Pharmaceutical Society of Ireland

Guidance for Higher Education Institutions

to accompany the Accreditation Standards for the five-year fully integrated

Master's Degree Programmes in Pharmacy

Approved by the Council of the Pharmaceutical Society of Ireland on 2 October 2014

Final Version of December 2014

INTRODUCTION

The Pharmaceutical Society of Ireland (PSI – the pharmacy regulator) is an independent statutory body, established by the Pharmacy Act 2007. It is charged with, and is accountable for, the effective regulation of pharmacists, pharmacies and pharmacy services in Ireland, including responsibility for supervising compliance with the Act. Part of its remit is to determine, approve and keep under review programmes of education and training suitable to enable persons meet the criteria for first registration.

In order to carry out this function for the purpose of the pharmacist qualification, it was necessary to develop Accreditation Standards for the five-year fully integrated Master's Degree Programmes in Pharmacy against which programmes of education and training can be measured.

PURPOSE

This guidance document to accompany the Accreditation Standards for the five-year fully integrated Master's Degree Programmes in Pharmacy has been developed by the PSI to provide clear guidance to each higher education institution (HEI), responsible for the teaching, learning and assessment associated with the five-year pharmacy degree programme, with regard to what is expected of the HEI in order to evidence compliance with the accreditation standards. This document is intended to provide a guide to a School of Pharmacy in compiling the Self-Assessment Report (SAR) as part of the HEI's application for recognition and accreditation of its five-year Master's degree programme in pharmacy with regard to the type of information and evidence that should be submitted to the PSI as part of the accreditation process.

While this guidance builds on the existing guidance in use in Ireland for the pharmacy degree programmes, to assist in the development of new guidance, extensive desk research was carried out on the accreditation guidance documents of pharmacy accreditation bodies overseas, namely: the Canadian Council for Accreditation of Pharmacy Programs (CCAPP); the Accreditation Council for Pharmacy Education (ACPE) in the US; the General Pharmaceutical Council (GPhC) in the UK; and the Australian Pharmacy Council (APC). Regard was also had to the accreditation standards and associated guidance of the Irish Medical Council for medical education and training in Ireland.

A targeted consultation was also carried out to inform the development of this new guidance.

When considering and approving this document at its 2 October 2014 meeting, Council of the PSI had regard to the guidance nature of this document and its intended purpose to provide guidance and flexibility to the Schools of Pharmacy and the HEIs in meeting the PSI's accreditation standards.

The PSI will monitor and review the application of this guidance document during the first cycle of accreditation for the new five-year degree programme in pharmacy commencing in June 2015.

STANDARD 1: THE PROFESSIONAL DEGREE PROGRAMME PROVIDER AND MISSION

In order to demonstrate compliance with this Standard, the Provider will be expected to:

1.1

- Provide a copy of the School of Pharmacy's strategic plan that sets out clearly the mission of the School.

- Provide a description of how the School fosters a culture that:

    (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.

1.2

- Provide a copy of the School's strategic plan and a commentary to demonstrate how it aligns with the mission, goals and objectives of the Higher Education Institution (HEI). In addition, evidence of periodic review of the plan should be provided together with its alignment with the HEI's mission, goals and objectives, and a summary of any major changes since the last accreditation visit.

- Provide evidence of:

    (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)   HEI recognition and confirmation that individual graduates of a PSI-accredited Professional Degree Programme are fit to apply to have their names entered in the Register of Pharmacists.

- Provide evidence of:

    (i)   the strategic planning procedures used by the School, including the participants and their affiliations;
    (ii)   how the plan addresses the context of societal and professional changes and the evolving role of pharmacy, including reference to any relevant policy documents.

1.3

- Provide access to a copy of published, current HEI governance documents, such as bye-laws, and provide access to information on key performance indicators (KPIs) for the HEI and a copy of the KPIs for the School.

  The KPIs for the School should include:
  - Indicators used to measure performance or achievement in the programme or activity;
  - The expected standard of performance or achievement;
  - The tools or sources for data used or collected to measure the indicator;
  - The frequency of data collection;
  - Description of the process to analyse the data and determine deviations from expected performance.

- Provide access to any relevant policies and procedures which have been generated within the School by academic staff consensus under the leadership of the Head of the School in accordance with the HEI's regulations.

- Provide access to procedures for academic staff appointments, establishments and promotions.

1.4

- Demonstrate within its strategic plan the educational philosophy for the Professional Degree Programme, how it assures that graduates will be prepared for entry to professional practice and a fundamental commitment to the preparation of students who possess the competencies, as outlined in the Core Competency Framework (CCF), that are necessary for the provision of pharmacist-delivered patient-care, including medication therapy management services, the advancement of the practice of pharmacy and lifelong learning.

  The Strategic Plan must include at a minimum:

  (a) 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 that the Professional Degree Programme fosters a commitment to lifelong learning;
  (c) A statement of educational philosophy of the Professional Degree Programme;
  (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.

1.5

- Provide a comprehensive strategy and project plan that outlines the planning, development and implementation phases of the Professional Degree Programme, if newly planned or recently established.

Standard 1: Key Documentary Evidence / Examples of Sources of Evidence

Provide access to:
- School of Pharmacy Strategic Plan
- HEI Strategic Plan
- School Mission Statement
- Relevant School governance documents
- Relevant HEI governance documents
- School Key Performance Indicators
- HEI Key Performance Indicators
- School Fitness to Practise Policy

Additional supporting documentary evidence can be provided in electronic format.

STANDARD 2: LEADERSHIP, ORGANISATION AND GOVERNANCE

In order to demonstrate compliance with this Standard, the Provider will be expected to:

2.1

- Show the School and the HEI's institutional management structures relevant to the Professional Degree Programme including the roles and responsibilities of the key post holders.

  This should include:
  - o Management organisation chart within the School administrative structure with names of key personnel, lines of authority and responsibility, and reporting structures;
  - o Committee structure and responsibilities;
  - o Process for curricular design and approval.

2.2

- Demonstrate the existence, application and effectiveness of systems to assure that students:

  (a) do not jeopardise patient safety;
  (b) are appropriately supervised at all time;
  (c) have been informed what fitness to practise mechanisms apply to them and have an understanding of the expectations and consequences of violations to the student code of conduct (see also Standard 5.4);
  (d) cannot be awarded an accredited degree or placed into any part of the programme that involves access to patients, the public or confidential data if there is evidence that they are likely to pose a risk to patients or the public.

2.3

- Demonstrate that the Head of School:

  - o is in a position to influence the HEI and the School policy in relation to pharmacy and to support administrators, academic staff, other staff and students to achieve the mission and goals. If the Head of School is not a registered pharmacist, demonstrate that there is an identified pharmacist registered in Ireland in the School who can provide leadership in the practice and profession of pharmacy and has the authority for effective advocacy for pharmacy within the HEI and be held accountable for the oversight of practice-based learning and;

  - o is responsible for ensuring that all accreditation requirements have been met and complied with, including the timely submission of all reports and any plans for substantive change. In the event that remedial action had been required by the PSI to

bring the Professional Degree Programme into compliance, a commentary should be provided on the steps taken by the Head of School to ensure compliance.
• Provide a copy of the curriculum vitae and job description of the Head of School together with the criteria for appointment and review of the Head of School.

2.4

• Provide evidence that the HEI supports 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 (cross referring to Standard 5.1(c) as appropriate).

2.5

• Demonstrate that external relationships or collaborations are facilitated with the pharmacy profession to foster the School's teaching, learning and research capabilities, and to help provide a creative assessment programme.
• Provide evidence of collaborative approaches to practice-based placements in conjunction with the Schools of Pharmacy in Ireland – such as the shared services facility to manage placement allocation and shared experiential learning outcomes.
• Provide evidence of engagement at inter-institutional levels

• Provide a description of
    o co-ordinating bodies and councils
    o relationships with health care facilities
    o interprofessional collaboration and education
    o conflict of interest policies, disclosure policies, development policies, policies regarding acceptance of gifts and benefits by individual schools, staff and students
    o the availability of HEI-affiliated health care teaching facilities to the Professional Degree Programme
    o agreements signed by authorised representatives to codify the nature and intent of formal relationships, collaborations, or partnerships

2.6

• Provide access to copies of all HEI policies, and provide a written declaration that they are in alignment with the principles of equality, diversity and fairness necessary to meet or surpass National and European legal requirements in relation to the education and training and qualification of pharmacists.

2.7

- Demonstrate the use and maintenance of a reliable, accurate and workable management information system for recording, retaining and reporting data on student intake, numbers, achievement and progression through the Professional Degree Programme supported by an appropriate and robust system of back-up of critical applications and systems data.

2.8

- Provide evidence of the documented procedure on reporting of material matters to the PSI and evidence of documentation of interactions with the regulatory authorities. The Provider will be expected to provide:

    (a) a description of key issues including any changes in resources that are pertinent to the delivery of the Professional Degree Programme. Action Plan based around the School's risk register should be documented and provided; and

    (b) the School's fitness to practise policy and procedures and a written declaration of adherence to the policies and procedures. Summary outcomes of student fitness to practise hearings should be provided if applicable.

Standard 2: Key Documentary Evidence / Examples of Sources of Evidence

Provide access to:
- Institutional Management Structures
- Governance Structure of the School of Pharmacy
- Student Declaration Form(s)
- Curriculum Vitae of Head of School
- Job description of Head of School
- HEI policy documents
- Data management system
- Major changes since last accreditation visit documented
- Fitness to Practise Policy and Procedures
- Student Code of Conduct and evidence of individual student acceptance of the Code and consequences of violations
- School Risk Register and associated Action Plan

Additional supporting documentary evidence can be provided in electronic format.

STANDARD 3: RESOURCES

In order to demonstrate compliance with this Standard, the Provider will be expected to:

3.1

Demonstrate it has a sufficient number of core academic staff appropriately qualified and experienced and expert in pharmaceutical sciences and pharmacy practice including an appropriate mix of academic staff practising as pharmacists in clinical practice. It would be expected that the information provided should include but not necessarily be limited to the following:

(a)	• A full list of all staff, full-time and part-time, specifying time commitments, that contribute to the delivery of the Professional Degree Programme, together with curriculum vitae (to include details of their qualifications, professional registration status) and a description of their role within the Professional Degree Programme and their expertise related to their area of programme delivery. • Workload allocation that reflects teaching, research and administrative responsibilities, as per the HEI's annual workload distribution report. • Involvement in provision of direct patient care and professional services to patients by professional practice staff members. • Evidence that the staffing profile can support the delivery of the course and the student experience and that enrolment is aligned with the available academic staff and in accordance with sound business practice.
(b)	• Evidence that all academic staff regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings and are committed individually and collectively to the Professional Degree Programme's missions and goals. • Evidence that the staffing profile includes pharmacists who are leaders in the profession, the School and the HEI, who can influence school and HEI policy relevant to pharmacy. • Evidence that the staffing profile includes non-pharmacists who can influence school and HEI policy relevant to pharmacy. • Evidence that academic staff members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communications skills, and an understanding of pedagogy, including construction and delivery of the curriculum. • The composition of the School as it relates to the relevant disciplines within: the biomedical; pharmaceutical; social/behavioural/administrative; clinical sciences; and clinical pharmacy practice to meet the education and research needs as defined by the mission statement *(Note that the traditional disciplines of pharmacy are included in*

		the terminology of biomedical, pharmaceutical and clinical sciences, with clinical pharmacy practice).
(c)	•	Evidence that the academic staff of the School is actively engaged with staff outside the School in curriculum design, delivery, assessment and review, resulting in the contemporary knowledge and abilities of current educational philosophy and techniques that is underpinned by scholarship of teaching and learning and assessment.
	•	Evidence that all academic staff regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings and are committed individually and collectively to the Professional Degree Programme's missions and goals.
	•	Evidence that academic direction is provided for all teaching and learning support or assessment provided by individuals from outside the School.
(d)	•	Evidence that academic staff members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communications skills, and an understanding of pedagogy, including construction and delivery of the integrated curriculum.
	•	Evidence of staff inside the School liaising with staff from outside the School involved in teaching to support the adaptation of examples (integrative learning) used in teaching and learning to contemporary pharmacy context and to ensure that it is both patient-centred and student-centred.
(e)	•	Evidence that the School reviews the performance of academic staff involved in the delivery of the Professional Degree Programme, and other staff on a regular basis, and that there is effective follow-up of such reviews.
	•	Evidence that academic staff are provided with the resources, support and academic environment which allows staff members to maintain their knowledge at the leading edge of pharmaceutical, biomedical, social, clinical sciences and clinical pharmacy practice *(Note that the traditional disciplines of pharmacy are included in the terminology of biomedical, pharmaceutical and clinical sciences with clinical pharmacy practice).*
(f)	•	Evidence of scholarship and publication nationally and internationally in which the staff of the School is involved.
(g)	•	Evidence of an organised professional development programme that is open to all those teaching on the Professional Degree Programme, including practice educators and tutor pharmacists, that is consistent with their respective responsibilities in the programme.
	•	Evidence that staff development for non-pharmacist staff and all non-pharmacists involved in the delivery of the Professional Degree Programme is provided to help them understand how their expertise contributes to the initial education and training of pharmacists and how it can best be delivered in a pharmaceutical context. Examples of this support would be expected. (See also Standard 5.2)

3.2

> - Demonstrate that there is a sufficient number of practice educators who provide the specialised teaching on the interface between the learning within the schools and that within the workplace and who provide support to the students on placement and to their tutors. The evidence should include but not necessarily be limited to:
>
>   o A list of all practice educators engaged by the School together with their qualifications and a description of their contribution to the Professional Degree Programme;
>   o Evidence that practice educators possess the required professional and academic expertise to teach;
>   o Evidence that practice educators who also engage with the formal assessment process possess the required expertise.

3.3

> - Demonstrate that relevant input from external specialist lecturers is provided to enhance the students' contextual understanding of specific areas. The evidence should include but not necessarily be limited to:
>
>   o A list of all external specialist lecturers engaged by the School together with their qualifications/expertise and a description of their contribution to the Professional Degree Programme;
>   o Evidence that external specialist lecturers possess the required professional and, where relevant, academic expertise to facilitate student learning;
>   o Evidence that external specialist lecturers who also engage with the formal assessment process possess the required expertise.

3.4

> - Demonstrate a sufficient number of appropriately qualified/trained and experienced support staff to support the operation of the School. The evidence should include but not necessarily be limited to:
>
>   o A list of all those support staff engaged by the School together with their qualifications and a description of their contribution to the Professional Degree Programme;
>   o A description of central support (e.g. library, student services and IT) provided from outside the School;
>   o Evidence that enrolment is managed in alignment with available support staff in accordance with sound business practice.

3.5

- Provide a list of all tutor pharmacists and their qualifications, linked to practice placement activities as appropriate.

- Demonstrate that the School ensures the tutor pharmacists receive appropriate orientation regarding the outcomes expected of students and pedagogical methods that enhance learning and the way that learning is assessed, especially for first-time tutor pharmacists prior to assuming their responsibilities, and any ongoing training and development as per PSI Council policy.

3.6

Demonstrate secure and adequate infrastructure and financial resources to meet all of the PSI accreditation requirements. It would be expected that the information provided should include but not necessarily be limited to the following:

(a)	- A summary of the annual financial income and expenditure for the Professional Degree Programme over the years since the last accreditation; - Evidence that enrolment is managed in alignment with available financial and infrastructure resources in accordance with sound business practice; - The current programme budget including details of revenues and expenditures and a description of the procedures used in determining the programme budget; - A summary of significant changes in the budget over the past five years; - The operating grant per each student enrolment; - The availability of, and support to, clinical teaching placement sites sufficient for all components of the Professional Degree Programme.
	Evidence that the School has an input into the development and operation of a budget that is planned, developed, and managed in accordance with sound and accepted business practices. Financial resources must be deployed efficiently and effectively to allow effective academic, administrative, and staff recruitment, retention, and development.
(b)	Evidence that financial resources have been deployed efficiently and effectively since the last accreditation visit to maintain and improve physical facilities, equipment, and other educational and research resources.
	Details of the physical resources and equipment available to support delivery and assessment of the programme. It would be expected that the information provided should include but not necessarily be limited to the following:

13	• Physical Facilities:
	  o Evidence that general, practice and simulated facilities are sufficient so that both individual and team learning experiences occur and that each student has the opportunity to participate;
	  o Documentation of adequate space, instrumentation, information technology resources, supplies and services to support all activities of the School ;
	  o Office space for academic staff that provides privacy for study and for counselling students;
	  o Adequate facilities for support staff including space for clerical and receptionist duties, copying services, and the housing of equipment and supplies;
	  o Examples of space provided for student activities and organisations;
	  o Description of how the School's facilities meet legal standards for disabled individuals.
	
	• Library facilities:
	  o Description of the library, its holdings and its adequacy with respect to the Professional Degree Programme;
	  o Identity and qualifications of the professional librarian that supports the programme;
	  o School liaison or committee that ensures appropriate integration of library resources into the teaching programme;
	  o Student access to the library;
	  o Student access to electronic information resources including journals, databases and other learning resources;
	  o Programmes for acquainting the students with the effective and efficient use of the library , both physical and electronic, as well as with the use of information storage and retrieval techniques;
	  o Student and staff opinions on the adequacy of library resources;
	  o Estimates of utilization of available library resources by students and staff.
	
	• Distance learning:
	  o Description of search capabilities;
	  o Documentation of on-line access for placement sites and tutor pharmacists;
	  o Documentation of delivery services, and other methods for access to materials not in the collection;
	  o Description of how students are facilitated to maintain close contact with the School when on practice placement, to include I.T. access.

(c)	• A list of all premises (to include core area of practice, e.g. community, hospital, industry, regulatory, etc.) that provide practice placements, together with details of the arrangements in place (including formal and informal agreements) to assure the quality and consistency of the student experience in these placements. • Copies of the policies and procedures that ensure that training establishments are appropriate for the delivery of the practice-placement elements of the Professional Degree Programme and meet any requirements as may be set down by the PSI Council from time to time. • Evidence that resources are deployed efficiently and effectively to ensure an adequate quantity and quality of practice-placement sites and tutors to support the curriculum.

(d)	• Evidence of the policies and procedures that address potential systems failures, whether such failures are technical, administrative, or curricular (e.g. a risk register and business continuity management systems).
	
	• Evidence of:
	    o contingency planning that includes creating secure backups of critical applications and systems data;
	    o mechanisms for making up lost course work and academic credit;
	    o securing alternate means for communication and information delivery;
	    o creating exit strategies to protect students
	if part or all of the Professional Degree Programme loses viability and/or professional recognition and approval.

Standard 3: Key Documentary Evidence / Examples of Sources of Evidence
Provide access to: • Curricula Vitae of School of Pharmacy Academic Staff • Human Resources Training Plans • School of Pharmacy Equipment • Contingency Plans Additional supporting documentary evidence can be provided in electronic format.

STANDARD 4: CURRICULUM

In order to demonstrate compliance with this Standard, the Provider will be expected to:

4.1

- Provide a curriculum map that shows how the subject matter throughout the curriculum and in all programme pathways is integrated and wherever possible delivered by interdisciplinary teams. Reference should be made to how the curriculum:

  (a)   facilitates the achievement of the stated outcomes;
  (b)   fosters the development and maturation of critical thinking and problem-solving skills;
  (c)   is student-centred and patient-centred;
  (d)   through its design could scaffold the learning from passive to active in keeping with lifelong learning strategies and those associated with the development of reflective practitioners;
  (e)   ensures that students can practise safely and effectively according to the statutory Code of Conduct for pharmacists;
  (f)   is progressive in dealing with issues in increasingly complex and interrelated ways so that graduates meet the Core Competency Framework for Pharmacists.

- Show how the Curriculum map aligns learning and educational outcomes or a matrix of outcomes to course materials, assessment methodologies and expected level of achievement.

- Provide a curriculum and assessment summary that shows both horizontal and vertical sequencing and integration of material.

- Provide descriptive material that outlines the curriculum, e.g. syllabus, module content, marks and standards.

4.2

- Demonstrate that in developing specialist knowledge, skills, professional attributes in students, the School ensures that the curriculum fosters the development of professional judgement and a commitment to uphold ethical standards and abide by practice regulations. Details should be provided to show the integration of professionalism from year one to year five of the Professional Degree Programme.

- Describe how the School's strategies promote professional attitudes and behaviour.

- Describe how the School's fitness to practise policies and procedures deal with unprofessional attitudes and behaviour.

4.3

- Provide a description of how the School prepares the student to be eligible to register and be fit to practise pharmacy in a patient-centred, professional and ethical manner.

- Describe how students are introduced to patient care, and how this increases over time, in cooperation with patients, prescribers, and other members of an inter-professional health-care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioural/administrative, clinical sciences and clinical pharmacy practice that may impact therapeutic outcomes.

4.4

- Provide an explanation of how the curriculum has been planned and developed to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession including developments in medical and pharmaceutical science and services and in pharmacy practice.

- Provide evidence of the impact of current national and international research and policy on course design.

- Provide evidence that the scientific base of the curriculum is 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.

4.5

- Describe how interdisciplinary and interprofessional education experiences are embedded in the curriculum.

- Describe how interdisciplinary and interprofessional learning experiences are incorporated into the curriculum to facilitate the development of patient care communications, teamwork, and problem-solving skills, and to broaden the understanding of pharmacy students about the roles and competencies of other health professionals.

- Describe how students are developed so that they may understand and can demonstrate how to provide patient care in cooperation with patients, prescribers, and other members of an inter-professional health-care team.

- Describe how students are developed so that they may understand and can demonstrate how to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an inter-professional team of health care providers.

- Provide evidence of the institutional structure that supports strategic planning and delivery of interdisciplinary and interprofessional education.

- Provide evidence of resources allocated to support interdisciplinary and interprofessional aspects of education. This may include dedicated time, space and funding available for interprofessional education through, for example, an office or staff member dedicated to interprofessional education.

- Provide evidence that students can participate in experiences that 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, pharmaceutical care and the interprofessional nature of health and social care services.

- Provide evidence that communication strategies are in place to facilitate awareness and understanding of inter-professional education for inter-professional collaboration.

4.6

- Demonstrate how the School, throughout the curriculum and in all programme pathways, uses and integrates teaching and learning methods that have been shown through curricular assessments to produce students who become competent pharmacists by enabling students to transition from dependent to active, self-directed learners, to include self-assessment.

- Provide evidence that students have been encouraged to participate in the education of others.

4.7

- Provide an explanation of how the curriculum has been developed to develop the learning outcomes that satisfy the Core Competency Framework including, where appropriate, reference to the indicative syllabus, including developments in pharmaceutical science and services and in pharmacy practice.

4.8

- Demonstrate how the curriculum ensures an appropriately comprehensive training in research methods applicable to scientific and health research culminating in the undertaking of a significant final year research project in fifth year that meets the requirements of a Level 9 Masters degree programme on the National Framework of Qualifications.

4.9

- Provide a description of practice-placement experiences that are integrated within the curriculum, from introductory to advanced, and across the main practice settings of community, hospital and industry and demonstrate how they support achievement of the CCF and integrate with the theoretical learning within the School.

- Show how the pharmacy practice experiences integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum.

- Demonstrate how the curriculum specifies the educational objectives and outcomes, details the nature and range of experiential learning required to meet these objectives, and outlines the syllabus of knowledge, skills and professional qualities to be acquired.

- Describe how the concluding practice experiences near the end of the Professional Degree Programme and their provision for active participation and in-depth experiences are aimed at refining practice skills and developing, in a graded fashion, the level of confidence, judgement, efficiency and responsibility needed for independent practice.

4.10

- Provide a commentary to demonstrate that the curriculum complies with the various minimum legal requirements at national and European level and takes account of the recommendations of the Advisory Committee on Pharmaceutical Training (European Commission, 1995).

Standard 4: Key Documentary Evidence / Examples of Sources of Evidence
Provide access to: • List of Modules   • Curriculum Map   • Mapping of modules/curriculum to learning outcomes and CCF   • Module descriptors   • Module Timetables   • Practice experiences materials such as manuals, on-line materials, assessment methods   • Student evaluations of practice experiences   • Outline of quality assurance and improvement processes   • Map of placements   Additional supporting documentary evidence can be provided in electronic format.

STANDARD 5: TEACHING AND LEARNING STRATEGY

In order to demonstrate compliance with this Standard, the Provider will be expected to:

5.1

Provide a teaching and learning strategy that is aligned with the curriculum learning outcomes (see Standard 4) and positions knowledge, understanding and competence development in a pharmacy context. It would be expected that the School demonstrates that the teaching and learning strategy:

(a)	- Is delivered by the teaching and learning methods. - Describes how the learning opportunities are structured to provide: - an integrated experience of relevant science and pharmacy practice; - a balance of theory and practice; - independent learning skills. *(Note: There should be constructive alignment between curriculum and assessment.)*
(b)	- Takes account of the predicted preferred learning format of the intended audience as well as effective methods to demonstrate competency against the required learning outcomes. - Describes the teaching and learning processes in the curriculum and methods used to evaluate their appropriateness. - Provides evidence of its impact on course delivery and the student experience.
(c)	- Emphasises the contribution of the pharmacist in the pharmaceutical industry and in the healthcare team including the clinical skills that enable the critical review of patient pharmacotherapies, provides teaching and learning alongside and together with students of other related healthcare professions and where students gain first-hand structured experience of practice, including contact with patients. - Demonstrates that the School has appropriate ethical approval and meets relevant national standards where any teaching and learning activity involves patient data. - Provides examples of teamwork and collaboration. - Provides a statement that describes the institutional support for interprofessional education as a valuable teaching strategy for inter-programme collaboration.
(d)	Includes practical experience of working with patients, carers and other healthcare professionals. Evidence should be provided of how practical experience increases as the student progresses through the Programme. As there are a number of means by which this may be achieved, the School should articulate its strategy for meeting this criterion, which may include off-site placement visits, using patients, carers and other healthcare professionals in-class, and simulations.

	• Shows how the training process ensures an increasing and appropriate degree of independent responsibility as skills, knowledge and experience grow.
(e)	• Integrates experiential and practice-based learning and the input of tutor pharmacists within the Professional Degree Programme and how it contributes to the overall outcomes of the Programme and how they are assessed. • Sets the objectives for each pharmacy practice experience and the responsibilities of the student, tutor, and site. (See also Standard 7.8(a))
(f)	• Provides a variety of teaching and learning approaches appropriate to stated learning outcomes, which may include but not be limited to: lectures; practical classes; seminars; tutorials and other forms of interactive small-group teaching whether that be face-to-face or in the virtual learning environment. There should be a variety of assessment approaches. • Demonstrates how the delivery of the Professional Degree Programme is informed by contemporary and developing pharmacy practice.
(g)	• Facilitates the development of the student's professional communication skills and how this is underpinned by the theoretical basis within the social and behavioural science content of the Professional Degree Programme.
(h)	• Encourages students to take responsibility for their own learning both within the Professional Degree Programme and as a basis for later continuing professional development. • Describes how the development of lifelong learning habits occurs through an emphasis on active, self-directed learning and the fostering of ethical responsibility for maintaining and enhancing professional competence. • Describes the procedures in place for students to assume responsibility for their own learning (including assessment of their learning needs).
(i)	• Emphasises the development of leadership skills, problem-solving skills and the justification of decisions made both on an individual and team-based basis, and how students evaluate the impact of their decision-making on patient safety. • Focuses on the development of critical thinking, problem-solving, and oral and written communication skills supported through the application of information and other instructional technologies, laboratory experiences, practice- and decision-support tools, case studies, guided group discussions, problem-based learning cases, and simulations and other practice based exercises (where appropriate, these techniques should involve actual or standardised patients, pharmacists, and other health care professionals). There should be a range of innovative assessment procedures to align this element of the curriculum with assessment.
(j)	• Ensures that teaching and learning take place alongside and with reference to research and other scholarly activities and is informed by evidence-based practice.

	• Describes how emphasis is placed on the development of students' critical, analytical skills.
(k)	• Emphasises the importance of the multidisciplinary team in the teaching and learning of pharmacy students.

5.2

• Provide evidence of the effective mechanisms used to ensure that teaching and learning in all modules/course units take place in a pharmacy context. Such evidence should comprise training and ongoing support for all non-pharmacist staff to ensure that their contribution to an accredited course is orientated to pharmacy.

5.3

• Demonstrate that pharmacy law, ethics, professionalism and pharmacy practice are taught predominantly by pharmacists with contemporary experience of practice, drawn preferably from within the School.

5.4

• Demonstrate that a clear and realistic student code of conduct is incorporated and how this has been explained, communicated and enforced to promote professional behaviour.

Standard 5: Key Documentary Evidence / Examples of Sources of Evidence
Provide access to: • Teaching and Learning Strategy • Evidence that there is a constructive alignment between curriculum and assessment. • Mapping of modules/curriculum to learning outcomes / CCF • Formative Assessment Strategies (feedback mechanism to inform future practice and enhance student learning) • Examples of publications involving student contributions • Lecture Schedules • Student Code of Conduct and procedures regarding its communication and application • Confidentiality Agreements • Staff Charter / Student Charter • Examples of direct patient care activities • Practice experience manuals • Assessment forms • A description of practice experience goals, objectives and outcomes which describe patient

care activities
- An outline of various rotations/activities at various sites
- Feedback from practice sites
- Course materials showing activities and assessments in clinical skills
- Tutor evaluations of students
- Evidence of evaluation by the School, through the results of surveys, focus groups or other means, whether relationships among students, academic staff, administrators, tutors, and other staff are harmonious
- Evidence of fitness to practise procedures to deal with causes for concern raised about students

Additional supporting documentary evidence can be provided in electronic format.

STANDARD 6: ASSESSMENT STRATEGY

In order to demonstrate compliance with this Standard, the Provider will be expected to:

6.1

Provide a comprehensive assessment strategy and commentary to address its alignment with the curriculum learning outcomes (see Standard 4) and with the teaching and learning strategy (see Standard 5) and developments in pharmacy practice. It would be expected that the School demonstrates that the assessment strategy:

(a)	• Describes how the Professional Degree Programme ensures the graduate attains the specialist knowledge, skills and professional attributes to enter independent and autonomous professional practice as a registered pharmacist competent to practise in a patient-centred professional and ethical manner, and meets the requirements of the HEI for the award of a Level 9 degree.
	
	• Includes assessment of professionalism and the process of professionalisation appropriate for professional practice as a registered pharmacist and takes account of the Core Competency Framework as approved by the PSI Council from time to time.
	
	• Maps to the professional and learning outcomes as set out in the Core Competency Framework.
	
	• Demonstrates that a variety of valid and reliable assessment methods are systematically and sequentially applied throughout the Professional Degree Programme.
	
	• Includes:
	    o diagnostic assessments;
	    o formative assessments;
	    o summative assessments;
	    o timely feedback.
	
	• Evidence that assessments are integrated.

(b)	• Uses criteria for all assessments and all pass criteria that reflect safe and effective practice. This may include higher than usual pass marks for assessments demonstrating knowledge and skills essential to safe and effective pharmacy practice. • Shows how the demonstration of an unsafe practice in assessment results in failure. • Ensures that all assessments take account of patient safety, this means that condonation, compensation, trailing, extended re-sit opportunities and other remedial measures should be extremely limited, if they are permitted at all.
(c)	• Is framed by institutional regulations for the Professional Degree Programme that are appropriate for an award that is both academic and professional in nature.

(d)	•	Commits to providing clear guidance to students relating to assessment of stated professional and learning outcomes, with objective reporting on assessments and including fair and just complaints and appeals processes.
(e)	•	Positions knowledge, understanding and competence development in a pharmacy context.
	•	Ensures that assessment in all modules/course units take place in a pharmacy context.
(f)	•	Emphasises the contribution of the pharmacist in the healthcare team and that, where appropriate, the student is assessed alongside and together with students of other related health professions.
	•	Emphasises the contribution of the pharmacist in the pharmaceutical industry and in the healthcare team and provides assessment alongside and together with students of other related healthcare professions, where appropriate. Where any assessment activity involves patient data, the School must demonstrate that it has appropriate ethical approval and meets relevant national standards.
	•	Provides a statement that describes the institutional support for interprofessional education as a valuable assessment strategy for inter-programme collaboration.
(g)	•	Takes a holistic approach and assesses, for example, cognitive learning, mastery of essential practice skills, ability to communicate, team-working, numeracy and use of data in problem solving.
	•	Ensures the graduates attain the expected generic and personal qualities for entry to professional practice as a registered pharmacist as set out in the CCF.
	•	Describes the assessment instruments that measure cognitive learning and the mastery of practice skills, values and attitudes that contribute to desired professional behaviours and comment on their reliability and validity.
(h)	•	Describes how students develop personal learning plans, and self-assess their acquisition of knowledge, skills, attitudes, and values and their achievement of desired competencies and outcomes.
	•	Provides a statement on the opportunities made available to students to reflect on learning and practice and to engage in peer review and assessment.
(i)	•	Includes a formal examination of pharmacy law in the fifth year of the Professional Degree Programme.
(j)	•	Addresses pharmaceutical calculations in all years of the Professional Degree Programme. Evidence to be submitted to demonstrate this component.
(k)	•	Includes a final formal summative objective structured clinical examination (OSCE) 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.

	• Provides evidence that the OSCEs utilise standardised patients and are of a sufficiently high number to satisfy the requirements of a final professional examination will be required.

6.2

• Provide evidence of a robust and transparent and effective appeals process that is fully documented and communicated to students.
• Provide information about the appeals and complaints process and an analysis of the operation of this process.

6.3

• Demonstrate how the assessment strategy:
    o Takes a holistic view of assessment and feedback;
    o Documents student performance and the attainment of desired core knowledge, skills and values;
    o Employs a variety of valid and reliable measures systematically and sequentially throughout the Professional Degree Programme;
    o Uses the analysis of assessment measures with specific attention to any inconsistencies in individual student records, to improve student learning and the achievement of the professional competencies set out in the CCF.
 	
• Show how results are used to implement change.

Standard 6: Key Documentary Evidence / Examples of Sources of Evidence
Provide access to: • Assessment Strategy • College calendar entry • Marks and Standards • HEI appeal structure • Relevant institutional regulations • Mapping of modules, curriculum and its assessment to learning outcomes/CCF • Case Study sample(s) • Examination paper(s) Additional supporting documentary evidence can be provided in electronic format.

STANDARD 7: QUALITY ASSURANCE AND ENHANCEMENT

In order to demonstrate compliance with this Standard, the Provider will be expected to:

7.1

- Reference the School and institutional management structures as described in Standard 2.1

7.2

- Provide a description and explanation on how the School assesses attainment of the educational philosophy of the Professional Degree Programme. (See also Standard 1.1).

7.3

- Demonstrate how the data collected from proactive quality assurance (QA) processes are used to systematically and sequentially monitor, review and evaluate curricular structure, content, organisation and outcomes to inform continuous improvement of the provision.

- Demonstrate how staff, students and tutor pharmacists contribute to quality assurance and enhancement processes. (See also Standards 1.1(c), 3.1, 5.1(e), 8.2(e)).

- Describe the composition and terms of reference for each committee, and how all relevant groups are represented in decision-making. (See also Standard 2.1).

- Describe forums for student dialogue, and ways to ensure adequate consideration of student opinions and perspectives. (See also Standard 8.2(e)).

- Provide evidence that the Professional Degree Programme is developed with input from external stakeholders, including patients and the public. (See also Standards 1.1(c), 2.5, 3.3, 6.3).

- Provide access to the following:
    o Quality monitoring data from the HEI;
    o Quality monitoring data from placement providers and other practice learning sources; accreditation reports and annual data return;
    o Achievement in the Professional Registration Exam;
    o Tutor evaluations of students;
    o Student evaluations of tutors;
    o Reports of visits to practice placement sites.

- Provide access to the outcomes of evaluations of the following:
    o Quality of teaching, learning and assessment;
    o Resources and capacity;
    o Quality of placements and other practice learning opportunities;
    o Appraisal and feedback systems for students;

- o Achievement in the Professional Registration Exam;
- o Tutor evaluations of students;
- o Student evaluations of tutors.

7.4

- Demonstrate how the School identifies and employs key performance indicators (KPIs) to monitor the extent to which the Professional Degree Programme meets the accreditation standards set by the PSI Council from time to time, and to meet the standards for the National Framework of Qualifications for a level 9 qualification, including how staff and students contribute to quality assurance and enhancement processes. (See also Standard 1.3).

7.5

- Provide evidence of how student proficiency over the five years of the Professional Degree Programme is reviewed, recorded and managed, including proficiency in practice placements, and that fitness-to-practise mechanisms are in place for students. (See also Standard 6).

- Provide evidence of the relationship between assessment strategies, course delivery and the student experience.

7.6

- Provide access to the HEI policies and regulations that cover the appointment, role and terms of office of external examiners.

- Provide a list of all external examiners.

- Provide access to external examiner reports and evidence as to how the School and the HEI address issues raised in the reports.

7.7

- Provide an explanation of the HEI quality assurance system for reviewing and developing the educational system such that it meets the accreditation standards set by the PSI for the Professional Degree Programme.

- Provide evidence that all proposed changes to the Professional Degree Programme are documented and retained.

7.8

In order to demonstrate the appropriateness of the mechanisms in place to assure and enhance the quality of all practice placements, the Provider will be expected to:

(a)	- Describe the processes to select, assess/evaluate, accredit and appoint tutors and training establishments, including evidence of secure written agreements (e.g. memoranda of understanding). Copies of relevant policies and procedures should be provided. These should include processes to assess the quality and appropriateness of the experience and support offered by each training establishment. - Provide copies of the standards or criteria for selection and evaluation of tutors and practice-placement sites. These standards or criteria should specify the clinical and/or other practical experience, infrastructure and educational support required of an accredited tutor/training establishment in terms of the learning outcomes and should cover: orientation, clinical and/or other experience, appropriate supervision, educational and infrastructure supports such as access to the internet, library, journals and other learning facilities, dedicated time for teaching and training. There must be clear processes to assess the quality and appropriateness of the experience and support offered to determine if these requirements are met. - Provide evidence of transparent arrangements to clarify the relevant responsibilities and expectations of each party involved in the delivery of on-site training. The arrangements and objectives for practice-placements should be clearly documented. It is important for students and tutors to receive formal advice on the objectives of the experiential placement and the School's expectations of them. This may be achieved through the use of tools such as information sheets, placement handbooks or explicit contracts. - Provide a description of how the School measures assessment consistency across tutors and practice-placement sites.
(b)	- Describe the tutor orientation and training programme and refresher training for both new and experienced tutors and explain how the effectiveness of the programme is assessed. - Provide a description of the models of supervision and support and the outcome measures used to assess effectiveness. - Describe how tutor effectiveness is routinely evaluated, including feedback from students, and the support mechanisms in place to assist tutor development.
(c)	- Provide evidence of an explicit commitment by the training establishment to the promotion of professional attitudes and behaviour among students. All practice-placement sites should promote good professional practice by all staff (and which is centred on patient safety and quality of care for all clinical settings). - Provide evidence of an explicit commitment, and accompanying policies and procedures, to refer any instances of unprofessionalism to the School. - Provide evidence that students are supervised appropriately. Processes are required to

		identify the level of supervision of individual students that take account of individual student capabilities and limitations. The level of supervision of individual students should take account of each student's stage of training.
		• Provide a description of the system and processes to evaluate training establishments and provide a summary of outcomes of premises inspection reports.
		• Provide evidence of the safety procedures made available to students for practice-placements.
		• Provide evidence that each training establishment has an induction policy in place for all students and that there is a site-specific health and safety induction for all students at individual training sites.
		• Provide evidence of ongoing monitoring to ensure that training establishments remain a safe physical environment for students.
		• Provide evidence of processes to ensure reasonable adjustment to support the particular needs of students with disability
		• Outline the approach that ensures how practice placements are designed to minimise risk to patient safety and wherever possible to enhance the patient experience.
(d)		• Provide a statement of the clear objectives for each pharmacy practice experience and the responsibilities of the student, tutor and training establishment.
		• Describe how the School collaborates with the training establishments to define the responsibilities of practitioners who contribute to the delivery of the practice-placement experiences and how the responsibilities of the training establishment to these practitioners are agreed.
(e)		• Provide a description of the systems in place to support students in securing and maintaining any practice placements that form part of the curriculum and provide copies of the associated processes and procedures.
		• Ensure that appropriate support for students including processes to monitor, review, and take necessary corrective action is in place. These should include opportunities for students to provide feedback on their placement experience to the School. (See also Standard 8.2(e)).
		• Describe the system that actively seeks and encourages student feedback with a view to maintaining and improving general standards for students.
		• Provide copies of the processes in place to address, confidentially, issues with placement supervision and requirements.
		• Describe the arrangements in place for debriefing students whose experience in a placement is unfavourable to minimise any adverse impact and to provide for the experience to be appreciated as a learning opportunity.
		• Describe the process that ensures that students are made aware of local procedures

for reporting clinical incidents.

- Describe the system and process in place to identify and immediately address concerns about the safety of patients and/or the public arising from the experiential placement and to clarify what students should do if they have concerns about the care provided or the conduct of the tutors.

- Describe the processes to address quality of teaching and supervision, assessment and student progress.

- Provide a description of the systematic evaluation procedures (including such things as questionnaires, exit interviews) for the purpose of evaluating practice placement experiences. Such procedures should include:
    - Continuous quality improvement activities and feedback to the students;
    - Regular feedback provided to students on performance to guide learning;
    - Processes for early identification of students who are under-performing and for determining programmes of remedial work for them;
    - Use of tutor feedback that is systematically sought, analysed and used as part of the monitoring process;
    - Use of student confidential feedback on the quality of supervision, training and clinical experience that is systematically sought, analysed and used in the monitoring process.

- Ensure appropriate levels of collaboration with regard to quality assurance of practice placements.

- Provide evidence of appropriate formalised affiliation or contractual agreements in place 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. Copies of any such agreements should be provided.

- Demonstrate how the School assures that it retains ultimate responsibility for the academic quality and integrity of the practice-based and/or distance-learning activities linked to the Professional Degree Programme and the achievement of expected and unexpected outcomes, regardless of any contractual arrangement, partnerships, or consortia for educational or technical services.

7.9

- Provide evidence that the School reviews the performance of academic staff and other staff on a regular basis. This evidence should include:
    - Written policies and procedures for staff evaluation
    - HEI policies related to the process of performance review in the areas of teaching, research and service
    - How staff appraisal systems address performance issues
    - How staff development systems affect course delivery

Standard 7: Key Documentary Evidence / Examples of Sources of Evidence
Provide access to: • Quality Improvement Plan • Processes for Quality Reviews • Quality monitoring data • Evaluation policies and procedures • Evaluation reports • Outcomes of evaluations • External examiner reports • Policies, procedures and processes relating to practice placements • Relevant HEI policies and procedures Additional supporting documentary evidence can be provided in electronic format.

STANDARD 8: STUDENTS

In order to demonstrate compliance with this Standard, the Provider will be expected to:

8.1

(a)	• Demonstrate that its criteria, policies and procedures for admission to and progression through the Professional Degree Programme are open and available to prospective applicants and ensure non-discrimination as defined by national laws and regulations.(See also Standard 2.6).
(b)	• Make available the recruitment and admissions data since the last accreditation visit. • Provide evidence that the School produces and makes available to current and prospective students a complete and accurate description of the Professional Degree Programme, including its current accreditation status and full disclosure of any requirements that are to be completed. • Provide access to copies of all admission policies and procedures. • Provide details of website locations for information provided to applicants.
(c)	• Provide progression data for all years of the programme since the last accreditation visit together with an analysis of this data and a description of any actions taken to address issues that have arisen from this analysis. • Provide evidence that the School produces and makes available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, re-admission, rights to due process, and complaints and appeals mechanisms.
(d)	• Provide evidence of how its admissions criteria and processes are designed to meet the requirements of the Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules 2014 and to select students who have the potential for success in the Professional Degree Programme and the profession, including Garda vetting and any immunisation requirements.

8.2

Demonstrate the use of appropriate and timely support mechanisms for all students on the Professional Degree Programme.   It would be expected that the information provided should include, but not necessarily be limited to, the following:

(a)	• An organisational chart and description of student services available to students and of the principal points of contact.

		• A description of the training provided to student services personnel within the School.
		• Evidence of how students are informed of student support systems and provide access to relevant supporting documentation used for student orientation, including the student handbook.
(b)		• Evidence of an ongoing monitoring system of student performance for the early detection of students in academic difficulty.
		• Evidence of expeditious intervention and system of access for necessary student services, such as tutorial support or academic advising.
		• Access to relevant policies and procedures.
(c)		• A description of the systems in place to support students in securing and maintaining all practice placements that form part of the curriculum.
		• Access to a description of the formal procedures for evaluating how the requirements of the practice placement sites are met.
(d)		• Access to a description of the orientation programmes prior to the start of the formal Professional Degree Programme should be provided.
(e)		• A list, and access to evidence, of the mechanisms used to ensure that the views and experiences of students on the quality of the Professional Degree Programme are considered.
		• A description of the methods used to gather student perspectives (e.g. focus groups, meetings with the Head of School or other administrators, involvement in self-study activities, review of student complaints) and an analysis of the outputs and actions arising from them should be provided.
		• A description of forums for student dialogue, and ways to ensure adequate consideration of student opinions and perspectives.
		• Evidence of systematic evaluation procedures (including such things as questionnaires, exit interviews) for the purpose of evaluating staff, curriculum and other aspects of the Professional Degree Programme.
		• A description of the system of continuous quality improvement activities and feedback to the students.
		• A description of the mechanisms to inform students about the activities of decision-making committees, in addition to communication by student representatives.
(f)		• Access to the HEI student complaints policy together with a chronological list of any complaints that have been made and a commentary on how they have been dealt with.
(g)		• Evidence that students are encouraged to undertake vacational employment/placement or work experience outside of the formal practice placements

	in a variety of relevant professional settings.
(h)	• A description of the support structures developed to encourage in relevant and appropriate extra-curricular activities which may include service learning, volunteer experiences, community-engaged scholarship, social accountability or similar initiatives.
(i)	• A description of how the School encourages active engagement with relevant pharmaceutical students' associations and other non-pharmacy groups and committees, at HEI, national and international level, to develop professional leadership qualities and foster international pharmaceutical and other links.

(j)	• Access to information of the HEI counselling services available to students in relation to poor progress, learning difficulties, impairment and disability issues including any health or social problems. This may include:
	    o provision of information about financial aid;
	    o facilitation of access to health services; or
	    o provision of academic advising and career-pathway counselling.

Standard 8: Key Documentary Evidence / Examples of Sources of Evidence
Provide access to: • Student Handbook • Admission policies and procedures • Module descriptors • College calendar entry • Marks and Standards • Statistics (enrolment, student progression/repeat/fail/drop-out) • Student Declaration Form(s) • Information leaflets • Links to student support services • HEI student complaints policy • Example of logged student complaint • Orientation programme for incoming first year students Additional supporting documentary evidence can be provided in electronic format.

REFERENCES

Accreditation Council for Pharmacy Education (USA) (2011) *Accreditation Standards and Guidelines for the Professional Program in Pharmacy leading to the Doctor of Pharmacy Degree.*

Australian Pharmacy Council (2012). *Accreditation Standards for Pharmacy Programs in Australia and New Zealand.*

Canadian Council for Accreditation of Pharmacy Programs (2013) *Accreditation Standards for the First Professional Degree in Pharmacy Programs.*

General Pharmaceutical Council (UK) (2011) *Future pharmacists Standards for the initial education and training of pharmacists.*

Irish Medical Council (2011) *Medical Council Accreditation Standards for Postgraduate Medical Education and Training.*

Pharmaceutical Society of Ireland (2010) *Outline Accreditation Process for the level 9 Masters degree awarded on the successful completion of the National Pharmacy Internship Programme (NPIP).*

Pharmaceutical Society of Ireland (2012) *Outline Accreditation Process for the Level 8 Bachelor Degree awarded on the successful completion of the 4 Year Undergraduate Pharmacy Degree Programme.*