



Summary Report of the Statutory Review of the Five-Year Fully
Integrated Master's Degree Programme in Pharmacy provided
by University College Cork

23 June 2015

Approved by PSI Council on 3 December 2015

Summary Report of the Statutory Review of the Five-Year Fully Integrated Master's Degree Programme in Pharmacy provided by University College Cork

in accordance with Article 7(2)(a) of the Pharmacy Act 2007

And

Rule 8 of the Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules 2014 (S.I. No. 377 of 2014)

i. Introduction

Stemming from the Pharmacy Act 2007 (as amended) and recognised in Directive 2005/36/EC of the European Parliament and of the Council on the Recognition of Professional Qualifications, the Pharmaceutical Society of Ireland (PSI, the pharmacy regulator) has responsibility and powers for the recognition and approval of the programmes of education and training of pharmacists in Ireland.

The present accreditation concerns the initial accreditation of the 5-year fully integrated Master of Pharmacy degree delivered by the School of Pharmacy, University College Cork against the PSI's Accreditation Standards for the fully integrated Master's Degree Programmes in Pharmacy approved by the Council of the PSI on 2 October 2014. Successful completion of the programme leads to the award of the MPharm degree and the Higher Education Institution confirming that a graduate demonstrates the competencies necessary to enter the Register of Pharmacists held by the PSI and that the person is fit to be a registered pharmacist. This is the summary report of that paper-based accreditation event; the event will be followed by an on-site visit towards the end of the first year of the delivery of the programme.

ii. Process of review

The meeting

The accreditation meeting took place by video-conference on Tuesday 23 June 2015 from 10.00 to 13.00.

The accreditation team

The PSI accreditation team comprised:

Name	Designation at the time of visit
Professor Brenda Costall	Team Leader (Chair). Former Pro Vice-Chancellor for Planning and Resources, Deputy Vice-Chancellor, and Head of School of Pharmacy, University of Bradford, UK. [Panel Category: Pharmacy academic with experience of developing and/or accrediting pharmacy degree programmes (International academic)].
Mr. Mark Brennan	Director of Pharmacy Education and Deputy Head of School for the School of Pharmacy at the University of Lincoln. [Panel Category: Pharmacy Academic with experience of developing and/or accrediting pharmacy degree programmes (international academic)].
Ms. Ruth Gleeson	Community Pharmacist. [Panel Category: Recently qualified pharmacist with 0-3 year's post registration experience (representative of student experience)].
Professor Jason Last	Associate Dean, Director of Education Development and Academic Affairs, UCD School of Medicine. [Panel Category: Healthcare non-pharmacist member].
Mr. Fionán Ó Cuinneagáin	Former CEO of the Irish College of General Practitioners (ICGP), former member of the Council of the PSI and Chair of the PSI Professional Development and Learning Committee. [Panel Category: Non-pharmacist Patient Advocate/Public Interest/Risk expert].
Dr. Éilís Ryan	Full-time community pharmacist [Panel Category: Pharmacist practising in Ireland].
Dr. Nicola Tyers	Director of The Pharmacy Training Company, and Former Head of Pre-registration, General Pharmaceutical Council, UK. [Panel Category: Accreditation Expert].
along with	
Mrs. Ingrid Hook	Rapporteur

Dr. Lorraine Horgan	Head of Professional Development & Learning, PSI
Ms. Caroline Mellows	Education Standards Officer, PSI
Prof Ian Marshall	Observer in mentoring capacity to Rapporteur

There were no declarations of interest.

The Standards

The standards for the Five-Year Fully Integrated Master's Degree Programmes in Pharmacy are arranged under the following headings:

Standard 1 – The Professional Degree Programme Provider and Mission

Standard 2 – Leadership, Organisation and Governance

Standard 3 – Resources

Standard 4 – Curriculum

Standard 5 – Teaching and Learning Strategy

Standard 6 – Assessment Strategy

Standard 7 – Quality Assurance and Enhancement

Standard 8 – Students

The Programme

The integrated programme features a newly developed curriculum to support the dispersal of practice placements throughout the five years of the programme, with the first two week shadow placement occurring in the second year and longer 4/6 and 8 month placements commencing at the start of the fourth year and in the second half of the final year of the programme. Placements will occur under the aegis of the Affiliation for Pharmacy Practice Experiential Learning (APPEL), an organisation jointly funded and governed by the three Irish schools of pharmacy.

Meeting the Accreditation Standards

STANDARD 1: THE PROFESSIONAL DEGREE PROGRAMME PROVIDER AND MISSION	Accreditation team's commentary
The Professional Degree Programme Provider must engage in a systematic planning process and have a current strategic plan that facilitates achievement of the Professional Degree Programme Provider's mission, goals and objectives.	
<p>1.1 The mission should include a clear statement of the educational philosophy including how the organisation will foster a culture that:</p> <ul style="list-style-type: none"> (a) promotes professional behaviour among students, staff and all those contributing to the Professional Degree Programme; (b) is committed to the development of graduates who satisfy the requirements of the Core Competency Framework for Pharmacists; and (c) respects and supports the needs of diverse stakeholders, students, staff and all those contributing to the Professional Degree Programme. <p>1.2 There should be evidence that the mission, goals and objectives have been reviewed and validated by the Higher Education Institution (HEI) and should be demonstrably congruent with the mission of the HEI and are within the context of societal and professional changes occurring and contemplated .</p>	<p>The Strategic goals and objectives of the School are aligned to those of UCC and the College of Medicine and Health (CoMH) in which the School of Pharmacy is based. The strategic plan published by the School also integrates with the strategic plans of the CoMH and the University. The School's published strategic plan, has objectives and goals for the period 2013 to 2017 which concentrate on key areas including: development of research, lifelong learning and continuing professional development (CPD), an Academic Healthcare Centre, e-learning and novel methods of teaching, income generation, optimisation of undergraduate and Master's programmes, staff development and training in teaching and learning and promotion of the School of Pharmacy. The team agreed that it clearly demonstrates the School's commitment to excellence in teaching and learning and to the development of programmes that will drive research-informed teaching.</p> <p>The Educational Philosophy and Mission of the School are stated to be a commitment to the development of pharmacists educated to the highest standard preparing them for critical roles in healthcare provision and in the pharmaceutical industry, developing excellent research programmes across the breadth of the discipline of pharmacy, generating new knowledge and highly skilled researchers. The accreditation team was of the opinion that there should be greater emphasis on life-long learning and more structured experience in interprofessional working to deliver patient-centred care. The team agreed that the mission of the School should be revised</p>

<p>The mission statement should set out clearly the primacy of patient safety, care and well-being. This must be demonstrated by the existence of:</p> <ul style="list-style-type: none"> (i) a chronological log of any concerns raised relating to patient safety and well-being that arise as a consequence of the educational process; (ii) clear and published procedures known to all staff and students to immediately review and address such concerns that may impact upon patient safety; (iii) a Fitness to Practise policy known to all staff and students to assure patient safety and public protection at all times; and (iv) an explicit recognition that by awarding a degree accredited by the Council of the PSI, the HEI is confirming that a graduate is fit to apply to have their names entered in the Register of Pharmacists. <p>1.3 The Professional Degree Programme Provider should have a published statement of its mission and goals and set out its key performance indicators (KPIs) and timescales for their implementation and review. This should include an explanation of how the Professional Degree Programme Provider will monitor and evaluate its performance against the goals and objectives of its strategic plans</p>	<p>and incorporated into the Strategic Plan. Similarly, the importance of the Core Competency Framework for Pharmacists (CCF) needs to be highlighted and included in the strategic plan. The team therefore requires the provision by 31st December 2015 of a more fully developed Strategic Plan, taking these facts into account.</p> <p>In relation to Fitness to Practise (FtP) requirements and conduct, all staff and students in UCC and the CoMH must abide by the published Code of Conduct and FtP policies. In addition students on the pharmacy programme have learning outcomes on professional and ethical behaviour built into practice modules. The team would have liked more information as to how student professionalism, the development of students that satisfy the CCF and the development of the pharmacist-patient relationship will be monitored. The team also felt that the mission statement could more clearly set out the primacy of patient safety, care and well-being. Therefore, there are requirements that evidence of the primacy of patient safety and the importance of satisfying the requirements of the CCF be provided by 31st December 2015, as well as a requirement for a chronological log of concerns relating to patient safety similar to the Risk Register that will flag and monitor any potential FtP issues as they occur. The team also considered it a requirement that the UCC FtP Policies relating to the Provider be expanded and become more closely aligned to the CCF. In addition the team requires confirmation that when the College and School award the accredited degree, the Head of School signs the student off as competent and Fit to Practise.</p> <p>Key performance indicators (KPIs) for research were provided and the team noted the importance of research, commending the School on its research achievements in the UCC Research Quality Review (RQR). The KPIs for teaching included greater demand for MSc courses, enhanced involvement in EU Programmes, receiving teaching awards and obtaining recognition as a centre for CPD delivery. The team agreed that it would be helpful to see a Teaching Quality Review, as the two reviews would draw together all aspects of quality assurance. The team also considered that a further requirement was that the KPIs should be rewritten, to be more specific, to include details</p>
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<p>1.4 The strategic plan must include but need not be limited to:</p> <ul style="list-style-type: none"> (a) Its mission and goals with associated KPIs; (b) The underpinning aims and objectives of the Professional Degree Programme Provider including clearly defined learning outcomes to demonstrate that at the end of the Professional Degree Programme, the graduate is competent to practise pharmacy in a patient-centred, professional and ethical manner, and demonstrates a commitment to lifelong learning; (c) A statement of the educational philosophy for the Professional Degree Programme and how it: <ul style="list-style-type: none"> (i) supports or assures that graduates will be prepared for entry to the profession of pharmacy including patient-centred practice in line with the Core Competency Framework for Pharmacists as established by the PSI Council from time to time; (ii) prepares graduates for practice as pharmacy professionals who will embrace lifelong learning; and (iii) provides structured experience of interprofessional working to facilitate team-work in the delivery of patient-centred care. (d) A commitment to excellence in teaching and learning methods; (e) A vision for leadership in practice, research and other scholarly activity and educational activities. 	<p>of metrics, timescales and monitoring and to have greater emphasis placed on student progress and patient-centric outcomes. The team therefore requires a Teaching Quality Review report be provided by 31st December 2015.</p> <p>The team recognised that for the periods of experiential learning, the establishment, development and implementation of the APPEL initiative was a vital part of the plans for the 5-year integrated degree in all 3 Schools. It is a requirement therefore that progress in developing APPEL should be reported to the PSI on a stage-by-stage basis with notice of the finalising of the contract, and notice of the key appointments made by the end of January 2016.</p> <p>For the new pharmacy degree programme at UCC, students will register for a Bachelor's degree (i.e. Years 1 to 4) and then for their 5th MPharm year on completion of the BPharm. To avoid confusion and misunderstanding the accreditation team noted that the accreditation standards pertained only to a 5-year, and not a 4-year, course of studies and agreed that it would be a requirement that students should be advised by the Provider of this matter on entry to the course. Confirmation of this requirement will be sought by 30th September 2015.</p> <p>The accreditation team agreed that, subject to the satisfaction of the above requirements, this standard was likely to be met</p>
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1.5	For a newly planned and/or recently established programme, the Professional Degree Programme Provider must provide a comprehensive strategy outlining the planning, development and implementation phases of the programme.	
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STANDARD 2: LEADERSHIP, ORGANISATION AND GOVERNANCE	Accreditation team's commentary
There must be clear management structures for the Professional Degree Programme with a schedule of roles and responsibilities, and a defined structure and process to show lines of accountability and authority for all those involved in the delivery of the Professional Degree Programme.	
<p>2.1 The Professional Degree Programme must be planned and delivered by an identifiable organisational unit preferably a School or Faculty of Pharmacy ('the School'), which has responsibility for the Professional Degree Programme and associated resources. Furthermore the Professional Degree Programme must be planned and maintained through transparent processes and must clearly identify who is responsible for what at each stage.</p> <p>2.2 There must be effective systems in place to ensure that students:</p> <ul style="list-style-type: none"> (a) do not jeopardise patient safety and only do tasks under appropriate supervision; (b) are monitored and assessed to assure they always work and perform safely; (c) understand what fitness to practise mechanisms apply to them; (d) are not awarded an accredited degree or placed into any part of the programme that involves access to patients, the public or confidential data, if they are considered likely to pose a risk. 	<p>The management structures within UCC show the Governing Body as the ultimate authority, with the Academic Council having responsibility for the University's academic affairs. The Academic Board is the senior Standing Committee of Council. There are 4 Colleges within UCC, one of which is the College of Medicine & Health (CoMH). Each College is responsible for the transaction of all academic business pertaining to it. Five schools operate within the CoMH, one being the School of Pharmacy. Each school is managed using a committee structure with the main policy and decision-making body being the Board, which then reports to the CoMH Board. All staff members are members of the School Board. The Head of School reports to the Head of College on management matters and to the College Council or Faculty on academic matters. Although the management structure within the School was described in the documentation, the accreditation team agreed that it required clarity as to who has ultimate responsibility and accountability for decision-making. Also as there are a number of committees within the School, it was unclear which committee has a role in governing the programme. The team therefore requires to be provided with further information regarding the committees and the roles and responsibilities of key staff members by 31st December 2015.</p> <p>On entry to the Degree Programme, students will be introduced to the expectations and requirements of being a student and the profession of pharmacy, having to sign a Code of Conduct declaration and undergo Garda vetting prior to entry. Pharmacy students will also be subject to the University's and CoMH's FtP policies. The documentation outlined how concepts of patient safety and dispensing accuracy are to be reiterated and assessed throughout the 5-year programme, while placements of students in patient-facing situations will be supervised by</p>

<p>2.3 The Head of the School must be qualified to provide leadership in pharmacy professional education, including research and scholarly activities, and so be in a position to influence the HEI and the School policy in relation to pharmacy. In the event that the Head is not a pharmacist registered in Ireland, there must be an identified pharmacist registered in Ireland who can provide leadership in the practice and profession of pharmacy and have authority for effective advocacy for pharmacy within the HEI and be held accountable for the oversight of practice-based learning. This person must be at a senior level within the School and be registered in the Register of Pharmacists and thereby be familiar with, and subject to, the PSI statutory Code of Conduct.</p>	<p>pharmacists registered in Ireland. The team would have liked more information on the instructions and induction given to students prior to their first patient-facing situation and the process by which Garda vetting is acquired, and therefore agreed that there was a requirement for details of, and progress on, the monitoring of FtP issues, as well as the processes to underpin patient-facing activity to be made available by 31st December 2015.</p>
<p>2.4 The HEI must support the development of suitable relationships between the School and other academic and service units of the HEI for instruction, research and practice-based and interprofessional learning.</p>	<p>The current Head of School was considered by the accreditation team to be very well-qualified and in a position to give appropriate leadership to the School. He was appointed to the position in 2013 having been a staff member since 2004 and is registered pharmacist in Ireland with extensive pharmacy and research experience, at national and international levels. To foster teaching, learning and research capabilities the School already has well-established relationships with many other professional units both within the HEI and externally, a fact welcomed by the team. Throughout the MPharm programme modules will be taught by staff from other UCC schools and departments, and pharmacy students attend lectures with students from other disciplines within the CoMH. Interprofessional learning sessions will continue to be arranged with final year medical students at various university teaching hospitals in Cork. The School already has active research collaborations and two joint appointments with university teaching hospitals, as well as projects with the College of Medicine & Health and with the College of Science, Engineering & Food Science (SEFS), other Schools of Pharmacy and the EU. Although the School has made good progress in this area and that there is a lot of expertise within the CoMH, clarification was sought as to how teaching remained pharmacy-focussed where co-teaching or service teaching is utilised. Similarly clarification was sought on the overall IPE strategy for the programme.</p>
<p>2.5 External relationships or collaborations with the pharmacy profession must be facilitated to foster the School's teaching, learning and research capabilities. The School should have access to, and arrangements with, HEI affiliated and other healthcare teaching facilities in support of the practice-based and interprofessional learning needs of the Professional Degree Programme [see also Standard 3.6(c)]. Wherever possible, collaborative approaches to</p>	

	<p>practice-based placements must be used in conjunction with other HEIs in the State offering a pharmacy degree programme.</p>
<p>2.6 The Professional Degree Programme must comply with the principles of equality, diversity and fairness and meet all the requirements of National and European law as it relates to the education, training and qualification required for registration as pharmacists.</p>	<p>student allocation. Throughout the degree programme students are informed of the legal and ethical framework for pharmacists both at national and European level.</p> <p>The School maintains electronic records on student intake, personal information, continuous assessment and examination marks, etc. which must be submitted to the PSI as part of the statutory reporting process. The team considered that the data management system in place under the aegis of the University was robust, with no deficiencies in the central data storage and back-up systems described.</p>
<p>2.7 As part of the statutory annual reporting process to the PSI, the School must submit data on student intake, student numbers, student achievement and progression through the Professional Degree Programme with the School's commentary and analysis. The School must maintain a reliable, accurate and workable management information system in support of this.</p>	
<p>2.8 The Head of School has an obligation to report to the PSI:</p> <ul style="list-style-type: none"> (a) on key issues including any changes in resources that are pertinent to the delivery of the Professional Degree Programme; and (b) at the point of graduation, a confirmation that each graduate has met the competencies in the CCF. In order to do this, the School must maintain, in accordance with any policy as approved by the PSI Council from time to time or 	<p>The Head of School is ultimately accountable for the management of the School and is cognisant of his responsibility of informing the University and the PSI of any identified risks (e.g. staffing, finance). The School maintains a Risk Register which includes aspects (e.g. staffing) that could impinge on the delivery of the degree programme. It has also formed a Fitness-to-Practise (FtP) Committee, which in conjunction with the CoMH and University FtP Committees will deal with FtP issues and competencies. Meeting the FtP requirements is a condition of students for passing the annual examinations. Since the learning outcomes and assessment methods for the new integrated MPharm curriculum are currently being mapped to the CCF for Years 1 and 2, the team considered that there was a requirement for further development and require to see, by 31st December 2015, an outline curriculum map demonstrating how the new curriculum will be mapped for Years 3 to 5 and the alignment to the competencies of the CCF. It was unclear if every student will have a community, industry and hospital practice experience at some point over the degree, and how potential competition/high demand for certain placements will be addressed; clarification will be sought on these items at the time of the on-site visit.</p>

<p>any legislative provisions, an ongoing record of 'fitness to practise' matters and any other matters that could have a material impact on future fitness to practise when the student/graduate in the future is practising as a pharmacist.</p>	<p>The accreditation team agreed that, subject to the satisfaction of the above requirements, this standard was likely to be met</p>
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STANDARD 3: RESOURCES	Accreditation team's commentary
<p>The School must have sufficient allocated resources, financial, physical and staff, and have developed and documented contingency plans to cover any deficiencies that may arise in order to ensure the effective delivery of a Professional Degree Programme that continues to meet the 'Accreditation Standards of the five-year fully integrated Master's degree programmes in pharmacy' as approved by the PSI Council from time to time</p>	
<p>3.1 Academic Staff</p> <p>The School must have a sufficient number of core academic staff and other teaching staff including professionally qualified staff such as teacher-practitioners, practice educators and tutor pharmacists, appropriately qualified, experienced and expert in pharmaceutical sciences and pharmacy practice. There must be an appropriate mix of academic staff practising as pharmacists in clinical practice including senior staff who can influence policy within the School and contribute to curriculum design and development, assessment design and development, and course management and coordination activities. This staff, full-time and part-time, must:</p> <p>(a) provide the majority of teaching and learning support for the Professional Degree Programme. Where 'service-teaching' is identified as essential, there shall be a robust means of managing its integration into the Professional Degree Programme and ensuring that the teaching is oriented towards pharmacy;</p>	<p>The School is housed in dedicated state-of-the-art accommodation, has a core academic staff of 18 (10 of whom are registered with the PSI) and 12 cognate staff members associated with the School who provide service teaching. In addition, the School has 7 teacher-practitioners, as well as two joint appointments with local hospitals. There is a commitment to appoint more academic staff (2 x 0.5 WTE in 2016) and another practice educator who will liaise with those in the other schools of pharmacy and APPEL to ensure practice placements are available in sufficient numbers and appropriate quality. For administrative support the School has in position suitably-qualified executive assistants (senior, basic and part-time) and a School Manager, as well as technical officers to oversee laboratory sessions and research projects. The School has a Risk Register to highlight potential problems and can discuss perceived risks at the CoMH Executive. The documentation states that no deficiencies were identified with regards to infrastructure and equipment. The accreditation team agreed that there would be a requirement for more comprehensive descriptions of the accommodation and infrastructure available to the School to be provided by 31st December 2015.</p> <p>The team agreed that strong commitment from the University to the future development of pharmacy as a subject area and the new integrated programme was evident. Financially the School is allocated an annual budget by the CoMH within which it has to operate. The internal budget allocations are projected to continue as at present and have been signed off by the School Executive, College Executive and senior management of the University. The School still has financial obligations for its new building and is committed to the recruitment of a number of key personnel to oversee the delivery of the new MPharm programme. The School considered the financial resources to be adequate and has a Risk Register which is reviewed periodically by the School Executive. Although the School considers the new programme adequately resourced, the</p>

<ul style="list-style-type: none"> (b) individually and collectively, demonstrate a commitment to the mission of the School and to the goals and objectives of the Professional Degree Programme and a continuing commitment to be effective teachers; (c) provide the academic direction for all teaching and learning support or assessment provided by individuals from outside the School; (d) liaise with any staff from outside the School involved in teaching to support the adaptation of examples used in teaching and learning to contemporary pharmacy context and to ensure that it is patient-centred; (e) be provided with the resources, support and academic environment which allows staff members to maintain their knowledge at the leading edge of pharmaceutical, biomedical, and social sciences and clinical pharmacy practice; (f) be encouraged and supported to engage in scholarship and research which is disseminated nationally and internationally; (g) have access to an organised professional development programme open to all teaching staff members consistent with their respective responsibilities. This programme must provide opportunities to develop teaching, learning and assessment skills and the use of new learning technologies. As well as applying to both full-time staff and part-time staff of the HEI, this requirement also applies to all those contributing to teaching, learning and 	<p>team believes any failure to appoint new staff in the coming years to be a significant risk. Therefore the accreditation team agreed that there would be a requirement for a staffing strategy to be developed and provided by 31st December 2015 which would clarify: (i) how service teaching will operate; (ii) the plans for recruitment and appointment of new staff; and (iii) an assessment of the risk associated with staffing. The School also does not appear to have developed a contingency plan. The team therefore has in addition a requirement for evidence of developed and documented contingency plans to be provided in a full resource document by 31st December 2015. The document should also include APPEL resourcing needs.</p> <p>The current core staff of the School are those that have successfully delivered the 4-year BPharm. They are research-active, have published extensively and have been encouraged to develop novel teaching and learning methodologies. They provide most of the teaching and coordinate most of the modules, while staff from other departments deliver the remaining modules via service-teaching. Since not all the modules are coordinated from within the School, the pharmacy-orientation of the service-taught modules and their integration into the MPharm programme will need to be clarified as part of the on-site visit. To ensure academic direction the Head of School, on an annual basis, briefs all members of the Programme Board with regard to curriculum and professional matters pertaining to Pharmacy as well as assessment of pharmacy students. All modules are reviewed annually at Examinations and Boards of Studies meetings to ensure that module contents are correctly aligned to the School's mission. To enhance the contextual understanding of different areas of pharmacy, the School already has in place throughout Years 2, 3 and 4 visits to community pharmacies, hospital pharmacies with aseptic suites and local pharmaceutical industries. Numerous guest lecturers also present on their specific areas of expertise.</p> <p>The delivery and management of practice-placements will be taken over by APPEL from January 2017. The team, being cognisant of the fact that APPEL is still in the development phase, nevertheless agreed that there was a requirement for the on-site visit for details of the measures</p>
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<p>assessment. The programme for tutor pharmacists must be amenable to flexible delivery and meet the requirements as approved by the PSI Council from time to time. Evidence of the impact of professional development programmes should be demonstrated.</p> <p>3.2 Practice Educators</p> <p>The School must have a sufficient number of Practice Educators, in joint appointment positions with practice placement sites as practicable, who will provide the specialised teaching on the interface between the learning within the schools and that within the workplace and who will provide support to the students on placement and to their tutors.</p> <p>3.3 External Experts</p> <p>The School should ensure that relevant input from external specialist lecturers is provided to enhance the students' contextual understanding of specific areas.</p> <p>3.4 Support Staff</p> <p>The School must have a sufficient number of support staff suitably qualified/trained and experienced to support its operation. This staff must have access to an organised development programme open to all support staff consistent with their respective</p>	<p>proposed to ensure that APPEL recruits and trains tutors that meet its specification, and how APPEL plans to increase numbers of practice placement opportunities to service the needs of the three schools of pharmacy.</p> <p>The accreditation team agreed that, subject to the satisfaction of the above requirements, this standard was likely to be met</p>
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<p>responsibilities. Evidence of the impact of this programme should be demonstrated.</p> <p>Technical staff should be suitably qualified and trained and proficient in the operation and maintenance of scientific instrumentation and other equipment. Technical staff should take an active role in the preparation and delivery of laboratory practice sessions and projects and practice sessions and projects.</p> <p>3.5 Tutor pharmacists</p> <p>Pharmacists acting as tutors for the practice-placement elements of the programme must be of sufficient number, appropriately qualified and experienced and be professional role models with the knowledge, skills, attitudes and behaviours to effectively mentor, monitor and evaluate students.</p> <p>3.6 Infrastructure and Financial Resources</p> <p>(a) The School must have the financial resources necessary to accomplish its mission and goals;</p> <p>(b) The School must ensure that accommodation (including teaching rooms and laboratories), equipment, library facilities, IT (including appropriate interactive distance learning technology/VLE), subject specific IT specialist software (for example dispensing software), clinical skills facilities and other resources available to it are sufficient for the effective</p>	
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<p>delivery and assessment of the planned Professional Degree Programme to the numbers of students in each year of the Professional Degree Programme and overall, and that the accommodation, equipment and facilities are safe to use and are properly maintained in a safe condition; properly taking account of the other teaching and research commitments of the School;</p> <p>(c) There must be policies and procedures to ensure that training establishments for the practice-placement elements of the Professional Degree Programme are appropriate for the delivery of this element of the Professional Degree Programme and meet any requirements as approved by the PSI Council from time to time, including any requirements relating to consistency of approaches to placements;</p> <p>(d) The School should have contingency plans, developed and documented, to cover any deficiencies in infrastructure, equipment or personnel that may arise in order to ensure the effective delivery of the Professional Degree Programme.</p>	
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STANDARD 4: CURRICULUM	Accreditation team's commentary
<p>The curriculum must be planned to deliver an integrated Master's degree programme learning experience that combines and co-ordinates all components in a logical and cohesive manner with clearly articulated linkages between and across units within years and between years. The Professional Degree Programme must be planned as a whole to deliver graduates who have the knowledge, skills, attitudes and behaviours to meet the Core Competency Framework for Pharmacists necessary for entry to the profession of pharmacy and to assure the accountability of the profession to society.</p>	
<p>4.1 The curriculum must be progressive in dealing with issues in increasingly complex and inter-related ways so that graduates meet the Core Competency Framework for Pharmacists as established by the PSI Council from time to time and that they can practise safely and effectively according to the statutory Code of Conduct for pharmacists, and any other guidance and requirements as approved by the PSI Council from time to time.</p> <p>4.2 Sufficient time should be allocated over the whole period of the Professional Degree Programme to enable the formation of an appropriate ethical and professional approach to practice and this process should begin early in the first year. From the beginning, the Professional Degree Programme must be delivered in an environment which places study in a professional and academic context and requires students to conduct themselves professionally. Appropriate assessment of the development of</p>	<p>Since the publication of the PSI Core Competency Framework (CCF) in 2013, the School has actively adapted its 4-year Bachelor Degree curriculum to reflect the domains, competencies and behaviours of the CCF. The School's Teaching and Curriculum Committee has the on-going responsibility of evaluating the current curriculum and effecting necessary changes. First-year students are each assigned a mentor, whose role is to assist students in developing their effective learning methods. The documentation stated that students are introduced to professional aspects of pharmacy, including professionalism, legal and ethical behaviour in the first semester. This is expanded in further modules delivered in Years 2 and 3. While on placement in Year 4, students will undertake three modules in which professionalism is a cornerstone. In addition to the modules which students take during Year 5 while on placement, students will also take a clinical practice module which will underline for the student the ethical and professional behaviour required of a pharmacist in healthcare. Students from their entry to the programme are told of the importance of assuming responsibility for their own learning.</p> <p>The School considers that the contemporary roles of pharmacists are covered in pharmacy practice and pharmacy core skills modules as well as in placements in Years 4 and 5. The curriculum has embraced the emerging roles of the pharmacist within the context of societal and professional changes by including practice modules on the importance of health literacy in patient care, the theory and practice of the multidisciplinary nature of public health. The changing role of the pharmacist in response to professional changes is addressed in modules that underline the</p>

	professionalism should take place throughout the Professional Degree Programme.	importance and necessity of lifelong learning, and of the emerging role of pharmacists. Students will also experience contemporary roles of the pharmacist and identify emerging ones during placement modules in Years 4 and 5. Emerging pharmaceutical care technologies and treatment approaches are introduced to students in modules highlighting emerging drugs, personalised medicine and advanced therapies. In addition, during research projects in Years 2, 4 and 5 students are encouraged to explore emerging trends in the practice of pharmacy through directed study.
4.3	The curriculum should embrace the scope of contemporary pharmacy practice responsibilities to patient-centred care as well as the emerging roles of the pharmacist within the context of societal and professional changes occurring and contemplated.	
4.4	The curriculum must be designed, delivered and regularly reviewed to keep abreast of advances arising from policy and research and development in medical and pharmaceutical science and services. The scientific base of the curriculum must be of adequate depth, scope and quality and sequenced appropriately to provide both a foundation and continuing support for the intellectual and clinical objectives of the Professional Degree Programme.	The new programme is structured so that basic principles relating to the underpinning science are delivered primarily during modules in Year 1 and 2 with some Year 2 modules developing a more complex and patient-centred care focus. Second-year modules integrate the practical compounding, extemporaneous and numeracy skills taught to the students by pharmacy practice and pharmaceuticals disciplines, while a module on research methods is multi-disciplinary with input from all core pharmacy disciplines. The number of modules that apply and integrate a patient-centred approach is then steadily increased during Years 3 to 5. Integrated body systems modules are then presented which will allow students to discuss the clinical therapeutic management of relevant diseases, taking into account specific patient factors, and national and international guidelines. These are reinforced and built on in clinical practice modules. In terms of interprofessional learning, a number of lectures and tutorials in each of the years of the programme are co-taught with medical and dental students. These sessions include reviewing patients' medication, drug kardex, medical notes, questioning a patient on their knowledge pertaining to their medicine use, safe prescribing initiatives, such as appropriate antimicrobial and thrombotic therapy, the legal requirements pertaining to prescriptions for controlled drugs and dosage calculations.
4.5	The curriculum must be delivered by interdisciplinary teams in order that the subject matter of the degree is integrated, and delivered in a patient-focussed manner. The student must be provided with the knowledge and experience that will facilitate an understanding of the key regulatory and scientific aspects of drug discovery, and the manufacture, preparation, quality control, distribution, actions, interactions and use, including, the evidence-based use, of medicines by patients and including health screening, health promotion,	All teaching staff in the School are research-active and teaching in the programme is research-led. A module on research methods and data analysis is delivered in Year 2 as are aspects of health services research from a pharmacy perspective. Students will carry out an independent piece of research work with an academic and in Year 5 an optional module on industrial pharmacy will cover the role of research in the development of new medicines and medical devices. In

<p>pharmaceutical care and the interprofessional nature of health and social care services.</p>	<p>compliance with the NFQ Level 9 degree requirements students in Year 5 will undertake a research project module (30-credit, 600 hour) while they are on their 8-month patient-facing placement.</p>
<p>4.6 The curriculum must be designed to ensure that, from the early stages of the Professional Degree Programme through to the advanced practice experiences, students are encouraged to assume and are assisted in assuming, responsibility for their own learning, including assessment of their learning needs. Students should also be encouraged to participate and be assisted in participating in the education of others.</p>	<p>A practice placement is organised by the School in community pharmacy during Year 1. Subsequent to that the three HEIs (UCC, TCD and RCSI) have collectively agreed that the practice placements will occur in Year 2: 2 weeks (Semester 2); in Year 3: 2 months (during summer vacation); in Year 4: 4 months (Semester 1) and Year 5: 8 months (Semesters 2 and 3). The organisational issues and quality assurance of these placements will be overseen by APPEL as laid out in the draft consortium agreement. It is clear from the PSI Accreditation Standards that each School of Pharmacy and HEI remains accountable for the quality of delivery of these placements. Much of the potential success of the 5-year programme rests on the development, implementation and coordination of APPEL to deliver graduates with competencies aligned to the CCF. The team agreed that it will be a requirement that an explanation be provided by 31st December 2015, as to how students will be prepared for placements, how readiness for placement will be assessed, and how students deemed to be unready for placement will be managed.</p>
<p>4.7 The Curriculum should be guided by, but not limited to; the indicative syllabus shown in Appendix B of this document¹ and it should take account of, and be responsive to, developments in pharmaceutical science and services and in pharmacy practice.</p>	
<p>4.8 The curriculum must provide appropriately comprehensive training in research methods applicable to scientific and health research in order to meet the CCF and it must include practice research. In addition, the Professional Degree Programme must include a significant research component that meets the requirements of a level 9</p>	<p>The team commended the strong scientific basis of the curriculum and believed it well developed and aligned to the CCF. However, it was also felt that the course documentation lacked clarity as to the horizontal integration and spiral nature of the programme and how the introduction of the fifth year is likely to influence this spirality. The module descriptors also lacked sufficient detail, making it difficult to judge the actual anticipated student experience.</p>
	<p>It is a condition of accreditation therefore that (a) an updated and comprehensive curriculum plan and module descriptors be provided and (b) that communication skills be developed and</p>

¹ The indicative syllabus exists as a general guide to an appropriate scope of curriculum content for the Professional Degree Programme. It is not intended to define a contemporary pharmacy programme.

<p>degree programme on the National Framework of Qualifications.</p>	
<p>4.9 There must be a continuum of structured and quality assured practice-placement experiences throughout the curriculum from introductory to advanced, and across the main practice settings of community, hospital and industry, that are of adequate scope, intensity, structure and duration to support achievement of the CCF. The structure of these practice-placement experiences must meet the PSI Council policy as approved from time to time. These experiences must integrate, apply, reinforce and advance the knowledge, skills, attitudes and behaviours developed through the other components of the curriculum.</p>	<p>included from Year 1, with counselling skills and professionalism embedded in all taught modules, integrated both horizontally and vertically, and mapped to the competencies. The updated curriculum plan should give evidence that there is horizontal and vertical integration within and across disciplines and that the delivery is by interdisciplinary teams. The new plan needs to address the following issues:</p> <ul style="list-style-type: none"> (i) How modules are contextualised (ii) Where professionalism is introduced and the development of communication skills from Year 1 (iii) Further detail of patient involvement in students' learning, including how students will gain confidence in dealing with patients (iv) How students are prepared to become part of the healthcare team (v) Illustrate how students develop as independent learners who will be committed to CPD (vi) How students will be prepared for placements, how readiness for placement will be assessed (vii) How students deemed to be unfit for placement will be managed
<p>4.10 The curriculum must comply with the various minimum legal requirements at national and European level (see Appendix C).² The curriculum must take account of the recommendations of the Advisory Committee on Pharmaceutical Training (European Commission, 1995)³.</p>	<p>The updated curriculum plan should be provided by 31st December 2015 and the team requires to see the Year 1 (2015/6) Placement Student Workbook.</p> <p>From the documentation provided, the curriculum is in compliance with the Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules 2014 (S.I. No. 377 of 2014) and on completion of the programme the person can competently practice as a pharmacist (Article 45(2) of Directive 2005/36/EC). Students will receive well over the 3,000 hours (120 ECTS) of training that is directed or supervised by staff of the School and other cognate departments, making the curriculum compliant with Directive 2013/55/EU of the European Parliament and of the</p>

² To include the Schedule of the Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules 2014 (S.I. No. 377 of 2014)

³ In this respect, a curriculum compliant with the European Credit Transfer and Accumulation System (ECTS) meets the total hours requirement of these recommendations.

	<p>Council of 20 November 2013 amending Directive 2005/36/EC on the recognition of professional qualifications.</p> <p>The accreditation team agreed that, subject to the satisfaction of the above condition and requirements, this standard was likely to be met</p>
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STANDARD 5: TEACHING AND LEARNING STRATEGY	Accreditation team's commentary
The Teaching and Learning Strategy must be designed to deliver a curriculum that produces graduates that meet the Core Competency Framework for Pharmacists as established by the PSI Council from time to time.	
<p>5.1 The Teaching and Learning Strategy must:</p> <ul style="list-style-type: none"> (a) be structured to provide an integrated experience of relevant science and pharmacy practice, a balance of theory and practice and the development of independent learning skills; (b) take account of the predicted preferred learning format of the intended audience as well as the most effective methods to demonstrate competency against the required learning outcomes; (c) emphasise the contribution of the pharmacist in the pharmaceutical industry and the pharmacist in the healthcare team, including the clinical skills that enable the critical review of patient pharmacotherapies and, where appropriate, during the Professional Degree Programme, teaching and learning should be organised so that students can learn with and from students of other related healthcare professions; (d) include practical experience of working with patients, carers and other health care professionals. The intellectual and professional demands of the practice experience should increase as the student progresses through the Professional Degree Programme and the 	<p>The School's philosophy is to deliver a curriculum that is a balance of science and practice, as it believes a basis in science lays the foundation for critical thinking and analysis and ties in with the competencies required of graduates to practise as professionals in healthcare and in the pharmaceutical industry. The course is structured so that basic principles relating to the fundamental concepts are delivered early in the programme to underpin application in a pharmacy context as the students progress. The programme is organised on a modular basis using an outcome-based, student-centred approach in line with international educational trends. In this arrangement the learning outcomes are explicit and linked to the course content and assessment in a cyclical manner. In accordance with the Bologna Process, each module has learning outcomes that have been framed to take account of the requisite professional competencies and have been informed by the Code of Conduct for Pharmacists and the PSI CCF for Pharmacists. Although traditional didactic and interactive lectures are still a key constituent of all modules, School staff continuously seek to improve their teaching and a number of e-learning initiatives have been introduced.</p> <p>The programme is designed to ensure that teaching takes place in a context that develops students to understand all professional domains, as well as the pharmaceutical industry and pharmacy-related healthcare professions. To gain experience and understanding of the practice of pharmacy in a variety of settings students will undertake visits to hospital aseptic dispensing and compounding units and pharmaceutical manufacturing facilities. Throughout the programme, students will also undertake a number of placements in community, hospital pharmacy and in the pharmaceutical industry. In addition, in the fourth year of the programme, students will be required to undertake a research project which may also be in one of those settings. The</p>

<p>teaching and learning strategy must articulate how this will be achieved (for example, off-site placements, learning sessions involving patients, carers and/or health professionals and simulations);</p> <p>(e) articulate how experiential and practice-based learning and the input of tutor pharmacists is integrated within the Professional Degree Programme and how it contributes to the overall outcomes of the Programme;</p> <p>(f) correspond to contemporary and potential future requirements of pharmacy practice, featuring a variety of teaching and learning approaches appropriate to stated learning outcomes, and be in step with current healthcare developments and provision, reflective of changing client and service needs and so ensure that graduates meet the CCF to be eligible to apply for registration as pharmacists. Approaches should include a combination of didactic, non-didactic, experiential and direct observational activities, including the development of appropriate clinical skills. Adult education principles should be introduced in the latter stages of the Professional Degree Programme and, in particular, to underpin the practice-placement elements;</p> <p>(g) facilitate the development of the student's consultation, counselling and communication skills (as referred to in the CCF) and this should be underpinned by the theoretical basis within</p>	<p>placements are to be strategically organized to integrate with the students' course work to contextualise their learning and give them responsibility for their own learning. Placements during each year of the degree course will give students the opportunity to appreciate at first-hand the practical application of legal and ethical standards in the workplace. All placements will be facilitated and quality assured by APPEL on behalf of the provider. To understand the points-of-view of other healthcare professions students will undertake a number of interprofessional learning workshops.</p> <p>To underline the professional nature of pharmacy, students will receive throughout the programme lectures on professionalism and code of conduct, principles of practice, accountability and trustworthiness. The importance of adherence to ethical standards in all professional decisions taken will be constantly emphasised while case studies of best practice and prescription/patient scenarios will provide students with the insight into how regulations are applied within the professional environment. Although a number of codes and procedures are in place to emphasise to students the importance of professionalism, the team agreed that these may not be sufficient to embed a culture of professionalism. With regard to patient safety or FtP, the opinion of the team was that the School needs to consider whether the monitoring systems in place are appropriate and requires a progress update by 31st December 2015. The School must also ensure that once APPEL is in place, any breaches in the code of conduct are fed back to the School.</p> <p>Teacher-practitioners (TPs) will prepare students for their clinical pharmacy and patient-facing placements. OTC workshop sessions will include regular OSCE-style sessions exposing the student to real life scenarios and to assess the students' professional judgement under a variety of conditions. An electronic platform will be introduced to map competencies, record reflections and conduct a Learning Needs Analysis (LNA) that will give students autonomy over their own learning. The LNA on placement will be carried out with the placement preceptor and mapped against the</p>
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<p>the social and behavioural science content of the Professional Degree Programme;</p> <ul style="list-style-type: none"> (h) encourage students to take responsibility for their own learning both within the Professional Degree Programme and as a basis for later continuing professional development; (i) place emphasis upon the development of leadership skills, problem-solving skills, and the justification of decisions made both on an individual and team-based basis and the impact of such decisions on patient safety; (j) ensure that teaching and learning take place alongside and with reference to research and other scholarly activities in order that all students develop critical, analytical skills, an understanding of research methods and to support evidence-based decision-making and practice; (k) ensure that the students recognise the importance of working as part of a multidisciplinary team. 	<p>required competencies to ensure maximum benefit of the placement for the student. The preceptors will be trained and the training sites will be audited, again ensuring quality experiential learning for the students. Feedback will be sought from both students and preceptors for future iterations of the placements. This cyclical structure of the process should ensure continual improvement and will be overseen by APPEL on behalf of the three HEIs.</p> <p>For students to develop their interpersonal skills the documentation stated that communication skills, allied with development of other key transferable skills will build in a spiral manner from first year. Other strategies employed to effectively inculcate and embed communication, consultation and counselling skills, the use of video of role-plays using patient-centred case-studies and scenarios are employed. Through the processes of self-analysis and peer review, students will be encouraged to be reflective, develop self-awareness and be mindful of how they engage and communicate with patients. Communication workshops within the programme will focus on dealing with difficult situations and will support students in the development of appropriate behaviours around treating others with sensitivity, empathy, respect and dignity in line with the CCF. Prior to practice placements in Year 5 the use of OSCE assessments requires students to demonstrate these abilities competently.</p>
<p>5.2 Notwithstanding the requirement to ensure a balance of pharmacist input across the programme, the Teaching and Learning Strategy must provide that, where no pharmacist is appointed within an area of academic expertise, there are robust mechanisms in place to ensure that teaching and</p>	<p>Even though the documentation frequently refers to communication skills, it was unclear to the accreditation team where and when these skills are introduced and what mechanisms are employed to encourage these skills. As stated in standard 4, there is a requirement for more details on communication and counselling skills to be provided by 31st December 2015.</p> <p>Students should develop and demonstrate competencies related to self-management and to critically reflect on their practice and skills through visits and placements and aligned modules. A key output will include production of an e-portfolio using the PebblePad system to encourage</p>

<p>learning in modules/course units in that area take place in a pharmacy context.</p> <p>5.3 The Teaching and Learning Strategy must ensure that pharmacy law, ethics, professionalism and pharmacy practice are taught predominantly by pharmacists with appropriate contemporary experience of practice, drawn preferably from within the School.</p> <p>5.4 The Teaching and Learning Strategy must develop a culture of professionalism in which all teaching staff can lead by example, collegiality, civility and respect among students and staff and this must be underpinned by a clear and realistic student code of conduct that is explained, communicated and enforced to assure professional behaviour. This must be supported by Fitness to Practise procedures that address causes for concern raised about students (see Standard 2).</p>	<p>students to take ownership and develop a culture of reflective self-assessment and to identify and direct their personal learning and assessment needs. Students will also be required to record reflective logs and over time build a personal portfolio. Extensive problem-solving will occur during laboratory, tutorial sessions and supervised research projects. Here students will be supported by research-active staff (many of whom are PSI-registered pharmacists) in their development of personal skills, principles of leadership, transferable skills of critical-thinking, decision-making, team-working and communication.</p> <p>Overall the team agreed that, although the documentation was well described and supported, a separate Teaching and Learning Strategy document should be provided, which collates and contextualises the teaching approach. It is a condition of accreditation that such a document be provided by 31st December 2015. The document should also give details of the integration of experiential learning, the amount of contact students have with patients outside of the principal block placements and the processes and plans for real multidisciplinary teamworking.</p> <p>The accreditation team agreed that, subject to the satisfaction of the above condition and requirements, this standard was likely to be met</p>
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STANDARD 6: ASSESSMENT STRATEGY	Accreditation team's commentary
The Assessment Strategy must ensure that all graduates demonstrate the competencies set out in the Core Competency Framework for Pharmacists as established by the PSI Council from time to time. The strategy must align with the teaching and learning strategy (see Standard 5) and use effective and validated diagnostic, formative and summative assessment methods that are reviewed at frequent intervals and take account of developments in pharmacy practice within all components of the Professional Degree Programme.	
<p>6.1 The Assessment Strategy must:</p> <ul style="list-style-type: none"> (a) be planned at the Professional Degree Programme level to include a range of methods, at each level of study, appropriate to assess the progressive attainment of all competencies set out in the CCF and the process of professionalisation and should include a formal assessment of the student at the end of year five by the tutor pharmacist; (b) include clearly defined marking criteria and the pass criteria must reflect safe and effective practice. All assessments must take account of patient safety and any evidence of unsafe practice must result in failure. Condonation and compensation should not normally be applied and, if used, the graduate must still demonstrate all competencies as set out in the CCF; (c) be framed by Institutional regulations for the Professional Degree Programme that are appropriate for an award that is both academic and professional in nature; (d) provide clear guidance to students relating to assessment of stated professional and learning 	<p>The MPharm programme meets all of the institutional regulations as set out by UCC Marks and Standards. From Year 1 students are introduced to the CCF standards, and all will be required to maintain and submit a self-reflective e-log of behaviours and competencies. In Years 2 to 5 students will be observed and assessed in laboratories, tutorials, workshops and placements. All students are given clear guidance of professional expectations and informed of the assessment formats and procedures. Since many School teaching staff are registered pharmacists they ensure that teaching and assessment takes place in a pharmacy context. For those areas, taught by non-pharmacists, an external examiner with relevant experience will be appointed. The documentation indicates that a broad range of assessment tools (MCQs, written papers, short answer questions, <i>viva voce</i>, etc.) are employed across the degree programme. Numeracy skills are assessed through a range of laboratories, workshops, mid-term and end-of-year written papers. Progression from year to year and individual module results are documented in the University's Book of Modules and College Calendar and Marks and Standards.</p> <p>A formal examination in pharmacy law is undertaken as part of a professional practice module in Year 4. Law and ethics will also be delivered and assessed as part of the Year 5 modules and will be delivered while students are undertaking their 8-month final placement. The formal assessment of students in Year 5 will be carried out by preceptor pharmacists. This assessment is based on the current model within the PSI/RCSI National Pharmacy Internship Programme (NPIP), whereby all students will have to achieve a Competence Assessment and Performance Appraisal</p>

<p>outcomes, with objective reporting on assessments;</p> <ul style="list-style-type: none"> (e) position knowledge, understanding and competence development in a pharmacy context. Notwithstanding the requirement to ensure a balance of pharmacist input across the programme, should there be no pharmacist within an area of academic expertise there must be robust mechanisms in place to ensure that assessment in modules/course units in that area takes place in a pharmacy context; (f) emphasise the contribution of the pharmacist in the healthcare team and the pharmacist in the pharmaceutical industry and where appropriate, during the Professional Degree Programme, the student is assessed alongside and together with students of other related health professions; (g) demonstrate a holistic approach and include, for example, mechanisms which measure cognitive learning, mastery of essential practice skills, ability to communicate effectively, team-working, numeracy and use of data in problem-solving; (h) develop students as self-directed learners underpinned, where possible, by participation in peer review and assessment; (i) include a formal examination of pharmacy law towards the end of the Professional Degree Programme; (j) address pharmaceutical calculations in all years of the Professional Degree Programme; 	<p>(CAPA) level 4 in all behaviours prior to being eligible to sit the national Professional Registration Examination (PRE) which will be run on a collaborative basis by the three HEIs. From Year 3 to 5, students will also undertake OSCEs as part of their formative assessment. Final, formal, summative OSCEs will occur in the fifth year and will be assessed as part of a jointly run terminal PRE OSCE examination between the three HEIs. The offices of APPEL will facilitate the running and organisation of this terminal examination, although the academic rigour and standards will remain the individual responsibility of each of the three HEIs.</p> <p>Where a student is not satisfied with the grade awarded and wishes to make an appeal, UCC has procedures and protocols in place which the accreditation team viewed as both appropriate and robust. The Examination Board enables a transparent review of grades and any inconsistency or trends year-on-year can be identified. These modular grades are also discussed annually at the School of Pharmacy Board of Studies meeting. Assessment issues highlighted at examination boards are reviewed and resolved by the Module Coordinator, the Teaching and Curriculum (T&C) Committee or the School Board.</p> <p>The team considered that, although the assessment procedures and protocols, including reports from external examiners, appear robust, aspects of the documentation require further elaboration. It was a condition of accreditation that a separate Assessment Strategy be provided by 31st December 2015 to bring together all of the relevant issues addressed in the documentation and deal with the requests for clarification. It should include plans for real multidisciplinary team working, how independent thinking is assessed in the student and how FtP risks are identified, monitored and acted upon.</p> <p>There is also a requirement that more information be provided on:</p> <ul style="list-style-type: none"> (i) patient safety and how and when a student is deemed unsafe, (ii) how the student is assessed with other health professions,
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<p>(k) include a final formal summative objective structured clinical examination as part of the statutory professional examination at the end of year five that seeks to assess in an integrated manner the performance of students based on the curriculum delivered over the five years of the Professional Degree Programme.</p> <p>6.2 The Assessment Strategy must be supported by a robust and transparent appeals process that is fully documented and communicated to students.</p> <p>6.3 There must be rigorous processes for review, monitoring and evaluation of all elements of the assessment strategy that identify and take account of inconsistencies and so ensure fairness and reliability. Such processes should incorporate external scrutiny of student assessments.</p>	<p>by 31st December 2015.</p> <p>The accreditation team agreed that, subject to the satisfaction of the above condition and requirements, this standard was likely to be met</p>
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STANDARD 7: QUALITY ASSURANCE AND ENHANCEMENT	Accreditation team's commentary
<p>All processes and activities related to the Professional Degree Programme must be clearly defined, documented, executed and controlled in accordance with a system of Quality Management which assures and demonstrates consistency, reproducibility and transparency of operations. There must be evidence that this process is being used to enhance the quality of the provision.</p>	
<p>7.1 There must be clear management structures for the Professional Degree Programme with information about roles and responsibilities, lines of accountability and the authority to act for all those involved in education and training.</p> <p>7.2 The School must describe how it assesses attainment of the educational philosophy of the Professional Degree Programme (see Standard 1.1).</p> <p>7.3 The Professional Degree Programme Provider must be able to demonstrate a rigorous evaluation of the Professional Degree Programme and how outcome data and research into best practice are used to achieve continuous monitoring, risk minimisation, development and enhancement of the Professional Degree Programme. The views and experiences of the students, staff (full-time and part-time), tutor pharmacists, employers, service users and the PSI on the quality of the Professional Degree Programme must be considered. Wherever appropriate, students, staff (full-time and part-time), tutor pharmacists, employers and service users should be represented on committees and other groups that have</p>	<p>The School of Pharmacy management and committee structures are aligned with those in the other CoMH Schools. However, the exact managerial roles and responsibilities of the various committees and the role of the School Board within the CoMH require clarification (See Standard 2). For quality assurance and management of degree programmes the team agreed that processes in place at UCC appear robust. The independent Quality Promotions Unit (QPU) and the School will continue to monitor quality throughout the development and implementation of the MPharm degree. All curricular changes will have to be approved by the School's Teaching and Curriculum (T&C) Committee, prior to approval by the School of Pharmacy Board and submission to the T&C Committee of the CoMH and the UCC Academic Board.</p> <p>A formalised consultative review process, overseen and facilitated by the University's Registry was carried out with staff, students (past and present) and employer groups during the planning of the new programme to ensure that it was fit-for-purpose. For the ongoing review of the proposed curriculum, staff, students and trainers/preceptor pharmacists will all continue to contribute to quality assurance and evaluation processes. However, the accreditation team was of the opinion that in addition to evaluating student achievements, the School needs to consider if there are other means of evaluating the educational outcomes.</p> <p>The documentation states that the School currently utilises a range of KPIs to assess the quality of teaching and learning including (i) CAO points, (ii) first preferences at UCC, (iii) student feedback, (iv) student progression statistics, (v) number of postgraduate students, (vi) staff research papers and citations, (vii) employment prospects and (viii) employer surveys. The School has acknowledged that there is now a requirement to develop KPIs to more accurately measure and ensure compliance</p>

	responsibility for the design, implementation and review of the programme.	
7.4	Key performance indicators (KPIs) must be established and monitored to ensure ongoing compliance with these 'Accreditation Standards for the five-year fully integrated Master's degree programmes in pharmacy' as approved by the PSI Council from time to time, and to meet the standards for the National Framework of Qualifications for a level 9 qualification. Where issues are identified that impact on compliance with the Accreditation Standards, immediate corrective action must be taken and notified to the PSI.	with the experiential learning component of the professional degree programme. While APPEL will be responsible for the development and administration of these KPIs, approval will be required by the Board of APPEL, which consists of the Head of each School of Pharmacy within the consortium. The team agreed that the KPIs need to be more specific and measurable, and be associated with timelines for implementation. Accordingly, there is a requirement that evidence of further development of the KPIs be provided at the time of the on-site visit.
7.5	There must be a reliable means of reviewing each student's proficiency over the period of the Professional Degree Programme, to include proficiency in practice placements, to provide robust evidence of each student's performance over a sustained period. The award of an accredited degree is conditional on demonstration of sustained achievement of an appropriate level of professional performance. Fitness to practise mechanisms for students must be in operation and routinely reviewed.	Student proficiency, knowledge and understanding are to be tracked via a variety of assessment methods, with competency-based assessments included throughout the 5 years of the MPharm programme. The attainment of core competencies will be formally assessed, primarily by pharmacist preceptors in the practice settings. Demonstration of each behaviour within the required competencies will be evaluated by a summative CAPA in which the student must demonstrate competency at a minimum level 3 (in Year 4). The final appraisal in Year 5 will be completed as part of the principal practice placement. Candidates on this placement are required to demonstrate a Level 4 preceptor rating on all applicable competency standards in order to obtain the credits for the relevant module and be eligible to participate in the PRE. The three Schools of Pharmacy have also collaboratively designed new modules that will be co-delivered. The individual HEIs recognise that each will have primary responsibility for the QA of their programmes and modules, but explicit and transparent QA mechanisms must still be agreed by all parties that will allow for the gathering of the perspectives of students and preceptors on these specific modules. Although APPEL will have a responsibility to track and keep a record of the level of competency attained by each student undertaking the principal professional placements, these QA mechanisms still have to be established.
7.6	The Professional Degree Programme Provider must establish and operate a rigorous system for the external examination of the Professional Degree Programme. This system must include explicit policies	UCC policy ensures that external examiners annually review the content of the course and the quality of the graduates to ensure the degree is appropriately focused, relevant and meets standards. The School of Pharmacy T&C Committee and Board annually review the reports submitted by the external examiners with their recommendations being considered, discussed and implemented where possible. The team considered that a robust mechanism for external

<p>and regulations covering the appointment, terms of office and role of the external examiners.</p> <p>7.7 All proposed material changes to the Professional Degree Programme must be documented and submitted prior to implementation to the PSI for approval in line with the statutory requirements. The Professional Degree Programme document management policy must record and retain all changes to the Professional Degree Programme as accredited over time. This is to enable the retrieval of the programme of study undertaken by each student at any time, including post- graduation.</p> <p>7.8 There must be appropriate mechanisms in place to assure and enhance the quality of all practice placements including:</p> <ul style="list-style-type: none"> a) the process to select, assess, accredit and appoint tutors and training establishments; b) tutor development and support structures; c) appropriateness of training establishments; d) organisational support for the tutoring process; and e) the allocation of students to training establishments. <p>There must be appropriate support for students including processes to monitor, review and take necessary corrective action.</p>	<p>examination is currently in place, but the placement components in years 4 and 5 provide challenges and will need to be reviewed further when APPEL is established.</p> <p>A documentation management system is in place within the School and UCC which on a continual basis tracks student records and retains all changes to the professional degree programme. The School acknowledges that any proposed material changes to the programme must be submitted to the PSI prior to implementation. The Governing Authority of the University has approved detailed guidelines for Quality Improvement/Quality Assurance procedures which form the basis for assuring the quality of education and all support services for the students. The documentation provided indicated that all departments/schools and administrative units within UCC are required to undergo a quality review (QR) at least once every six years to ensure quality of programme delivery.</p> <p>While processes for assurance and enhancement of the quality of practice placements will be undertaken by APPEL on behalf of the HEIs, the accreditation team noted that individual accountability for the quality assurance of practice placements still rests with each of the schools of pharmacy for their own degree programmes. Once APPEL is operational, quality assurance procedures for all pharmacy practice experiences will be established and implemented. The team was aware that the role of the trainers/preceptors/tutors is crucial, but it is not yet clear how they will relate to the three HEIs, how they will be trained and how they will be quality assured – the team agreed that all of these aspects need to be clarified well in advance of the first placements occurring.</p> <p>The accreditation team agreed that, subject to the satisfaction of the above requirement, this standard was likely to be met</p>
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<p>There must also be appropriate levels of collaboration with regard to the quality assurance of practice placements between the School and the other Schools of Pharmacy in the State so as to facilitate and maximise the benefits of practice placements as a critical national resource.</p> <p>7.9 There must be appropriate mechanisms to monitor performance of all staff and the School should provide evidence as to how this is carried out and how this links to the quality enhancement through a development programme (see Standard 3).</p>	
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STANDARD 8: STUDENTS	Accreditation team's commentary
<p>There must be processes at HEI and School level to assist prospective students in their application to the Professional Degree Programme, in securing and maintaining placements for the practice-placement elements of the Professional Degree Programme, and to support students' development as learners and as future practising professionals.</p>	
<p>8.1 Entry to and Progression on the Professional Degree Programme</p> <p>Policies and procedures must be in place and regularly assessed for admission to and successful progression through the Professional Degree Programme and these must:</p> <ul style="list-style-type: none"> (a) be open and available to prospective applicants and ensure non-discrimination as defined by national laws and regulations such as, on the basis of gender, marital status, family status, age, race, religion, disability, sexual orientation, membership of the Traveller community; (b) include a clear statement of the requirements for entry including policies on transfer credit and course waivers, progression and successful completion to align with the CCF, alongside any requirements as approved by the PSI Council from time to time; (c) be open, fair, not impose unreasonable requirements on applicants and incorporate a fair and just complaints and appeals process; (d) include specific and appropriate criteria relating to the requirements for professional standards and Garda vetting and for how any health and immunisation requirements appropriate for the practice setting are met. 	<p>The team considered that the entry requirements and procedures for the Pharmacy degree programme at UCC are clearly laid out, open and fair. Students, once accepted, have to complete a Garda vetting form and their FtP declaration. The Head of School makes a presentation to incoming first year students at orientation, highlighting various aspects of the course, such as: (i) the student code of conduct; (ii) fitness to practise declaration; (iii) current accreditation status, etc. Students are visited by a representative of the PSI in the first year to be briefed on the role of the PSI. Each student is provided with a handbook which covers topics such as student communication and support, attendance at lectures and tutorials, and the assessment process. To progress to the next year of study students must pass all components of all modules before they are allowed to register, not being allowed to carry any failed elements to the next year. Annually, repeat students are formally notified of the modules they are required to repeat and are met by the Head of School and by the Year Coordinator at the beginning of the academic year. Although an orientation programme is in place, the documentation does not specify what support is given to students in the introduction to time management, use of e-portfolios (PebblePad) or their online learning system (Blackboard). This would help support personal development, encourage individual responsibility for learning and ultimately support CPD.</p> <p>For student support and guidance all UCC Colleges operate a personal mentoring scheme which is independent of discipline-specific guidance, where each first year student is assigned a personal tutor. More discipline-specific issues can usually be dealt with via class representatives, mentors, year and module coordinators or the Staff/Student Committee. More personal issues or issues unresolved using this process can be escalated to the Head of School. In addition to local School support, a range of student services are available within the University. Academics within the School can also direct students if necessary to the relevant UCC student support service. The School has a staff member nominated as Disability Support Officer, who assesses students in terms of needs once they are identified by the University Disability Support Office. One staff member is also assigned to carry out needs assessments of students who enter UCC through the DARE route and follow their progress for the duration of their programme.</p>

<p>8.2 Student Support and Guidance Appropriate and timely support mechanisms must be in place for students on the Professional Degree Programme including:</p> <ul style="list-style-type: none"> (a) processes to identify and, where appropriate, provide additional educational, cultural and professional support needs as appropriate; (b) a system of student support including access to a personal tutor or tutors for academic guidance and pastoral care and evidence of school evaluation; (c) support in securing and maintaining placements for the practice-placement elements of the Professional Degree Programme with appropriate supervision and tutor pharmacists who meet the recognition requirements as approved by the PSI Council from time to time (see also Standard 7.8); (d) orientation programmes to both the Professional Degree Programme and the School's expectation of students as members of the professional community. This orientation should include the learning environment, especially where innovative/virtual learning is incorporated into the delivery methods; (e) mechanisms to ensure that the views and experiences of students on the quality of the Professional Degree Programme are considered. Wherever appropriate students should be represented on committees and other groups that have responsibility for the design, 	<p>A range of forums and representation opportunities are in place to ensure that student views and experiences are heard. Students are instructed to communicate with the relevant year or module coordinators, either directly or via their class representatives. A School Staff-Student Committee currently meets twice a year and from the beginning of the 2015-16 academic year, student representatives will be invited to attend the relevant parts of the School's T&C Committee meetings and School Board meetings, in order to provide their input on the design, implementation and review of the new integrated programme. In addition, the School and University use online module questionnaires to obtain student feedback.</p> <p>The University has a structured procedure in place for student complaints. Within the School however there is no official policy. Where complaints arise, students can make them through (i) module coordinators, (ii) year coordinators, (iii) the Staff/Student Committee; (iv) the Head of School. All complaints are dealt with on a case by case basis. The team agreed that complaints should be handled in a transparent manner and so there would be a requirement for the development of a School Complaints Policy with a chronological complaints log or register by 31st December 2015. Students should be made aware of the policy during the School orientation programme.</p> <p>The accreditation team agreed that, subject to the satisfaction of the above requirement, this standard was likely to be met</p>
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<p>implementation and review of the Professional Degree Programme;</p> <p>(f) a student complaints policy, including the procedures to be followed and clarity regarding students' rights to 'due process'. The provider must maintain a chronological record of student complaints. There should be an introduction to this policy included in the orientation sessions;</p> <p>(g) alongside formal practice placements and those required in line with PSI Council policy on the dispersal of practice placements throughout the five years, students are encouraged to undertake vocational employment/placement or work experience in a variety of relevant professional settings in order to set learning in the context of pharmacy practice and to inform career choice;</p> <p>(h) development of support structures that encourage active engagement in relevant or appropriate extra-curricular activities, travel and/or volunteer work/paid work so as to enhance personal growth and development, and to increase awareness and understanding of varied socio-economic and cultural factors as determinants of health and well-being;</p> <p>(i) encouragement of active engagement with relevant pharmaceutical students' representative associations at HEI, national and international levels, and other groups and committees which may be external to pharmacy, in order to develop individual professional and leadership qualities and foster pharmaceutical and other links at all levels;</p>	
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(j) access to counselling in relation to poor progress, learning difficulties, impairment and disability issues, including any health or social problems and career pathway counselling.	
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Summary and Conclusions

The team agreed to recommend to the Council of the Pharmaceutical Society of Ireland that the Five-Year Fully Integrated Master's Degree Programme in Pharmacy provided by University College Cork be recognised and approved for an initial period of two (2) years with a review on-site visit at or towards the end of the first year of delivery. This was subject to the successful addressing of three (3) conditions of accreditation and the delivery of requirements and clarifications to the PSI within the identified timeframes.

- (1) That updated versions of the curriculum plan and module descriptors be provided and that that communication skills be developed and included from year 1, counselling skills and professionalism to be embedded in all taught modules, integrated both horizontally and vertically, and mapped to the competencies.
- (2) That Teaching and Learning Strategy be provided. The document should indicate how it collates and contextualises the teaching approach and should give details of the amount of contact students have with patients outside of the major placements.
- (3) That an Assessment Strategy be provided, to bring together all of the relevant issues addressed in the documentation and deal with the requests for clarification. It should include plans for real multidisciplinary team working, how independent thinking is assessed in the student and how FtP risks are identified, monitored and acted upon.