statement) of attendance but not a document called a “certificate” or “competency-mapped certificate” to participants who complete such programs.

# Accreditation Review Process

The competency-mapped accreditation review process for immunization and injections programs is a two-stage process.

* Stage 1: Regular review for a CCCEP-accredited Continuing Education Certificate program.
* Stage 2: Review the extent to which the program addresses the 13 required competencies.

The second stage review will examine the learning objectives and the content of a program to determine the extent to which the program addresses each competency. Based on the review of the learning objectives and the presence of the suggested content, the competency-mapped accreditation review will identify the extent to which the competency is met.

* **Fully met** – the program addresses all the learning objectives and contains suggested content;
* **Substantially met** – the program at least partially addresses the learning objectives of the competency and contains all the suggested content;
* **Partially met** – the program contains some, but not all, of the learning objectives of the competency and/or some of the suggested content;
* **Not met** – the program addresses none or only a small number of the learning objectives of the competency.

# Instructions for the Program Provider – Completing the Competency-mapped Review Rubric

In the Columns entitled Program Location in the table beginning on page 4, identify where the information on the learning objectives and suggested content may be found. **DO NOT COMPLETE** the columns titled “CCCEP Expert Reviewer Assessment” or sections marked “CCCEP Expert Reviewer Comments” – these sections are for the stage 2 expert reviewer that is contracted by CCCEP to conduct the stage 2 review.

|  |  |
| --- | --- |
| **Column** | **What to Enter** |
| **Learning Objective Table** |
| **Learning Objective and related content** | Identify the location in the program where the learning objective (or its equivalent) is stated and its related content is located. * Identify Module(s)/Section(s) and Learning objective(s) number.
* Example: M-3 LO-2 for Module 3, Learning objective 3.
 |
| **Assessment** | Identify the location(s) in the program where the participant is assessed for the stated learning objective, achievement of identified knowledge/skill |
| **Suggested Content Table** |
| **Program Location** | Identify the module or modules, and the page numbers, where the content may be found.* Example: S4 p.12-15 for Section 4, pages 12-15.
 |

# Program, Provider and Contact Person Information

|  |  |
| --- | --- |
| **Program Title (s)** |  |
| **Program Provider Name** |  |
| **Name of Contact Person** |  |
| **Phone and email of Contact Person** |  |
| **Date Submitted** |  |

# Competency-mapped (Stage 2) Accreditation Rubric

| 1. **Competency Area:**

**Compounding: Pharmacy professionals safely compound quality preparations by adhering to legislation, standards, policies, and procedures** |
| --- |
| * 1. **Perform the required preparatory steps prior to compounding preparations**
 |
| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **CCCEP Reviewer Comments** |
| * + 1. State the federal policy on manufacturing and compounding drug products in Canada.
		2. Assess the ability of the participant to evaluate examples of compounded preparations and identify as manufacturing or compounding.
 |  |  |  |  |
| * + 1. Identify the levels of risk assigned to non-sterile compounded preparations and describe factors to consider when assigning risk.
		2. Assess the ability of the participant to evaluate examples of compounded preparations and assign level of risk.
 |  |  |  |  |
| * + 1. Describe the identification of hazardous components and identify the different types of hazardous components, i.e., WHMIS hazards and NIOSH hazards.
		2. Assess the ability of the participant to evaluate examples of compounded preparations and identify as hazardous or non-hazardous.
 |  |  |  |  |
| * + 1. Describe facility and equipment requirements for non-sterile compounding environments based on risk level assigned.
		2. Assess the ability of the participant to evaluate examples of facility metrics and finishings and identify as acceptable or not acceptable.
 |  |  |  |  |
| * + 1. Describe factors to consider when determining the appropriateness of compounding a non-sterile preparation vs. outsourcing or referring to another pharmacy.
		2. Using an example, assess the ability of the participant to evaluate the appropriateness of compounding vs outsourcing of the preparation.
 |  |  |  |  |
| * + 1. Define *Master Formulation Record* (MFR) and describe its required contents, including verification of the MFR using an evidence-based approach.
		2. Assess the ability of the participant to identify evidence-based sources of information when developing a MFR.
 |  |  |  |  |
| * + 1. Define *Beyond-use Date* (BUD) and describe factors to consider when establishing the BUD of a non-sterile compounded preparation.
		2. Assess the ability of the participant to evaluate examples of compounded preparations and assign an appropriate, conservative BUD.
 |  |  |  |  |
| * + 1. Provide an example of a non-sterile compounded preparation and the calculations required given a specified quantity.
		2. Assess the ability of the participant to perform calculations for a non-sterile compounded preparation.
 |  |  |  |  |
| * + 1. Identify appropriate sources of compounding components and storage requirements of the same.
		2. Assess the ability of the participant to identify appropriate sources and storage vs inappropriate sources and storage of compounding components using examples of the same.
 |  |  |  |  |
| * + 1. Describe personnel requirements for non-sterile compounding environments based on risk level assigned, including:
1. Personnel conduct
2. Hand hygiene
3. Garbing
4. Donning and doffing of *Personnel Protective Equipment* (PPE)
	* 1. Describe a scenario where compounding personnel would be prohibited from compounding.
		2. Assess the understanding of the participant to evaluate personnel conduct when compounding non-sterile preparations, including but not limited to, proper hand-hygiene and garbing.
 |  |  |  |  |
| * + 1. Describe the preparatory steps that must occur prior to compounding.
		2. Assess the ability of the participant identify these preparatory steps using a case study, i.e., what must occur before compounding begins.
 |  |  |  |  |
| * + 1. Provide an example where it would be appropriate for compounding personnel to seek additional information and/or guidance prior to compounding.
		2. Assess the ability of the participant to evaluate an example of a compounded preparation where additional information and guidance would be required.
 |  |  |  |  |

| 1. **Competency Area:**

**Compounding: Pharmacy professionals safely compound quality preparations by adhering to legislation, standards, policies, and procedures** |
| --- |
| **1.2 Compound preparations according to the MFR and the prescription** |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Identify steps required when preparing components for compounding, including independent verification.
		2. Assess the ability of the participant to define independent verification and where that must occur.
 |  |  |  |  |
| * + 1. Describe when, if ever, independent verification is not required.
		2. Assess the ability of the participant to identify when, if ever independent verification is not required.
 |  |  |  |  |
| * + 1. State the importance of remaining consistent with the compounding process as detailed on the MFR.
		2. Describe when, if ever, deviations from the MFR are permitted.
		3. Assess the ability of the participant to evaluate examples of compounded preparations and identify when, if ever, deviations are appropriate.
 |  |  |  |  |
| * + 1. Emphasize the importance of reviewing the compounding component *Safety Data Sheet* (SDS) to determine containment strategies required when handling the component.
		2. Provide an example of an SDS and describe how to interpret the information contained therein.
		3. Assess the ability of the participant to evaluate examples of a component SDS and identify the appropriate containment strategy.
 |  |  |  |  |
| * + 1. Describe the importance of operating, cleaning, calibrating, and repairing compounding equipment in accordance with manufacturer specifications and standards.
		2. Assess the ability of the participant to determine when cleaning, calibrating, and repairing compounding equipment must occur.
 |  |  |  |  |
| * + 1. Describe emergency measures for managing accidental exposures and spills, including the use of eye wash stations, safety showers, and spill kits.
		2. Assess the ability of the participant to determine the safety equipment required when compounding.
 |  |  |  |  |

| * 1. **Finish preparations according to the MFR and the prescription the required preparatory steps prior to compounding preparations**
 |
| --- |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Identify the requirements when selecting appropriate packaging, labeling, and storing a compounded non-sterile preparation.
		2. Using an example, assess the ability of the participant to appropriately identify the above parameters.
 |  |  |  |  |
| * + 1. For hazardous non-sterile compounded preparations, describe the importance of minimizing safety risks when packaging, labeling, and storing the preparations. Identify appropriate containment strategies for storage of hazardous non-sterile preparations.
		2. Assess the ability of the participant to differentiate between packaging, labeling, and storage for hazardous non-sterile preparations and non-hazardous preparations.
 |  |  |  |  |

| * 1. **Assure the quality of the preparations they have compounded**
 |
| --- |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Describe the importance of performing a visual inspection of the final compounded preparation, its packaging, and its labeling.
		2. Identify that the elements of the visual inspection should be consistent with the MFR and emphasize the importance that the visual inspection be documented.
		3. Assess the ability of the participant to determine when a visual inspection is required, how to ensure consistency, and where this must be documented.
 |  |  |  |  |
| * + 1. Explain the importance of documentation of independent verification, including when independent verification is not possible.
		2. Assess the ability of the participant to identify where documentation of independent verification must be documented and when independent verification is not required.
 |  |  |  |  |

| * 1. **Clean and organize after compounding**
 |
| --- |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Describe cleaning and disinfection requirements for non-sterile compounding.
		2. Assess the ability of the participant to evaluate examples of products for cleaning and disinfection, and the frequency of cleaning of the facility and the compounding equipment.
 |  |  |  |  |
| * + 1. For hazardous non-sterile compounding, describe additional deactivation and decontamination requirements.
		2. Assess the ability of the participant to evaluate examples of products for deactivation and decontamination.
 |  |  |  |  |
| * + 1. For hazardous non-sterile compounding, describe the requirements for disposal of hazardous waste.
		2. Assess the ability of the participant to evaluate the difference between the disposal of hazardous vs non-hazardous compounding waste.
 |  |  |  |  |
| * + 1. State the importance of storing compounding equipment and components safely and according to manufacturer’s instructions.
		2. Assess the ability of the participant to identify the location of guidance with respect to storage of equipment and compounding components.
 |  |  |  |  |

| * 1. **Complete documentation for compounding of each preparation**
 |
| --- |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Explain the difference between the MFR and the *Compounding Record* (CR).
		2. Assess the ability of the participant to evaluate examples of an MFR and CR and identify each as such.
 |  |  |  |  |
| * + 1. Identify where risk assessment rationale, references, mitigation requirements are documented.
		2. Assess, using an example, the ability of the participant to evaluate a risk assessment and determine if the above have been appropriately documented.
 |  |  |  |  |
| * + 1. Identify where modifications and/or deviations to the MFR are documented.
		2. Assess, using an example, the ability of the participant to identify if and where modifications and/or deviations from the MFR must be documented
 |  |  |  |  |

| **The competency is:**  | **Reviewer Comments** |
| --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

| 1. **Competency Area:**

**Quality Control of Compounded Preparations: Pharmacy professionals ensure the quality and safety of compounded preparations prior to dispensing or release** |
| --- |
| * 1. **Perform independent verification of the quality of preparations *compounded by other pharmacy professionals or non-regulated pharmacy personnel***
 |
| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. *When compounds are prepared by other pharmacy personnel*, describe the importance of independent verification (previously defined) of new MFR and modifications of existing MFR.
		2. Assess, using an example, the ability of the participant to identify when independent verification of MFR is required.
 |  |  |  |  |
| * + 1. *When compounds are prepared by other pharmacy personnel*, describe when independent verification of calculations/measurements and component identity must occur.
		2. Assess the ability of the participant to identify whether independent verification must occur before, during, or after compounding the preparation.
 |  |  |  |  |
| * + 1. *When compounds are prepared by other pharmacy personnel*, identify the following elements of verification:
1. Components
2. Adherence to MFR
3. Appearance
4. Accuracy
5. Labelling
6. Documentation
	* 1. Assess the ability of the participant to evaluate the requirements of verification and identify the above elements.
 |  |  |  |  |

| **2.2 Maintain** **the quality and safety of compounded preparations prior to dispensing or release** |
| --- |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Describe the considerations required when safely transporting and/or delivering compounded preparations.
		2. Using an example, assess the ability of the participant to evaluate the scenario as safe vs unsafe.
 |  |  |  |  |
| * + 1. For hazardous non-sterile compounding, describe the requirements for transporting and/or delivering hazardous compounded preparations. Explain the importance of minimizing risks to personnel and to the public.
		2. Assess the ability of the participant to evaluate the difference between the transportation of hazardous vs non-hazardous non-sterile compounded preparations.
 |  |  |  |  |
| * + 1. *When compounding preparations on behalf of another pharmacy*, describe the importance of communicating required information with the receiving pharmacy.
		2. Assess the ability of the participant to identify, when compounding preparations of behalf of another pharmacy, what must be communicated to the receiving pharmacy.
 |  |  |  |  |
| * + 1. *Upon receipt of a preparation compounded by another pharmacy*, describe the importance of and define appropriate receipt, verification, storage, and labeling.
		2. Assess the ability of the participant to identify, when receiving preparations compounded by another pharmacy, what must be considered by the receiving pharmacy to ensure quality and safety of the compounded preparations
 |  |  |  |  |

| **The competency is:**  |
| --- |
| Fully met |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

| 1. **Competency Area:**

**Pharmacy management: Pharmacy professionals participate in the management of the pharmacy to ensure the quality and safety of compounding** |
| --- |
| **3.1 Develop, review and update compounding policies and procedures (P&P) that operationalize the compounding standards of practice** |
| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Describe the importance of developing and maintaining compounding P&P.
		2. Assess the ability of the participant to identify the importance of P&P to the compounding operations and identify how often the P&P is to be reviewed and maintained.
 |  |  |  |  |
| * + 1. Specify the required elements of compounding P&P.
		2. Using an example, i.e., table of contents, assess the ability of the participant to identify the required elements of the P&P.
 |  |  |  |  |
| * + 1. Specify the additional required elements of hazardous compounding P&P.
		2. Using an example, i.e., table of contents, assess the ability of the participant to identify the additional required elements of hazardous compounding P&P.
 |  |  |  |  |

| * 1. **Implement Quality Assurance (QA) programs that ensure compliance with a pharmacy’s compounding P&P**
 |
| --- |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Define QA and describe its relationship with the pharmacy’s compounding P&P.
		2. Assess the ability of the participant to define QA and its relationship to P&P.
 |  |  |  |  |
| * + 1. Specify the requirements of the pharmacy QA program and the importance of documentation.
		2. Assess the ability of the participant to identify these requirements and the required documentation.
 |  |  |  |  |
| * + 1. Describe the importance of compliance with the QA program and how compliance with the QA program is evaluated, including investigating deviations and taking corrective/preventative action.
		2. Using a case study, assess the ability of the participant to evaluate compliance with the QA program and identify deviations and required corrective/preventative action.
 |  |  |  |  |
| * + 1. Specify the additional QA requirements for hazardous non-sterile compounding.
		2. Assess the ability of the participant to identify the additional required elements of the QA program for hazardous compounding.
 |  |  |  |  |

| **3.3 Supervise other members of the compounding team** |
| --- |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Describe the importance of documenting results of training and assessment programs and sharing these results with compounding personnel.
		2. Assess the ability of the participant to identify appropriate training and assessment and their awareness of the requirement to share these results with compounding personnel.
 |  |  |  |  |
| * + 1. Specify the additional requirements of training and assessment of personnel engaged in hazardous non-sterile compounding.
		2. Assess the ability of the participant to identify the additional required elements of training and assessment for hazardous compounding.
 |  |  |  |  |
| * + 1. Describe the importance of supervision of non-regulated compounding personnel.
		2. Using examples, assess the ability of the participant to identify when supervision of non-regulated compounding personnel is required
 |  |  |  |  |

| * 1. **Contribute to pharmacy compounding operations**
 |
| --- |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Describe the importance of cleaning and maintenance of equipment and facilities and the documentation of such.
		2. Assess the ability of the participant to identify the importance of documenting cleaning and maintenance of equipment and facilities in a general maintenance log.
 |  |  |  |  |
| * + 1. Emphasize the importance of documenting QA verification, including logs, reports, and follow-ups.
		2. Assess the ability of the participant to identify the importance of QA verification documentation when assessing the pharmacy compounding operations.
 |  |  |  |  |
| * + 1. Identify the additional documentation requirements when compounding hazardous preparations with respect to spills and accidental exposure.
		2. Assess the ability of the participant to identify the additional required elements of the additional documentation requirements for hazardous compounding.
 |  |  |  |  |

| * 1. **Contribute to pharmacy inventory management**
 |
| --- |

| **Type of Content, and assessment of learner, to be included to meet Competency** | **Program Location** | **CCCEP’s Expert Reviewer Assessment** |
| --- | --- | --- |
| **Learning Objective & Related Content** | **Assessment** | **Yes/No/ Partial** | **Learning Objective & Related Content** |
| * + 1. Describe the importance of responsibly sourcing compounding components, materials, equipment, and supplies.
		2. Assess the ability of the participant to identify elements of pharmacy inventory management and sourcing responsibly.
 |  |  |  |  |
| * + 1. Describe the importance of following procedures, including PPE, when receiving, unpacking, and storing hazardous products.
		2. Assess the ability of the participant to evaluate the need for PPE when receiving, unpacking, and storing hazardous products.
 |  |  |  |  |
| * + 1. Identify the inclusion of recalls, returned, and expired product within inventory management.
		2. Assess the ability of the participant to identify recalls, returns, and expired products as elements of inventory management.
 |  |  |  |  |

| **The competency is:**  | **Reviewer Comments** |
| --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

# THIS SECTION TO BE COMPLETED BY CCCEP EXPERT COMPETENCY MAPPED REVIEWER

**Declaration of Competency Mapped Accreditation Expert Reviewer**

I have reviewed the program identified on page 1 of this application to determine the extent to which the program satisfies the 13 requisite competencies, as outlined in the competency-mapped accreditation review rubric, and determined the extent to which it has met them, as summarized in the table below.

| **Competency** | **Fully met** | **Substantially met** | **Partially met** | **Not met** |
| --- | --- | --- | --- | --- |
| Pharmacy Professionals safely compound quality preparations by adhering to legislation, standards, policies and procedures |
| 1. Perform the required preparatory steps prior to compounding prescriptions |  |  |  |  |
| 2. Compound preparations according to the MFR and the prescription |  |  |  |  |
| 3. Finish preparations according to the MFT and the prescriptions the required preparatory steps prior to compounding preparations |  |  |  |  |
| 4. Assure the quality of the preparations they have compounded  |  |  |  |  |
| 5. Clean and organize after compounding  |  |  |  |  |
| 6. Complete documentations for compounding of each preparation |  |  |  |  |
| Quality Control of Compounding Preparations: Pharmacy professionals ensure the quality and safety of compounding preparations prior to dispensing or release |
| 7. Perform independent verification of the quality of preparations compounded by other pharmacy professionals or non-regulated pharmacy personnel |  |  |  |  |
| 8. Maintain the quality and safety of compounding preparations prior to dispensing or release  |  |  |  |  |
| Pharmacy Management: Pharmacy professionals participate in the management of the pharmacy to ensure the quality and safety of compounding |
| 9. Develop, review and update compounding policies and procedures (P&P) that operationalize the compounding standards of practice  |  |  |  |  |
| 10. Implement Quality Assurance (QA) programs that ensure compliance with a pharmacy’s compounding P&P |  |  |  |  |
| 11. Supervise other members of the compounding team |  |  |  |  |
| 12. Contribute to the pharmacy compounding operations |  |  |  |  |
| 13. Contribute to pharmacy inventory management |  |  |  |  |

Name of Expert Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of initial Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# OPTIONS FOR REVIEWER

**OPTION 1**: Following initial review of the program, if it has been determined to have **fully met** **or substantially met** the 13 identified competencies, please complete the following section.

## **Accreditation Approval**

[ ]  The Competency-mapped Accreditation for this program is approved.

I affirm this declaration by signing in the box below:

|  |  |
| --- | --- |
|  |  |
| ***Signature of Expert Reviewer*** | ***Date Signed*** |

**Note**: The Competency-mapped Accreditation Reviewer may digitally sign and submit this form in PDF format.

**OPTION 2**: Following initial review of the program, if it has been determined to have **not met** or only **partially met** any of the 13 identified competencies, please complete the following section.

## **Revisions Required**

[ ]  Revisions are required before this program can be accredited.

[Expert Reviewer to identify the area(s) where revisions are required]

*NOTE TO PROVIDERS*:

If an expert reviewer chooses OPTION 2 it is your responsibility to ensure the program revisions are made as identified, or a detailed explanation provided as to why it is felt they cannot or should not be made, and the revised program is to be re-submitted to the Expert Reviewer. At the conclusion of the Expert Reviewer’s second review, they must complete the section below (see OPTION 3).

**OPTION 3**: (Expert Reviewer to complete this section if a revised version was required and has been reviewed)

Note to Expert Reviewer – complete one of the two sections below based on your review of the **revised** program.

**Revised version – Accreditation Approval**

This is to confirm that I have reviewed the revised program identified on page 1 of this application to determine the extent to which the revised program satisfies the 13 requisite competencies, as outlined in the competency-mapped accreditation review rubric, and determined the extent to which it has met them, as summarized in the table below.

| **Competency** | **Fully met** | **Substantially met** | **Partially met** | **Not met** |
| --- | --- | --- | --- | --- |
| Pharmacy Professionals safely compound quality preparations by adhering to legislation, standards, policies and procedures |
| 1. Perform the required preparatory steps prior to compounding prescriptions |  |  |  |  |
| 2. Compound preparations according to the MFR and the prescription |  |  |  |  |
| 3. Finish preparations according to the MFT and the prescriptions the required preparatory steps prior to compounding preparations |  |  |  |  |
| 4. Assure the quality of the preparations they have compounded  |  |  |  |  |
| 5. Clean and organize after compounding  |  |  |  |  |
| 6. Complete documentations for compounding of each preparation |  |  |  |  |
| Quality Control of Compounding Preparations: Pharmacy professionals ensure the quality and safety of compounding preparations prior to dispensing or release |
| 7. Perform independent verification of the quality of preparations compounded by other pharmacy professionals or non-regulated pharmacy personnel |  |  |  |  |
| 8. Maintain the quality and safety of compounding preparations prior to dispensing or release  |  |  |  |  |
| Pharmacy Management: Pharmacy professionals participate in the management of the pharmacy to ensure the quality and safety of compounding |
| 9. Develop, review and update compounding policies and procedures (P&P) that operationalize the compounding standards of practice  |  |  |  |  |
| 10. Implement Quality Assurance (QA) programs that ensure compliance with a pharmacy’s compounding P&P |  |  |  |  |
| 11. Supervise other members of the compounding team |  |  |  |  |
| 12. Contribute to the pharmacy compounding operations |  |  |  |  |
| 13. Contribute to pharmacy inventory management |  |  |  |  |

[ ]  The Competency-mapped Accreditation for this revised program is approved.

I affirm this declaration by signing in the box below:

|  |  |
| --- | --- |
|  |  |
| ***Signature of Expert Reviewer*** | ***Date Signed*** |

**Note**: The Competency-mapped Accreditation Reviewer may digitally sign and submit this form in PDF format.

**Revised version – Accreditation NOT approved**

This is to confirm that I have reviewed the revised program identified on page 1 of this application to determine the extent to which the revised program satisfied the 13 requisite competencies, as outlined in the competency-mapped accreditation review rubric, and determined the extent to which it has met them, as summarized in the table below.

| **Competency** | **Fully met** | **Substantially met** | **Partially met** | **Not met** |
| --- | --- | --- | --- | --- |
| Pharmacy Professionals safely compound quality preparations by adhering to legislation, standards, policies and procedures |
| 1. Perform the required preparatory steps prior to compounding prescriptions |  |  |  |  |
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| 5. Clean and organize after compounding  |  |  |  |  |
| 6. Complete documentations for compounding of each preparation |  |  |  |  |
| Quality Control of Compounding Preparations: Pharmacy professionals ensure the quality and safety of compounding preparations prior to dispensing or release |
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| 10. Implement Quality Assurance (QA) programs that ensure compliance with a pharmacy’s compounding P&P |  |  |  |  |
| 11. Supervise other members of the compounding team |  |  |  |  |
| 12. Contribute to the pharmacy compounding operations |  |  |  |  |
| 13. Contribute to pharmacy inventory management |  |  |  |  |

[ ]  The Competency-mapped Accreditation for this revised program is **NOT** approved.