

# FIP handbook for accreditation agencies

Supporting the FIP platform for provision through partnerships

*Advancing pharmacy worldwide*

2022



FIP  
Development  
Goals



International  
Pharmaceutical  
Federation

# Colophon

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# 1 About this document

This document is divided into sections which can provide context and background to interested and potential accrediting agencies about FIP, and the strategic intent and context for the FIP Provision and Partnerships Programme. For those organisations familiar with FIP and its work, the sections on the steps involved in the award of the FIP Seal and ways of working are a prime focus, along with the appendices. Appendix 1 provides a glossary containing terms used in this document.

The process for obtaining the FIP Seal by an accreditation agency (an organisation, council or committee that quality assures pharmacy education, usually through an accreditation process) is described, including associated roles and responsibilities of stakeholders in the process.

The document sections will be updated as required to ensure the context and yearly plans are relevant and timely.

NOTE: A handbook for providers of programmes (those organisations delivering programmes of education, support or development) is also available through FIP. It describes the process by which a potential provider can proceed with an application for the FIP Seal for a particular programme. Email Dr Dalia Bajis ([dalia@fip.org](mailto:dalia@fip.org)) for more information.

## 2 FIP platform for provision and partnerships: From vision to concept to delivery

### 2.1 The FIP Seal for accreditation agencies



The FIP Seal provides a visible signal of the alignment of an accreditation agency with the FIP mission to advance pharmacy worldwide. It provides an external signal of solidarity; the agency assures quality through self-assessment, which provides an external signal of trust. Finally, through the FIP global platform for provision and partnership provides an external signal of action. The FIP global platform of provision through partnerships will support the delivery of the FIP missive: Trust, solidarity, action.

The FIP Seal supports accreditation agencies to self-assess their accreditation services against a global framework. This provides assurance for other organisations intending to access their accreditation services. FIP provides a platform to enable provider organisations of education and training programmes to work productively with FIP members, observer organisations and accreditation agencies that deliver accreditation services. These agencies deliver accreditation of education programmes or accreditation of education providers and support the identification, sharing and adoption of good practice across pharmacy world-wide. This is a systematic approach to identify and recognise criteria for delivery of quality pharmacy education. By working together, we have developed a framework of essential criteria, recognising that agencies operate in different economies and markets across the globe.

The award of the FIP Seal is underpinned by the following principles:

- Self-assessment: whereby a potential provider conducts an independent self-evaluation against the FIP criteria for the FIP Seal;
- Essential criteria and requirements: The FIP criteria is based on an essential criteria for alignment with FIP's mission, values as well as criteria for quality;
- Celebration of provision/attainment that meet the criteria;
- Facilitation by collaboration with a potential provider to attain the FIP Seal (not enforcement);
- Enablement of the advancement of pharmacy world-wide;
- Support for the delivery of change/transformation;

- Collaboration;
- Impartiality;
- Consistency;
- Fairness;
- Transparency;
- Credibility;
- Integrity of the evaluation and decision-making process; and
- Promotion of a culture of continuous improvement.

## 2.2 The FIP values and commitments underpinning all FIP provision and partnerships activities

Actions that support the FIP values underpinning all provision and partnership activities:

- FIP will not compete with member organisations.
- FIP enables the advancement of pharmacy worldwide in line with our mission.
- FIP works in collaboration, to support a plurality of provisions, based on association, quality, access, and fee (the global platform).
- FIP supports impartiality and will not offer preferential access to our Intellectual Property (IP), or our programmes and tools for single benefit. In this way, FIP will not work on a “preferred provider” basis, i.e., we will not allow providers preferential access to our networks.
- FIP works with consistency, fairness, transparency and credibility through a culture of trust.
- FIP promotes a culture of continuous quality improvement.
- FIP ensures a culture of attainment, not enforcement, by being the global leadership body for the profession, not a regulator.

## 2.3 What is the FIP Seal to be used for?

The FIP Seal creates a clear focus on the essential criteria for the delivery of accreditation of education programmes or providers. The FIP Seal is awarded to agencies that self-assess their services against the global framework for pharmacy advancement and the FIP Development Goals. By undertaking the FIP Seal self-assessment, agencies will detail how their activity is clearly aligned to global values on professional development and progress in pharmacy, any of the FIP Development Goals, the FIP global commitment to the Astana Declaration, and our transformation programmes.

There are several benefits of the FIP Seal for agencies that include the following:

- Self-assessment against essential criteria assures agencies of their own merit for reputational purposes.
- Recognition from FIP improves positioning of an agency within its local educational and healthcare environment and could provide an opportunity to attract funding for services to meet local needs.
- The FIP Seal enables an agency to give assurance and evidence to external stakeholders (including governments, funders, regulators, patients and the public) that it is delivering best-practice quality accreditation services.
- Recognition gives assurance to provider organisations of a quality assessment.
- Agree a common understanding and consensus on the essential criteria of accreditation services that an agency can provide.
- It reassures FIP member organisations that agencies have the required expertise to assure quality.

- The FIP self-assessment criteria provides a lean, fit-for-purpose, tailored assurance of quality, which does not impose existing standards or a full accreditation service.
- An agency may want to identify areas for improvement.

## 2.4 The background since 2018

In 2018, FIP signed the Astana Declaration on behalf of the global profession, to ensure pharmacy contributes to the delivery of universal health coverage (UHC) by 2030 through its role in primary health care (PHC). Following the sign up of pharmacy to the Astana declaration in Kazakhstan in 2018, in 2019 FIP identified three priority groups of work for pharmacy to demonstrate its impact in PHC, namely: non-communicable diseases (NCDs), prevention and safety. While these are not the only priorities for the profession, they form a useful framework of activity as FIP pulls together examples and evidence of the impact the profession can make in PHC, thereby ensuring our place in delivering the challenge of UHC by 2030.

In 2020, FIP built on the original 13 Pharmaceutical Workforce Development Goals, which had been developed as the profession's response to the WHO Human Resources for Health report and were launched in 2016. The 21 FIP Development Goals (DGs) have been expanded to incorporate science and practice alongside workforce development and education and align with the United Nations' Sustainable Development Goals (UN SDGs). During 2021 and beyond, FIP is focused on enhanced regional and national engagement to build a picture of delivery of the DGs and our commitment to PHC for all.

These three Astana priorities are member-facing priorities around PHC and the integration of pharmaceutical services across the healthcare sectors. We have other principal streams in our business plan which can be clustered around our ONE FIP priorities. Ensuring we have the workforce capacity is a professional challenge we address through the [FIP-UNESCO UNITWIN](#) programme. Ensuring pharmacy is supported and enabled by technology, and legislative and regulatory reforms, are other priorities for pharmacy globally.

FIP will publish a 2021 status report of all our work during the year with members and across regions on the priority goals and the areas of need vs expertise across the globe. This will be followed up in 2023 with a planned Health Ministers' summit. Here we will present evidence of impact and change across all three areas and across all six WHO regions. The evidence of impact and change is collated through the FIP Global Pharmaceutical Observatory (GPO) and aligned with the indicators for each DG to ensure the priorities of our members and their nation's health needs are met.

Whilst we have decades of examples of innovations in services, care pathways, technology and utilisation of the pharmacy workforce and advanced skillsets, we also know that many members need support to develop these innovations in their roles. By identifying the priorities in nations, against the areas where there may be gaps (advocacy, training, regulatory change, etc) we can ensure all nations are appropriately supported so that we bridge the gaps and, as far as is possible, showcase universal pharmacy coverage.

This is where the FIP Global Platform for provision through partnerships fits. By building partnerships for those nations and members with gaps in provision (for example, vaccinations, managing patients across the healthcare interface, etc.), with those that have established quality provision, FIP becomes a de-facto platform for provision through partnerships. The provision elements can be many and varied (led by the needs of members). For example, training packages, advocacy and case studies, consultancy and advice. As this programme progresses, we will have a clear idea of what the provision elements comprise based on demand. The next section outlines how this is planned to work.

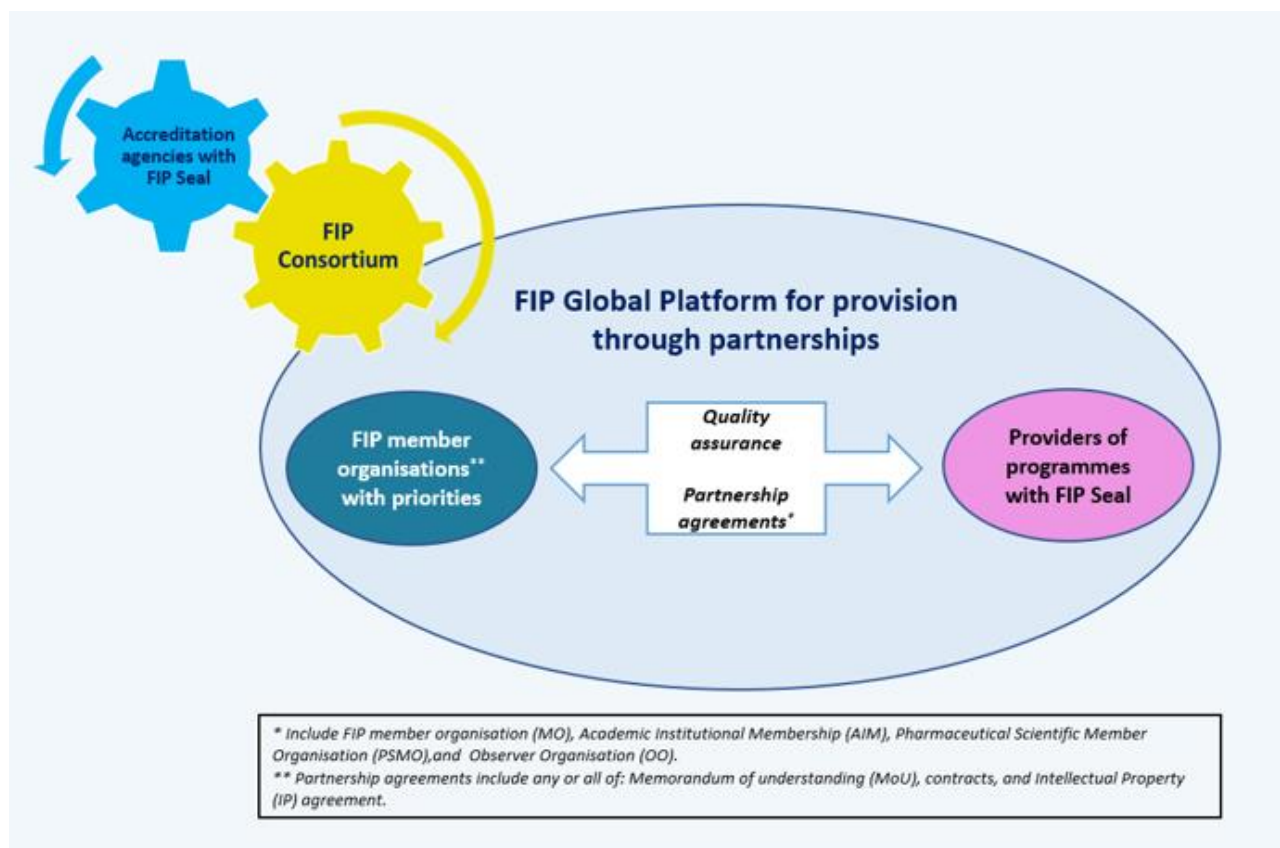
### 3 The FIP Global Platform for provision through partnerships to support the advancement of pharmacy worldwide

During the 2019 FIP World Pharmacy Congress in Abu Dhabi, a global platform for provision and partnerships to FIP members and partners was identified as a priority for FIP. The FIP Council recognised that developing a platform for access to quality provision would be a direct member benefit, supporting all provision models combined with digital and future face-to-face events.

The vision for the FIP Global Platform for provision through partnerships is to support the advancement of pharmacy worldwide by providing access to quality education programmes, service developments, leadership and guidance, based on the needs of members. FIP will be the conduit that connects and supports member organisations with needs and priorities for professional development programmes across science, practice and workforce and education to other member organisations and partners (providers) with offerings that can address those needs and priorities (Figure 1).

In this way, FIP will ensure we leave nobody behind as we demonstrate the impact of the profession on universal health coverage. The programme of provision will be undertaken in partnership to engage, develop and support, based on the needs of FIP members and organisations, described below. Where there is no provision by a partner available, FIP will seek to develop such provision through its expert volunteers and will ensure the same processes of assurance are applied.

Figure 1. The FIP Global Platform for quality assurance through partnerships with accreditation agencies



In this collaborative relationship between FIP, FIP member organisations and an accreditation agency with the FIP Seal (as depicted in Figure 1), the roles and responsibilities of each entity include the following:



**FIP:**

- Acts as a platform linking education providers (provider organisations) with those organisations with identified needs/priorities for provision;
- Collates performance data to inform considerations of whether the FIP Seal should be awarded;
- Benchmarks outcomes globally; and
- Shares notable practice.

**The FIP Consortium:**

- Is made up of experts and expertise in quality assurance, including accreditation agencies;
- Leads the processes underpinning the FIP Seal, working with provider organisations and agencies to assess the quality of delivery;
- Ensures consistency and transparency of approach aligned to the FIP Seal; and
- Gives final approval of an agency's self-assessment of meeting the essential criteria, stating whether the essential criteria have been met and if not, facilitating what is required.

Note: The FIP Bureau will act as the over-arching board which will focus on how FIP member organisations work collaboratively with partners and ratify (confirm) or revise all decisions made relating to the FIP Seal.

**FIP programme providers:**

- Ensure the quality of their provision aligns with FIP criteria;
- Ensure processes are in place to implement their side of the contractual agreement with accreditation agencies;
- Participate in the FIP Seal process when required;
- Work with accreditation agencies, where appropriate, to ensure the continuous improvement of education provision; and
- Use the opportunity provided by the FIP Seal to give objective and constructive feedback to accreditation agencies, if requested.

**Accreditation agencies with the FIP Seal:**

- Participate in the assessment of FIP Seal applications for providers of programmes through the FIP Consortium, where applicable;
- Deliver accreditation services that meet requirements and professional standards and values; and
- Ensure evidence of meeting FIP criteria is submitted in accordance with any relevant contractual arrangements.

**FIP member organisations:**

- Ensure processes are in place to implement their side of the contractual agreement with providers;
- Participate in the FIP Seal process when required;
- Work with providers, where appropriate, to ensure the continuous improvement of the provision; and
- Use the opportunity provided by the FIP Seal to give objective and constructive feedback to providers, if requested.

Examples of accreditation services delivered by agencies that the FIP Seal and criteria could be applied to include:

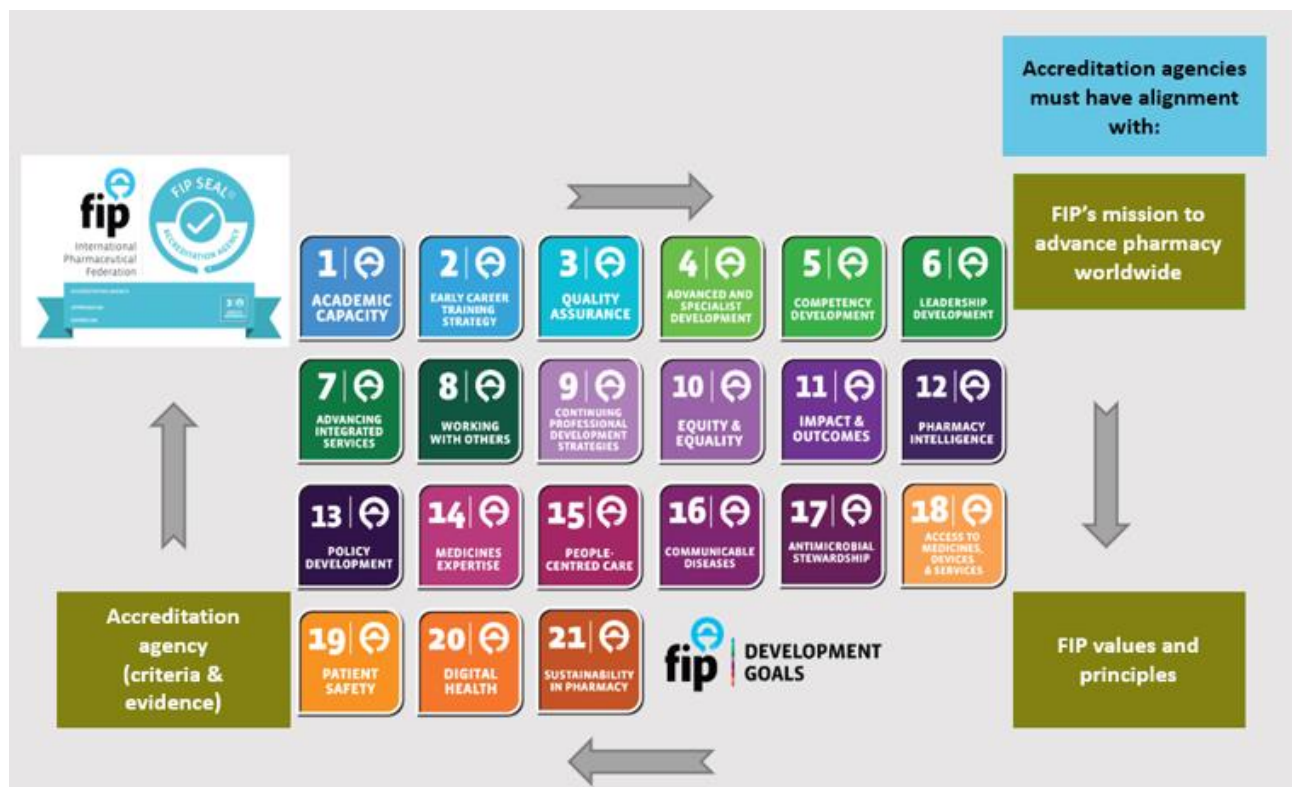
- Pharmacy or pharmaceutical science undergraduate programmes;
- Pre-registration training programmes;
- Postgraduate training programmes;
- Residential and foundation programmes;
- Continuing pharmacy education/continuing professional development providers;

- Technician training programmes; and
- Leadership programmes.

### 3.1 Assuring alignment with FIP’s global mission to advance pharmacy everywhere

The first part of alignment of an accreditation agency with FIP is for it to self-assess its processes and standards against the global framework for pharmacy advancement and the FIP Development Goals (Figure 2). The second part is demonstration of alignment as a quality organisation.

Figure 2. Alignment of accreditation agencies with FIP’s mission, development goals and values



### 3.2 The self-assessment process for accreditation agencies

As part of its self-assessment for the FIP Seal, an accreditation agency will be sent an application form and details of the process for submitting evidence of meeting the essential criteria

While specific timeframes depend on how long an agency takes to complete the self-assessment process, FIP will respond to initial applications within two weeks and, following receipt of the self-assessment, the timeframe from auditing to decision making will be four to six weeks.

Accreditation agencies are required to complete the self-assessment presented in Form C (Appendix 2).

Form C has two sections:

1. **Section A:** The agency is requested to provide information on its mission and values and how these align with the mission and values of FIP.

**Section B:** The agency will undertake a self-assessment against the essential criteria and indicate those which they have not met, partially met, or met, with evidence listed.

### 3.3 FIP Seal for accreditation agencies — domains for quality

The FIP Seal domains presented in Section B of Form C build on the domains and elements of the [Quality Assurance of Pharmacy Education: the FIP Global Framework \(2014\)](#).

The primary objective of this section is to present key elements or aspects of structure, governance, policies and procedures that should be self-assessed by accreditation agencies. Recognising that systems of governance and quality assurance of pharmacy education are diverse, the framework does not attempt to prescribe how such elements should be defined or expanded. Some elements may not apply to all national systems.

The criteria are grouped under the following domains:

**Context** — is the environment (political, legal, social, economic, cultural, etc.) in which the agency’s accreditation service is provided. Mission, goals, values and culture are influenced by and address the external environment, meet society’s needs, are safe and open, and provide a service of the required calibre.

**Structure** — is necessary for the development, delivery, sustainability and improvement of the agency;

**Process** — is essential for the efficient and sustained operation, management, evaluation, and continuous development of the agency. It refers to activities, policies and procedures of the agency to support the delivery of the accreditation service and other mission-related activities, including:

- Governance systems — ensuring good governance and decision-making processes, and consistency of accreditation decisions;
- General management and accreditation systems — efficient use of resources and clear procedures;
- Education provider assessment and assessment teams — effective evaluation processes;
- Accreditation decisions and reporting — process for decisions and reporting; and
- Activities subsequent to accreditation decisions — outcomes and actions required for each.

**Outcomes** — are the immediate or short to intermediate term results of the accreditation service and an essential component of the continuous improvement of the agency.

### 3.4 Steps involved in awarding the FIP Seal to accreditation agencies

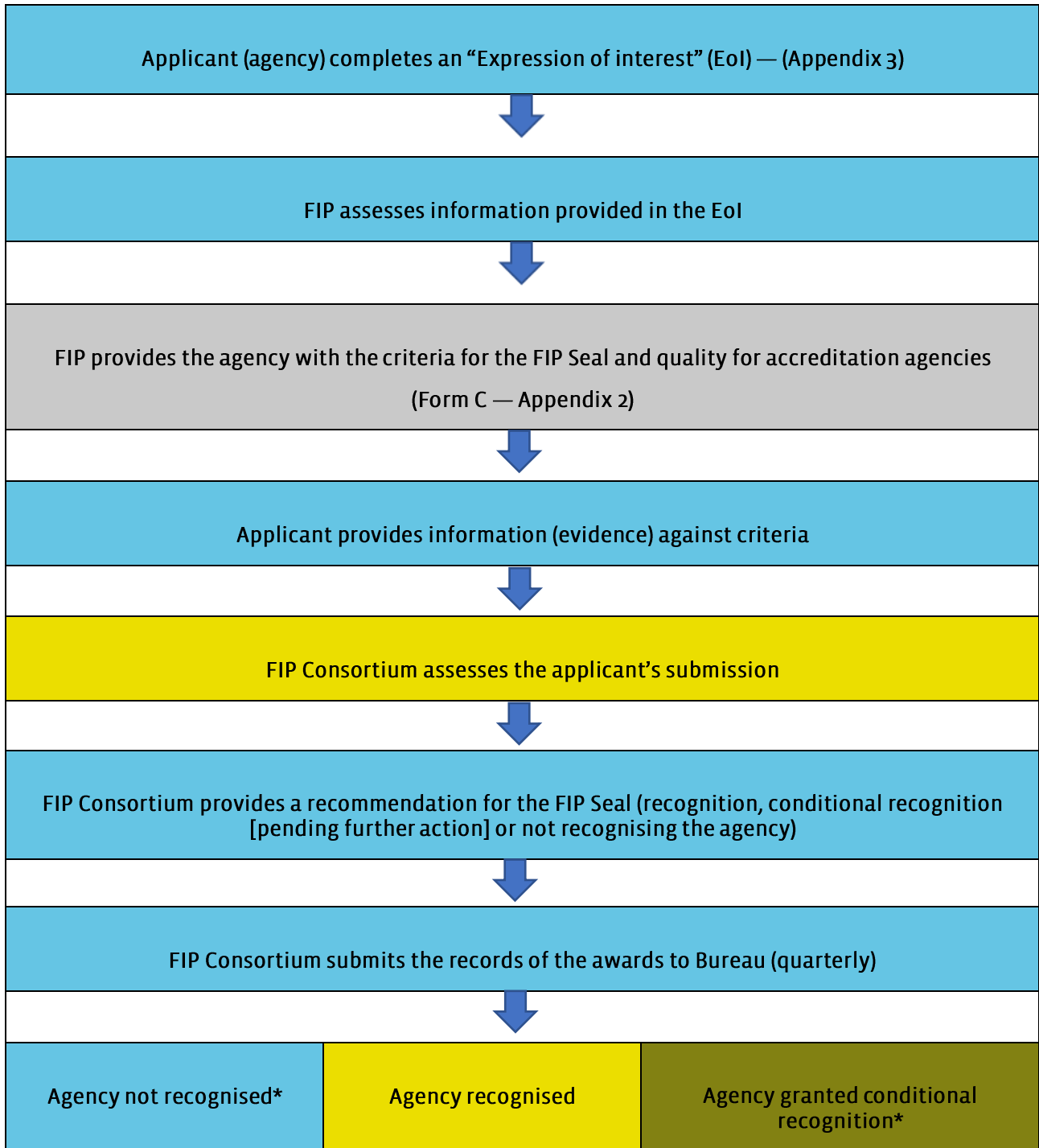
There are five steps in the process for awarding the FIP Seal to accreditation agencies:

1. The applicant completes an “Expression of interest” (Eoi) to apply for the FIP Seal for accreditation agencies (Appendix 2).
2. The Eoi includes a declaration of how the agency aligns with the FIP mission to advance pharmacy worldwide and any of the FIP Development Goals. More information will be sought from the applicant as part of the next steps in the application (see Figure 3, p11).
3. The FIP Consortium will conduct a remote audit of the submitted evidence.

4. The Consortium will write a report making a recommendation on granting the FIP Seal to the agency that is presented to Bureau for ratification. Ratification by the FIP Bureau will be based on quarterly reports from the FIP Consortium.
5. The agency is informed of the Consortium's decision and the Bureau's support.

With regard to the submitting evidence:

- A table of evidence can be submitted alongside the completed criteria checklist (Form C) for evidence that covers more than one criterion; and
- All information submitted by the agency will be treated confidentially and held in secure folders that are not accessible by those not involved in the remote audit. (FIP complies with all GDPR legislation and good privacy practice.)



\*For those agencies whose accreditation service has not been recognised or has received provisional recognition, an action plan of next steps will be agreed with FIP.

# Appendices

## Appendix 1. Glossary of terms

Term	Definition
Accreditation	The process whereby a statutory body, association or agency grants public recognition to an organisation, site or programme that meets certain established qualifications or standards, as determined through initial and periodic peer-review based evaluations.
Agency (or accreditation agency)	An organisation, council or committee that assures quality in pharmacy education, through an accreditation process.
Appraisal	An assessment or estimation of the worth, value, or quality of a person, performance, competence or activity.
Continuous improvement	An approach that aims to constantly improve work practices, processes, structure and/or outcomes.
Criteria	Principles or standards by which an aspect of the programme, service or practice may be measured, judged or decided.
Education provider	An organisation delivering programmes of education.
Evaluation	The forming of a judgement based on the collection, analysis and interpretation of data from process and outcome measures with a view to determining the calibre of one or more activities and the achievement of desired outcomes.
FIP Global Platform	The FIP Global Platform (or simply “platform”) refers to the facilitation and support that FIP provides to member organisations through networking, and which is now to provide programmes to support professional development through developing partnerships. The platform also includes FIP’s digital platform for provision.
FIP Consortium	The FIP Consortium is an advisory group composed of experts in pharmacy education, accreditation of pharmacy education programmes and continuing professional development charged with conducting professional assessments of evidence provided by potential providers or accrediting agencies against the FIP Seal criteria for Provision or Accrediting Agencies, respectively.
FIP vision	The FIP vision (agreed by FIP Council in 2019) is for a world where everyone benefits from access to safe, effective, quality and affordable medicines and health technologies, as well as from pharmaceutical care services provided by pharmacists, in collaboration with other healthcare professionals.
FIP Seal	A mark of assurance that the programme, course, delivery activity or accreditor is aligned to FIP values on development in pharmacy, the FIP development goals, the commitment to Astana, our transformation programmes and the advancement of pharmacy worldwide.
Governance	How quality, accountability, and a culture of continuous improvement are embedded within an organisation.
Member organisation	A legally constituted organisation representing pharmacists and/or pharmaceutical scientists, which has been granted member organisation status by FIP (the global body representing pharmacy and pharmaceutical science).
Mission	The fundamental purpose, objective, or <i>raison d’être</i> for an organisation, institution, department or course, which guides its planning and activities. For FIP, this is the advancement of pharmacy worldwide.
Outcome	The measurable result of an activity or series of activities.
Provider	An organisation delivering programmes of education, support and/or development.

Provision	Provision can refer to the delivery of a programme, course, masterclass, train-the-trainer, or workshops, and targets learning, development and support of the pharmaceutical workforce. Provision can also refer to the availability of content, structures, or tools for others to use. Provision can range from face-to-face events to digital courses, seminars and webinars, blended programmes that meet the needs and priorities of our members (FIP members include member organisations/partners, pharmaceutical scientific member organisations (PSMOs), Academic Institutional Membership (AIM) and individual members).
Provision programme	Refers to the programme instigated by FIP to manage the development or curation of provision either directly or through partnerships and agreements with members and partners.
Recognition	Official endorsement attesting to conformity to (compliance with) set essential criteria and requirements. (See also Accreditation)
Service users	People who use services.
Stakeholder	Any individual, group or organisation that has an interest or involvement in or may be affected by a particular activity, set of activities or outcome.
Standard	A description — set up and established by authority — of a level of quality (or quantity) that is expected to be met and against which judgements about quality will be made.
Vision	An expression of what the organisation wants to become — its future and strategic direction.

# Appendix 2. Form C — Application for the FIP Seal for accreditation agencies

FIP Provision and Partnerships Programme  
 Form C — FIP self-assessment criteria for accreditation agencies

**Section A:** Please provide details of your agency below.

1. Name of Accreditation Agency	
2. Country	
3. Date of submission of this form to FIP	

The purpose of the following criteria is to assess a potential accreditation agency is aligned to the FIP mission, values, FIP Development Goals and ways of working.

Criterion 1	Examples of evidence								
C1. Describe your organisation/company/body in terms of your <b>vision, mission, goals, and objectives</b> .	Provide a written description below of your mission and vision statement for the Agency or evidence to support activities that provide the basis for operational planning.								
Description by Agency (word count: 250-500 words):									
Assessed by Consortium (FIP USE SECTION)									
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Criterion 2	Examples of evidence																						
C2. Describe how your Agency aligns with the FIP <a href="#">Development Goals</a> .	Provide a description below of alignment with the Agency applying for the FIP Seal and the FIP Development Goals.																						
<p>Description by Agency (word count: 250-500 words):</p>  <p>Select the primary FIP DG(s) that map to the programme/course/product.</p> <table border="1" style="border-style: dashed; border-color: #ADD8E6;"> <tbody> <tr><td><input type="checkbox"/> DG1</td><td><input type="checkbox"/> DG11</td></tr> <tr><td><input type="checkbox"/> DG2</td><td><input type="checkbox"/> DG12</td></tr> <tr><td><input type="checkbox"/> DG3</td><td><input type="checkbox"/> DG13</td></tr> <tr><td><input type="checkbox"/> DG4</td><td><input type="checkbox"/> DG14</td></tr> <tr><td><input type="checkbox"/> DG5</td><td><input type="checkbox"/> DG15</td></tr> <tr><td><input type="checkbox"/> DG6</td><td><input type="checkbox"/> DG16</td></tr> <tr><td><input type="checkbox"/> DG7</td><td><input type="checkbox"/> DG17</td></tr> <tr><td><input type="checkbox"/> DG8</td><td><input type="checkbox"/> DG18</td></tr> <tr><td><input type="checkbox"/> DG9</td><td><input type="checkbox"/> DG19</td></tr> <tr><td><input type="checkbox"/> DG10</td><td><input type="checkbox"/> DG20</td></tr> <tr><td></td><td><input type="checkbox"/> DG21</td></tr> </tbody> </table>		<input type="checkbox"/> DG1	<input type="checkbox"/> DG11	<input type="checkbox"/> DG2	<input type="checkbox"/> DG12	<input type="checkbox"/> DG3	<input type="checkbox"/> DG13	<input type="checkbox"/> DG4	<input type="checkbox"/> DG14	<input type="checkbox"/> DG5	<input type="checkbox"/> DG15	<input type="checkbox"/> DG6	<input type="checkbox"/> DG16	<input type="checkbox"/> DG7	<input type="checkbox"/> DG17	<input type="checkbox"/> DG8	<input type="checkbox"/> DG18	<input type="checkbox"/> DG9	<input type="checkbox"/> DG19	<input type="checkbox"/> DG10	<input type="checkbox"/> DG20		<input type="checkbox"/> DG21
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Criterion 3	Examples of evidence				
C3. Describe how your Agency aligns with the <a href="#">values of FIP</a> .	Provide a description below.				
<p>Refer to the handbook for accreditation agencies.</p> <p>Description by Agency (word count: 250-500 words):</p>					
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Assessed by:	
Comments:	

Criterion 4	Examples of evidence
<p>C4. Does your organisation have <b>funders or sponsors</b> of the Agency?</p> <p>If so, how do you manage the influence of sponsors and ensure independence when making accreditation decisions.</p>	<p>Describe below (or provide evidence) that the financial partner does not have undue input into accreditation decisions.</p>
Description by Agency (word count: 250-500 words):	

Assessed by Consortium (FIP USE SECTION)	
Description/evidence satisfactory	<input type="checkbox"/>
Description/evidence unsatisfactory	<input type="checkbox"/>
Assessed by:	
Comments:	

FIP Consortium USE ONLY
<p>Has the potential Agency provided sufficient evidence for alignment with FIP’s mission to advance pharmacy according to the criteria?</p> <p><input type="checkbox"/> Evidence provided</p> <p><input type="checkbox"/> More evidence is required</p>
Comments

**Section B:** The purpose of the following criteria is for an agency to self-assess their accreditation functions and processes against the FIP criteria for accreditation agencies. Please provide all relevant information in the table below.

Accreditation agencies self-assessment criteria					
<b>1</b>	CONTEXT				
Domain/ Criterion No	Domain/Criterion	Criterion not met (no evidence)	Criterion partially met (further evidence needed)	Criterion met (evidence provided)	Evidence examples
1.1	Mission, terms of reference, and scope of operations are established with input from key stakeholders and communicated to stakeholders.				Annual report. Written mission and vision statement for the Agency or evidence to support activities that provide the basis for operational planning.
1.2	A strategic plan facilitates the advancement and achievement of the Agency's vision, mission, and goals in relation to the local/national/regional context i.e., it is aligned with government policy direction				Strategic plan
<b>2</b>	STRUCTURE				
Domain/ Criterion No	Domain/Criterion	Criterion not met (no evidence)	Criterion partially met (further evidence needed)	Criterion met (evidence provided)	Evidence examples
2.1	Legal/statutory status is established so that legal rights and responsibilities are clear				Statement on legal status of the Agency. Provide a description of the type of entity it is.
2.2	The Agency who accredits is one of the following: <ul style="list-style-type: none"> <li>▪ A government or inter-government agency;</li> <li>▪ A government authorised or recognised independent professional body;</li> <li>▪ A professional or scientific association authorised or recognised independent professional body.</li> </ul>				Provide a description of the type of entity it is.

2.3	<p>The Agency’s mandate, authority and accountability are clear including the requirements and criteria it must meet. Independent/autonomous agencies have appropriate oversight and accountability — against defined criteria — to ensure consistency and impartiality in the decision-making process, and adherence to their own policies and procedures.</p>				<p>Mandate that the organisation works under e.g., Government, Law, By-law, Legislative instrument, Stakeholder/member agreements.</p>
2.4	<p>Effective, transparent and clearly understood governance arrangements and processes are in place to evaluate, manage and improve the accreditation service. These are linked to the mission/goals/objectives.</p>				<p>Diagram documenting the roles and responsibilities of the Agency and any advisory structures.</p>
2.5	<p>Appropriate Risk Management policies and procedures are in place.</p>				<p>Risk management policy.</p>
2.6	<p>The organisation’s degree of autonomy in decision-making, development and adoption of standards, policies and procedures, etc., are established and clearly understood by all stakeholders.</p>				<p>Mandate that the organisation works under e.g., Government, Law, By-law, Stakeholder/member agreements. Minutes of meetings with stakeholders.</p>
2.7	<p>The Agency ensures impartially when performing its accreditation function. Accreditation decision making processes and policies avoid issues with potential conflict or undue influence.</p>				<p>Documentation:</p> <ul style="list-style-type: none"> <li>▪ Standards</li> <li>▪ Code of conduct</li> <li>▪ Conflict of interest policies</li> <li>▪ Confidentiality</li> <li>▪ Impartiality</li> </ul>
2.8	<p>Relationships with other organisations (if any) are defined. The operation of formal or informal relationships is established. The terms of</p>				<p>Partnership agreements, contracts, or Memorandums of Understanding.</p>

	reference for formal relationships is clearly defined and publicly disclosed.				
2.9	The financial model ensures the sustainability of operations.				Financial statements or annual reports.
2.10	Fees charged for accreditation services provided by the Agency are published, applied fairly and consistently, and constituents should be notified in advance of any changes.				Education/service/practice participation costs and a summary of what the service gets for this payment/licence fee.
2.11	The Agency has sufficient resources (including human, organisational and infrastructure) to carry out its activities.				Annual report. Employment policies and procedures. Skills matrix for external Subject Matter Expert engagement. A statement about relevant physical and other resources and the impact they make on delivery.
2.12	Secure IT systems/web tools are available to support all submissions and reporting.				Clear policies and systems to support information management to ensure accuracy, integrity, confidentiality, reliability, timeliness, security and retention.
2.13	The Agency has a defined accreditation decision-making body, committee or council that works with a transparent governance framework.				An organogram or equivalent documenting the roles and responsibilities of the agency's decision-making body and any advisory structures. A supporting description of how the roles function and relate to accreditation e.g. By-laws, decision making framework and/or Terms of Reference.
2.14	The composition of the accreditation decision-making body is described. Inclusion of all required expertise and perspectives are ensured, for example, educators, regulators,				The decision-making body and advisory groups (if applicable) actively support the development and delivery of accreditation including terms of

	consumers and practitioners.				reference and membership.
2.15	There is a clear process and skills matrix for appointing/selecting members of the accreditation decision-making body. The appointment or selection process is transparent and free of conflict-of-interest.				Role descriptions for all member roles including lay representatives. Appointment processes and public notices for vacancies.
2.16	Board/Committee members terms of office are defined and communicated to stakeholders.				Members' contracts or agreements, engagement, or appointment letter.
2.17	There is a clear process and criteria for election or appointment of any officers/leaders to the accreditation decision-making body.				Role descriptions for all officer roles (chair etc). Election/application process and pack for all members.
2.18	Members of the accreditation decision-making body receive adequate orientation and training related to the agency's standards, policies, procedures, and method of evaluation, prior to involvement in decision-making activities on behalf of the education provider.				Induction programmes for members, including service specific education and training.
<b>3</b>	<b>PROCESS</b>				
<b>Domain/ Criterion No</b>	<b>Domain/Criterion</b>	<b>Criterion not met (no evidence)</b>	<b>Criterion partially met (further evidence needed)</b>	<b>Criterion met (evidence provided)</b>	<b>Evidence examples</b>
3.1	The Agency uses comprehensive quality standards which are: <ul style="list-style-type: none"> <li>Aligned with the national context, i.e., developed through a collaborative and transparent process involving all key stakeholders;</li> <li>Transparent and user-friendly;</li> <li>Endorsed profession-wide;</li> <li>Evidence-based;</li> </ul>				Copies of up-to-date standards and requirements.  Descriptions of standards development guidelines (if the Agency develops their own).

	<ul style="list-style-type: none"> <li>▪ Validated through reliable measures and outcomes;</li> <li>▪ Publicly disclosed;</li> <li>▪ Reviewed and updated periodically to ensure contemporary applicability.</li> <li>▪ Published standards, policies and procedures are readily accessible to any interested person or stakeholder.</li> </ul>				
3.2	<p>The key components of the Agency's assurance procedures are established, communicated, and consistently applied including an emphasis on the use of data and information to benchmark its services. The information collected meets all statutory and professional requirements.</p>				<p>Description of assurance approaches and feedback mechanisms. Strategy including plans for improving the performance of its accreditation services. Summary of improvement activities projects and reviews to support improvements in accreditation services. Internal monitoring, review and audit systems to assess performance and quality of services provided. Evidence of feedback to stakeholders. Effective management of all information, which defines and describes the types of information generated, collected, used and delivered as part of its activities.</p>
3.3	<p>Input and perspectives of the public/consumers in governance and decisions are encouraged.</p>				<p>Processes for consumer input, e.g., Committee memberships. Minutes of meetings.</p>
3.4	<p>Criteria on which decisions are based are articulated and consistently applied with fairness and communicated in a timely manner.</p>				<p>Publicly available information about the Agency's policies and procedures.</p>
3.5	<p>Frequency of accreditation decision-making meetings and their terms of reference are established, communicated and consistently followed.</p>				<p>Minutes of meetings. Report of proceedings. Terms of reference.</p>

3.6	Criteria on which decisions are based are articulated and consistently applied with fairness and communicated in a timely manner.				Policy and processes for accreditation decisions and examples, performance level for achievement of standards. List of standards
3.7	Requirements for initial application for accreditation include eligibility criteria which are clearly communicated in advance, and fairly and consistently applied.				Requirements for initial application for accreditation include eligibility criteria which are clearly communicated in advance, and fairly and consistently applied.
3.8	Stages of evaluation/ recognition/approval, including requirements for new education providers' progression through these stages are described (if applicable to the system of quality assurance).				The policy and processes for communicating the full assessment process to the education provider. Handbooks and guidance. Assessment timetable examples and process for agreeing it with a service with the education provider.
3.9	Clearly articulated mechanisms for complaints and appeals are set and reviewed.				Complaints' policy. Appeals policy.
3.10	The Agency has a policy on how to handle substantive changes and establish criteria for their approval, where appropriate.				Substantive change policy.
3.11	The Agency maintains full records of decisions made, and any other relevant correspondence and materials.				Effective management of all information, which defines and describes the types of information generated, collected, used and delivered as part of its accreditation activities.
<b>4</b>	<b>OUTCOMES</b>				
<b>Domain/Criterion No</b>	<b>Domain/Criterion</b>	<b>Criterion not met (no evidence)</b>	<b>Criterion partially met (further evidence needed)</b>	<b>Criterion met (evidence provided)</b>	<b>Evidence examples</b>
4.1	The Agency's accreditation service outcomes are evidence-based, specific and measurable.				Key Performance Indicators set by an independent body that monitors the agency.



	Intended outcomes are delivered.				Excerpts from external reviews, where they indicate performance that meets the essential criteria. Accreditation by a national external agency that indicates performance meets the essential criteria.
4.2	The Agency regularly evaluates the effectiveness and efficiency of its operations on a regular basis, with input from key stakeholders, with a view to its own continuous quality improvement.				Surveys/feedback from stakeholders and accredited providers. Surveys/feedback from Committee members. Surveys/feedback from Assessment teams.

Template for logging evidence covering more than one criterion.

Evidence	Criteria met

<b>FIP Consortium USE ONLY</b>	
Has the Agency provided sufficient evidence for alignment with FIP’s mission to advance pharmacy according to the criteria?	
<input type="checkbox"/> Evidence provided <input type="checkbox"/> More evidence is required	
Comments	

<b>FIP Consortium USE ONLY</b>	
Overall recommendation by the Consortium	
<input type="checkbox"/> Agency recognised <input type="checkbox"/> Agency granted conditional recognition <input type="checkbox"/> Agency not recognised	

## Appendix 3. “Expression of interest” form

1. Organisation details																							
2. FIP Membership Number (if applicable)																							
3. Country																							
4. Name of representative/contact																							
5. Email contact and job title																							
6. What are the accreditation services for which the organisation is seeking the award of the FIP Seal?  <i>Max 350 words</i>																							
7. Please describe how the accreditation service /programme aligns with the advancement of the pharmaceutical workforce and the FIP mission to advance pharmacy worldwide.  <i>Max 350 words</i>																							
8. Please list current partnerships (if applicable).																							
9 Please indicate to which FIP Development Goal(s)* — DGs — your programme is linked.  <i>*Reference:</i> <a href="http://www.fip.org/fip-development-goals">http://www.fip.org/fip-development-goals</a>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG1</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG11</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG2</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG12</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG3</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG13</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG4</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG14</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG5</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG15</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG6</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG16</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG7</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG17</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG8</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG18</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG9</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG19</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG10</td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG20</td> </tr> <tr> <td style="border: 1px dashed #00AEEF;"></td> <td style="border: 1px dashed #00AEEF;"><input type="checkbox"/> DG21</td> </tr> </table>	<input type="checkbox"/> DG1	<input type="checkbox"/> DG11	<input type="checkbox"/> DG2	<input type="checkbox"/> DG12	<input type="checkbox"/> DG3	<input type="checkbox"/> DG13	<input type="checkbox"/> DG4	<input type="checkbox"/> DG14	<input type="checkbox"/> DG5	<input type="checkbox"/> DG15	<input type="checkbox"/> DG6	<input type="checkbox"/> DG16	<input type="checkbox"/> DG7	<input type="checkbox"/> DG17	<input type="checkbox"/> DG8	<input type="checkbox"/> DG18	<input type="checkbox"/> DG9	<input type="checkbox"/> DG19	<input type="checkbox"/> DG10	<input type="checkbox"/> DG20		<input type="checkbox"/> DG21
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