Quality Assurance in Pharmacy
The Case of Italy

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Quality Levels

Procedures for QA in Italy are very complex and involve different subjects both at the local and at the national level:

- **INITIAL APPROVAL**
    1. Curriculum Design (CdS)
    2. Department Proposal
    3. iQA (Presidio della Qualità) & UNI Approval
    4. CUN Approval (Classi di laurea)
    5. ANVUR Approval

- **ANNUAL EVALUATION**:
  - **SUA-CdS**
  - **CPD**
  - **Riesame (self-evaluation)**
  - **Presidio della Qualità**
  - **Nucleo di valutazione**

NATIONAL PERIODICAL ACCREDITATION

- **National Monitoring and Periodical Accreditation (within the procedures for Institutional Accreditation)**
  - **Desk Analysis by ANVUR QTeam**
  - *In situ* **visit**
  - **Report by ANVUR**
  - **Ministerial Approval or Request of Change**
  - **Denial of Accreditation**

Initial Proposal and self-evaluation are based on:

- Analysis of contest, need of professionals
- **Consulting Social Organizations (Professions, Ministerial monitoring of <u>social needs</u>, Industries, Research Centres, Natn'l Health Systems and so on)**
- Employability and professional profiles trained
- Admission requirements (very detailed as there is a very selective admission test)

TRAINING PATH - CURRICULUM

- **Careful description of training:**
  - **Disciplines, hours, credits, work load, learning outcomes, assessment, LOs per Dublin Descriptor per module)**
  - **Teaching Schedule**
  - **Assessment Days**
  - **6mo Training in Pharmacy requirements**
  - **Thesis**
  - **Stages**
  - **ERASMUS**

And …

- **List of Professors (Curriculum) and Workload description per professor**
- Tutors and Tutorial
- **Libraries and other services**
- Placement
- **Monitoring of Students Opinion**
- Monitoring of Graduates !, 3, 5 years after graduation

Monitoring (Dept'l task)

- **Monitoring Students Progression per single COORTE**
- Average Quality of Student progression
- **AlmaLaurea**
- CPD
- **Survey of Pharmacists opinion for the students in TIROCINIO**

Students Opinion (per single discipline)

- **National (ANVUR) plus Local**
  - Pre-requisites
  - Workload (The survey was presented in Utrecht (EAFP)
  - Teaching documents
  - Assessment procedures
  - Professors
  - Stages and Tirocinio
  - Trasperecies of procedures and info avalability
  - **Tutors (Training)**
  - Post-graduation evaluation
  - **Support of International Relation Office**
  - Placement

National Approval

- CUN evaluates all the above mentioned documents

Annual Report of RIESAME (local)

- **Quality Team of CdS**
- Consultation of
- **Analysis of DATA (Survey, Student Opinion, Carreers Developments, Employability …)**
- PdQ and NUVAL Suggestions
- **SWOT Analysis**

Riesame (SWOT)

- **First level**: Entrance, Training path, Exit

- **Second level**: Student experience

- **Third level**: Placement

For each level …

- **Advancement of last year corrections and efficacy of taken measures**
- Data on which the analysis is based
- **New or continuing initiatives (procedures, scheduling, responsabilities, …)**

CPD
Students-Professors Committee

- **Proposal of New Correction**s
- Evidence of mistakes
- **Suggestions**

PdQ and NUVAL

- **Coherence of Analysis and Proposal**
- Suggestions
- **Quality Procedures Monitoring**
- Flow of Info
- **Storage of Info**
- Submission of Documents to NUVAL

ANVUR Evaluation

AQ.5 QA
Q Procedures are really applied and with efficacy

- **A.1 Consulted Organizations**
  - Consulted Organizations are representative of all possible employements at local/national and intn'l level?

- **A.2 Type of Consultation**
  - The procedure is suitable to afford relevant and updated info?

- **A.3 Functions and Skills**
  - For each professional path, skills and functions are well described in order to well define LOs?

and

- **B.1 Admission Procedure**
  - **How Admission skils are verifyied and how weekness per single student are verifyied (at macro or micro level? How accomplishment of missing requirements are verifyied after admission?**

- **B.2 Professional requirements and LOs Coherence**
  - **Professional skills (Dublin 1-2), generic (D 3-4-5), are coherent (at the module level) with the professional requirements?**

- **B.3 Coherence in Teaching methodologies, and in**

- **B.4 Assessment procedures**

and

- **C.1 Analysis of Data and Problem Identification - RIESAME**
  - **Student Opinion – Graduate Opinion – Professors Opinion are taken in good consideration? Data collection is ok? Is there enough support by U administration?**

- **C.2 Individuazione cause problemi**
  - **Sono analizzate le cause in maniera convincente?**

- **C.3 Proposed solution for identyfied problems**
  - **Responsabilities and attribution of tasks, Involvement of Department?**

- **C.4 Indicators for Conformance - Times**
  - **Students are involved in the process?**

and

- **D.1 Student Opinion Transparency**
- **D.2 Evidence of Positive reaction to students requests**
  - **Subjects involved in the process**
- **D.3 Solutions**
  - **Are solutions measurable in the efficacy? Responsability are clearly attributed? Who is in charge to monitor? Riesame is reporting clerly those problems?**

and

- **E.1 Curriculum Efficay (checked by external evaluators)**
  - **Correspondance with organization consulted in the proposal**
- **E.2 Placement**
  - **Structures, Services and Activities in the academic year, Professional training satisfaction and so on? Institutional collaboration and coordination?**

Report

- **Signed by ANVUR is approved by the Minister**

Grazie

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