

Reaccreditation of a Master of Pharmacy degree course (MPharm) and Pharmacy Foundation degree

Kingston University

Report of a reaccreditation event, 8-9 May 2013

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and is the accrediting body for pharmacy education in Great Britain. The GPhC is responsible for setting standards and approving education and training courses which form part of the pathway towards registration for pharmacists. The UK qualification required as part of the pathway to registration as a pharmacist is a GPhC-accredited Master of Pharmacy degree course (MPharm). The GPhC's right to check the standards of pharmacy qualifications leading to annotation and registration as a pharmacist is the *Pharmacy Order 2010*. It requires the GPhC to 'approve' courses by appointing 'visitors' (accreditors) to report to the GPhC's Council on the 'nature, content and quality' of education as well as 'any other matters' the Council may require.

This reaccreditation event was carried out in accordance with the GPhC's 2011 MPharm Accreditation Methodology and the course was reviewed against the GPhC's 2011 education standards 'Future Pharmacists: Standards for the initial education and training of pharmacists' (Appendix 2).

Background

MPharm degree:

The MPharm degree is provided by the Department of Pharmacy ('the Department'), part of the School of Pharmacy and Chemistry, within the Faculty of Science, Engineering and Computing at Kingston University. The first cohort of students started the provisionally accredited MPharm in the 2004-2005 academic year, following a successful step 3 event in December 2003. The University went on to successfully complete step 7 of the accreditation process for new MPharm degrees in 2007-2008 academic year, receiving full accreditation on 26 June 2008, for a period of five academic years. At the Step 7 accreditation visit the accreditation team's recommendation for full accreditation was subject to one condition:

1. That the Society [pharmacy regulator at the time] received confirmation of the footprint for additional pharmacy spaces and formal approval of the budget for such developments, including refurbishment and equipment costs

University's response: A new professional practice dispensing laboratory based on cruciform 'corrals' suitable for 40 students with an associated clinical skills laboratory, suitable for approximately 60 students has been built and has been in operation for the MPharm course since September 2008.

Pharmacy Foundation degree:

Kingston University is currently the only university in the UK to provide a GPhC-accredited pharmacy foundation degree. An accredited pharmacy foundation degree is a two year full-time course which includes the content of year 1 of an accredited MPharm degree combined with practical work and pharmacy placements. Successful completion of a GPhC-accredited pharmacy exempts a student from needing to complete year 1 of the University's accredited MPharm degree. To meet the GPhC requirements pharmacy foundation degrees must deliver the learning outcomes of Year 1 of a University's accredited MPharm.

In 2009, Kingston University, in partnership with Merton college, received accreditation of their Foundation Degree in Pharmaceutical and Chemical Sciences (FDPCS) for a period of three academic years. In making their recommendation the accreditation team agreed, as an exception, that accreditation should extend to those students on the current 2008-2009 cohort of the foundation degree course. The team's recommendation on accreditation was subject to one condition:

1. Clarify the role of placements in the context of the foundation degree. In particular, clarify their function as reflective developmental tools and as pharmacy practice experiences. In addition to this, explain the role of placements better to students.

University's response (summarised): The School clarified that placements provided students with an introduction to professional practice, built up familiarity with the practice setting, and encouraged reflective practice. Students are required to complete a reflective log during practice. This is assessed as part of the 'Academic and Professional Skills Portfolio' module. It was confirmed that the role of placements will be introduced to students at the beginning of module and further emphasised during a placements meeting.

Merton College merged with South Thames College in 2010, and now has three London-based campuses in Merton, Tooting, and Wandsworth. The team was informed that the Foundation degree teaching is currently delivered at the Merton Campus, but will be move to South Thames College's Wandsworth site from the 2013-14 academic year. As such, the pre-visit took place on site at the Wandsworth campus to allow the Team Leader and GPhC Quality Assurance Manager to view the new teaching facilities.

Joint reaccreditation event:

The GPhC agreed to extend the accreditation of the University's Foundation degree for a period of one year, to fall into line with the date when reaccreditation of the University's MPharm degree was due (2012-2013 academic year). As such a reaccreditation event was schedule for 8-9 May 2013 to review both the Kingston University MPharm degree ('MPharm') and Foundation Degree in Pharmaceutical and Chemical Sciences '(Foundation degree') against the Future Pharmacists new education standards. This document details the outcome of that event.

Documentation

The provider submitted submission documentation to the GPhC in line with agreed timescales and a pre-visit took place at the South Thames College, Wandsworth Campus on 9 April 2013. During the pre-visit the Team Leader and Quality Assurance Manager received a tour of the facilities that are used by students undertaking the Kingston University Pharmacy Foundation degree. The schedule of meetings and timings for the reaccreditation event were confirmed and the GPhC requested that additional evidence documents be submitted prior to the reaccreditation event and that the commentary in relation to standard 10 be expanded to provide further details of how students demonstrate that they meeting the learning outcomes at each level. See Appendix 1 for full list of evidence submitted.

The event

The event began with a private meeting of the accreditation team and GPhC representatives on 7 May 2013. The remainder of the event took place on site at the Kingston University on 8-9 May 2013 and comprised a series of meetings with staff of the University and included a tour of the University facilities. The team also met with a group of 15 students, comprising 11 students undertaking the MPharm degree (1 student from year 1, 4 students from year 2, 3 from year 3, 3 from year 4), 2 students undertaking pre-registration training, and 2 students undertaking year 2 of the Foundation Degree.

Accreditation team

The GPhC's accreditation team ('the team') comprised:

Name	Designation at the time of accreditation event
Professor Ian Marshall*	Accreditation team leader, Emeritus Professor, University of Strathclyde
Professor Larry Gifford	Accreditation team member (Academic), Emeritus Professor, Keele University
Professor Brenda Costall	Accreditation team member (Academic), Professor of Neuropharmacology, former Head of School of Pharmacy, University of Bradford
Ms Cath McClelland	Accreditation team member (Pharmacist), Senior Medicines Optimisation Pharmacist, NHS Sunderland Clinical Commissioning Group.
Mrs Sylvia Hikins	Accreditation team member (Lay), Non-Executive Director & Vice Chair for Urgent Care 24

along with:

Name	Designation at the time of visit
Ms Joanne Martin *	Quality Assurance Manager (Education), General Pharmaceutical Council
Mrs Philippa McSimpson	Rapporteur, Quality Assurance Officer, General Pharmaceutical Council

Mrs Karen Pitchford	(Observer, new accreditation team member), Principal Lecturer in Pharmacy Practice, De Montfort University
Mrs Gail Curphey	(Observer, new accreditation team member) Pharmacist consultant, CPPE tutor
Mr Javaad Ayub	(Observer, new accreditation team member), newly qualified pharmacist

*attended pre-visit meeting on 9 April 2013.

Declaration of potential conflicts of interest

Professor Costall highlighted that the Head of Pharmacy and Chemistry had held a post at Bradford University many years ago at the time when she was the Head of School, and that she had provided an employment reference for him. The team agreed that this did not present a conflict of interest.

Meeting the accreditation standards

	Accreditation team's commentary
<p>Standard 1 – Patient and public safety</p> <p>There must be clear procedures to address concerns about patient safety arising from initial pharmacy education and training. Concerns must be addressed immediately.</p>	<p>The Department of Pharmacy has student fitness to practise procedures in place and the team was satisfied that these are applied appropriately when concerns arise. The procedures are introduced to students at the beginning of the course, and students are required to submit an annual fitness to practise declaration on entry to the course, and again at before the start of each academic year. The team was satisfied that there are appropriate systems in place to check each student's fitness to practise on admission to the course, and at appropriate intervals throughout. Currently students receive a background check (previously from the Criminal Records Bureau – now Disclosure Barring Service) at the beginning of Year 2 of the MPharm to coincide with the start of practice placements. The newly-designed MPharm degree now includes practice placement in all four years of the course. Staff confirmed that for future intakes to the MPharm background checks will take place during Year 1. The team advised that these checks must be carried out before students undertake their first practice placements. The team was satisfied that the course provided sufficient teaching and other activities to raise awareness of the Student Code of Conduct and to embed the need for professionalism, both when training as a pharmacist and once qualified. This was demonstrated during the student meeting as it was clear to the team that the students that they met with fully understood that they were training to be healthcare professionals and that this must be reflected in their attitudes and behaviour.</p> <p>The team was confident that all criteria to meet this standard will be met</p>
<p>Standard 2 – Monitoring, review and evaluation of initial education and training</p>	<p>The team was satisfied that the clear lines of responsibility and accountability were in place at Kingston University. The University has a unique partnership arrangement with St George's University of London for delivery of the MPharm, and South Thames College for delivery of the FDPCS. Dedicated senior staff members at each site are responsible for co-</p>

<p>The quality of pharmacy education and training must be monitored, reviewed and evaluated in a systematic way.</p>	<p>ordinating the course delivery across sites. Regardless of the site of delivery, all modules are subject to Kingston University regulations, ensuring that Kingston University maintains overall responsibility for quality assurance. The Department is subject to the standard quality assurance mechanisms expected of a higher education institution. The external examining arrangements were appropriate, and the external examiners' reports reviewed by the team did not raise any areas of concern. The Staff: Student Consultative Committee (SSCC) is the formal route by which students may provide feedback on the quality of teaching, learning and assessment.</p> <p>The Department presented plans to include practice placements in each year of the MPharm, to include placement in both community and hospital pharmacy settings. The team understood that students would be expected to organise the community pharmacy placements themselves, with the Department providing guidance. The Department presented to the team, a draft policy for the quality assurance of student-organised placements which described an approval system for each new placement site, which would require a site visit. A database of approved sites would be built up. The team agreed that the draft quality assurance process showed an improved system for quality assurance of student-organised placements and advised that this should be finalised and implemented. Following clarification from the Department, the team was satisfied with the entry requirements for the two courses and the process by which students were informed of these, and subsequently offered places. The team was satisfied that the business plan reflected an appropriate level of financial resource to support the programme at the planned student intake of 140 students per year. However, the team advised that sudden increases in student intake, as had occurred over previous years, placed a risk to the course's education resources. As such the Department was advised by the team that recruitment to the MPharm must not exceed the Department's planned intake of 140 students per year.</p> <p>The team was confident that all criteria to meet this standard will be met</p>
<p>Standard 3 – Equality, diversity and opportunity</p> <p>Initial pharmacy education and training must be based on principles of equality, diversity and fairness. It must meet the requirements of all relevant legislation.</p>	<p>The Department collects data relating to equality and diversity which is reviewed routinely at Faculty level, and acted upon where relevant. The Department confirmed that all staff members have undertaken an equality and diversity training session within the last two years. An online training package is also in development, and will be used as a refresher course.</p> <p>The team was confident that all criteria to meet this standard will be met</p>
<p>Standard 4 – Selection of students and trainees</p> <p>Selection processes must be open, fair and comply with relevant legislation.</p>	<p>It was confirmed to the team that for the MPharm degree the minimum advertised UCAS tariff points had been raised for 2014-15 entry and 320 points would be required, to include A level Chemistry (minimum grade B), and two additional A levels in Maths, Physics, or Biology. Entry to the Foundation Degree required 180 UCAS tariff points from at least two A-levels to include Chemistry (minimum grade D) and at least one of Mathematics, Physics or Biology at grade D. All entrants must have achieved 5 GCSEs at grade C including English Language, Mathematics and Science (Double Award) For those who have not</p>

<p>Processes must ensure students and trainees are fit to practise at the point of selection. Selection includes recruitment and admissions.</p>	<p>undertaken the A-level route, the Department considers other equivalent qualifications on a case by case basis, including BTEC, International Baccalaureate, Certificate in Higher Education and Scottish Highers. The provision of an accredited foundation degree permits the Department to allow successful students admissions directly into Year 2 of the MPharm. Students are selected based on their qualifications and content of their written application; interviews do not take place. Each student must complete a fitness to practise self-declaration on entry to the programme and this is reviewed and further information sought if necessary, before a decision can be made on whether a student may be admitted onto the programme. The team noted that overseas students must meet English language requirements and have achieved at least 6.5 in every category of the IELTS test. The team pointed out this requirement is lower than most other MPharm providers, and that for entry on to the Overseas Pharmacists Assessment Programme (OSPAP) the GPhC requires that students must achieve a minimum of 7 in every category. Staff confirmed that they had not had any issues with students' English language skills to date, but understood that there were plans in place for the Department to raise the minimum requirement to 7.0 for the new intake of students to the 2014-15 academic year in order to align with other providers.</p> <p>The team was confident that all criteria to meet this standard will be met</p>
<p>Standard 5 – Curriculum delivery</p> <p>The curriculum for MPharm degrees and the pre-registration scheme must deliver the outcomes in Standard 10. Most importantly, curricula must ensure students and trainees practice safely and effectively.</p>	<p>Each year of the newly designed MPharm consists of four 30-credit modules running in parallel and spanning the whole academic year. The Department designed this elongated structure to accommodate delivery of an integrated curriculum and to provide more timetabling opportunities for formative assessment - a key focus of the University's Revised Academic Framework. The Department anticipated that the new structure would also help maintain currency of students' knowledge throughout the course, and avoid the learning of discrete topics in isolation. The team heard that the revised Foundation Degree consists of a similar four-module structure per year. Year 1 remains mandatory to all students and in year 2 students undertake selected modules. Those hoping to enter the MPharm at year 2 must opt for these key pharmacy modules in year 2 of the FD to allow them to be eligible for entry. It was stressed to the team that although there are 16 modules over the course of the MPharm, no modules are standalone as all have links through to learning provided on other modules. The team was provided with a document giving examples of module integration. Module maps were also provided to the team to show a pictorial overview of how the delivery of the curricula is structured into modules and how the teaching content links together between modules and across years. In order for the team to review, in detail, whether the curriculum was sufficiently integrated it met with staff in two parallel sessions. Over the two sessions nine learning outcomes and six themes were selected and discussed in detail, with science and practice teaching staff in order for the team to further understand how each was delivered and assessed. During these sessions, team members were impressed with the clear enthusiasm of the teaching staff, who demonstrated a cohesive approach to course design and delivery of both the MPharm and the FDPCS. Integration of the science and practice elements of the course was clearly demonstrated using relevant examples. The team agreed that the curriculum is sufficiently integrated and progressive.</p>

	<p>All lecturers teach in their area of speciality, allowing their research work to be brought in to their teaching sessions to help inform student's learning. Students fed back to the team a number of examples where lecturers had provided relevant examples from their own research to support the teaching topic. The students expressed the view that most examples of research were provided by science teaching staff, and they would welcome more examples of research in relation to pharmacy practice. Students also reported they were aware that there were opportunities to get involved in the research projects being undertaken by staff.</p> <p>The team noted that there had been some increase in Interprofessional Learning (IPL) activities since the previous accreditation visit, but agreed that IPL was still minimal despite the opportunities available through the partnership with the St George's University of London Medical School. During the meeting with students the team heard that they were keen to have more opportunities to mix with students from other healthcare courses. The team concluded that although there was evidence of Interprofessional learning and experience of working with patients there was no clear strategy in place. The team advised that it would be a condition of reaccreditation that a strategy was devised to demonstrate clearly how the MPharm degree would meet this criterion (See Condition 2).</p> <p>Students are assessed both formatively and summatively and summative assessment includes MCQs, EMQs, short answer, long answer and essay questions. Coursework assessments include essays, in-class tests, and practical examinations including dispensing tests, OSCEs, oral presentations including clinical case presentations, poster presentations, assignments and assessed CALs. The team noted that the University regulation permit some 'compensation' which allows a students to pass one module at 35% rather than the standard 40%. The team suggested that this described condonement rather than compensation as students were not required to balance the lower marks achieved in one module with higher marks in another. The team had concerns that allowing students to pass at this lower pass mark was not consistent with safe and effective practice. As such they advised that it would be a condition of reaccreditation that all students pass at the expected pass marks and that derogation from the University's assessment regulations be sought (See condition 1).</p> <p>Not all criteria to meet this standard were met. The team was confident that all criteria to meet this standard will be met once conditions 1 and 2 have been addressed satisfactory.</p>
<p>Standard 6 – Support and development for students and trainees</p> <p>Students and trainees must be supported to develop as learners and</p>	<p>Students studying on the MPharm and Foundation Degree are assigned a personal tutor. Students may also seek support for personal or academic issues through the Faculty's support service at Kingston University and at St George's University of London. There are dedicated support services available at Merton College for Foundation degree students. The Department has recently introduced a mentor scheme which involves MPharm graduates acting as mentors for students in Year 4, and students in years 3 and 4 mentoring those in lower years.</p> <p>The team was satisfied with the arrangements in place for support of students on both the MPharm and Foundation degree.</p>

<p>professionals during their initial education and training.</p>	<p>Department staff told the team that students from the first intake to the Foundation Degree are now in the fourth year of the MPharm degree, and are progressing well. This was mirrored by the feedback from students who met with the team, who reported that they had found the Foundation Degree to be valuable in preparing them to enter the MPharm degree.</p> <p>The team was told of number of innovative teaching and learning tools that were being developed by Department staff. The team agreed that these were a positive addition to the MPharm course, and was pleased to note the involvement of students in their development.</p> <p>The team was confident that all criteria to meet this standard will be met</p>
<p>Standard 7 – Support and development for academic staff and pre-registration tutors</p> <p>Anyone delivering initial education and training should be supported to develop in their professional roles.</p>	<p>Staff members reported to the team that they felt adequately supported in their role and that in general they were satisfied with their workload. The team heard that there is a formal staff appraisal and development process in place, and that each member of academic staff is allocated protected time for research or to undertake professional development activities. New members of staff undertake the University’s formal induction programme and are allocated a mentor to help support them in their new role.</p> <p>The team was confident that all criteria to meet this standard will be met</p>
<p>Standard 8 – Management of initial education and training</p> <p>Education and training must be planned and maintained through transparent processes which must show who is responsible for what at each stage</p>	<p>The team was satisfied that there are appropriate management structures and quality assurance processes in place at Kingston University. The team was also reassured to hear that Department staff members liaise closely with teaching staff at St George’s University of London and at Merton Colleague regarding the design and delivery of the MPharm, and the Foundation degree.</p> <p>The team was confident that all criteria to meet this standard will be met</p>
<p>Standard 9- Resources and capacity</p> <p>Resources and capacity are sufficient to deliver outcomes.</p>	<p>Following scrutiny of the business plan, the team raised with the Department that only a small proportion of income appeared to be made available to the Head of Department of Pharmacy for the MPharm degree. The team was reassured to hear that the University’s new Resource Allocation Framework (RAF) had been introduced, which allocated funds to each Department and then gave the opportunity for additional funds to be acquired should a business need arise, therefore giving the Department access to significantly more finances than were immediately apparent from the business plan. The business plan for the MPharm placed a significant reliance on income from overseas students and the team wished to understand what consideration had been given to a loss of income should there be a future a cap introduced t the number of overseas students on the MPharm. The Dean was able to provide reassurance to the team that the relativity large Faculty structure and its centralised resource system allowed for fluidity of resources between schools and courses, meaning courses could</p>

	<p>support each other financially if necessary. Additionally, there was increasing interest from overseas students in other courses within the Faculty and so there was confidence that any future loss of income from overseas students on the MPharm had been militated against.</p> <p>The team was satisfied that the Staff: Student ratio was appropriate and consistent with other providers, and was satisfied that the staffing profile comprised an appropriate proportion of pharmacists. Since the previous accreditation visit the School has invested significant financial resources in developing new laboratories and a dispensing suite. The first phase of development is complete and the second phase is due for completion in January 2014. The team agreed that the new dispensing suite was a positive addition to the teaching facilities and that the School's large and modern facilities were fit for purpose and provided a pleasant working environment. Students told the team that the facilities were one of the best things about studying at Kingston, and that the modern facilities had been a driver for choosing to study at Kingston.</p> <p>The team noted that the intake to the MPharm degree for the 2009/10 and 2012/13 academic years had been unusually high and had exceeded the Department's planned intake of 140 students. The team understood that extra finances had been secured at short notice to provide sufficient resources to cope with the unplanned high intake, but advised the Dean that this situation must not be repeated. The team was satisfied that resources for the MPharm were currently adequate, but agreed that any further drastic increases in student numbers could pose a significant risk to the stability of the course, in terms of pressure on staffing and resources. The team had concerns that the decision to allow the unplanned large increase in recent years had been outside of the control of the Department of Pharmacy, and as such had not permitted the Department to hold a sufficient level of control on resources. This was not in line with the GPhC guidance in relation to this standard. As such the team advised that future intake to the MPharm must not exceed the stated maximum of 140 students per year.</p> <p>The team was confident that all criteria to meet this standard will be met provided that the intake of students onto the MPharm degree does not exceed 140 students per year.</p>
<p>Standard 10 - Outcomes</p>	<p>In order for the team to review how the course ensures that students meet the required learning outcomes at the correct level, and that the science and practice elements of the course are fully integrated, the team met with teaching staff in two parallel integrated-outcomes sessions. The team identified nine learning outcomes and six themes to scrutinise in detail during these sessions; and each was discussed in detail with the science and practice staff present. The documentation and further evidence provided by staff during the meetings provided sufficient evidence to suggest that all outcomes would be delivered at the appropriate level.</p> <p>The team was confident that all criteria to meet this standard will be met</p>

Indicative Syllabus	<p>The team was content with the Department's use of the GPhC Indicative Syllabus to inform its curriculum.</p> <p>The team agreed that the MPharm degree met the requirements of Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications for the initial education and training of pharmacists.</p> <p>The team was confident that all criteria to meet this standard will be met</p>

Summary and conclusions

The accreditation team was required to make a decision on the reaccreditation of both the Foundation Degree (FDPCS) delivered jointly with South Thames College and the MPharm degree delivered at Kingston University.

The team agreed to recommend to the Registrar of the General Pharmaceutical Council that the Foundation Degree in Pharmaceutical and Chemical Sciences (FDPCS) be reaccredited for a period of 6 years with no conditions.

The team agreed to recommend to the Registrar of the General Pharmaceutical Council that the MPharm degree should be reaccredited for a period of 6 years for no more than an annual intake of 140 students. This was to avoid the unplanned increases in intake that occurred in 2009 and 2012, which the team considered resulted in a significant strain on resources. This was in line with the University's assurances that this would not re-occur. This is related to standard 9.1a and the relevant guidance on capacity and resources. The team's recommendation was subject to two conditions:

1. The provider must seek derogation from the academic regulations in the area of compensation and condonement. The team viewed that the current regulation that permits one module to be failed at 35% is potentially unsafe for a degree that is professional and leading to further professional healthcare training. This must be in place by the start of the academic year. The provider must formally confirm this in writing to the GPhC once this has been achieved. This is to meet criterion 5.9.
2. The provider must articulate a strategy that requires the MPharm degree curriculum to include practical experience that increases year on year. Practical experience should include off-site placements, using patients, carers and other healthcare professionals in-class, and simulation. This is to meet standard 5.6.

The team considered the current placement provision where students are permitted to organise their own placement experience to be outside the management and quality assurance of the University. The team acknowledged the draft plan presented to the team on day 1 of the reaccreditation for the MPharm degree placement provision by the Head of Pharmacy to be a positive step and that the Department should progress this forward.

The team regarded the activities that have been described regarding the planned inter- professional learning sessions to represent a positive step forward but these must be articulated in a strategy and implemented expediently.

This second condition must be met by 31 August 2013.

These practice activities will be monitored in the practice visit that will occur in three years time. This is according to the GPhC accreditation methodology. The GPhC QA team will provide guidance if required.

Standing condition of accreditation:

These are the conditions that will apply in all circumstances of degree accreditation:

1. The school or department of pharmacy always seeks approval from the General Pharmaceutical Council for curriculum amendments and always at least informs the General Pharmaceutical Council of significant changes to pharmacy undergraduate student numbers or resources for their teaching, learning support and assessment, including any change from internal to teaching, learning and assessment from outside the school or department;
2. The school or department of pharmacy produces and submits to the General Pharmaceutical Council annually requested data on student numbers and progression and degree awards;
3. The school or department of pharmacy produces and submits to the General Pharmaceutical Council annually requested information about the extent of human and physical resources it enjoys for the delivery and support of the degree course;
4. The school or department of pharmacy or the university makes students and potential students aware of the existence and Internet address where they can view the General Pharmaceutical Council's summary reports of degree accreditation exercises, main after- actions therefrom and of the timetable for future accreditation exercises.

The *Pharmacy Order 2010* states:

Part 5 Education, training and acquisition of experience and continuing professional development, Information to be given by institutions or other providers, 46. ...

(3) Whenever required to do so by the Council, any institution or other provider to which this article applies must give to the Council such information and assistance as the Council may reasonably require in connection with the exercise of its functions under this Order.

(4) Where an institution or other provider refuses any reasonable request for information made by the Council under this article, the Council may, in accordance with article 47 ('Refusal or withdrawal of approval of courses, qualifications and institutions'), refuse to approve or withdraw approval from, any course of education or training, qualification, test or institution or other provider to which the information relates.

It is a requirement of accreditation that institutions or other providers provide the GPhC proactively and in a timely manner with any information which is, or has the potential to be, material to the delivery of an accredited course. This includes, but is not limited to: changes in staffing, changes in funding, and/or substantial changes in curriculum or delivery.

Reference: <http://www.legislation.gov.uk/uksi/2010/231/contents/made>

Caution: Preregistration and employment as a pharmacist:

- In respect of all students, successful completion of an accredited course is not a guarantee of a placement for a pre-registration year or of future employment as a pharmacist.

Following the above reaccreditation event, the Registrar of the General Pharmaceutical Council agreed with the accreditation team's recommendation to:

- 1. reaccredit the Kingston University MPharm degree for a further period of six years, and for a maximum intake of 140 students per year, subject to meeting the conditions detailed above.**
- 2. reaccredit the Kingston University Pharmacy Foundation Degree, delivered in Partnership with South Thames College, for a further period of six years. No conditions were imposed.**

Reaccreditation of both courses will take place in six academic years' time (2018-19), with an interim practice visit in three academic years' time (2015-16).

Appendix 1 – evidence documents submitted to support application for reaccreditation

Submitted prior to the pre-visit meeting:

- Completed GPhC submission template 'Reaccreditation of an MPharm degree course'.
- 68 evidence documents:
 - Kingston University Student Profile 2011-12 census
 - MPharm Inter-Professional Learning Strategy
 - MPharm transition module directory
 - MPharm transition module descriptors
 - MPharm transition commentary
 - GPhC Code of conduct for pharmacy students
 - Student FtP self declaration form
 - 1st year placement briefing evening programme – 1 October
 - 1st year placement briefing evening programme – 2 – March
 - 1st year Placement handbook
 - 1st and 2nd year placement provider guide
 - 3rd year placement handbook
 - Student support flyer
 - SGUL Student Support
 - Kingston University School of Pharmacy Fitness to Practise Policy and procedures
 - University disciplinary procedure
 - MPharm Programme specification
 - FDPCS Programme specification
 - MPharm Directory of Module Descriptors
 - FDPCS Directory of Module Descriptors
 - MPharm entry requirements
 - Expanded alternative entry requirements MPharm
 - FDPCS entry requirements
 - Expanded alternative entry requirements FDPCS
 - External examiner reports MPharm
 - External examiner reports FDPCS
 - Response to External examiner reports MPharm
 - Response to External examiner reports FDPCS
 - Course summary report MPharm

- Course summary report FDPCS
- 3rd year QA form
- Kingston University Equality Annual Reprt 2011
- Student equality data
- Staff equality data
- MPharm Equality and Diversity data
- FDPCS Equality and Diversity data
- SGUL one day diversity training
- Kingston University Admissions Policy
- Student meeting notes
- Extract from Public and patient meeting notes
- Pharmacy Advisory Board minute meetings
- MPharm Course Overview map
- FDPCS mapping to 1st year MPharm
- Progression and spiral examples
- Led by Learning
- Course overview Year 1
- Course overview Year 2
- Course overview Year 3
- Course overview Year 4
- MPharm placement programme
- 1st year IPL Event programme
- Kingston University Assessment Policy
- MPharm assessment strategy
- Academic and Professional Skills Portfolio
- FDPCS Chemistry diagnostic test
- FDPCS Mathematics diagnostic test
- Kingston University Academic Regulations 2B Undergraduate Modular Scheme - Version B
- Kingston University Academic Regulations 2B Undergraduate Modular Scheme - Version A
- Kingston University Grade Criteria for the Undergraduate Modular Scheme
- Staff list
- Directory of staff CVs
- Visiting lecturers
- Student Support Team services
- Personal Tutor Scheme

- Kingston University Staff Performance and Appraisal Scheme
- QAA Doctoral Characteristics
- Kingston University Research Degrees Handbook
- Information services Pharmacy Resources statement

Submitted after the pre-visit meeting and before the reaccreditation event:

- Business plan for the pharmacy courses for the period 2012/13 to 2019/20
- Revised Standard 10 outcomes, with changes in red
- Quality assurance of placements document
- Summary of Assessment Criteria for MPharm and FDPCS
- Summary of Academic Misconduct and Fitness to Practise hearings
- Simplified year course maps.
- Complete version of minutes of Patient and Public Involvement meeting

The following additional documents were submitted by the university during the reaccreditation event:

- Placement strategy
- Business Plan
- MPharm course guide
- MPharm Programme specification
- MPharm Compendium of Module Descriptors
- MPharm modules, examples of in-module integration
- MPharm course log
- FDPCS course log
- MPharm Intake profile for 2012/13
- Student: Staff Committee minutes, 24 Oct 2012
- Examples of students' 4th year projects
- Examples of students' project posters

Appendix 2 – Standards for the initial education and training of pharmacists

Note: The parts of the standards shown in grey italics are applicable only to those offering a 5-year MPharm degree with integrated periods of pre-registration training.

Standard 1 – Patient and public safety

1. There must be clear procedures to address concerns about patient safety arising from pharmacy education and training. Concerns must be addressed immediately.

1.1. There must be effective systems in place to ensure that students *and trainees*:

1.1.a do not jeopardise patient safety;

1.1.b only do tasks for which they are competent, sometimes under supervision;

1.1.c are monitored and assessed to ensure they always practise safely. Causes for concern should be addressed immediately;

1.1.d have access to support for health, conduct and academic issues;

1.1.e must not be awarded an accredited degree *or pass pre-registration training* if they might pose a risk to patients or the public;

1.1.f understand what is and what is not professional behaviour and are familiar with the GPhC's *Code of Conduct for Pharmacy Students (2010) Standards of conduct, ethics and performance (2010)*;

1.1.g understand what fitness to practise mechanisms apply to them. All schools of pharmacy must have fitness to practise procedures to deal with student causes for concern;

1.1.h undergo required health and good character checks;

1.1.i understand that it is an offence to impersonate a pharmacist. Pharmacists are registrants of the GPhC.

Standard 2 – Monitoring, review and evaluation of initial education and training

2. The quality of pharmacy education and training must be monitored, reviewed and evaluated in a systematic and developmental way.

2.1 There must be systems and policies in place covering :

2.1.a information about roles & responsibilities and lines of accountability;

2.1.b university information on:

2.1.b.i entry requirements;

2.1.b.ii the quality of teaching, learning and assessment;

2.1.b.iii the quality of placements and other practice learning opportunities;

2.1.b.iv appraisal and feedback systems for students and trainees;

2.1.b.v supervision requirements;

2.1.b.vi educational resources and capacity;

These must be monitored, reviewed and evaluated systematically. When an issue is identified it must be documented and dealt with promptly;

2.1.c *pre-registration tutors evaluating trainees. To do this, tutors must have access to reliable evidence about a trainee's performance. Tutors must be competent to assess the performance of trainees;*

2.1.d *the quality and development of pre-registration tutors.*

Standard 3 – Equality, diversity and fairness

3. Initial pharmacy education and training must be based on principles of equality, diversity and fairness. It must meet the requirements of all relevant legislation.

3.1 systems and policies for capturing equality and diversity data. Concerns should be documented, addressed and disseminated;

3.2 strategies for staff training in equality and diversity

Standard 4 – Selection of students *and trainees*

4. Selection processes must be open, fair and comply with relevant legislation. Processes must ensure students *and trainees* are fit to practise at the point of selection. Selection includes recruitment and admissions.

- 4.1 Selection process must give applicants the information they need to make an informed application.
- 4.2 Selection criteria must be explicit. They should include:
 - 4.2.a meeting academic and professional entry requirements;
 - 4.2.b meeting English language requirements appropriate to MPharm degree study. Guidelines issued by English language testing bodies should be followed to ensure that admissions language requirements are appropriate;
 - 4.2.c meeting numeracy requirements;
 - 4.2.d taking account of good character checks, such as Criminal Records Bureau (CRB)/Disclosure Scotland checks;
 - 4.2.e passing health checks (subject to reasonable adjustments being made). Health checks could include self-evaluations and/or evaluations by healthcare professionals;
 - 4.2.f recognising prior learning, where that is appropriate
- 4.3 Selectors should apply selection criteria fairly. They should be trained to do this. Training should include equality and diversity matters

Standard 5 – Curriculum delivery and the student experience

5. The curriculum for MPharm degrees *and the pre-registration scheme* must deliver the outcomes in Standard 10. Most importantly, curricula must ensure students *and trainees* practise safely and effectively. To ensure this, pass criteria must describe safe and effective practice.

- 5.1 Curricula must be integrated.
- 5.2 Curricula must be progressive, dealing with issues in an increasing more complex way until the right level of understanding is reached.
- 5.3 An MPharm must be delivered in an environment which places study in a professional and academic context and requires students to conduct themselves professionally. *Pre-registration training must be delivered in a professional environment which requires trainees to conduct themselves professionally.*
- 5.4 An MPharm must be delivered in an environment informed by research. This means that whether or not all staff are engaged in research, their teaching must be

informed by research.

- 5.5** An MPharm degree teaching and learning strategy must set out how students will achieve the outcomes in Standard 10. Learning opportunities must be structured to provide:
- 5.5.a** an integrated experience of relevant science and pharmacy practice;
 - 5.5.b** a balance of theory and practice;
 - 5.5.c** independent learning skills.
- 5.6** The MPharm degree curriculum must include practical experience of working with patients, carers and other healthcare professionals. Practical experience should increase year on year.
- 5.7** There must be a clear assessment strategy for the MPharm degree. Assessment methods must measure the outcomes in Standard 10.
- 5.8** The MPharm degree assessment strategy should include:
- 5.8.a** diagnostic assessments;
 - 5.8.b** formative assessments;
 - 5.8.c** summative assessments;
 - 5.8.d** timely feedback.
- 5.9** Academic regulations must be appropriate for a degree that is both academic and professional and may lead to further professional training. As a general principle, all assessments must be passed. This means that condonation, compensation, trailing, extended re-sit opportunities and other remedial measures should be extremely limited, if they are permitted at all. MPharm degree academic regulations may be more stringent than university norms. This may include higher than usual pass marks for assessments demonstrating knowledge and skills essential to safe and effective pharmacy practice.
- 5.10** Marking criteria must be used for all assessments and all pass criteria must reflect safe and effective practice.
- 5.11** Patient safety must be paramount in assessments: any evidence of an assessment demonstrating unsafe practise must result in failure.
- 5.12** A pre-registration training plan must describe how the learning outcomes for pre-registration will be delivered.
- 5.13** A pre-registration training plan must describe all assessments, including tutor evaluations and tutor sign-offs.

Standard 6 – Support and development for students *and trainees*

6. Students *and trainees* must be supported to develop as learners and professionals during their initial education and training.

6.1. A range of mechanisms must be in place to support students *and trainees* to develop as learners and professionals.

Standard 7 – Support and development for academic staff *and pre-registration tutors*

7. Anyone delivering initial education and training should be supported to develop in their professional roles.

7.1. There must be a range of mechanisms in place to support anyone delivering initial education and training to develop in their role.

7.2. Induction programmes are provided *for tutors* and university staff as appropriate. This should include induction programmes for non-pharmacists working on MPharm degrees.

7.3. Everyone involved in delivering the curriculum should have:

7.3.a effective supervision;

7.3.b an appropriate and realistic workload;

7.3.c effective personal support;

7.3.d mentoring;

7.3.e time to learn;

7.3.f continuing professional development opportunities.

7.4. *Tutors have an identified source of peer support.*

Standard 8 – Management of initial education and training

8. Initial pharmacist education and training must be planned and maintained through transparent processes which must show who is responsible for what at each stage

- 8.1.** All education and training will be supported by a defined management plan with:
- 8.1.a** a schedule of responsibilities
 - 8.1.b** defined structures and processes to manage the delivery of education and training

Standard 9 – Resources and capacity

9. Resources and capacity are sufficient to deliver outcomes.

9.1 There must be:

9.1.a robust and transparent mechanisms for securing an appropriate level of resource for delivering an accreditable MPharm degree;

9.1.b sufficient staff from relevant disciplines to deliver the curriculum to students *and trainees*. Staff must be appropriately qualified and experienced. The staffing profile must include:

9.1.b.i sufficient numbers of pharmacists – registrants of the GPhC – with experience of teaching in higher education to ensure that an MPharm degree can produce students equipped to enter pharmacist pre-registration training in Great Britain.

9.1.b.ii sufficient numbers of pharmacists to act as tutors and professional mentors at university *and in pre-registration*. Not all personal tutors must be pharmacists.

9.1.b.iii pharmacists who are leaders in the profession and in their university, who can influence university policy relevant to pharmacy

9.1.b.iv non-pharmacist academics who can influence school and university policy relevant to pharmacy

9.1.b.v staff who are sufficiently experienced to supervise research. It would be unusual for anyone to supervise research at a particular level unless they had researched to that level or beyond. New research supervisors must be mentored and signed off as being fit to supervise after a period of mentoring

9.1.b.vi science academics who understand the relevance of their discipline to pharmacy and deliver their area of expertise in a pharmaceutical context

9.1.b.vii academic pharmacists and other experienced MPharm degree staff who are able to act as mentors to non-pharmacist colleagues

9.1.c pre-registration tutors who meet the GPhC's standards for pre-registration tutors.

9.1.d career pathways in universities for all staff teaching on MPharm degrees, including pathways for practice staff

9.1.e clear lines of authority and responsibility for the strategic organisation and day-to-day management of placements

9.1.f training and ongoing support for all non-pharmacists involved in the delivery of MPharm degrees which must help them understand:

9.1.f.i help and understand the relevance of their work to pharmacy

9.1.f.ii how to deliver their area of expertise in a pharmaceutical context

9.1.g appropriate learning resources

9.1.h accommodation and facilities that are fit for purpose

9.1.i pre-registration premises which meet the GPhC's standards for pre-registration premises

Standard 10 - Outcomes

10.1 Expectations of a pharmacy professional

Learning outcome	MPharm	<i>Pre-reg</i>
10.1.a Recognise ethical dilemmas & respond in accordance with relevant codes of conduct and behaviour	Shows how	<i>Does</i>
10.1.b Recognise the duty to take action if a colleague's health, performance or conduct is putting patients or public at risk	Knows how	<i>Knows how</i>
10.1.c Recognise personal health needs, consult and follow the advice of a suitably qualified professional, and protect patients or public from any risk posed by personal health	Does	<i>Does</i>
10.1.d Apply the principles of clinical governance in practice	Knows how	<i>Does</i>
10.1.e Demonstrate how the science of pharmacy is applied in the design and development of medicines and devices	Shows how	<i>Knows how</i>
10.1.f Contribute to the education and training of other members of the team, including peer review and assessment	Shows how	<i>Does</i>
10.1.g Contribute to the development of other members of the team through coaching and feedback	Knows how	<i>Shows how</i>
10.1.h Engage in multidisciplinary team working	Knows how	<i>Does</i>
10.1.i Respond appropriately to medical emergencies, including provision of first aid	Knows how	<i>Shows how</i>

10.2 The skills required in practice

10.2.1 Implementing health policy

Learning outcome	MPharm	<i>Pre-reg</i>
a. Promote healthy lifestyles by facilitating access to and understanding of health promotion information	Shows how	<i>Does</i>
b. Access & critically evaluate evidence to support safe, rational & cost effective use of medicines	Shows how	<i>Knows how</i>
c. Use the evidence base to review current practice	Shows how	<i>Does</i>
d. Apply knowledge of current pharmacy-related policy to improve health outcomes	Knows how	<i>Shows how</i>
e. Collaborate with patients, the public and other healthcare professionals to improve patient outcomes	Knows how	<i>Shows how</i>
f. Play an active role with public and professional groups to promote improved health outcomes	Knows how	<i>Knows how</i>
g. Contribute to research & development activities to improve health outcomes	Knows how	<i>Knows how</i>
h. Provide evidence- based medicines information	Shows how	<i>Does</i>

10.2.2 Validating therapeutic approaches and supplies prescribed and over-the-counter medicines

Learning outcome	MPharm	Pre-reg
a. Identify and employ the appropriate diagnostic or physiological testing techniques in order to promote health	Knows how	<i>Shows how</i>
b. Identify inappropriate health behaviours and recommend suitable approaches to interventions	Shows how	<i>Does</i>
c. Instruct patients in the safe and effective use of their medicines and devices	Shows how	<i>Does</i>
d. Analyse prescriptions for validity and clarity	Shows how	<i>Does</i>
e. Clinically evaluate the appropriateness of prescribed medicines	Shows how	<i>Does</i>
f. Provide, monitor and modify prescribed treatment to maximise health outcomes	Shows how	<i>Does</i>
g. Communicate with patients about their prescribed treatment	Shows how	<i>Does</i>
h. Optimise treatment for individual patient needs in collaboration with the prescriber	Shows how	<i>Does</i>
i. Record, maintain and store patient data	Shows how	<i>Does</i>
j. Supply medicines safely and efficiently, consistently within legal requirements and best professional practice. NB This should be demonstrated in relation to both human and veterinary medicines.	Shows how	<i>Does</i>

10.2.3 Ensuring safe and effective systems are in place to manage risk inherent in the practice of pharmacy and the delivery of pharmaceutical services

Learning outcome	MPharm	Pre-reg
10.2.3.a. Ensure quality of ingredients to produce medicines and products	Knows how	<i>Shows how</i>
10.2.3.b. Apply pharmaceutical principles to the formulation, preparation and packaging of products	Shows how	<i>Shows how</i>
10.2.3.c. Verify safety and accuracy utilising pharmaceutical calculations	Does	<i>Does</i>
10.2.3.d. Develop quality management systems including maintaining appropriate records	Shows how	<i>Shows how</i>
10.2.3.e. Manage and maintain quality management systems including maintaining appropriate records	Shows how	<i>Does</i>
10.2.3.f. Procure and store medicines and other pharmaceutical products working within a quality assurance framework	Knows how	<i>Does</i>
10.2.3.g. Distribute medicines safely, legally and effectively	Knows how	<i>Does</i>
10.2.3.h. Dispose of medicines safely, legally and effectively	Knows how	<i>Does</i>
10.2.3.i. Manage resources in order to ensure work flow and minimise risk in the workplace	Knows how	<i>Shows how</i>

10.2.3.j.	Take personal responsibility for health and safety	Does	<i>Does</i>
10.2.3.k.	Work effectively within teams to ensure safe and effective systems are being followed	Knows how	<i>Does</i>
10.2.3.l.	Ensure the application of appropriate infection control measures	Shows how	<i>Does</i>
10.2.3.m.	Supervise others involved in service delivery	Knows how	<i>Does</i>
10.2.3.n.	Identify, report and prevent errors and unsafe practice	Shows how	<i>Does</i>
10.2.3.o.	Procure, store and dispense and supply veterinary medicines safely and legally	Knows how	<i>Knows how</i>

10.2.4 Working with patients and the public

Learning outcome	MPharm	<i>Pre-reg</i>
a. Establish and maintain patient relationships while identifying patients' desired health outcomes and priorities	Shows how	<i>Does</i>
b. Obtain and record relevant patient medical, social and family history	Shows how	<i>Does</i>
c. Identify and employ the appropriate diagnostic or physiological testing techniques to inform clinical decision making	Knows how	<i>Shows how</i>
d. Communicate information about available options in a way which promotes understanding	Shows how	<i>Does</i>
e. Support the patient in choosing an option by listening and responding to their concerns and respecting their decisions	Shows how	<i>Does</i>
f. Conclude consultation to ensure a satisfactory outcome	Shows how	<i>Does</i>
g. Maintain accurate and comprehensive consultation records	Shows how	<i>Does</i>
h. Provide accurate written or oral information appropriate to the needs of patients, the public or other healthcare professionals	Shows how	<i>Does</i>

10.2.5 Maintaining and improving professional performance

Learning outcome	MPharm	<i>Pre-reg</i>
a. Demonstrate the characteristics of a prospective professional pharmacist as set out in relevant codes of conduct and behaviour	Does	<i>Does</i>
b. Reflect on personal and professional approaches to practice	Does	<i>Does</i>
c. Create and implement a personal development plan	Does	<i>Does</i>
d. Review and reflect on evidence to monitor performance and revise professional development plan	Does	<i>Does</i>
e. Participate in audit and in implementing recommendations	Knows how	<i>Shows how</i>
f. Contribute to identifying learning and development needs of team members	Knows how	<i>Does</i>

g. Contribute to the development and support of individuals and teams	Knows how	<i>Does</i>
h. Anticipate and lead change	Knows how	<i>Shows how</i>

Indicative syllabus

A1.1 How medicines work

Therapeutics

- Routes of administration
- New therapeutic advances
- Infection control
- Complementary therapies
- Clinical therapeutic uses of drugs

Applied Physical, Chemical and Biological sciences

- Sources and purification of medicinal substances
- Physicochemical characteristics of drugs and biological systems
- Thermodynamics and chemical kinetics
- (Bio)Analytical principles and methods
- Drug design and discovery
- Cell and molecular biology
- Biochemistry
- Genetics
- Microbiology
- Immunology
- Pharmaceutical chemistry
- Drug identification
- Drug synthesis

Pharmacology, pharmacokinetics & pharmacodynamics

- Contraindications, adverse reactions and drug interactions
- ADME
- Prediction of drug properties
- Pharmacogenetics and pharmacogenomics
- Drug and substance misuse
- Clinical toxicology and drug-over-exposure
- Molecular basis of drug action
- Metabolism

Pharmaceutical technology including manufacturing & engineering science

- Biotechnology
- Manufacturing methods
- Quality assurance processes
- Sterilisation and asepsis
- Environmental control in manufacturing

Formulation and material science

- Materials used in formulations and devices
- Biopharmaceutics, developmental pharmaceuticals, pre-formulation and formulation studies
- Design and standardization of medicines
- Microbiological contamination
- Contamination control
- Product stability
- Medical devices

A1.2 How people work

Normal & abnormal structure & function

- Nutrition
- Physiology
- Pathology
- Infective processes

Sociology

- Social and behavioural science

Health psychology

- Health promotion
- Disease prevention
- Behavioural medicine

Objective diagnosis

- Differential diagnosis
- Symptom recognition
- Diagnostic tests

Epidemiology

- Aetiology and epidemiology of (major) diseases

A1.3 How systems work

Healthcare management

- Public health
- Organisations: NHS, DH, govt priorities
- Other professionals
- Health care systems

Evidence-based practice

- Health information systems/ resources
- Health policy and (pharmaco)economics

Professional regulation

- Legislation
- Professional ethics and fitness to practise
- Sale and supply of medicines
- CPD
- Political and legal framework

Medicines regulation

- Evaluation and regulation of new drugs and medicines
- Pharmacopoeial specifications and biological standards
- Medicines licensing
- Product quality, safety and efficacy
- The supply chain
- Packaging, labelling and patient information

Clinical governance

- SOPs
- Research methodology / research ethics
- Risk & quality management
- Good manufacturing/dispensing practice
- Good clinical practice
- Health policy, clinical and science research methods

Clinical management

- Disease management
- Chronic medicines management
- Medicines use review
- Care planning

Workplace Regulation

- Health & Safety
- Sexual boundaries
- Independent Safeguarding Authority
- Data protection
- FOIA
- Consumer protection incl. complaints procedures

A1.4 Core and transferable skills

Professionalism

Research and research methods

Critical appraisal

- Audit and learning from errors

Problem solving

- Study skills
- Team-working skills

Clinical decision making

- Leadership skills

Accurate record keeping

Reflective practice (incl. continuing professional development)

Effective communication

- Interpersonal skills
- Medical terminology

Interpret & interrogate clinical data

Analyse & use numerical data

Pharmaceutical numeracy

Technological literacy

A1.5 Attitudes and values

See the GPhC *Code of Conduct for pharmacy students (2010)* and *Standards of conduct, ethics and performance (2010)*