



# Evaluation Report of the Five-Year Fully Integrated Master's Degree Programme in Pharmacy Royal College of Surgeons in Ireland (RCSI)

March 2020

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## Introduction

This document should be read in conjunction with the relevant PSI Accreditation Standards as published on the PSI website at [www.psi.ie](http://www.psi.ie).

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

The present report concerns the ongoing accreditation of the five-year fully integrated Master of Pharmacy degree delivered by the School of Pharmacy and Biomolecular Sciences, Royal College of Surgeons in Ireland (RCSI) against the relevant PSI Accreditation Standards that were 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 confirmation by the Higher Education Institute (HEI) that a graduate fully demonstrates the competencies necessary to apply to enter the register of pharmacists kept by the PSI.

In June 2017 the PSI Council had approved and recognised the programme provided by RCSI for a period of three (3) years, commencing June 22, 2017 and expiring June 22, 2020.

To be further approved and accredited by the PSI Council and in accordance with the Pharmacy Act 2007, RCSI School of Pharmacy and Biomolecular Sciences submitted the following document to the PSI for consideration:

- Self-Assessment Report (SAR)

The SAR was supported by additional documentation and evidence, details of which can be found in Appendix 1.

A preparatory meeting for the onsite accreditation visit at RCSI took place on 3 March 2020.

The onsite accreditation visit took place at the RCSI School of Pharmacy and Biomolecular Sciences (SoPBS) on 4 March and 5 March 2020. The full agenda for the onsite accreditation visit is available in Appendix 2.

## Accreditation Team

Name	Role	Affiliation
Professor Jane Portlock*	Chair and Subject Matter Expertise	University of Sussex
Mark Brennan	Deputy Chair and Subject Matter Expertise	Aston University
Professor David Timson	Subject Matter Expertise	Fomerly University of Brighton
Aisling McKenna	Quality Assurance	Dublin City University
Emer Gibbons	Community Pharmacist/Tutor Pharmacist	Hickey's Pharmacy

The accreditation team was supported by;

Damhnait Gaughan	Head of Education and Registration	PSI
Ciara Dooley	Education Manager	PSI
Andrea Boland	Education Standards Officer	PSI
Matthew Maltby	Rapporteur	

\* Due to illness, Prof. Portlock was unable to participate in the on-site accreditation visit. All meetings were chaired in her absence by Deputy Chair Mark Brennan.

## Declarations

No declarations of any conflicts of interest were made.

## Recommendation of the Accreditation Team to the PSI Council

Continue to grant its recognition and approval for the Masters degree in pharmacy.

### Summary of Commendations

- the state-of-the-art simulation suite and the commitment of the simulations suite staff to supporting the School in its plans (Standard 3)
- the positive and collaborative relationships evident between staff in the SoPBS (Standard 4)
- the evidence-informed approach to curriculum development (Standard 4)
- the range of research opportunities for students (Standard 4)
- the SoPBS's commitment to providing extensive pastoral support for students (Standard 8)

### Summary of Recommendations

The accreditation team recommends the School should;

- provide the overarching strategy<sup>1</sup> following its launch in May 2020 (standard 1)
- develop a framework for widening access through non-traditional routes of entry (Standard 2)
- enhance the process of being accountable to and responding to external examiner reports to close the feedback loop (Standard 7)
- SoPBS explores a methodology to ensure coherence and consistency of feedback to students and to appropriately manage student expectations in relation to feedback on assessments. (Standard 8)

### Summary of Conditions

There are no conditions

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<sup>1</sup> At the time of the visit the Strategy document was unavailable in hard copy form to the Accreditation Team – RCSI between the date of the visit and the date of finalisation of the Accreditation Report have forwarded a copy of the document

## Evaluation of the Master Degree in Pharmacy (MPharm) Against the Accreditation Standards

Standard 1: The Professional Degree Programme Provider and Mission	Accreditation Team's Commentary
<p><b>1. 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.</b></p> <p>1.1 The mission should include a clear statement of the educational philosophy including how the organisation will foster a culture that:</p> <p>(a) promotes professional behaviour among students, staff and all those contributing to the Professional Degree Programme;</p> <p>(b) is committed to the development of graduates who satisfy the requirements of the Core Competency Framework for Pharmacists; and</p> <p>(c) respects and supports the needs of diverse stakeholders, students, staff and all those contributing to the Professional Degree Programme.</p> <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. The mission statement should set out clearly the primacy of</p>	<p>The Royal College of Surgeons in Ireland (RCSI) is a health sciences education and research institution, offering education and training at undergraduate, postgraduate and professional levels. In December 2019 the institution was awarded university status within the National University of Ireland (NUI). Prior to this, RCSI had the ability to confer its own degrees since it was granted degree awarding status in 2010.</p> <p>The School of Pharmacy and Biomolecular Sciences (SoPBS), a constituent school of the Faculty of Medicine and Health Sciences is the result of a merger in July 2019 of the School of Pharmacy with the Department of Molecular and Cellular Therapeutics (MCT). The School is the second largest within the RCSI and thus has a significant position within the university.</p> <p>The RCSI's vision is to be an international leader in supporting healthcare professionals, through high quality education, research and service, to enable people to live long and healthy lives, through its mission to "Educate, Nurture and Discover for the benefit of Human Health". The College is committed to achieving this through its core values of Respect, Collaboration, Scholarship and Innovation. The educational philosophy and strategic priorities to deliver this mission are outlined in RCSI's Strategic Plan 2018 – 2022 which was provided to the accreditation team prior to the onsite visit. The SoPBS is directly aligned to RCSI's mission and strategic plan, with the School's own vision and mission underpinned by the core institutional values.</p> <p>The RCSI's Strategic Plan 2018 – 2022 succeeds the previous RCSI Institutional Strategy 2012 – 2017 "Growth and Excellence". It clearly sets out the primacy of patient safety, care and well-being. The new School of Pharmacy and Biomolecular Sciences has commenced work on developing a new School strategy that aligns with RCSI's Strategic Plan 2018-2022. A draft of the strategy document was provided to the accreditation team prior to the visit.</p> <p>The draft document sets out the School's strategic actions as:</p> <ul style="list-style-type: none"> <li>• delivering a growing transformative learning experience</li> <li>• leading impactful research, and</li> </ul>

<p>patient safety, care and well-being. This must be demonstrated by the existence of:</p> <ul style="list-style-type: none"> <li>(i) a chronological log of any concerns raised relating to patient safety and well-being that arise as a consequence of the educational process;</li> <li>(ii) clear and published procedures known to all staff and students to immediately review and address such concerns that may impact upon patient safety;</li> <li>(iii) a Fitness to Practise policy known to all staff and students to assure patient safety and public protection at all times; and</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>• supporting healthcare, societal well-being and the healthcare industry.</li> </ul> <p>The strategic actions will be actioned through four enablers which are summarized as:</p> <ul style="list-style-type: none"> <li>• enhance the School's capabilities and capacity</li> <li>• develop strong relationships with students, stakeholders and strategic partners</li> <li>• support people and develop a strong culture, and</li> <li>• develop a five-year financial plan.</li> </ul> <p>A key priority for the School, as part of its commitment to more fully engage with stakeholders, is the formation of a new External Advisory Board. The Board will meet biannually and will advise on strategic planning and curriculum reform. It is envisaged that its membership will comprise external academics; pharmacists from hospital, industrial and community practice; experts; students; patients and the public. The accreditation team will be interested to see how this forum develops and its impact on the MPharm in the future.</p> <p>During the onsite accreditation visit, the accreditation team, aware that the SoPBS continues to undergo a period of transition and is in the process of developing and rolling out its next strategic plan, was interested to know if a shift in focus would be likely, and if so, how this might impact on the integrated MPharm programme. Both the Dean of the Faculty of Medicine and Health Science and the Head of School (HoS) highlighted in presentations to the accreditation team that whilst the School is still in the process of developing its strategic plan for 2020 onwards, it is unlikely that there will be any dramatic shifts in focus.</p>
<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>Thus far, the merger of the two constituent schools to form the new SoPBS appears to have been successful. As the new structures embed, the strategic plans and associated vision and mission of the SoPBS and the MPharm will retain consistency of focus already established on the one hand, and coherence with the RCSI institutional strategy on the other. During the onsite accreditation visit, the HoS confirmed that approval of the new School strategy was scheduled to take place in mid-March 2020. An external review of the strategy is scheduled and it is hoped that it will be launched in May 2020. In the light of this pending approval of the SoPBS strategy, the accreditation team recommend that the strategy should be forwarded to the accreditation team following its launch.</p> <p>Patient safety lies at the heart of the SoPBS strategy (both the previous strategy and that currently in draft form) as it produces graduates who are professional in outlook and behaviours, and who are able to demonstrate the behaviours and competences of the Core Competency Framework (CCF), as specified by the pharmacy regulator, the Pharmaceutical Society of Ireland (PSI). The strategy and associated mission statements have been reviewed and approved through the relevant channels</p>

<p>1.4 The strategic plan must include but need not be limited to:</p> <ul style="list-style-type: none"> <li>(a) Its mission and goals with associated KPIs;</li> <li>(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;</li> <li>(c) A statement of the educational philosophy for the Professional Degree Programme and how it: <ul style="list-style-type: none"> <li>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;</li> <li>ii. prepares graduates for practice as pharmacy professionals who will embrace lifelong learning; and</li> <li>iii. provides structured experience of interprofessional working to facilitate team-work in the delivery of patient-centred care.</li> </ul> </li> <li>(d) A commitment to excellence in teaching and learning methods;</li> <li>(e) A vision for leadership in practice, research and other scholarly activity and educational activities.</li> </ul>	<p>within RCSI in-line with institutional protocol, and there is a clear Fitness to Study policy which operates at a Faculty level. The Fitness to Study policy supports the RCSI Code of Conduct. The Code of Conduct specifies the defined standards and principles by which students must abide in the academic and clinical setting. The standards apply from the first day of registration, both on and off campus.</p> <p>In order to safeguard patient-centredness and patient safety, the RCSI Registry maintains a log of Fitness to Study (FtS) concerns on behalf of the School, supported by clearly signposted and published guidance that are highlighted throughout students' academic progress through the School. The School's Fitness to Study guidance is supported by a clear Code of Conduct and thus encompasses academic conduct expected during the programme, and also professional practice expectations. During the onsite accreditation visit, the accreditation team was interested to understand the process by which the School would take forward any emerging Fitness to Study issues. It appears that the School has a procedure which would be taken forward on a case by case basis in the event of FtP issues arising. During the onsite accreditation visit, the HoS highlighted that no FtS issues have arisen since the implementation of the MPharm programme.</p> <p>Following successful completion of the MPharm programme of study, the SoPBS explicitly confirms to the Pharmacy regulator that its graduates are fit to apply to be entered in the Register of Pharmacists, thus fit to practise pharmacy in the State.</p> <p>Key Performance Indicators (KPI) underpin and clearly link to the strategies thus far published. In response to feedback from the accreditation team following its compliance visit in 2019, KPIs have also been developed to allow for quality assurance to be appropriately undertaken of training establishments (TE) providing experiential learning placements. These KPIs fall under the remit of APPEL and are monitored and actioned in-house, with oversight exercised by the RCSI SoPBS accordingly. The KPIs specific to the SoPBS are monitored on a regular basis to enable appropriate actions to be taken should performance demonstrably fall below acceptable levels.</p> <p>The KPI relating to staff:student ratio was of particular note to the accreditation team during the onsite accreditation visit. The HoS informed the accreditation team that the SoPBS is performing particularly well against this measure; the current staff:student ratio is 1:5.91. As the SoPBS moves ahead with its plans for the next strategy and forward-looking expansion, the accreditation team is hopeful that planned additional recruitment to the School staff will support maintaining this staff:student ratio.</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.	The RCSI SoPBS is committed to ensuring its teaching staff provide excellence in teaching and that the staff utilise the most effective, progressive and appropriate teaching methods. Of particular interest to the accreditation team during the onsite accreditation visit was the use of interprofessional learning opportunities (IPL) which form an integral element of the MPharm programme. There are IPL opportunities for students from the outset of the programme in Year 1 and these continue throughout, enabling students to study closely with students from other Schools in the Faculty. In-line with the RCSI institutional strategy, the SoPBS is developing the IPL opportunities and is exploring further avenues to grow in this area. In each year of the programme, IPL activities are closely aligned to the curriculum content and clinical experience of all the student participants. Several members of the school staff hold Diplomas in Health Professions Education which is taught interprofessionally, and of which IPL is a component and a number of staff act as IPL champions, promoting and consolidating its use on the MPharm programme. The accreditation team will be interested to see how the IPL opportunities develop and become further embedded on a more extended basis.
<b>Compliance with Standard:</b>		The accreditation team is satisfied that this standard has been met
<b>Commendations Recommendations  Conditions</b>		<p>The accreditation team recommends:</p> <ul style="list-style-type: none"> <li>the School provides the accreditation team with the overarching SoPBS strategy following its launch in May 2020</li> </ul>

Standard 2: Leadership, Organisation and Governance	Accreditation Team's Commentary
<p><b>2. 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.</b></p> <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"> <li>(a) do not jeopardise patient safety and only do tasks under appropriate supervision;</li> <li>(b) are monitored and assessed to assure they always work and perform safely;</li> <li>(c) understand what fitness to practise mechanisms apply to them;</li> <li>(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.</li> </ul>	<p>RCSI, at an institutional level, has clear, transparent management structures. The roles and remit of the Council, RCSI Medicine and Health Sciences Board (MHSB) and the College Board are clearly defined and lines of responsibility and reporting indicate a robust structure to the institution's governance structures.</p> <p>This clarity of process and remit is mirrored at Faculty and School level and also in the manner in which the School engages with APPEL. These clear structures have allowed the MPharm programme to be systematically planned, developed and implemented, and the current programme shows a clearly defined structure and direction for future evolution.</p> <p>In terms of its management structures, the newly formed SoPBS is clearly organized, with defined lines of responsibility and accountability. The recent merger of the School of Pharmacy with the Department of Molecular and Cellular Therapeutics prompted a review of the hitherto established management structures. As could be seen in the organogram submitted to the accreditation team prior to the onsite accreditation visit, the HoS is supported in role by the School Management Team Committee which consists of:</p> <ul style="list-style-type: none"> <li>• Deputy Head (Education)</li> <li>• Deputy Head (Research)</li> <li>• Deputy Head (Programme Innovation)</li> <li>• Head of Academic Operations</li> <li>• Quality Manager</li> <li>• Head of Lab Operations</li> <li>• Staff elected representative</li> <li>• Head of School Nominee (Pharmacy)</li> <li>• Head of School Nominee (Biomolecular Sciences)</li> </ul> <p>This new management structure is designed to provide complete oversight of the strategic needs of the new School, in terms of its undergraduate and postgraduate students, aligned with the strategic priorities of the College. The leadership team is supported in role by additional committees and working groups which maintain oversight over the relevant areas. These are;</p> <ul style="list-style-type: none"> <li>• Research Committee</li> <li>• Special Research Purposes Committee</li> </ul>

2.3	<p>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>	<ul style="list-style-type: none"> <li>• Education Committee</li> <li>• MPharm Team</li> <li>• Programme Innovation Committee</li> </ul> <p>The MPharm Team is similarly clearly structured under the lead of the Deputy Head (Education) and MPharm Programme Director. In addition to the respective MPharm Year Leaders, the Team includes the Director of Assessment, the Head of Academic Operations, the Quality and Operations Manager and the Senior Operations Coordinator.</p> <p>The MPharm programme continues therefore to be planned, implemented, and reviewed and developed in accordance with clear management structures and frameworks of accountability.</p> <p>Students are subject to both the FtS policy and the RCSI student Code of Conduct which sets out the expected standards of behaviour, both on and off campus. Students are regularly made aware of their responsibilities. FtS declarations are signed, and students are subject to Garda Vetting procedures prior to enrolment on the MPharm programme. A range of clearly defined systems ensure patient safety is not jeopardized and remains central to the MPharm programme.</p>
2.4	<p>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>	
2.5	<p>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 practice-based placements must be used in conjunction with other HEIs in the State offering a pharmacy degree programme.</p>	<p>These systems operate both within the School and whilst students engage out with the School during experiential learning placements managed by the APPEL consortium. Students may only undertake tasks under the appropriate level of supervision whilst completing experiential learning placements and the assigned supervisors are integral to the monitoring and assessment of student' practice, in patient-facing and non-patient facing contexts. In patient-facing contexts, all tutors are registered pharmacists. Should Fitness to Study or FtP concerns be raised, the RCSI Registry maintains a confidential log, with procedures in place for the consideration of any issues emerging so appropriate actions can be taken. This supports the HoS completing the required FtP declaration at the point of graduation.</p> <p>Students are subject to the Joint Schools Code of Conduct and the APPEL Student Placement Agreement during their experiential learning placements to ensure that professionalism and an ethos of professional behaviour is maintained throughout students' progress through the programme.</p> <p>Patients and their safety are central to the RCSI programme. Taught modules have patient safety elements clearly embedded within, and these are clearly and explicitly aligned to the PSI CCF. There are considerable opportunities throughout the programme for students to become familiar with the</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>risks associated with unsafe practice and thus, patient safety and the awareness of its criticality becomes inculcated as a matter of course from the first day of the first year of the programme. The HoS has many years' experience of providing leadership at a senior level within academic bodies and research groups. She was previously the Head of the Department of Molecular and Cellular Therapeutics at RCSI. Following the merger of this Department with the School of Pharmacy she was appointed to the role of the Head of the merged School. She is supported in her role by the Deputy Head (Education) and Programme Director for the MPharm programme who is a registered pharmacist and is thus able to provide leadership in the practice and profession of pharmacy. During the onsite accreditation visit, the accreditation team noted the positive and collaborative relationship evident between the HoS and the SoPBS staff.</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>Ties between the SoPBS and the other Faculty constituent schools are strong and this has enabled the School to implement its ongoing strategy for developing and enhancing its programme of interdisciplinary teaching, interprofessional learning (IPL) and research. IPL opportunities continue to be developed as an important and significant aspect of the Faculty's teaching and learning strategies. The School plans to further enhance its IPL provision for the MPharm programme by leveraging its relations with other Schools in the Faculty and has collaborated to develop and implement a Faculty-wide IPL strategy. The Faculty strategy has driven further developments at an institutional level to yield a College IPL strategy which was launched in 2019 and sets out to 'To advance the knowledge, skills and attitudes of varied health professional students so that they can improve global healthcare problems, patient outcomes and safety through collaboration, effective communication, scholarly excellence, professionalism and international leadership'. The accreditation team will be interested to see how the School's IPL provision develops and is delivered over time.</p>
2.8	<p>The Head of School has an obligation to report to the PSI:</p> <ul style="list-style-type: none"> <li>(a) on key issues including any changes in resources that are pertinent to the delivery of the Professional Degree Programme; and</li> <li>(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 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.</li> </ul>	<p>Staff from the School closely collaborate with and engage in research with almost every academic department in RCSI, ensuring a highly cross-disciplinary approach. This approach is extended to furthering relationships externally, through both informal and formal structures and there are also several Memoranda of Understanding which operate at an international level. The RCSI maintains inter-institutional agreements with universities in France, the USA and China which allows students to study and collaborate internationally.</p> <p>The MPharm programme at RCSI integrates a range of experiential learning placements into the MPharm programme in all years. Those taking place in Years 2, 4 and 5 are administered by the APPEL consortium with RCSI SoPBS collaboration. Additionally, the SoPBS continues to develop links and collaborations with organisations that provide input to the programme, both in terms of accommodating off-site visits to practice settings in community and hospital pharmacies, industry and</p>

	<p>role-emerging practice contexts, and guest lectures, seminars and workshops incorporated into the MPharm structure of modules provide additional and valuable insights into modern, progressive and future-oriented pharmacy practice for students.</p> <p>The university is committed to ensuring equality of opportunity and fair access, with the relevant provisions and procedures in place at an institutional level. Students enter the pharmacy programme through a number of routes, including Central Admissions Office (CAO), as mature students, Disability Access Route to Education (DARE), the Higher Education Access Route (HEAR) and an allocation of international students. During the accreditation onsite visit, the accreditation team was interested to hear how RCSI is committed to widening participation and improving accessibility to the MPharm programme for under-represented groups of students. The team was informed that much of this granularity of information about access of specified student groups constitutes protected characteristics and the School is not party to it. The accreditation team recommends a more active engagement with widening access through non-traditional routes of entry.</p> <p>The School is planning to apply shortly for accreditation with the Athena Swan (Silver Level) award for its achievements in equality, diversity and inclusivity.</p> <p>The institution maintains secure integrated data systems for managing and monitoring student data, including intake, attrition and progress information. These are governed by RCSI-wide policies and protocols and are backed-up and stored accordingly, in line with current best practice. This ensures the SoPBS is able to provide the regulator, the Pharmaceutical Society of Ireland (PSI) with the required student data as part of its annual reporting obligations.</p> <p>The Head of School is cognisant of her obligation to report issues and changes which may have a material (or other) impact on the successful delivery of the MPharm programme. The SoPBS maintained Risk Register supports this. It is reviewed on an ongoing basis: key issues can be identified, reported and addressed in a timely and appropriate manner.</p> <p>As a result of the systems currently in place (data management and FtP log), the HoS is able to confirm to the PSI at the point of graduation each student's fitness to practise and that each graduate meets the competencies outlined in the PSI CCF.</p>
<b>Compliance with Standard:</b>	The accreditation team is satisfied that this standard has been met

<p><b>Commendations</b></p> <p><b>Recommendations</b></p> <p><b>Conditions</b></p>	<p>The accreditation team recommends;</p> <ul style="list-style-type: none"> <li>• development of a framework for widening access through non-traditional routes of entry</li> </ul>
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Standard 3: Resources	Accreditation Team's Commentary										
<p><b>3. 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</b></p> <p><b>3.1 Academic Staff</b>  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 RCSI MPharm programme modules are delivered by lectures, tutorials, seminars, workshops and laboratory supervision. Each module is overseen by a module coordinator and 75% of module coordinators are registered pharmacists. This ensures that current pharmacy practice remains central to the programme. In cases where a non-pharmacist is the module lead, support is received from a pharmacist as the module advisor or year lead.</p> <p>The majority of the programme teaching is undertaken by SoPBS staff, with additional support from staff drawn from other faculties within the College according to module needs. Staff external to the School contribute to the development of those modules in collaboration with School staff.</p> <p>The current staff complement within the Programme is as follows:</p> <table data-bbox="922 657 1350 890"> <thead> <tr> <th>Position</th><th># staff</th></tr> </thead> <tbody> <tr> <td>Professor</td><td>6</td></tr> <tr> <td>Assoc. Professor</td><td>8</td></tr> <tr> <td>Senior Lecturer</td><td>14</td></tr> <tr> <td>Lecturer</td><td>10</td></tr> </tbody> </table> <p>The School also maintains six Archer Scholars to provide additional discipline-specific teaching as required. Many of the SoPBS staff are registered pharmacists who continue to practice and the School's clinical partners provide teaching staff, ensuring that the School's teaching retains relevance in terms of current practice and awareness of emerging new technologies which are likely to impact future pharmacy practice.</p> <p>During the onsite accreditation visit, the accreditation team was interested to understand how the School ensures that staff members are able to balance teaching with research activities, as historically, RCSI has had a policy not to engage a workload allocation model. Since the merger of the former School of Pharmacy with the Department of Molecular and Cellular Therapeutics and plans to expand the new School's activities in a number of directions, the HoS confirmed that the School is now exploring a range of options to develop and implement a workload allocation model. This will be supported by the ongoing and well-established Professional Development Planning process with its associated competency frameworks. It is envisaged that the workload allocation modelling can be</p>	Position	# staff	Professor	6	Assoc. Professor	8	Senior Lecturer	14	Lecturer	10
Position	# staff										
Professor	6										
Assoc. Professor	8										
Senior Lecturer	14										
Lecturer	10										

<p>(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;</p> <p>(c) provide the academic direction for all teaching and learning support or assessment provided by individuals from outside the School;</p> <p>(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;</p> <p>(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;</p> <p>(f) be encouraged and supported to engage in scholarship and research which is disseminated nationally and internationally;</p> <p>(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 assessment. The</p>	<p>implemented by May 2020. The accreditation team will be interested to see the impact of its implementation in the future.</p> <p>The curriculum is planned, developed and implemented fully within the School, in consultation with the MPharm Programme Team. Each module is assigned a module coordinator drawn from School staff who is able to ensure that any teaching provided by staff outwith the School retains the appropriate level of pharmacy focus and patient-centredness.</p> <p>The core academic staff are complemented by a broad range of teaching staff outwith the School and drawn from an appropriate range of cognate disciplines, a considerable number of Teacher Practitioners, in addition to clinical staff and external experts based within the organisations with which the School has established links. Core staff contribute to the development of the MPharm programme and input into module and content design as part of the regular cycle of curriculum review. All content delivered on the MPharm is integrated into the programme overall and thus retains a pharmacy orientation; content delivered by staff outwith the School is developed in conjunction with the module coordinator, staff drawn from within the SoPBS, to ensure all 'service teaching' is appropriately pharmacy-focused. The School is supported by an appropriately sized and qualified administrative and technical team.</p> <p>Many SoPBS staff members hold postgraduate teaching qualifications; it is now a requirement in RCSI that all newly appointed academic members of staff complete a postgraduate Diploma in Health Professions Education within a specified time from commencement in RCSI. Completion of this diploma will become a requirement for promotion for all staff from 2022 onwards.</p> <p>There is a strong emphasis within the MPharm programme on research-led teaching. The School faculty are required to participate in scholarship and research which is supported within the School by the Deputy Head of School (Research) and the Research Committee and at an Institutional level by the Office of Research and Innovation (ORI) and Director of Research. To ensure that staff are at the forefront of innovations and research developments, all staff are encouraged to attend key international conferences within their expert areas annually, to enhance their network and research connections.</p> <p>Within the framework of the APPEL consortium, the School maintains two 0.5 FTE Practice Educator (PE) roles. The PE role liaises with Training Establishments (TE), provides students with guidance and support prior to, during and after their experiential learning placements in Years 2, 4 and 5, ensures that preceptors, senior preceptors and supervisors are appropriately trained and accredited, and also</p>
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<p>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>undertake appropriate levels of quality assurance (QA) in relation to the TEs. The School has a strategic plan to fund an additional pharmacy technician. Feedback from students in relation to their interactions with APPEL and the support afforded to them as they undertake their experiential learning places is wholly positive.</p>
<p><b>3.2 Practice Educators</b> 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>The APPEL consortium was established between the three HEIs in the State providing MPharm programmes with the explicit remit of managing the experiential learning placements and ensuring that tutors are appropriately qualified, registered, trained and accredited to do so. All experiential learning placements available to students within all three HEIs are sourced by APPEL, and tutor pharmacists, engaging with the students are trained and accredited by APPEL according to predefined criteria. Prior to the onsite visit, the accreditation team was provided with an APPEL report that details the levels and frequency of training required before a tutor pharmacist can undertake the supervisor/preceptor/senior preceptor role within a TE. Preceptors/senior preceptors supervising students undertaking their Year 4 and 5 experiential learning placements assess student behaviours against the CCF and as such constitute an integral element of the overall assessment of students as they progress towards graduation. APPEL has been able to source an extensive number of experiential learning placements in a full spread of geographic locations and practice settings, which assures the accreditation team that engagement with the profession continues to be undertaken productively and in an appropriate manner.</p>
<p><b>3.3 External Experts</b> The School should ensure that relevant input from external specialist lecturers is provided to enhance the students' contextual understanding of specific areas.</p>	<p>In addition to the teaching staff and APPEL-based staff, the SoPBS is supported by a 7.0 FTE member technical team and an administration team of seven, including a School dedicated Quality and Operations Manager role. The School has a strategic plan to fund an additional four teacher practitioners. As with the research and teaching staff, RCSI administrative and technical support staff have access to professional development opportunities which are promoted through a range of processes and functions available as part of the Staff Learning and Professional Development function of the Human Resources Department.</p>
<p><b>3.4 Support Staff</b> 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 responsibilities. Evidence of the impact of this programme should be demonstrated. 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</p>	<p>RCSI is a private university and therefore receives minimal funding from the State. The university operates a self-funding financial model and the organisation must generate sufficient resources to cover its current and capital funding requirements. The figures provided by the RCSI prior to the onsite accreditation visit suggest that financially the College is in a healthy position and it was clear to the accreditation team during the onsite visit that the School is a key business unit. Overseen by the HoS, a business planning process is undertaken at the start of each year. Priorities for the year are identified and the process ensures that the School has sufficient resources to function and also that the development of the School can continue in line with the School and College strategy.</p>

<p>sessions and projects and practice sessions and projects.</p> <p><b>3.5 Tutor pharmacists</b> 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><b>3.6 Infrastructure and Financial Resources</b></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 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</p>	<p>During the onsite accreditation visit, the team expressed some concerns in relation to how changes might impact the MPharm programme and also whether the physical space available within the School might present limitations to future plans for expansion. Discussions with the Dean of the Faculty of Medicine and Health Sciences confirmed the RCSI's commitment to supporting the SoPBS long-term. A range of expansion opportunities are being explored which will provide additional income streams. This gives further assurances for the accreditation team.</p> <p>In 2017, RCSI opened its state-of-the-art health education building, No.26 York Street, and MPharm students fully utilise the new library, sports complex, expanded study areas and simulation suite that have been made available to all students of RCSI. MPharm students also have increased access to teaching spaces in the recently refurbished Mercer Building, and 123 St Stephens Green has undergone remodelling to yield versatile tutorial rooms which facilitate more interactive teaching. During the onsite accreditation visit, the accreditation team were given a tour of the facilities and the team commend the simulation suite in particular with its state-of-the-art facilities and the commitment of the simulation suite staff to supporting the School in its plans.</p>
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<p>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>	
<b>Compliance with Standard:</b>	The accreditation team is satisfied that this standard has been met
<b>Commendations</b>  <b>Recommendations</b>  <b>Conditions</b>	<p>The accreditation team commends:</p> <ul style="list-style-type: none"> <li>• The state-of-the-art simulation suite and the commitment of the simulation suite staff to supporting the School in its plans</li> </ul>

Standard 4: Curriculum	Accreditation Team's Commentary
<p><b>4. The curriculum must be planned to deliver an integrated 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.</b></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 practice 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 professionalism should take place throughout the Professional Degree Programme.</p>	<p>During the onsite accreditation visit, the level of commitment of the staff, academic, technical and administrative, to provide a programme of a very high standard was apparent to the accreditation team. Much work has been undertaken over recent years to deliver what is an innovative and progressive MPharm programme.</p> <p>Documentation provided prior to the onsite accreditation visit outlines the curriculum structure, module learning outcomes, syllabus, assessment procedures and curriculum alignment to the CCF. The RCSI MPharm programme is a progressive and innovative course. It shows clear spirality with a substantial level of integration, both horizontally and vertically. Integrative approaches are firmly embedded in the School and the programme is student-oriented with patient safety and the principles of the Core Competency Framework (CCF) at its core.</p> <p>Case-based learning is embedded into the curriculum and a suite of integrated cases are utilized and applied to a range of the learning outcomes across modules. The cases were developed with input from a range of module coordinators to ensure their applicability and relevance to modules throughout the programme.</p> <p>Conceptualisations of professionalism are introduced from Year 1 and consolidated throughout the programme. Specific module components address ethics and professionalism and are woven throughout the programme. The underpinning of the programme in the CCF requires students from Year 1 to engage with the skills, knowledge and behaviours of the professional practitioner and to reflect throughout on their own learning needs to ensure these are sufficiently acquired. These professional attributes are further consolidated and contextualised during the experiential learning placements. In addition to modules which address aspects of the professional and professionalism.</p> <p>Clinical knowledge is delivered through a themes approach, which allows for an ongoing and increasingly complex spirality as students progress through the programme. The organisational themes are presented either as blocks of learning or longitudinal threads. The physiological systems were chosen as the main integrative blocks for the curriculum, informed by research and field visits. The systems-based approach is also used by other Schools within RCSI, facilitating the development of IPL opportunities as informed by the Faculty's IPL strategy.</p> <p>There is a range of IPL activities incorporated into the programme and the School is making judicious use of its close relations with other Faculty schools to further enhance the multi- and interdisciplinarity aspects of the MPharm. IPL activities are introduced from the outset in Year 1. The</p>

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.	RCSI Quality Enhancement Office (QEO) quality assurance process ensures that all IPL activities are purposeful and benefit all participating students. During the onsite accreditation visit, the accreditation term noted the positive feedback amongst students in relation to the IPL opportunities.
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.	<p>Foundation material, which needs to be taught in advance of the systems, is integrated within the themes of the pharmacist, health and medicines. Further integration is provided in the foundation material through core drugs specifically chosen with regard to complexity and context.</p> <p>Modules throughout introduce and develop aspects of pharmacy across the full spectrum of practice, embracing all practice settings and are designed to equip students with the knowledge and skills to enter practice across the range, including role-emerging and research.</p>
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, pharmaceutical care and the interprofessional nature of health and social care services.	<p>Professionalism is emphasized throughout the programme and students are obliged to sign the Joint Schools Code of Conduct and the APPEL Student Placement Agreement which underscore the importance of professional behaviour. Prior to the statutory experiential learning placements in Years 4 and 5, preparatory workshops highlight professionalism and also how a lack of professionalism might manifest.</p> <p>The taught components of the programme are interspersed with a range of experiential learning placements and patient encounters which reinforce and enhance the content taught formally within the SoPBS. Introductory placements begin in Year 1; these placements in Year 1 include visits to community, hospital and industry practice and expand in scope and duration. In Year 2 a longitudinal community pharmacy placement allows students to interact with the same trainer and patients in the same community practice over the course of 12 weeks. In keeping with much of the programme's curriculum design, this longitudinal approach is informed by educational research, which also shapes the structure, organization and timing of the programme content as a whole.</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	<p>These placements in Years 1 and 2 lead towards the longer statutory experiential learning placements of Years 4 and 5 (four and eight months duration respectively). Patient-facing and patient-encounter experiences within academic contexts are also features of the programme and ensure that students are able to locate their learning outcomes within contemporary practice contexts in which the patient is the centre. The SoPBS continues to develop links with patient advocate groups for the purposes of guest lectures, workshops and events which address specific themes of direct relevance to pharmacy practice. The School's aspiration to expand the spectrum of patient encounters and experiential learning placements will enrich the programme further. The accreditation team looks forward to seeing the outcome of the expansion of the placements in due course.</p>

	should also be encouraged to participate and be assisted in participating in the education of others.	The content of each module on the programme is overseen by a designated module lead, supported by a module advisor. There are clear procedures in place for this process: student feedback, external examiner reports and assessment outcomes are integral to module review and refinement. The Programme Team Committee comprises staff members from across all disciplines and one of its responsibilities is to respond to the evolution in pharmacy policy and practice by maintaining a curriculum that is up to date and reflects contemporary practice.
4.7	The Curriculum should be guided by, but not limited to; the indicative syllabus shown in Appendix B of this document <sup>2</sup> and it should take account of, and be responsive to, developments in pharmaceutical science and services and in pharmacy practice.	Much of the SoPBS module content is research-led. Many of the SoPBS staff are active researchers and students are therefore exposed the latest developments in pharmacy and in cutting edge pharmacy research. During the onsite accreditation visit, the accreditation team noted the extensive range of research opportunities which are available to students, which includes the RCSI Summer Research School and opportunities to participate in staff-led research projects. The students appear to welcome these and engage very enthusiastically with the research opportunities available.
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 degree programme on the National Framework of Qualifications.	In order to ensure students are exposed to, and become familiar with, the full range of pharmacy practice contexts, experiential learning placements are undertaken throughout the programme. Those undertaken in Years 2, 4 and 5 are sourced and managed by the APPEL consortium, in partnership with RCSI. All experiential learning placements in all years are appropriate to students' knowledge and experience and are reinforced through the use of reflective assignments which explicitly draw on and reference the tenets of the CCF as a means of inculcating and applying the knowledge, skills and attributes addressed in the curriculum.
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	The APPEL administered experiential learning placements are subject to a rigorous quality assurance mechanism developed by APPEL in conjunction with the consortium partners; supervisor/preceptor/senior preceptor training and accreditation cycles and extensive support frameworks for both supervisors/preceptors/senior preceptors and students ensure that experiential learning placements meet the required structure, quality and other requirements of PSI policy.

<sup>2</sup> 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.



Standard 5: Teaching and Learning Strategy	Accreditation Team's Commentary
<p><b>5. 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.</b></p> <p>5.1 The Teaching and Learning Strategy must:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>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 teaching</li> </ul>	<p>The RCSI Teaching and Learning Strategy has been developed to deliver the curriculum in such a way that, on successful completion of the programme, all students have demonstrated attainment of the specified learning outcomes, which have been mapped to the CCF throughout.</p> <p>Prior to the onsite accreditation visit, the SoPBS provided the accreditation team with its Teaching and Learning Strategy document which outlines the approach taken to deliver the curriculum.</p> <p>The Teaching and Learning Strategy is aligned to the College's strategic aim of 'Delivering a Transformative Learning Experience'. The underpinning themes will produce graduates that meet all aspects of the CCF and who have the required scientific and clinical knowledge, professional competence, commitment to continuing professional development and are prepared to meet the challenges arising from the various practice roles as pharmacists.</p> <p>The curriculum has been designed to map to all elements of the CCF and the associated teaching and learning approaches guide students towards achieving these competencies. Students are assessed against these competencies as they participate in experiential learning placements in Year 4 and Year 5 of the programme.</p> <p>The Teaching and Learning Strategy puts emphasis on strategies that facilitate learning of underpinning science, practice and independent learning skills. The design process of the programme was participatory, utilizing the Change Laboratory methodology.</p> <p>The curriculum is primarily integrated around a physiological systems model, delivered by multidisciplinary teams. These systems-based modules have input from four thematic disciplines namely life sciences, pharmaceuticals, pharmaceutical chemistry and pharmacy practice. In Year 1, four foundation modules provide students with the fundamental scientific and practice skills required to progress to organ systems. These modules are integrated using case studies and stage appropriate drug/formulation examples, to ensure that science and practice are integrated from the outset.</p> <p>The multi-disciplinary approach is maintained through the later stages of the programme. Modules integrate within more complex themes such as decision making and complex care, and students draw on their developed knowledge from all previous systems modules. An appropriate balance of theory and practice is considered a priority and both are integrated as theory is contextualized in practice, in keeping with the pedagogical framework that underpins the strategy. Prior to the onsite accreditation visit, the SoPBS provided the accreditation team with the MPharm Curriculum, which details all</p>



<p>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 the social and behavioural science content of the Professional Degree Programme;</p>	<p>modules and the learning outcomes, content covered and objectives of each for Years 1 to 5 of the programme. Reinforced by the meetings during the onsite visit, it is clear to the accreditation team that the programme at RCSI balances theory and practice, and is carefully structured to allow for an integrated programme. The spiral nature of the curriculum is tangible from the outset as modules are structured according to the overarching programme themes and which become increasingly integrated as teachers contribute with multi- and interdisciplinary approaches.</p> <p>In addition to classroom-based learning sessions, the curriculum integrates a progressive schedule of practice-based learning activities, starting with supervised patient contact-sessions in Year 1. These continue through the programme, progressing to longitudinal placements in Year 2, bedside teaching via hospital rotations in Year 3 and then the more comprehensive onsite experiential learning placements in the last two years of training. During all experiential learning placements, students work under the supervision of a tutor pharmacist and gain exposure to patient care experiences in an appropriate manner.</p> <p>These experiential learning opportunities are complemented by guest lectures, workshops and seminars conducted by invited speakers drawn from across the profession and patient groups to provide insight into contemporary pharmacy practice. The input from the profession is seamlessly integrated into the programme modules and contributes significantly to students' knowledge of modern (and future) pharmacy practice.</p> <p>Through the use of lectures, workshops, group discussions, practicals and the regular use of the simulation suite, students become familiar with suitable approaches for maintaining a patient-focused and ethical practice in line with the Pharmacists Code of Conduct. The patient-focus of the programme is enhanced further by means of several patient encounters throughout each year.</p> <p>Additionally, because pharmacists are integral members of the healthcare team, the RCSI programme incorporates IPL opportunities to support students in their learning about, with and from other healthcare students in the Faculty. Workshops and seminars take place from Year 1 and they develop students' understanding of the pharmacist role in the wider healthcare team. RCSI is highly committed to enhancing its IPL opportunities through the leveraging of its close relations with other schools in the wider institution and the implementation of its recently developed IPL strategy.</p> <p>Some of the IPL opportunities are conducted in problem-based learning settings. Here not only do students engage with members of the wider healthcare team, but they also develop approaches to problem-solving, decision-making and leadership-skills in an environment which emphasizes evidence-based practice.</p>
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<ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>k) ensure that the students recognise the importance of working as part of a multidisciplinary team.</li> </ul>	<p>Preparing students for future professional practice and CPD requires coaching and direction to take responsibility for their own learning. This is recognised through a structured reduction in direct contact with students over each year of study and an increase in the use of learning approaches that require the students to take increasing control of their own learning. Modules throughout the programme require students to focus on their own learning needs through reflective practice.</p> <p>All modules and all module content on the MPharm maintain a pharmacy focus. During the onsite accreditation visit, discussions with members of the teaching staff highlighted how members of staff from outside the School are supported by module leaders in the development of course content so that the appropriate level of pharmacy focus is maintained. Many members of the SoPBS staff are registered pharmacists and the school maintains teacher practitioner roles to ensure that content maintains a correct and contemporary pharmacy orientation.</p> <p>Pharmacy Law, ethics, professionalism and pharmacy practice are taught within the SoPBS primarily by members of staff who have a wide experience of practice or continue to practise away from their teaching commitments. Teacher practitioners are prominent in the SoPBS and have a wide experience of pharmacy practice in all contemporary practice contexts. Additionally, guest speakers from across the profession deliver lectures and workshops on their own fields of expertise to ensure that students are exposed to suitable aspects of modern practice experience.</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 learning in modules/course units in that area take place in a pharmacy context.</p>	<p>Students are bound by a RCSI-specific Code of Conduct, which is consistent with that of the profession's regulator, the PSI. During the APPEL administered experiential learning placements on Years 2, 4 and 5, students are obliged to sign the APPEL Student Placement Agreement which reinforces professionalism, and professional behaviour and dress. In the event of transgressions or issues emerging, defined RCSI Fitness to Study guidelines and Codes of Conduct enable such issues to be investigated and the appropriate action to be taken, including remediation as appropriate.</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>	

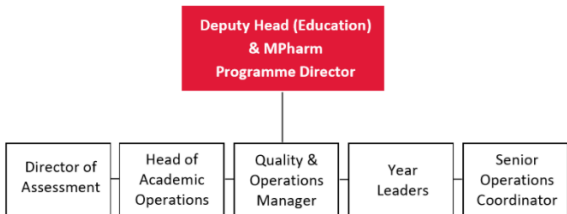
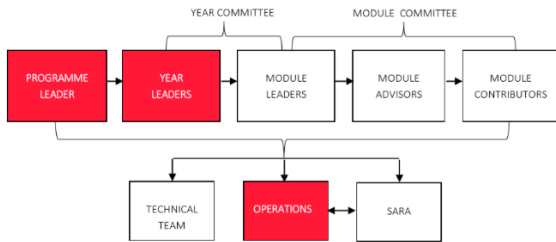
5.4	The Teaching and Learning Strategy must develop a culture of professionalism in which all teaching staff can lead by example, collegiality, civility and respect among students and staff and this must be underpinned by a clear and realistic student code of conduct that is explained, communicated and 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).	
<b>Compliance with Standard:</b>		The accreditation team is satisfied that this standard has been met.
<b>Commendations Recommendations Conditions</b>		

Standard 6: Assessment Strategy	Accreditation Team's Commentary
<p><b>6. 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.</b></p> <p>6.1 The Assessment Strategy must:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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;</li> <li>(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;</li> </ul>	<p>Supporting the Teaching and Learning Strategy, the School's Assessment Strategy has been designed to evaluate the students and to provide feedback on the teaching and learning elements, ultimately ensuring that all graduates demonstrate the competencies set out in the CCF. The RCSI Assessment Strategy aligns with the Teaching and Learning Strategy.</p> <p>Assessments take place throughout all semesters of the programme with summative assessments taking place at the end of semesters. The type and balance of assessment varies with each module but it is designed to ensure a consistent obligation on the student. The type and balance of continuous assessment throughout the MPharm programme is carefully considered to ensure that the student was not overburdened and that any new continuous assessment adds value. Each year contains a non-credit bearing Professional Development module assessed on a Pass/Fail basis. These modules are distinct from credit-bearing portfolio elements within individual placement modules. There are progression OSCEs at the end of Year 2 and Year 3. The stations of these integrative OSCEs map to the modules across the given year, and they need to be passed independently from the modules for progression to the next year.</p> <p>The strategy has been planned, designed and implemented to include a wide range of methods which include multiple choice quizzes, written and dispensing exams, group and individual presentations, research projects and objective structured clinical examinations (OSCEs) and role-plays. This breadth and range of assessment methods enables students to be assessed across the full spectrum of CCF behaviours and competencies on numerous occasions. Modules' learning outcomes are mapped to the competencies and behaviours outlined in the CCF. Therefore, through the assessment of the learning outcomes of individual modules, the attainment of competencies is assessed.</p> <p>The course modules are designed by the MPharm Programme Team which exercises oversight over the content, delivery methods and modes of assessment of each programme module. Appropriate assessment procedures have been developed in response to the learning outcomes of each module. The assessment strategy is reviewed on an annual basis. A review of assessment by the MPharm team, incorporating student feedback, in 2017/18 resulted in the introduction of continuous assessment for all modules in Year 2 and Year 3 of the programme. During the onsite accreditation visit, the accreditation team was interested to hear about plans for a review of the entire programme, including assessment. In line with institutional policy, the SoPBS will be undertaking a programmatic review of the MPharm following the completion of the first complete cycle of the programme. This programmatic review, scheduled to be undertaken following the completion of Year 5 in 2020 will also</p>

<p>(d) provide clear guidance to students relating to assessment of stated professional and learning outcomes, with objective reporting on assessments;</p> <p>(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;</p> <p>(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;</p> <p>(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;</p> <p>(h) develop students as self-directed learners underpinned, where possible, by participation in peer review and assessment;</p> <p>(i) include a formal examination of pharmacy law towards the end of the Professional Degree Programme;</p>	<p>take account of developments in other programmes in the College and draw on best practice where appropriate.</p> <p>All modules, including those with an IPL component are assessed. The assessments retain an appropriate level of pharmacy focus and IPL activities are assessed with methods consistent with the School assessment strategy. In Years 4 and 5, the CCF competency attainment during the experiential learning placements are assessed by preceptors/senior preceptors and following the completion of Year 5, a terminal OSCE-based examination will be used to assess competencies in the form of the Professional registration examination (PRE). This builds on the extensive use of OSCE exams to assess students which are initiated in Year 2 and continue throughout the programme. As OSCEs are encountered as a mode of assessment from Year 2, by the time students encounter the final OSCE in Year 5, they are familiar with this assessment format.</p> <p>All assessments have been developed and implemented in-line with the SoPBS institutional protocols. This ensures that all assessments meet the relevant criteria and thus, preserves the integrity of the assessment strategy throughout. Marking criteria are clearly defined and transparent, and are published in a section of the RCSI virtual learning environment (VLE) dedicated to assessment. Sections include examination calendars, samples of past papers and/or sample questions, Marks and Standards, student examination briefing, examination and assessment regulations, appeal regulations and an online tool through which students can request examinations transcripts. In addition, all modules contain module-level learning outcomes mapping them to the programme learning outcomes.</p> <p>To support the assessments undertaken during Years 4 and 5, during which students undertake APPEL experiential learning placements, rubrics have been developed and implemented. These are shared across the three consortium partners (UCC, Trinity College Dublin (TCD) and the Royal College of Surgeons in Ireland (RCSI). Not only do the rubrics support the students' understanding of the criteria against which they are to be assessed, but it also ensures that the criteria are standardized across all consortium partners, even though oversight and responsibility for the marks and standards remain the domain of each individual HEI.</p> <p>Patient safety is judged by the accreditation team to be safeguarded through a rigorous assessment regime. However, the accreditation team sought further clarification during the onsite accreditation visit in relation to the OSCE-based assessments and the issue of 'red-flag' fails. The SoPBS does not employ 'red-flags'. However following clarification, it became clear that students would not be able to successfully pass the relevant module should an error that would endanger patient safety be made</p>
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<p>(j) address pharmaceutical calculations in all years of the Professional Degree Programme;</p> <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>during these specific assessments. Errors which would endanger patient safety are taken extremely seriously, and might result in the incident being logged on the FtP log for further consideration in the framework of a FtP process. During the onsite accreditation visit, the HoS confirmed that any student whose performance during the final OSCE raised concerns about the safety of their practice would not be confirmed as eligible to apply to register with the PSI, until their practice had been fully and holistically reviewed and any FtP concerns thoroughly and carefully considered.</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>As RCSI moves towards completion of Year 5 of the integrated MPharm programme for the first time, preparations are underway for the implementation of the final summative assessment, the PRE. The accreditation team, during the onsite visit, was interested to learn of the process by which the PRE has been developed in conjunction with the APPEL consortium partners, to take the form of a 15-stage OSCE. The accreditation was particularly interested to note the approach taken by RCSI to safeguard patient safety within this examination framework.</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>RCSI has considerable experience of developing OSCEs. Training for staff has already been undertaken and the stations are currently being developed and blue-printed using a defined process, with support and input from the other APPEL consortium partners. The assessments will be reviewed by the PRE assessment lead. A mock PRE OSCE will be undertaken in June 2020, with the PRE in the framework of the MPharm programme scheduled for September 2020.</p> <p>All assessments are subject to National University of Ireland (NUI) regulations around external moderation. External examiners are selected in line with institutional protocols. Their reports are considered by the module committee, MPharm Programme Team and the RCSI Academic Council, a process which contributes to the ongoing review and consideration of the assessment strategy. The process of standardizing the consideration of external examiner reports is ongoing. During the onsite accreditation visit, the SoPBS outlined to the accreditation team how exams boards have been implemented which will allow the consideration of external examiner reports and responses to them issued as a matter of standard process. This has not been undertaken in the past, but as part of the new SoPBS, it is viewed as an integral aspect of the School's ongoing quality improvement processes.</p> <p>Feedback following assessment is provided to students in accordance with RCSI requirements – the VLE allows students to request examination transcripts via an online tool which then allows further consideration and reflection around assessment performance. However, during the onsite accreditation visit, in discussions with MPharm students, it became apparent that approaches to providing feedback can be inconsistent, on occasion. Feedback following assessment appears to be provided at a more general level.</p>

	The appeals process available to each SoPBS student should they wish to challenge marks awarded is clear and made available to all students online. The process is consistent with RCSI institutional protocols and appeals are considered at institutional level.
<b>Compliance with Standard:</b>	The accreditation team is satisfied that this standard has been met
<b>Commendations Recommendations Conditions</b>	

Standard 7: Quality Assurance and Enhancement	Accreditation Team's Commentary
<p><b>7. 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.</b></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 responsibility for the design, implementation and review of the programme.</p>	<p>The quality assurance mechanisms in place within the School and institution are clearly defined and will continue to assure the high quality of the MPharm programme.</p> <p>Mechanisms are in place at School, Faculty and also University level. There is a clear and well-defined governance structure within the SoPBS, newly implemented followed the recent merger in July 2019. Roles and responsibilities are transparent and this clarity of structure ensures that the relevant quality assurance mechanisms function transparently and well.</p> <p>The governance structure of the MPharm is shown below:</p>  <pre> graph TD     A[Deputy Head (Education) &amp; MPharm Programme Director] --&gt; B[Director of Assessment]     A --&gt; C[Head of Academic Operations]     A --&gt; D[Quality &amp; Operations Manager]     A --&gt; E[Year Leaders]     A --&gt; F[Senior Operations Coordinator]   </pre> <p>The management of the MPharm programme is as follows:</p>  <pre> graph TD     PL[PROGRAMME LEADER] --&gt; YL[YEAR LEADERS]     PL --&gt; ML[MODULE LEADERS]     PL --&gt; MA[MODULE ADVISORS]     PL --&gt; MC[MODULE CONTRIBUTORS]     YL --&gt; YC[YEAR COMMITTEE]     ML --&gt; MC[MODULE COMMITTEE]     MA --&gt; MC     MC --&gt; MC     PL --&gt; TT[TECHNICAL TEAM]     PL --&gt; OP[OPERATIONS]     PL --&gt; SARA[SARA]   </pre> <p>The overall function of the Programme Leader is to ensure that pharmacy students receive the best possible education and training, by ensuring that the programme meets, or exceeds, the expectations of professional accrediting bodies. The Programme Leader works with the Year Leaders, Module Leaders, Module Advisor, Module Contributors and the Operations and SARA teams to achieve these objectives. There are committees which are concerned with any matters relating to the delivery of the years and modules as appropriate.</p>



<p>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.</p> <p>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.</p> <p>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 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</p>	<p>The School assesses the fulfilment of the educational philosophy of the programme by means of a range of mechanisms including:</p> <ul style="list-style-type: none"> <li>• student feedback (directly to staff),</li> <li>• student evaluations forms,</li> <li>• preceptor evaluation forms</li> <li>• external examiner reports, and</li> <li>• consideration of students' examination grades.</li> </ul> <p>Proactive quality assurance processes within the College are coordinated by the Quality Enhancement Office (QEO). Three types of quality review are employed within the college:</p> <ul style="list-style-type: none"> <li>• statutory Institutional Reviews of the College conducted periodically by independent international teams convened by Quality and Qualifications of Ireland (QQI)</li> <li>• internal 'rolling' reviews of Schools and non-academic (service) units within the College</li> <li>• programmatic reviews undertaken by the A&amp;QC of all programmes leading to the award of degrees.</li> </ul> <p>In line with RCSI quality protocols, the MPharm programme will undergo its programmatic review at the end of its first full cycle, namely following this year's completion of Year 5 in 2020. A Programme Review is a specialised exercise, which focuses on the quality assurance arrangements for existing programmes. The reviews are carried out using specific indicators benchmarked to international best practice. The Report on the Programme Review makes judgments about whether the programme meets minimum standards as well as recommending improvements.</p> <p>During the onsite accreditation review, the accreditation team was interested to discuss with the SoPBS staff involved in quality assurance and reviews possible outcomes of forthcoming programmatic reviews. The SoPBS are aware that there is a potential for major changes to the programme to be required. Should this be the case, there is the requirement for the school to inform the PSI of such major changes.</p> <p>Staff, students and Trainers all contribute to quality assurance and enhancement processes at RCSI. The QEO office is responsible for collecting quality-related institutional data. Following any quality reviews all quality improvement actions are collated into a master quality improvement plan (QIP) for the programme and is scheduled for implementation in the following academic year. The QIP is also shared with the students via publication on the VLE. Implementation of the QIP is monitored by the MPharm Team at a School level and by the QEO at an institutional level.</p>
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<p>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>The School maintains and monitors a range of KPIs. In documentation submitted by the School for the purposes of this current accreditation review, it was apparent that the School is performing well against its KPIs.</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"> <li>a) the process to select, assess, accredit and appoint tutors and training establishments;</li> <li>b) tutor development and support structures;</li> <li>c) appropriateness of training establishments;</li> <li>d) organisational support for the tutoring process; and</li> <li>e) the allocation of students to training establishments.</li> </ul> <p>There must be appropriate support for students including processes to monitor, review and take necessary corrective action.</p> <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>These are supported and enhanced by KPIs within the APPEL function, which have been specifically developed to assure the quality overall of the experiential learning placements undertaken by students in Years 2, 4 and 5, including the overall appropriateness of the training establishments (TEs). During the onsite accreditation visit, it was clear that the APPEL function is working well and engages productively, proactively and with a high level of collegiality with the SoPBS staff. It has sourced a number of experiential learning placements which exceeds minimum requirements and is engaging strategically with the profession to ensure the placements available are sustainable and appropriate. One aspect of interest to the accreditation team during the onsite accreditation visit was the relatively small number of experiential learning placements available in hospital pharmacies for the Years 4 and 5 placements; 15 hospital-based placements were available this year for students in Year 5 and 16 were available to students in Year 4. The APPEL team explained that efforts are being made to expand the number of hospital placements available and avenues to secure a greater number are being explored.</p> <p>The APPEL function is a shared resource, established by a consortium of the three SoPs in Ireland. Each HEI has designated Practice Educators whose roles are to support the students prior, during and following experiential learning placements, to support the relevant tutors, oversee the quality assurance mechanisms in place and ensure that all relevant procedures are adhered to accordingly. Part of the student/tutor support mechanism requires visits to be made to training establishments, ensuring visibility of the APPEL support. The regime of TE visits and telephonic contact has been extended considerably since the previous PSI onsite compliance visit in 2019.</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>	<p>Student attainment and progression is assessed by the SoPBS assessment strategy explicated above under Standard 6. This includes a formal assessment of student proficiency against the CCF competencies by preceptors during the experiential learning placements in Years 4 and 5.</p> <p>External examiners are appointed by the National University of Ireland (NUI) in accordance with the RCSI protocol which was provided to the accreditation team prior to the onsite accreditation visit. The term of appointment is normally for three years and their role is clearly laid out. As discussed above under Standard 6, external examiners' reports are considered by the module committee, MPharm Programme Team and the RCSI Academic Council, a process which contributes to the ongoing review of the assessment strategy and also enhances quality assurance measures. The process of</p>

	<p>standardizing the consideration of external examiner reports is ongoing. During the onsite accreditation visit, the SoPBS outlined to the accreditation team how exams boards have been implemented which will allow the consideration of external examiner reports and responses to them issued as a matter of standard process. This is a recent implementation following several issues encountered around actioning external examiner recommendations and reports. The accreditation team welcomes this engagement and recommends that the process of being accountable to and responding to external examiner reports to close the feedback loop is enhanced as an integral aspect of the School's ongoing quality improvement processes.</p> <p>In relation to the assessments which are utilized for the modules co-delivered in Year 5, an external examiner has been jointly nominated and appointed in all three HEI which form the APPEL consortium. Their report will be considered separately by each institution according to the protocols of each HEI.</p> <p>FtS protocols are clear and ensure that all students awarded the MPharm degree have attained the required standards for eligibility to apply for registration to practise in the State.</p> <p>Professional behaviour among staff is promoted and fostered through a range of processes and functions available as part of the Staff Learning and Professional Development function within the Human Resources Department. There are three strands to Staff Learning and Professional Development function:</p> <ul style="list-style-type: none"> <li>• Professional Development Planning: A formal PDP system which has three stages. Objective setting takes place at the start of the year, followed by a mid-year review and an end of year review. Objectives are closely linked to the overall goals of the School as specified in the Quality Improvement Plan and annual Implementation Plan.</li> <li>• Learning and Development Strategy which provides a comprehensive curriculum for professional development and includes support for further study, provision of organised training courses and customised training and skills development, and</li> <li>• Academic Promotions: The promotion system is designed to recognise and reward high quality performance and an ongoing commitment to professional development</li> </ul> <p>During the onsite accreditation visit, the HoS indicated to the accreditation team that 100% of School staff are fully engaged with and committed to the PDP process.</p>
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<b>Compliance with Standard:</b>	The accreditation team is satisfied that this standard has been met
<b>Commendations</b>  <b>Recommendations</b>   <b>Conditions</b>	The accreditation team recommends: <ul style="list-style-type: none"> <li>• enhance the process of being accountable to and responding to external examiner reports to close the feedback loop</li> </ul>

Standard 8: Students	Accreditation Team's Commentary
<p><b>8. 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.</b></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"> <li>(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;</li> <li>(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;</li> <li>(c) be open, fair, not impose unreasonable requirements on applicants and incorporate a fair and just complaints and appeals process;</li> </ul>	<p>RCSI has clear published policies around admission to and progression through the MPharm programme. They are accessible online through the School's website and also the VLE in relation to progression.</p> <p>Entry routes are non-discriminatory on the basis of gender, marital status, family status, age, race, religion, disability, sexual orientation, membership of the Traveller Community. Entry requirements are clearly stated and requirements for progression and successful completion of the MPharm programme are published in the School Curriculum Document.</p> <p>The SoPBS accepts students onto the MPharm via a range of entry routes:</p> <ul style="list-style-type: none"> <li>• CAO (competitive, points-based)</li> <li>• DARE (students with a registered disability)</li> <li>• HEAR (students from disadvantaged backgrounds)</li> <li>• International entry</li> </ul> <p>Each entry route is supported by an attendant appeals policy and process.</p> <p>The number of students entering the programme via the HEAR and DARE routes are predefined by RCSI and are provided with additional support prior to the programme's start. School staff members are not made aware of a particular student's entry route onto the programme, thus safeguarding fairness and equality whilst students are registered at RCSI.</p> <p>The School recognizes prior learning (RPL) in the State. The RCSI regulations for the Recognition of Prior Learning (Appendix D9 Recognition of Prior Learning (RPL)) provide a process and framework for validating a value on prior learning for the purpose of admission, exemption, advanced entry or transfer between programmes. This framework may be used to gain exemptions from course modules which duplicate the learning outcomes an individual has already demonstrably acquired through prior learning or to facilitate transfer between programmes into an advanced year, where normal entry would duplicate the learning outcomes already achieved. During the onsite accreditation visit, the accreditation team welcomed that the SoPBS plans a review of the RPL framework in the context of the MPharm programme, to ensure that the recognition of any prior learning does not threaten the integrity of the programme.</p> <p>During the onsite accreditation visit, the accreditation team was interested to understand from the School how it is addressing widening participation and accessibility on to the MPharm programme for</p>

<p>(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> <p>8.2 Student Support and Guidance</p> <p>Appropriate and timely support mechanisms must be in place for students on the Professional Degree Programme including:</p> <p>(a) processes to identify and, where appropriate, provide additional educational, cultural and professional support needs as appropriate;</p> <p>(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;</p> <p>(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);</p> <p>(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;</p>	<p>under-represented groups of students. The Kiran Pathak Pharmacy Scholarship (KPPS) and the Traveller Community Access Programme (TCAP) Scholarship offer reduced points access to RCSI programmes and financial support, demonstrating the institution's commitment to widening access and the creation of a socially inclusive learning environment that supports diversity of access.</p> <p>Prior to the start of the programme, students must complete a Garda Vetting and also comply with the immunization policy of the institution. Both policies and accompanying guidance for completing the Garda Vetting process are published on the RCSI website.</p> <p>Whilst registered on the MPharm programme, students are able to avail themselves of numerous support mechanisms and networks. The accreditation team was aware of the support-oriented environment and the high level of care afforded to student welfare within the School and through the university as an institution. On registration onto the MPharm programme, each student is assigned a Personal Tutor from amongst the School staff. Students meet with their personal tutors at least once a semester and the tutors are thus able to ensure that any issues, academic or personal can be addressed appropriately by providing points of entry to additional support services as required.</p> <p>The student support service, CoMPPAS, has been designed to be a 'student hub' centralising and integrating student support in order to facilitate enhanced awareness and access by students to personalised 'connected' evidence-based services and development opportunities. Amongst the support services provided are counselling, psychiatric interventions and social worker support which can be leveraged as appropriate. CoMPPAS is a multidisciplinary team of specialists working collaboratively to facilitate and empower students to achieve their personal, academic and professional goals. In this capacity, CoMPPAS also feeds into the professional development modules of the MPharm programme. The pastoral support afforded to students is holistic in nature and the accreditation team commends the School's commitment to its duty of care of students away from academic support.</p> <p>As highlighted above in relation to student feedback, the accreditation team was interested to understand student perspectives during the onsite accreditation visits. In discussions with a range of MPharm students, it became clear that whilst feedback in relation to general trends is regularly provided, some students felt that personalized, individual feedback approaches could be improved. On this basis, whilst acknowledging that it is not always feasible to provide all students with personalized feedback in relation to all modules and their assessments, it is recommended that the SoPBS explores a methodology to ensure coherence and consistency of feedback to students and to appropriately manage student expectations in relation to feedback on assessments.</p>
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<p>(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, 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</p>	<p>RCSI appears to take its duty of care very seriously and it is committed to ensuring all students have opportunities to engage in suitable activities, both curricular and extra-curricular.</p> <p>The sense of community extends beyond the School staff. APPEL-based PE's are also integral to providing support for students; as highlighted above in Standard 7, students are contacted as a matter of course during their experiential learning placements during Years 4 and 5, many are visited, whether or not issues have been raised and the PE's are instrumental in ensuring that the student placement process runs smoothly and that the majority of students are accommodated in experiential learning placements according to their (the students) preferences of practice setting. Students are well-informed about the process of making their selections due to information guidance sessions prior to the process beginning.</p> <p>Students are made aware of the relevant student complaints procedure.</p> <p>Student feedback in relation to the programme is important and every module is evaluated through the QEO administered surveys.</p> <p>The School seeks to support students in obtaining summer placement work of value to their future professional lives. The School has developed several clinical partnerships which offer clinical placements for MPharm students and the 8-week Boots summer placement programme offers valuable insights into pharmacy practice in an international pharmacy chain.</p> <p>RCSI recognises that students might experience financial problems for a number of reasons and the Student Assistance Fund and Student Hardship Fund provide financial support.</p> <p>The RCSI has adopted a highly student-centred approach – students with whom the accreditation team discussed during the onsite accreditation visit were very clear that staff are highly accessible and approachable and that students very much feel part of a community.</p>
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<p>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> <p>(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.</p>	
<b>Compliance with Standard:</b>	The accreditation team is satisfied that this standard has been met
<b>Commendations</b>  <b>Recommendations</b>  <b>Conditions</b>	<p>The accreditation team commends:</p> <ul style="list-style-type: none"> <li>• The SoPBS's commitment to providing extensive pastoral support for students</li> </ul> <p>The accreditation team recommends:</p> <ul style="list-style-type: none"> <li>• SoPBS explores a methodology to ensure coherence and consistency of feedback to students and to appropriately manage student expectations in relation to feedback on assessments.</li> </ul>

Signed:



(Chairperson)

Date 4<sup>th</sup> June 2020



# Appendices

## Appendix 1

Documentation provided by Royal College of Surgeons in Ireland, School of Pharmacy and Biomolecular Sciences in support of the Self-Assessment Report, submitted for the purposes of PSI accreditation of the five-year fully integrated Master of Pharmacy degree

A APPEL Report for RCSI

B Faculty of Medicine and Health Sciences Annual Report 2017-2018

C1 Conference Participation Fund Regulations

C2 PDP Development Planning

C3 Personal Learning and Teaching Development 2019

C4 Promotion Criteria – Assoc. Professor 2019

C5 Promotion Criteria – Professor 2019

C6 Promotion Criteria – Senior Lecturer 2019

C7 RCSI Disciplinary Procedure (Staff)

C8 RCSI Policy and Guidelines for Academic Promotion 2019-2020

C9 RCSI Recruitment and Selection Policy

C10 Sabbatical Leave Policy

C11 Staff Learning and Development Policy

C12.1 PDP Form – Academic

C12.2 PDP Form – General

C12.3 PDP Form – Manager

C12.4 PDP Form – Research

D1 Data Protection Policy

D2 Disability Policy

D3 EU Prospectus 2020

D4 Fitness to Practise Information

D5 Code of Conduct 2019-2020

D6 Non-EU Prospectus 2020

D7 Policy and Procedure for Admitting Students Under 18 Years of Age

D8 Policy on Late Arriving Students

D9 Recognition of Prior Learning (RPL)  
D10 RSA Undergraduate Student Agreement 2019-2020  
D11 Statement on Confidentiality and Declaration of Interest Pertaining to Admission  
D12 Statement on Disclosure of Criminal Information  
D13 Statement on Feedback Pertaining to Admission  
D14 Statement on Fraud Pertaining to Admission  
D15 Statement on Infectious Diseases and General Health Procedures  
D16 Undergraduate Admissions Complaints and Appeals Process  
D17 Undergraduate Admissions Policy  
D18 Undergraduate Schools Transfer Request

E1 Exceptional Circumstances Policy Postgraduate Scholars  
E2 Exceptional Circumstances Policy Undergraduate Students  
E3 MPharm Assessment Strategy 2019-2020  
E4 MPharm Marks Standards 2019-2020  
E5 MPharm Pharmaceutical Calculations Map 2019-2020

E6 Sample Assessment Papers

E6.1 MPharm Y2 RH MCQ-1819-S1  
E6.2 MPharm Y2-RH-SNQ-1819-S1  
E6.3 MPharm Y3 LK MCQ-1819-S1  
E6.4 MPharm Y3 LK-SNQ-1819-S1  
E6.5 MPharm Y3 OSCE-1819

E7.1 Sample Case Study (Year 3)  
E7.2 Sample Case Study (Year 5)

F1 MPharm Academic Calendar  
F2 MPharm Marks Standards 2019-2020  
F3 MPharm Timetable Sample - Y2MH Module  
F4 RCSI MPharm Curriculum Document 2019-2020  
F5 RCSI Pharmacy Professionalism Definition  
F6.1 MPharm Curriculum Framework 2019-2020  
F6.2 MPharm Experiential Framework 2019-2020  
F6.3 MPharm Pharmaceutical Calculations Map 2019-2020

F7.1 Programme Learning Outcomes

F7.2 RCSI MPharm Curriculum Learning Outcomes Map 2019-2020

F8.1 MPharm Assessment Strategy 2019-2020

F8.2 MPharm Teaching and Learning Strategy 2019-2020

F8.3 RCSI IPL Strategy

G1 CV Prof B Kirby – Deputy Head (Programmes Innovation)

G2 CV Prof J Strawbridge – Deputy Head (Education)

G3 CV Prof S Kerrigan – Deputy Head (Research)

G4 CV Prof T Robson – Head of School

H1 External Examiner Appointment 2019-2020

H2 External Examiner Registration Form 2019\_2020

H3 External Examiner Report NUI Template 19.20

H4 Regulations Regarding the Appointment of External Examiners

H5 NUI Policy on Extern Examiners

H6 External Examiner Feedback

H6.1 2015-16 - Ben Forbes – Pharmaceutics (Pharmacy)

H6.2 2015-16 - Jason Hall – Pharmacy Practice (Pharmacy)

H6.3 2016-17 - Ben Forbes – Pharmaceutics (Pharmacy)

H6.4 2016-17 - Francesca Paradisi – Pharmaceutical Chemistry

H6.5 2016-17 - Jason Hall Pharmacy Practice (Pharmacy)

H6.6 2017-18 - Anthony D'Emanuele – Pharmaceutics (Pharmacy)

H6.7 2017-18 - Ben Forbes – Pharmaceutics (Pharmacy)

H6.8 2017-18 - Brian Addison – Pharmacy Practice (Pharmacy)

H6.9 2017-18 - Francesca Paradisi – Pharmaceutical Chemistry

H6.10 2017-18 - Helen McCarthy – Life Sciences

H6.11 2017-18 - Jason Hall – Pharmacy Practice (Pharmacy)

H6.12 2018-19 - Anthony D'Emanuele – MPharm Year 1

H6.13 2018-19 - Ben Forbes – Pharmaceutics (Pharmacy)

H6.14 2018-19 - Brian Addison – Pharmacy Practice (Pharmacy)

H6.15 2018-19 - David Wright – MPharm APPEL (Jointly Taught Modules Y4 & Y5)

H6.16 2018-19 - Helen McCarthy – Life Sciences (Pharmacy)

## H6.17 2018-19 - Jason Hall – Pharmacy Practice (Pharmacy)

I1 Clement Archer PhD Scholar Contract Template

I2 RCSI PBS Honorary Faculty 2019-2020

J1 Business Planning 2018

J2 Benchmarking PBS for Research Outputs J3 BP Template

J4 Draft School of PBS Strategy

J5 HEA National Strategy for Higher Education to 2030

J6 RCSI Strategic Plan 2018-2022

J7 RCSI Student Engagement and Partnership Agreement 2019-2020

J8 School Metrics KPI

K1 RCSI Governance

K2 ToR A&QC and Membership (Sep 2018)

K3 ToR Academic Council Membership (Nov 2019)

K4 ToR Heads of Schools Committee

K5 ToR Medicine and Health Science Board (Sep 2019)

K6 ToR RCSI School of Medicine Executive

L1 Internal Quality Review Guidelines for Academic Units 2014

L2 Internal Review PRG Guidelines Academic Unit 2019

L3 Quality Improvement Plan 2014

L4 RCSI Internal Reviews Schedule (Feb 2018)

L5 RCSI Peer Review Group Report

M MOUs

M1 MOU Beacon Hospital

M2 MOU Hoshi

M3 MOU IT Sligo

M4 MOU MMUH

M5 MOU OLCHC

M6 MOU Peamount

M7 MOU SJOG 2017 Renewal

M8 MOU Soochow University 2015-2020

M9 MOU Université de Lorraine 2014-2021

N1 MPharm Y1 Orientation Week

N2 Orientation Guide

N3 Orientation Week Programme

N4 Safety Handbook

O1 Appeals Regulations

O2 APPEL Joint Schools Code of Conduct

O3 Blood Borne Viruses (BBV) Policy

O4 Data Protection Policy

O5 Disability Policy

O6 Disciplinary Regulations (Student)

O7 Exceptional Circumstances Policy Postgraduate Scholars

O8 Exceptional Circumstances Policy Undergraduate Students

O9 Fitness to Study Policy

O10 Independent Appeals Commissioner Policy and Application Form

O11 Leave of Absence Policy

O12 Mediation Process

O13 RCSI Annual Student VLE Agreement

O14 RCSI Disciplinary Procedure (Staff)

O15 RCSI Examinations and Assessment Regulations

O16 Reasonable Accommodations -Supporting Students with Disabilities

O17 Student Attendance Regulations

O18 Student Complaints Procedure

O19 Student Dignity and Respect Policy

O20 Student Maternity Policy

P1 Pharmacy Resource Management Application

P2 School of PBS Equipment Inventory 2019

Q1 MPharm Quality Improvement Plan 2018-2019

Q2 Quality Assurance Closing the Feedback Loop External Examiners

Q3 School Feedback Feedforward Implementation Report

R1 Benchmarking PBS for Research Outputs

R2 RCSI PBS Education Research Publications

R3 Research Involving RCSI Pharmacy Students

S1 Head of School

S1.1 Head of School of Pharmacy Advertisement

S1.2 Head of the School of Pharmacy Candidate Information Pack

S2 Job Descriptions

S2.1 JD Deputy Head of School (Education)

S2.2 JD Deputy Head of School (Programmes Innovation)

S2.3 JD Deputy Head of School (Research)

S2.4 JD Head of Academic Operations

S2.5 JD Head of Laboratory Operations

S2.6 JD Quality and Operations Manager

S3 Terms of Reference

S3.1 ToR PBS Leadership Committee

S3.2 ToR PBS Programme Innovation Committee

S3.3 ToR PBS Research Committee

S3.4 ToR PBS Research Committee DRAFT

T1 CoMPPAS Welfare Brochure

T2 The Student Services Office at RCSI

## Appendix 2

Agenda of the Onsite Accreditation Visit to Royal College of Surgeons in Ireland, March 2020

### Accreditation Visit for the Five-Year Fully Integrated Master's Degree Programme in Pharmacy provided by the Royal College of Surgeons in Ireland

In accordance with  
Article 7(2) (a)(iv) of the Pharmacy Act, 2007

#### AGENDA

Wednesday 4 March – Thursday 5 March 2020

Day One: Wednesday, 4 March 2020, Royal College of Surgeons in Ireland			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
1.	8:30 – 9:00  Tutorial Room 1	Private meeting of the Accreditation Team	
2.	9:00 – 10.30  Tutorial Room 2+3	<p>Meeting with Head of School and Team responsible for the programme</p> <ul style="list-style-type: none"> <li>• Welcome and introductions</li> <li>• Presentation by the Head of School</li> <li>• Overview of programme developments to further evaluate additional progress and developments since the review in 2019, to include planning for 2020/2021.</li> <li>• Overview of the strategic plan for the College as it aligns to the strategy for the School of Pharmacy and Pharmaceutical Sciences and MPharm programme</li> </ul> <p><b>RCSI Attendees:</b> Head of School of PBS – Prof Tracy Robson MPharm Team – Prof Judith Strawbridge, Dr Ben Ryan, Dr Fiona O'Brien, Dr John Hayden, Dr Michelle Flood, Dr Orna Tighe, Ms Aurea Conroy, Mr Darragh Scannell, Dr James Barlow</p>	1-8 (particular focus on standard 1)
3.	10:30 – 10:45  Tutorial Room 1	Private meeting of accreditation team	
4.	10:45 – 11.45	<p>Meeting with the RCSI representatives involved in Leadership, Organisation and Governance</p> <p><b>RCSI Attendees:</b></p>	Standard 2

	Tutorial Room 2+3	Dean of the Faculty of Medicine and Health Sciences – Prof Hannah McGee Associate Director of Academic Affairs – Ms Judith Gilroy <b>Director of Quality Enhancement – Prof David Croke</b> PBS Leadership Team – Prof Tracy Robson, Prof Judith Strawbridge, Prof Steve Kerrigan, Prof Brian Kirby, Dr Orna Tighe, Ms Aurea Conroy, Mr John O’Brien, Dr Claire McCoy, Dr Shane Cullinan	
5.	11:45 – 12:00  Tutorial Room 1	<b>Private meeting of accreditation team</b>	
6.	12:00 – 12:30  Meeting point: Concourse 123 Stephens Green	<b>Tour of School of Pharmacy</b>  Hosted by: Mr John O’Brien, Dr Alice Holton, Dr Cian O’Leary and Ms Rebecca Kirrane	
7.	12:30 – 13:30  Tutorial Room 1	<b>Lunch</b>	
8.	13:30 – 14:30  Tutorial Room 2+3	Meeting with the RCSI representatives involved in Resources  <b>RCSI Attendees:</b> Select Members of PBS Leadership Team: – Prof Tracy Robson, Prof Brian Kirby, Dr Orna Tighe, Mr John O’Brien	Standard 3
9.	14:30 – 14:45  Tutorial Room 1	<b>Private meeting of accreditation team</b>	
10.	14:45 – 15:45  Tutorial Room 2+3	Meeting with relevant staff involved in coordination and quality assurance of practice placements with APPEL  <b>RCSI Attendees:</b> Practice Educators – Ms Anne Teresa Morgan, Ms Róisín Reynolds  <b>APPEL Representatives:</b> Director and National Coordinator APPEL – Ms Joanne Kissane Operations Support Pharmacist – Mr James Horan	
11.	15:45 – 16:00  Tutorial Room 1	<b>Private meeting of accreditation team</b>	
12.	16:00 – 17:00	Meeting with the RCSI representatives involved in Curriculum	Standard 4



	Tutorial Room 2+3	<b>RCSI Attendees:</b> Original Curriculum Design Group – Prof Judith Strawbridge, Dr Michelle Flood, Dr Sam Maher, Dr James Barlow, Dr John Hayden, Research Lead – Dr Gráinne Cousins IPL Lead – Dr Niall Stevens DLC Module Leader – Dr Zeibun Ramtoola CPC Module Advisor – Dr Darran O’Connor Head of Academic Operations – Dr Orna Tighe	
13.	17:00 – 17:15  Tutorial Room 1	Private meeting of accreditation team	

Day Two: Thursday, 5 March 2020, Royal College of Surgeons in Ireland			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
1.	8:45 – 9:00  Tutorial Room 1	Private meeting of the Accreditation Team	
2.	9:00 – 10:00  Tutorial Rooms 2+3	Meeting with the RCSI representatives involved in the Teaching and Learning Strategy  <b>RCSI Attendees:</b> Year 1 Leader – Dr Ben Ryan Year 2 Leader – Dr Fiona O’Brien Year 4 Leader – Dr Matthew Lynch Year 5 Leader – Dr Michelle Flood Boots Practice Educator – Ms Claire O’Neill ES Module Leader – Dr Shane Cullinan MH + SRS Module Leader – Dr Cian O’Leary RH + CPC Module Leader – Dr Cathal Cadogan IDMR + GPH Module Advisor – Dr Aisling O’Leary	Standard 5
3.	10:00 – 10:15  Tutorial Room 1	Private meeting of accreditation team	
4.	10:15 – 11.15  Tutorial Rooms 2+3	Meeting with the RCSI representatives involved in the Assessment Strategy  <b>RCSI Attendees:</b> Director of Assessment – Dr James Barlow Director of Psychometrics – Prof Richard Arnett Programme Director – Prof Judith Strawbridge Year 3 Leader – Dr John Hayden CV Module Leader – Dr Alice Holton	Standard 6

5.	11:15 – 11:30 Tutorial Room 1	Private meeting of accreditation team	
6.	11:30 – 12:30 Tutorial Rooms 2+3	<p>Meeting with the RCSI representatives involved in Quality Assurance and Enhancement</p> <p><b>RCSI Attendees:</b>  Programme Director – Prof Judith Strawbridge  Director and National Coordinator APPEL – Ms Joanne Kissane  Head of Academic Operations – Dr Orna Tighe  Quality and Operations Manager – Ms Aurea Conroy  Practice Educators – Ms Anne Teresa Morgan and Ms Róisín Reynolds  Year 1 Leader – Dr Ben Ryan</p>	Standard 7
7.	12:30 – 12:45 Tutorial Room 1	Private meeting of the accreditation team	
8.	12:45 – 13:30 Tutorial Room 1	<b>Lunch</b>	
9.	13:30 – 14:30 Tutorial Rooms 2+3	<p>Meeting with the RCSI representatives involved with Students</p> <p><b>RCSI Attendees:</b>  CoMPPAS Director – Mr Ronan Tobin  Student Services Manager – Ms Corriena O’Brien  Career Development Advisor – Dr Ciara Tallon  Academic Development, Learning, Access and Facilitation Officer – Ms Jacinta Burke  Head of Academic Operations – Dr Orna Tighe  Year 2 Leader – Dr Fiona O’Brien  Year 5 Leader – Dr Michelle Flood  Practice Educators – Ms Anne Teresa Morgan and Ms Róisín Reynolds  Quality and Operations Manager – Ms Aurea Conroy  Deputy Dean of Student Engagement – Prof Celine Marmion</p>	Standard 8
10.	14:30 – 14:45 Tutorial Room 1	Private meeting of accreditation team	
11.	14:45 – 15:45 Tutorial Rooms 2+3	<p>Meeting with a representative cohort of current MPharm students: To include students from all years of the programme, different Access routes (including mature learners) and international students. Curriculum integration will be one of the topics that will be discussed.</p> <p><b>Attendees:</b></p>	

		MPharm Student Representatives APPEL Student Representatives (RCSI)	
12.	15:45 – 16:00  Tutorial Room 1	Private meeting of accreditation team	
13.	16:00 – 16:15  Tutorial Rooms 2+3	Meeting with RCSI representatives to get on further clarifications (if required).  <b>RCSI Attendees:</b> Dean of the Faculty of Medicine and Health Sciences – Prof Hannah McGee Head of School of Pharmacy and Biomolecular Sciences – Prof Tracy Robson	
14.	16:15 – 17:00  Tutorial Room 1	Private meeting of the accreditation team	
15.	17:00 – 17:15  Tutorial Rooms 2+3	Meeting with the RCSI representatives to convey recommendation of the accreditation team.	

