

**University of Bath in partnership with University of
Plymouth, Master of Pharmacy (MPharm) degree
Step 2 accreditation event report, October 2023**



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Event summary and conclusions

Provider	University of Bath in partnership with University of Plymouth
Courses	Master of Pharmacy (MPharm) degree
Event type	Step 2 accreditation (bespoke methodology)
Event date	12-13 October 2023
Approval period	Working towards accreditation
Relevant requirements	Standards for the initial education and training of pharmacists, January 2021
Outcome	<p>Approval to progress to next step</p> <p>The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the MPharm degree provided by the University of Bath in partnership with the University of Plymouth should be permitted to move from step 2 to the next step of the bespoke accreditation process.</p>
Conditions	There were no conditions.
Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	No recommendations were made.
Registrar decision	<p>The Registrar of the GPhC has reviewed the accreditation report and accepted the accreditation team's recommendation.</p> <p>The Registrar is satisfied that the University of Bath (in partnership with the University of Plymouth) has met the requirements to proceed to the next step of the accreditation process for new MPharm degrees against the Standards for the initial education and training of pharmacists, January 2021. Students may be admitted onto the new programme in the 2024/25 academic year.</p> <p>The Registrar notes that there were no conditions associated with this event, and that the next step of the process will involve an on-site monitoring event in 2024/25 to review the 1st year of delivery and plans for delivery of year 2.</p>
Key contact (provider)	Lyn Hanning, Director of Practice-Based Learning and Academic Lead for the MPharm Plymouth, University of Bath

Accreditation team	<p>Professor Chris Langley (team leader), Professor of Pharmacy Law & Practice and Deputy Dean of the College of Health and Life Sciences, Aston University *</p> <p>Parbir Jagpal (team member - academic), Director of Prescribing, School of Pharmacy, University of Birmingham</p> <p>Dr Cathy O’Sullivan (team member - lay), Workforce Development Consultant</p> <p>Dafydd Rizzo (team member - pharmacist newly qualified), Clinical Pharmacist, Cardiff and Vale University and Post-Registration Foundation Pharmacist</p> <p>Dr Marisa Van Der Merwe (team member - academic), Interim Associate Dean (Academic) Faculty of Science and Health, University of Portsmouth</p> <p>Dr Hayley Wickens (team member - pharmacist), Consultant Pharmacist, Genomics and Pharmacogenomics, Central and South Genomic Medicine Service Alliance</p>
GPhC representative	<p>Alex Ralston, Quality Assurance Officer (Education), General Pharmaceutical Council *</p>
Rapporteur	<p>Jane Smith, Chief Executive Officer, European Association for Cancer Research</p>

* Attended pre-event meeting

Introduction

Role of the GPhC

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.

The powers and obligations of the GPhC in relation to the accreditation of pharmacy education are legislated in the Pharmacy Order 2010. For more information, visit:

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

Background

The University of Bath approached the GPhC in 2022 with a proposal to offer a variant of its accredited Master of Pharmacy (MPharm) degree in conjunction with a partner University in the south-west of England. The University of Bath informed the GPhC that the proposed delivery model involved the University of Bath maintaining oversight and management of the MPharm variant and to deliver the teaching at the partner University.

The proposal is driven by the need to attract pharmacists to the workforce in the partner University's region, as there is evidence that many students choose to remain in the location that they study in, after graduation. The University of Bath confirmed that it had engaged with Health Education England South West (HEE SW) who were supportive of the proposal. The University of Bath also confirmed that its selected partner for delivery was the University of Plymouth.

The methodology for accreditation of a new MPharm degree involves 7 steps, with one step taken per academic year. It was agreed that it would be disproportionate to apply the same methodology in this situation as the University of Bath offers a fully accredited MPharm degree. (The University of Bath was reaccredited to the 2021 IETP standards in December 2022).

It was agreed that a bespoke methodology would be developed for the accreditation of the variant. The accreditation process will therefore involve three steps, including monitoring events to take place between steps 2 and 3 as the first cohort progresses through the programme. The accreditation process will be undertaken separately from the University of Bath's current degree programme.

A step 1 event took place on 24 February 2023 between the GPhC, the University of Bath, the University of Plymouth and HEE SW. Subsequently, the University of Bath confirmed to the GPhC that it intended to proceed with the accreditation. The step 2 event took place on 12-13 October 2023 on site at the University of Plymouth and is the subject of this report.

The methodology for reaccreditation of MPharm degrees to the 2021 standards has been applied to this event, particularly the use of 'met', 'likely to be met' and 'not met' decisions available to the accreditation team. It is intended this will help shape the focus of future monitoring and step events and submission documentation, as the provider moves through the process.

Longer term, there are plans to seek accreditation for an MPharm degree with preparatory year, but this requires some additional funding from NHS England, and a new programme approval at Bath. The timeline for funding approval and University approval is anticipated to be January 2024 to June 2024, so accreditation for this course was not sought at this event.

Documentation

Prior to the event, the provider submitted documentation to the GPhC in line with the agreed timescales. The documentation was reviewed by the accreditation team 'the team' and it was deemed to be satisfactory to provide a basis for discussion.

Pre-event

In advance of the main event, a pre-event meeting took place via videoconference on 25 September 2023. The purpose of the pre-event meeting was to prepare for the event, allow the GPhC and the provider to ask any questions or seek clarification, and to finalise arrangements for the event. The

provider was advised of areas that were likely to be explored further by the accreditation team during the event.

The event

The event was held on site on 12-13 October 2023 and comprised of a series of meetings between the GPhC accreditation team and representatives of the MPharm course, including the partner Universities and NHS England (formerly Health Education England South West).

Declarations of interest

Hayley Wickens is collaborating on a genomics project with Lyn Hanning.

Marisa Van Der Merwe is collaborating with the University of Bath on practice placements.

Neither of these declarations was found to be a material conflict of interest.

Schedule

Day 1 Thursday 12 October

Private meeting of the accreditation team

Welcome and introductions

Management and oversight of the MPharm degree

- Presentation from provider
- Questions and discussions

Private meeting of the accreditation team

Tour of facilities

Private meeting of accreditation team

The student experience

- Presentation from provider
- Questions and discussion

Day 2 Friday 13 October

Experiential and interprofessional learning and detailed plans for delivery of year 1

- Presentation from provider
- Questions and discussion

Private meeting of the accreditation team

Deliver outcome to programme provider

Attendees

Course provider

The accreditation team met with the following representatives of the provider:

Name	Designation at the time of accreditation event
Professor Sube Banerjee	Executive Dean, University of Plymouth
Professor Susan Barker *	Academic Consultant, University of Bath
Andy Blount	Space Manager, University of Plymouth
Professor Julian Chaudhuri	Pro Vice Chancellor Education, University of Bath
Professor Duncan Craig	Dean of the Faculty of Science, University of Bath
Professor John Curnow	Deputy Vice Chancellor, University of Plymouth
Iain Davidson	Chief Pharmacist and Clinical lead, Royal Cornwall NHS Hospitals Trust
Neil Gillett	Head of Student Services, University of Plymouth
Nick Haddington	Regional Head of Pharmacy – Workforce Training and Education South West, NHS England
Lyn Hanning *	Director of Practice-Based Learning and Academic Lead for the MPharm Plymouth, University of Bath
Adam Jones	Head of Capital Development, University of Plymouth
Nina Kearney	Project Manager, University of Plymouth

Alice Ludgate	Director of Student Support and Safeguarding, University of Bath
Rosie McDermott	Regional Manager, Day Lewis Pharmacy
Pamela Nyatanga	Education and Training lead, University Hospitals Plymouth NHS Trust
Sarah Paine *	SW MPharm Implementation Manager, University of Bath
Nick Powell	Capital Project Manager, University of Plymouth
Pamela Rae	Research Fellow, Plymouth Integrative Health and social care education Centre, University of Plymouth
Debi Reilly	Regional Director, Workforce Training and Education South West, NHS England
Dr Philip Rogers *	Director of Pharmacy, University of Bath
Charlotte Sharpe	Regional Support Manager for Devon, Day Lewis Pharmacy
Kandarp Thakkar	Chief Pharmacist & Clinical Director of Medicines, University Hospitals Plymouth NHS Trust
Tom Unwin	Managing Building Surveyor, AtkinsRéalis
Terry Vallance	Associate Director (Student Administration and Compliance), University of Plymouth

* attended pre-event meeting

Key findings - Part 1 Learning outcomes

The University of Bath MPharm degree that has recently been reaccredited to the GPhC 2021 IETP standards will be delivered at the Plymouth site. There will be no changes to the content, learning outcomes or assessments. As such the learning outcomes were not explored in detail as part of this step 2 accreditation process.

The only coursework example identified where a change will be required is the 'Health Fair' public health promotion exercise in Year 1 as the University of Plymouth city-centre campus does not lend itself to this exercise in the same way that the University of Bath campus does; in this case the Plymouth-based student pharmacists will design and deliver a public health campaign and prepare relevant materials, thus addressing the same learning outcomes as part of the same problem-based learning small group activity.

Key findings - Part 2 Standards for the initial education and training of pharmacists

Standard 1: Selection and admission

Students must be selected for and admitted onto MPharm degrees on the basis that they are being prepared to practise as a pharmacist

Criterion 1.1 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.2 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.3 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.4 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.5 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.6 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.7 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.8 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.9 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

Information about the University of Bath MPharm delivered at the University of Plymouth is available for potential applicants on both university websites. This includes details of entry requirements and admissions procedures.

The University of Bath holds face-to-face and virtual open days for prospective student pharmacists. Information about the University of Plymouth-based MPharm has been included in these talks since June 2023. The University of Plymouth also holds face-to-face and virtual open days. Since June 2023, there has been a pharmacy presence at these open days, including talks from pharmacy staff.

The programme to be delivered at the University of Plymouth is a University of Bath award with the same standards as the MPharm delivered at Bath, and therefore all selection and admissions processes and criteria will reflect those used for the Bath-based degree.

Both versions of the MPharm are listed on the UCAS admissions system, with the Plymouth-based course being described as "Pharmacy (Plymouth University campus), University of Bath" compared to "Pharmacy, University of Bath" for the Bath-based course. The course variants have different UCAS codes so that prospective student pharmacists may apply to one or both versions. Applications for the Plymouth-based MPharm will be reviewed separately to those for the Bath-based MPharm for statistical purposes, but the same standards will apply.

Applicants who pass the initial academic screening are invited to an applicant visit day and a subsequent online interview. Applicant visit days for those applying to the Plymouth-based course will be conducted either online or at the University of Plymouth and will be scheduled alongside other University of Plymouth applicant visit days to ensure that applicants receive necessary general University of Plymouth information including tours of the facilities. Applicants who apply to both the Bath-based and Plymouth-based courses will be invited to an applicant visit day in both locations, but will undertake one interview only. If it is necessary to recruit students through Clearing, then the same interview process would be applied as was used for direct applicants earlier in the cycle.

The team asked if it was possible for students who applied to both courses to be made an offer for only one course and was told that this is possible; for example, a student might, in the course of the interview, provide a strong suitability for one location over the other. It is also possible for different near-miss grades to be applied to the courses, so students with offers for both courses might be accepted on to one and not the other. The team encouraged the provider to monitor admissions data closely to ensure that entry standards to the two courses do not diverge significantly. The team also asked the provider to make clear to applicants the implications of applying to and accepting offers from both courses. Criterion 1.4 (*Selection processes must give applicants the guidance they need to make an informed application*) is likely to be met until this information has been updated, and will be reviewed again during the next event.

The team asked if offers would be made to students on the Plymouth Foundation Year and was told that this course is specific to other healthcare courses, so it will not be a route to the MPharm. A University of Bath preparatory year for the Plymouth-based MPharm is planned and will be brought to the GPhC for consideration in due course.

Applicant and admissions data will be analysed at the end of the annual admissions cycle. As UCAS does not currently require applicants to specify all protected characteristics at the application stage, the UCAS-derived data set is inherently incomplete. Once students are registered, the data collected by the University of Bath will be more complete and the annual data return to the GPhC will include a breakdown by all relevant protected characteristics. The first data set for the Plymouth-based MPharm will be available in early 2025 for the cohort starting their study in the academic year 2024-2025. It will be kept separate from the data set for the equivalent Bath-based student pharmacists to enable easier analysis and comparisons between the two cohorts. Criterion 1.2 (*Higher-education institutions must actively aim to identify and reduce discrimination in selection and admission processes. As a minimum, every year, the MPharm degree admissions profile must be analysed by protected characteristics, as defined in the Equality Act 2010. Documented action must be taken if that analysis shows that the admissions process may be disadvantaging students*) is therefore likely to be met and will be reviewed again during the next event.

The University of Bath offers summer programmes to students from widening participation backgrounds. These will be available to students made offers for the Plymouth course and the provider is working to develop a Plymouth-based programme for future cohorts.

Applicants are required to declare any criminal convictions during the application process. Any such declaration will be reviewed by the Admissions Tutor, together with relevant senior staff. If appropriate, a discussion will be held in a confidential and supportive manner with the applicant and a decision made as to whether to proceed with the application process. Additionally, UK-based student pharmacists must undergo an Enhanced Disclosure and Barring Service check during their first semester of study; if this returns evidence of serious convictions, then the student may be withdrawn from the MPharm. International students are required to provide a certificate of good character from their country of origin during enrolment.

All applicants are required to complete a Fitness to Practise self-declaration form as part of the interview process. This form includes a written declaration of any medical conditions or disabilities. The Pharmacy Admissions Tutor, together with relevant senior staff, will review any declarations and judge whether this simply requires some adjustment to the teaching and learning environments, or whether this requires discussion with the student as to their suitability to study pharmacy. All such cases are considered individually, and the information kept confidential.

The only entry point to the course is day 1 of year 1 and students must meet the academic entry requirements before being made an offer to study the MPharm. All students must complete the entire MPharm course. No credit is allowed for students who already have a higher-level qualification.

Standard 2: Equality, diversity and fairness

MPharm degrees must be based on, and promote, the principles of equality, diversity and fairness; meet all relevant legal requirements; and be delivered in such a way that the diverse needs of all students are met

Criterion 2.1 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 2.2 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 2.3 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 2.4 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 2.5 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 2.6 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

University of Bath policies on equality, diversity and inclusion (EDI) will apply to all students and staff involved in the Plymouth-based course. A Staff Experience Advisory Board and a Student Experience Advisory Board have been established to provide a means of obtaining feedback on EDI issues and instigating actions. Both boards report to the University Executive Board. The Department of Life Sciences, in which pharmacy sits, holds an Athena Swan Silver award. The department has an EDI lead who sits on the Departmental Executive. This individual and the EDI committee ensures that all university EDI policies are applied at departmental level and best practice is followed. Staff and students based at the University of Plymouth will be included in all University of Bath EDI committees and groups and will be able to join meetings virtually. Similarly, staff based at Plymouth will access all University of Bath EDI training courses online, in the same way as staff based in Bath.

The team asked how the provider will ensure that students and staff follow the Bath policies and receive the necessary support, whilst also feeling part of the University of Plymouth community. The team was told that the University of Plymouth has similar partnerships with other providers so has experience of hosting ‘guest’ staff and students. The intention is for students to feel that they have additional opportunities from being a Bath student based at the University of Plymouth. Students will be able to access the Plymouth Students Union, which will be an important part of their social integration.

The team asked how systems and policies will be implemented at the University of Plymouth site to ensure that support and development is tailored to the needs of students based there. The provider stated that plans are in place to ensure that information is cascaded to where it needed. Work has started on working through the implications of systems and policies but, until they have recruited students, it is not possible to say how well this will work in practice. Criterion 2.3 (*Systems and policies must be in place to allow everyone involved to understand the diversity of the students’ circumstances and experiences and the implications that has for student support and development*) is therefore likely to be met and will be reviewed again at the next event.

Criterion 2.4 (*Every year, there must be a review of student performance broken down by protected characteristics, as defined in relevant equality and human rights legislation. Documented action must be taken to address differences when they are found*) is also likely to be met and will be reviewed again at the next event. The team was satisfied that plans are in place, but will not be fully implemented until the first data concerning student performance in formal assessments is available after the end of the 2024-2025 academic year, with the first data on overall degree performance being available after the end of the academic year 2027-2028.

The team asked how students on the Plymouth campus will access the trained medical actors available to students at the Bath campus and was told that there is an existing network of actors in the area, as well as actors already working on other Plymouth healthcare courses. The provider will therefore grow and develop a pool of actors local to Plymouth over time, as the course is rolled out.

Standard 3: Resources and capacity

Resources and capacity must be sufficient to deliver the learning outcomes in these standards

Criterion 3.1 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 3.2 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 3.3 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>

The course has been developed in response to a shortage of pharmacy graduates in the south-west of England. NHS England approached the University of Bath to discuss making its MPharm course available at a second location, with Plymouth eventually chosen as the preferred partner. A business case was approved, and significant NHS England funding has been provided to pump-prime the initial development and roll-out of the course in Plymouth. This funding covers seven years. Beyond that, the course is expected to be self-financing and discussions for options on ownership and management of the course have been considered. The team asked what contingency plans were in place should the course not be successful and was told that, with the acute demand for pharmacists in the region and recent increases in applications to the Bath MPharm, there are high levels of confidence in the demand for, and success of, the course.

The team noted that concerns had been raised about the complexities of offering Bath IT resources at the University of Plymouth and asked for further details of the concerns and plans to mitigate risks. The provider acknowledged that this is one of the most difficult aspects of the project. A longlist of challenges has been identified (for example, how University of Bath staff will use lecture capture facilities at the University of Plymouth) and a group of IT professionals from both universities has been convened to identify and implement solutions. Staff and students will have access to remote IT support from the University of Bath. Options for campus IT support are being considered, such as providing bespoke IT training to the lab technician.

It was noted that University of Bath staff and students will not have access to University of Plymouth computers. The teams asked whether laptops will be made available to students who need them, and was told that the threshold for accessing laptops via a University of Bath hardship fund may be lowered for students based at the university of Plymouth.

Recruitment of staff to teach on the course is planned for early 2024, with the posts phased over a number of years as the cohorts increase. Initially, a total of the equivalent of four full-time equivalent staff members will be recruited, potentially spread over a number of fractional posts to ensure all aspects of the early curriculum are covered. Opportunities to teach in Plymouth for staff already teaching at Bath will also be considered. In addition, there will be a senior academic based at the University of Plymouth who will have day-to-day responsibility for the Plymouth-based MPharm course and the University of Bath staff based in Plymouth. The team was shown a draft role description for this post. NHS colleagues present at the event reiterated their commitment to the course, and this would include providing clinical teaching staff if required. As staff are not yet in post, it was agreed that criterion 3.2 (*The staff complement must be appropriate for the delivery of all parts of the MPharm degree*) is likely to be met and will be reviewed again at the next event.

The initial NHS England funding for the development of the course includes funds for the creation of a pharmacy practice suite in a University of Plymouth building previously used by the School of Nursing and Midwifery. The team was taken on a tour of the building and was told that it is on schedule to be completed by September 2024. The Plymouth timetabling team have identified alternative teaching venues should this deadline not be met. The course will also have access to other on-campus simulation teaching space that was visited by the team. University of Plymouth laboratory space will be used for practical classes and lectures and workshops will be run in University of Plymouth general purpose teaching rooms. A separate office suite for School of Pharmacy staff will be made available at the University of Plymouth, in a building adjacent to the pharmacy practice suite. As the facilities are not yet ready for use, criterion 3.3 (*MPharm degrees must be delivered in premises that are fit for purpose*) is likely to be met and will be reviewed again at the next event.

Standard 4: Managing, developing and evaluating MPharm degrees

The quality of the MPharm degree must be managed, developed and evaluated in a systematic way

Criterion 4.1 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 4.2 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 4.3 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 4.4 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 4.5 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 4.6 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

The team asked for details of which aspects of the programme management, including the periods of experiential and inter-professional learning, will be managed as one across the two campuses and which will be treated separately. The provider explained that the ethos is for the courses to be planned jointly and delivered locally. For example, learning outcomes will be tested in the same type of assessments but might use different data sets to account for differences in the timing of assessments. Unit convenors will work together and share module feedback. Each module will have the same external examiner at both Universities so that outcomes and feedback are scrutinised and compared by cohort. As these details are not finalised, criterion 4.1 (*There must be systems and policies in place to manage the delivery of the MPharm degree, including the periods of experiential and inter-professional learning*) is likely to be met.

University of Bath students studying at either the University of Bath or the University of Plymouth will undertake significant periods of study in practice-based settings. Each host organisation is reviewed before any students are sent there on placement. Service level agreements are in place with those organisations who currently host University of Bath-based students, to provide clarity as to the purpose, content and management of the placements. Where the same organisations will host University of Plymouth-based students, these agreements will be updated to reflect that fact. Where new organisations will be involved with the University of Plymouth-based students, similar agreements with those organisations will be developed. As these agreements are not yet in place, criterion 4.2 (*There must be agreements in place between everyone involved that specify the management, responsibilities and lines of accountability of each organisation, including those that contribute to periods of experiential and inter-professional learning*) is likely to be met and will be reviewed at the next event.

The team asked at what stage in the process patients and the public in the south-west have been included as stakeholders and how their views have been considered in the development of the course. The provider stated that patient views had contributed to the redevelopment of the University of Bath MPharm and acknowledged that there had been little additional public engagement in developing the University of Plymouth course, where the focus to date has been on engagement with employers. There are plans to work with local patient groups and the University of Plymouth has strong and differentiated networks of patient advisors. The team noted these plans and would like to see more consultation with the local patient community as the course develops.

Students at the University of Bath have opportunities to provide feedback on the MPharm via module evaluations, the Staff Student Liaison Committee and the National Student Survey. Feedback from the students based at the University of Plymouth will be gathered in a similar fashion, but the two cohorts of student pharmacists will be reviewed separately to determine if there are any location-specific issues. Such issues will be addressed on a case-by-case basis, working with Plymouth staff where needed.

The team was satisfied that plans are in place to meet criterion 4.5 (*Systems and policies must be used in such a way that the MPharm degree is evaluated on the basis of evidence and that there is continuous improvement in its delivery*) but as the processes have not yet been implemented, the criterion is likely to be met and will be reviewed again at the next event.

Standard 5: Curriculum design and delivery

The MPharm degree curriculum must use a coherent teaching and learning strategy to develop the required skills, knowledge, understanding and professional behaviours to meet the outcomes in

part 1 of these standards. The design and delivery of MPharm degrees must ensure that student pharmacists practise safely and effectively

Criterion 5.1 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.2 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.3 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.4 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.5 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.6 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.7 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.8 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.9 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.10 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.11 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.12 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.13 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

The University of Bath MPharm was redesigned to meet the new 2021 GPhC Standards for the initial education and training of pharmacists. It was reviewed by the GPhC in a Part 1 re-accreditation event in December 2022 and approved with no conditions or recommendations, subject to a satisfactory part 2 event to take place in the academic year 2024/2025. The course has a progressive, spiral structure to allow material to be taught with increasing complexity over the four years. This culminates in the final year modules, where students are exposed to simulated and real patients with complex co-morbid and multi-morbid conditions and must apply their scientific, clinical, legal and policy knowledge to make sound decisions and judgements and make appropriate recommendations.

The first year 1 intake to the new MPharm at the University of Bath had just been admitted at the time of this event. The same course will be delivered at the University of Plymouth, with the first intake to start in 2024-2025. The provider stated that some variation in timetabling and delivery between the two locations is inevitable due to the differences in university calendars and the differing constraints imposed by the university estate and availability of academic staff at the two locations. The team asked how the provider will ensure that content is not shared between cohorts when there is a difference in scheduling, especially around the assessment period, and was told that assessments will use different questions, case studies and stations across the two locations, albeit the same learning outcomes will be tested. The University of Bath already has experience of varying assessments in this way, due to the large cohort sizes; for example, OSCEs run on several days.

Academic staff in the School of Pharmacy at the University of Plymouth will be employed by the University of Bath. In addition, a number of Teacher Practitioners and Practice Educators will be involved in the delivery of the MPharm, both at the University of Plymouth and in practice settings. A senior member of academic staff will lead the Plymouth-based team.

Each module will have two convenors; one based at each site and there will be close liaison between these staff. Assessments will be co-designed by the module teams at each site. The Plymouth-based teaching staff will meet regularly during the academic year to plan and review the teaching at the University of Plymouth. As full staff members of the University of Bath, the Plymouth-based staff will participate in MPharm-related meetings with the Bath-based pharmacy staff, for example the Curriculum Design Group, where updates to the MPharm are discussed, and the Board of Examiners,

where student progression is determined. In addition, any training given to Bath-based pharmacy staff will include the Plymouth-based Pharmacy staff. As staff are not yet in place, criterion 5.3 (*Everyone involved must work together to deliver the MPharm degree*) is likely to be met and will be reviewed again at the next event.

The team asked how the provider will ensure that research-active staff appointed to deliver the Plymouth-based course will be supported to maintain their research in areas where they need access to laboratories and specialist equipment. The provider stated that rental and access agreements will be negotiated with the University of Plymouth as needed, and on a case-by-case basis. The team look forward to seeing how the Plymouth research environment develops once staff are in post.

Practice-based learning is an integral part of the course. It increases in duration and complexity throughout course, from simple experiential visits in year 1 to multi-week multi-site placements in year 4. Over the duration of the course, students will receive 15 weeks of placement training. Students based at the University of Plymouth will undertake their practice-based learning at a range of partner organisations, some of which currently host University of Bath-based MPharm students and some of which will be specific to the Plymouth-based students, mainly due to geographical constraints. In all cases, the host organisations will undergo review and training by course staff to ensure quality of provision.

The team asked how the provider will engage with patients, carers and other healthcare professionals to support students to gain experience of interaction with patients and the public in a range of environments. The provider explained that public health is addressed early in the curriculum and will cover local health issues. Also early in the course, students meet patients in an informal, roundtable discussion session, which supports students to contextualise the patient contact they will have on placements. Placement providers present at the event from both community and hospital settings explained that students will interact with local patients throughout their placements. Students will also be given a rural and an urban community pharmacy placement, so that they have variety of experience. Students' travel, subsistence and, where needed, accommodation costs associated with attending placements are paid by the University of Bath. A Patient Advisory Group is in place at the University of Bath and the provider will seek to appoint a patient from Plymouth to join the group, and to formalise the reporting of the group so that it feeds into future course developments.

The team agreed that as placements and other plans for patient involvement in the MPharm are not yet implemented, criterion 5.6 (*The MPharm degree curriculum must include practical experience of working with patients, carers and other healthcare professionals. Student pharmacists must be exposed to an appropriate breadth of patients and people in a range of environments (real-life and simulated) to enable them to develop the skills and the level of competency to achieve the relevant learning outcomes in part 1 of these standards. This experience should be progressive, increase in complexity and take account of best practice*) is likely to be met and will be reviewed again at the next event.

The Plymouth Integrative Health and social care education Centre (PIHC) supports interprofessional learning across the Faculty of Health at the University of Plymouth, drawing on the diversity of programmes within the Faculty's six schools: Medicine, Dentistry, Biomedical Sciences, Psychology, Health Professions, and Nursing and Midwifery. MPharm students studying at the University of Plymouth will join this programme and the content will be updated to include pharmacy-specific material. The content and any associated assessment will be mapped to the GPhC learning outcomes. The University of Plymouth are currently working on developing Inter-Professional Education for

higher years and the School of Pharmacy will be part of those discussions, with the intention that Inter-Professional Education (IPE) will continue across all four years of the MPharm. The MPharm team will identify an IPE lead who will join the PIHC and support the development and delivery of IPE.

The team noted that at present, IPE activities are hybrid. The in-person activities are lecture based and there is scope for them to be more hands-on and interactive. Therefore, criterion 5.7 (*During the MPharm degree, there must be an inter-professional learning plan. Student pharmacists must engage with inter-professional education (IPE) through a progressive strategy based on the Centre for the Advancement of Interprofessional Education's Interprofessional Education Guidelines (CAIPE, 2017). IPE must mirror practice and must focus on interaction with other health and social care professionals. Engagement with students from other health and care professions must begin at an early stage, progressing to more complex interactions to enable students to develop the skills and level of competency they need to achieve the relevant learning outcomes in part 1 of these standards*) is likely to be met and will be reviewed again at the next event.

The University of Bath procedures to deal with concerns, including the Fitness to Practise policy, will apply equally to students based at the University of Plymouth and those based at the University of Bath. The team noted that students on this course will spend most of their time on the Plymouth campus and will be interacting with University of Plymouth registered students, so asked how the provider will deal with any concerns in relation to fitness to practise that may involve students from both universities. The provider explained that separate processes would apply to the students, but there would be an element of information sharing and notifications between the two universities. The provider acknowledged that an addendum to existing regulations might be needed to cover this and to make clear that regulations referring to University of Bath property extended to University of Plymouth property for Bath students based at Plymouth.

Both the University of Bath and the University of Plymouth are committed to making a success of the joint venture to deliver the University of Bath MPharm at the University of Plymouth. The two universities have separate legal agreements with Health Education England (now NHS England) governing the funding and overall management of this venture, including termination clauses. The provider stated that if a decision was made to cease recruitment to the University of Bath MPharm at the University of Plymouth, then appropriate thought would be given to the remaining cohorts with options considered including course transfer to Bath or continuing to teach on-site at the University of Plymouth until students have graduated. The team could not see this covered explicitly in the Heads of Terms agreement and asked the provider to ensure that it is covered clearly in the final legal agreement to be signed by the two universities. As the legal agreement is not finalised, criterion 5.11 (*In the event of programme closure or withdrawal, higher-education institutions must have a documented process in place to manage the programme closure or withdrawal*) is likely to be met and will be reviewed again at the next event.

Standard 6: Assessment

Higher-education institutions must demonstrate that they have a coherent assessment strategy which assesses the required skills, knowledge, understanding and behaviours to meet the learning outcomes in part 1 of these standards. The assessment strategy must assess whether a student pharmacist's practice is safe

Criterion 6.1 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.2 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

Criterion 6.3 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.4 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.5 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.6 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.7 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.8 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.9 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.10 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.11 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.12 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.13 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.14 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

As the course at Plymouth will be a University of Bath MPharm award, it will be subject to the same quality assurance and monitoring processes as the MPharm delivered at the University of Bath. Due to the differences in university calendars between the two institutions, identical assessments will not always be possible and in this case the assessments will have different specific content but will address the same learning outcomes and teaching material. Each assessment is also mapped to the GPhC Standards for the initial education and training of pharmacists. Where it is not possible to replicate the exact assessment item, an alternative form of assessment will be used. The only example of this identified thus far is a public health promotion exercise in Year 1; in this case the Plymouth-based student pharmacists will design a public health campaign and prepare relevant materials, rather than running a public health fair, thus addressing the same learning outcomes as part of the same problem-based learning small group activity.

The team asked how the provider will ensure that variations in teaching and assessments between the two sites do not affect student outcomes. The provider stated that teaching and assessment will be co-designed by staff at both locations. The same external examiner will review assessments and outcomes for both sites, and the course team will compare outcomes for each cohort and will quickly identify and address any divergence. The provider stated that while the number of external examiners will increase over time, as the course is rolled out and student numbers grow, the intention is always to maintain the same examiner for each module across both sites.

Following the reaccreditation of the University of Bath MPharm in December 2022, a working group was established to determine the most appropriate standard setting approaches to be used for each assessment. The team asked for an update on the progress of this group and was told that the work was ongoing, with the calculations assessment now being considered. Standards applied to multiple choice questions were felt to have contributed to weak outcomes in some assessments, so the standard setting approach had been further reviewed and adjusted. As this work is ongoing, criterion 6.4 (*Assessment must be fair and carried out against clear criteria. The standard expected of students in each area to be assessed must be clear; and students and everyone involved in assessment must be aware of this standard. An appropriate standard-setting process must be used for summative assessments done during the MPharm degree*) and criterion 6.7 (*It must be clear what standard-setting methods are used during the MPharm degree*) are likely to be met and will be reviewed again at the next event.

The team asked the provider for more details of the regular points of contact throughout the academic year when students based at the University of Plymouth will meet with staff to get feedback on their performance. The provider explained that there will be regular formative feedback in all modules, including formative OSCEs. Personal tutors, who will be based in Plymouth, will provide holistic feedback after the end of semester exams. It was noted that year 4 project tutors will be based in Plymouth, although students will have the same opportunities as students based in Bath to apply to take a project overseas.

The team asked about processes for moderating assessment by practice-based assessors and was told that in each year students complete an e-portfolio in which supervisor marks from work-based assessments, along with some university marks, are recorded. These are reviewed and moderated by University staff.

Standard 7: Support and development for student pharmacists and everyone involved in the delivery of the MPharm degree

Student pharmacists must be supported in all learning and training environments to develop as learners and professionals during their MPharm degrees. Everyone involved in the delivery of the MPharm degree should be supported to develop in their professional role

Support for student pharmacists

Criterion 7.1 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 7.2 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 7.3 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 7.4 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

Support for everyone involved in the delivery of the MPharm degree

Criterion 7.5 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 7.6 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 7.7 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 7.8 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

The team asked the provider to explain how effective communication with students via email will be ensured, given that students will have University of Bath email accounts, but will need, for example, information about University of Plymouth facilities and social activities. The provider stated that this has been considered. Students on the course will be added to University of Plymouth communication lists for some generic issues. In addition, students themselves provide contact details themselves to the Student Union. The team asked if students based in Plymouth will be excluded from irrelevant University of Bath communications and the provider undertook to check that this will be actioned.

The team asked how the provider will obtain feedback on the student experience from the first cohort of students. This will be gathered from a variety of sources; online evaluations, placement evaluations, a Staff Student Liaison Committee, as well as from more informal feedback from an initially small student cohort.

As student support mechanisms are being finalised, criterion 7.1 (*There must be a range of systems in place during the MPharm degree to identify the support needed by students, and to support them to achieve the outcomes in part 1 of these standards. They must be based on a student's prior achievement and be tailored to them. Systems must include: induction, effective supervision, an*

appropriate and realistic workload, personal, study skills and academic support, time to learn, access to resources, and remediation, if needed) is likely to be met and will be reviewed again at the next event.

Students will have access to a wide range of pharmacy professionals to act as role models, including teacher practitioners and placement hosts.

Turning to staff, the team asked the provider to describe plans to support staff based in Plymouth to integrate with staff based at the University of Bath. The provider intends that teaching and research collaborations will evolve over time, and that there will be some staff mobility between campuses. The provider is confident that, if recruitment is delayed, current staff will be able and willing to deliver the new course in the short term.

As staff have not yet been recruited, criterion 7.5 (*There must be a range of systems in place to support everyone involved in the delivery of the MPharm degree to develop in their professional role*) and criterion 7.7 (*Everyone involved in the delivery of the MPharm degree must have: effective supervision, an appropriate and realistic workload, mentoring, time to learn, continuing professional development opportunities, and peer support*) are likely to be met and will be reviewed again at the next event.

Decision descriptors

Decision	Descriptor
Met	The accreditation team is assured after reviewing the available evidence that this criterion/learning outcome is met (or will be met at the point of delivery).
Likely to be met	The progress to date, and any plans that have been set out, provide confidence that this criterion/learning outcome is likely to be met by step 7. However, the accreditation team does not have assurance after reviewing the available evidence that it is met at this point (or will be met at the point of delivery).
Not met	The accreditation team does not have assurance after reviewing the available evidence that this criterion or learning outcome is met. The evidence presented does not demonstrate sufficient progress towards meeting this criterion/outcome. Any plans presented either do not appear realistic or achievable or they lack detail or sufficient clarity to provide confidence that it will be met by step 7 without remedial measures (condition/s).

