

**Keele University, Integrated 5-year Master of  
Pharmacy degree (MPharm) step 4 accreditation  
event report – December 2022**



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## Event summary and conclusions

<b>Provider</b>	Keele University
<b>Course</b>	5-year Master of Pharmacy degree (MPharm) with integrated foundation training
<b>Event type</b>	Accreditation
<b>Step</b>	Four – Part 1
<b>Event date</b>	8 December 2022
<b>Accreditation period</b>	2022/23 – 2023/24
<b>Relevant standards</b>	<u>Future pharmacists Standards for the initial education and training of pharmacists, May 2011</u>
<b>Outcome</b>	<p>Approval</p> <p>The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that Keele University should be fully accredited as a provider of a 5-year Master of Pharmacy degree (MPharm) with integrated foundation training, for the current students on the programme, to the 2011 IETP standards, via the agreed teach out arrangements. There are no conditions or recommendations.</p> <p>This accreditation is on the basis of a satisfactory outcome of a Step 4 Part 2 event, where if satisfactory, Keele University 5-year MPharm degree graduates will be permitted to apply to the GPhC pharmacist register subject to passing the registration assessment and meeting other registration requirements.</p> <p>Keele University is not permitted to enrol any further students onto this programme. It is expected that the last student will graduate on this programme in 2023/24. Keele University should keep the GPhC updated on the progress and completion of the last student.</p>
<b>Conditions</b>	There were no conditions.
<b>Standing conditions</b>	The standing conditions of accreditation can be found <a href="#">here</a> .
<b>Recommendations</b>	No recommendations were made.
<b>Registrar decision</b>	<p>The Registrar of the GPhC has reviewed the accreditation report and considered the accreditation team's recommendation.</p> <p>The Registrar confirms that Keele University is permitted to progress from step 4 part 1, to full accreditation status, subject to a satisfactory step 4 part 2 event of the accreditation process for the new 5-year</p>

	<p>Master of Pharmacy degree (MPharm) with integrated foundation training, for the current students on the programme. This accreditation is against the Standards for the initial education and training of pharmacists, May 2011. The Registrar notes that there were no conditions associated with this event.</p> <p>The Registrar confirms that Keele University 5-year MPharm degree graduates will be permitted to apply to the GPhC pharmacist register subject to passing the registration assessment and meeting other registration requirements. Further, Keele University is not permitted to enrol any further students onto this programme, and it is expected that the last student will graduate on this programme in 2023/24.</p>
<b>Key contact (provider)</b>	Dr Rebecca Venables, Senior Lecturer in Clinical Pharmacy
<b>Accreditation team</b>	<p>Dr Mathew Smith, Director of Learning and Teaching, School of Pharmacy &amp; Pharmaceutical Sciences, Cardiff University</p> <p>Professor Cate Whittlesea (team member - academic), Professor of Pharmacy Practice, Head of the Research Department of Practice and Policy and Associate Director of Clinical Education, interim Director, University College London</p> <p>Marianne Rial (team member - academic), Academic Quality Lead and principal lecturer, University of Hertfordshire</p> <p>Laura Doyle (team member - pharmacist), Head of Undergraduate and Foundation Pharmacist, Health Education and Improvement Wales</p> <p>Farwah Bukhari (team member - pharmacist newly qualified), Domiciliary Care Pharmacist, Lewisham &amp; Greenwich NHS Trust</p> <p>Liz Harlaar (team member - lay), Independent Business Consultant</p>
<b>GPhC representative</b>	Chris McKendrick, Senior Quality Assurance Officer (Education), General Pharmaceutical Council
<b>Rapporteur</b>	Ian Marshall, Proprietor, Caldarvan Research (Educational and Writing Services); Emeritus Professor of Pharmacology, University of Strathclyde

## 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). This accreditation 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'.

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/ukxi/2010/231/contents/made>

### Background

The MPharm programme at Keele University is delivered by the School of Pharmacy and Bioengineering, one of four Schools in the Faculty of Medicine and Health Sciences. The 5-year MPharm programme in which pre-registration (foundation) training is integrated with the academic provision was introduced in 2019. The process for accrediting an integrated, five-year degree built upon an established, accredited four-year programme, comprises four steps, with steps 3 and 4 normally taking place respectively in years 4 and 5 of the programme; the completion of step 4 will also require GPhC representatives to attend the examination board at the end of year 5.

A step 1 visit took place in June 2017 when the team recommended to the Registrar of the General Pharmaceutical Council that the 5-year integrated pre-registration MPharm degree proposed at Keele University should be permitted to progress from step 1 to step 2 of the MPharm accreditation process subject to one condition. This condition required the University to produce assessment criteria for each of the major placements in order to provide clarity in terms of the expectations for student achievement within each of the major placements; the team regarded it as essential that a process was in place to ensure consistency of assessment between Healthcare Practitioner Tutors and between major placement blocks.

As there was no student recruitment for the 2017/18 academic session, the step 2 visit was deferred to 2018/19 and took place on 11 April 2019 when the team agreed to recommend to the Registrar that the 5-year integrated pre-registration MPharm degree should be permitted to progress from step 2 to step

3 of the MPharm accreditation process, subject to one condition. The condition was that the University was not permitted to allow a student to transfer to the 4-year MPharm degree programme following academic failure once they had entered the first professional pre-registration placement module; the team understood that this would require a change in the academic regulations and would apply to students admitted for the 2019/20 academic year onwards. This was to meet criteria 1.1.e and 5.9. The University was required to provide a satisfactory response to this condition which contained an acceptable solution by the end July 2019. This response would need to be considered by the team in order to make a recommendation to the Registrar. The response provided by the School to the GPhC was deemed to be satisfactory.

The Step 3 event took place on 25 June 2021 at which the accreditation team agreed to recommend to the Registrar of the GPhC that the MPharm degree provided by Keele University should be accredited provisionally without any conditions or recommendations. As a result, Keele University could progress from step 3 to step 4 of the process for accrediting new 5-year MPharm degrees.

The submission for the current Step 4 event stated that no major changes had been made to the programme since the Step 3 accreditation visit. There have been minor, iterative changes to content and delivery as new educational requirements have been identified and in response to feedback from external examiners. The submission also confirmed that, as agreed with the GPhC, the University is no longer recruiting to the 5-year MPharm programme due to very low recruitment numbers. A teach-out plan has been agreed with the GPhC and the team was told that the course is being taught-out and resourced as planned.

## Documentation

- Appendix 1: School response to GPhC condition August 2017
- Appendix 2: School response to GPhC condition July 2019
- Appendix 3: KIITE Teaching, Learning and Assessment principles
- Appendix 4: Keele University Student Handbook
- Appendix 5: SOP for laboratory safety
- Appendix 6: PhaB health and safety policy
- Appendix 7: 5-year MPharm course regulations
- Appendix 8: Board of examiners' guidance
- Appendix 9: MPharm Fitness to Practice procedure
- Appendix 10: PhaB recruitment and admissions process
- Appendix 11: TEQ reports
- Appendix 12: External examiner reports and responses
- Appendix 13: 2020-21 Annual Programme Review
- Appendix 14: SOPs for 5-year quality assurance
- Appendix 15: LtP Student handbook for major placement training blocks
- Appendix 16: 5-year generic training plans
- Appendix 17: Well SLA
- Appendix 18: MPharm module descriptors
- Appendix 19: School letter to GPhC about assessments during Covid-19 pandemic
- Appendix 20: LtP Placement tutor handbook for major placement training blocks
- Appendix 21: IQA report
- Appendix 22: 5-year MPharm Teach Out process
- Workplace based assessment handbook
- Student guide
- Table 5.5 updated
- Table 5.6 updated

The documentation was reviewed by the accreditation 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 by videoconference on 17 November 2022. The purpose of the pre-event meeting was to prepare for the event, allow the GPhC and the University to ask any questions or seek clarification, and to finalise arrangements for the event.

## The event

The event was held at the University on 8 December 2022 and comprised meetings between the GPhC accreditation team and representatives of the MPharm programme.

## Declarations of interest

Dr Smith informed the team that the Keele Head of School is currently an external examiner on his institute's postgraduate programme in clinical pharmacy including independent prescribing. This was not regarded as a conflict of interest.

Ms Doyle declared that she had a direct working relationship with personnel from Well Pharmacy who act as professional placement providers to the Keele 5-year degree students. It was agreed that to avoid a conflict-of-interest Ms Doyle would not participate directly in the meeting with stakeholders and placement providers.

## Managing the programme during the Covid-19 pandemic

The submission stated that In line with government and University COVID 19 guidance, hospital and GP placements, all clinical skills sessions, pharmacy practice sessions, tutorials, workshops, and lectures have been reintroduced *in situ* as per pre-pandemic arrangements. Where sessions had run well online these were continued, adopting a blended learning inclusive approach.



## Key findings

### Standard 1: Patient and public safety

Standard met? Yes  No

The submission explained that learning and teaching about professionalism ensures that students understand patient safety issues. Students meet patients early in the programme who describe experiencing illness, using health services and taking medicines. The team learned that patients are recruited from a Local Patient Voice Group with a wide range of people and from a Faculty carer group. Students are made aware of fitness to practise, and the GPhC *Standards for Pharmacy Professionals (2017)*. Students must make a declaration as to their ongoing fitness to practise. There are workshops on the knowledge, skills, attitudes and values inherent in professionalism. In stage 2 clinical governance is considered in greater detail along with the law on controlled drugs. Discussion of high-profile failures in clinical practice covers root cause analysis and the Swiss Cheese model of system failures.

Skills sessions take place in a safe environment with minimal risk to patients. Students practise their clinical skills on Virtual Patients (computer-animated patient simulations). Students also undertake role play with either academic staff or actors as simulated patients. Patient safety is not jeopardised as students are supervised at all times. There is also a bespoke medical simulation app that allows students to diagnose, treat and monitor a virtual patient in real time over a period of days.

Competency-based assessments (CBAs) in all four years contribute to progression on a pass/fail basis. Any course of action that would endanger patient safety results in failure. Any concerns about student behaviour during the major placements will be considered by the School/University. Study will be suspended, and the case will be considered by the School Health and Conduct Committee before potential referral to the fitness to practise process. The team was told that the processes had not been used to date for 5-year degree placements.

### Standard 2: Monitoring, review and evaluation of initial education and training

Standard met? Yes  No

The School Executive Committee comprises the Head of School, School Manager, School Research Director, School Education Director, and the Director of Postgraduate Education. The student body is represented at the all-school staff meetings by one of the Student Voice Representatives (SVRs) from the Student Staff Voice Committee (SSVC). Decisions on course content or structure from the all-school staff meeting are presented to the School Education Committee (SEC) and onwards to the Faculty Education Committee (FEC) and the University Education Committee. There is a lead academic for each stage of the course. The academic lead for stage 4 of the 4-year MPharm will also act as the academic lead for the 5-year integrated course as the academic content is common. The team was told that there is a debrief at the end of each teaching block and there will be a pre-placement check in January.

The SSVC and teaching evaluation questionnaires identify and address acute issues with quality

of teaching, learning and assessment. The School Annual Programme Review summarises the student profile, student evaluations of the course, programme changes, and curriculum development. The last internal quality assurance (IQA) review was completed in 2016/17 and the next review is due in 2023/24. The MPharm has consistently scored highly for overall student satisfaction in the National Student Survey (NSS). The most recent NSS data indicate that 89% of students were satisfied overall with the quality of the course. The performance of Keele graduates in the GPhC registration assessment has been consistent at, or, around the national average.

The 5-year degree QA measures have been developed in alignment with the 5-year major placement training plans and the HEE *Quality Standards for Pharmacy Placements*. All pharmacies providing major placements to 5-year MPharm students have a proven track record in the provision of Learning through Practice (LtP) activities on the 4-year MPharm. All placement pre-registration (foundation) tutors are pharmacists who have undergone a mandatory training programme provided by the University which included workplace-based assessment techniques (see commentary under Standard 7 below). Pre-placement checks, including of premises, have been carried out and there are monthly audit visits along with random visits. The Keele Undergraduate Clinical Placements Lead acts as a link between Keele and the placement provider. The Undergraduate Clinical Placements Lead also investigates any potential problems with the placement (foundation) tutors. Bespoke training plans have been developed for each student within each major placement. The 5-year generic placement training plans have been updated and mapped to the interim GPhC learning outcomes. After developing a weekly training plan, the School works with the Well Pharmacy training plan.

### Standard 3: Equality, diversity and fairness

Standard met? Yes  No

The submission stated that the principles of equality, diversity and fairness are embedded at all levels. The School has an Equality, Diversity and Inclusivity (EDI) Committee which monitors data on student offers, acceptances, enrolment and attainment. It ensures that advertising materials are inclusive. All new staff members undertake mandatory EDI training at induction, with biennial mandatory updates. All members of staff must remain up to date with EDI training. EDI data is collected from all enrolling students. The School annual review report includes an analysis of, and commentary on, student performance based on gender, ethnicity and declared disabilities. This feeds back into the course review and development process. Placement providers already have EDI training in place. All supervisors have undertaken this training. If not, they are required to do so before supervising students. Students are also required to undertake these processes. Students must work to appropriate Standard Operating Procedures such as EDI as defined by the training providers.

### Standard 4: Selection of students and trainees

Standard met? Yes  No

As indicated under Background above, the University is no longer enrolling new students onto

the 5-year MPharm programme. The programme will be taught-out with the current enrolled students. The course is no longer advertised on the University website. The brief entry requirements below are those that were in place for the recruitment of students while the course was open to new applicants.

The standard entry requirement was ABB at A level or its equivalent in qualifications such as BTEC and International Baccalaureate. For A-level applicants ideally two of the subjects studied were chemistry and biology. Students offering equivalent qualifications such as the BTEC Extended Diploma in Applied Science and the Access to Higher Education Diploma (Science) were also considered. All applicants were expected to have a grade 4 or C in English Language at GCSE or equivalent. An IELTS score of 7.0 or equivalent was required, with no less than 6.5 in any aspect of the test if the applicant's first language was not English. All students were interviewed by trained members of staff to ensure they had a commitment to the subject and could communicate effectively. Work experience was not expected from the overseas applicants. Applicants were expected to have a grade 5 or B in Mathematics at GCSE. In the first weeks of stage 1 students had a diagnostic assessment in pharmaceutical calculations.

On entry students underwent an enhanced DBS check. Failure to complete this would have resulted in them being unable to attend learning through practice experiences and so unable to complete the course. International students were required to submit a statement of good conduct from their home country if they were ineligible for an enhanced DBS check. Students had to have Occupational Health clearance before attending any placement activity. In subsequent years, all students were required to complete a health self-evaluation at enrolment and inform the School of any significant changes to their health. Prior learning was not recognised, so all students had to enter at stage 1.

## Standard 5: Curriculum delivery and student experience

Standard met? Yes  No

The 5-year MPharm is an iteration of the 4-year MPharm programme which has been adapted in Year 4 to accommodate the major placements of the 5-year course. There is a separate 5-year student handbook for years 4 and 5 of the 5-year course, along with a personalised timetable. Each year of the course is based upon a single 120-credit module. The approach is based on Harden's ladder of integration with Stages 1 and 2 being classified as multidisciplinary. Stage 1 introduces many of the simpler concepts which are then built on further throughout the course. Teaching and learning within stage 3 are at both the multidisciplinary step and the interdisciplinary step. The core elements of stage 4 are provided at the interdisciplinary level. This uses therapeutic blocks of teaching. The specialist elective elements of stage 4 are less integrated than the remainder of the stage.

Year 4 includes a student-led workshop, case presentations, therapeutics teaching, a calculations exam, audit project with data collected during the block 1 placement, hospital placements and final year assessments. The team learned that projects are designed to be of value to the host organisation. The Stage 4 major placements across the fourth and fifth year occur from October to December and from July to September of Year 4, and January to June of Year 5. Students are allocated to a Well Pharmacy for the major placement; there is no element of student selection but will be subject to academic and professional standards. Students are

placed with their prospective providers during Stage 1 and 2 placements, with stakeholders involved and consulted at all stages of process.

The Year 5 academic study includes a health promotion campaign, values exchange, hospital placements, option topics and online tasks presented as a blog. Students undertake an audit project during the first major placement. Detailed training plans have been agreed with Well Pharmacy for each placement block. It has been agreed with the GPhC to include one university day monthly, one training day monthly, and two days per month training with tutors. To fulfil the requirements of the initial training and education standards of the GPhC, students have an academic project tutor in addition to a member of staff in the pharmacy setting. In all four stages of the programme students are required to complete a professional development strand of assessment. Practical experience of working with patients, carers and other healthcare professions takes several forms including community pharmacy placements in stages 1, 2, and 3, hospital ward placements in stages 3 and 4. Interprofessional learning activities with students of nursing, midwifery, medicine, physiotherapy, rehabilitation science, radiography and biomedical science take place at each stage.

Several assessment types such as a professional portfolio and examination papers are used incrementally in each year of the course. Assessments are the same as in the 4-year MPharm apart from in the major placements. The team learned that a shared decision-making assessment in which students must understand evidence-based medicine has been introduced in the 4th year as a summative component replacing the student-led workshops. Theories behind effective communication and patient involvement in decision-making are considered. The team was told that the process separates abilities of different students as several students have failed this assessment. Students complete a professional portfolio in each year of their studies. This consists of several elements including reflective pieces, CPD cycles, skills analyses and records of competencies. The 5-year degree assessments are the same formal examinations as for 4-year MPharm students, competency-based assessments, a portfolio modelled on the pre-registration (foundation) portfolio, all underpinned by a wide range of workplace-based assessments. Placement (foundation) tutors can attend campus for the consideration of the competency-based assessments. The team was told that 5-year degree students are involved with their 4-year degree peers, including in group assessments. Students have a maximum of two attempts at each assessment; failure requires restarting the year with attendance. A year can only be repeated once. Any required resits in Year 5 will take place at Easter.

Stakeholders, including those from hospital and GP practice, were consulted on the requirements for the first major placement block. Thus, cardiovascular, gastrointestinal and respiratory therapeutics and mental health were brought forward in the teaching plan. The major placement (foundation) tutor signs the student off following review meetings between the tutor, Undergraduate Placements Lead and student at 13, 26 and 39 weeks. The number of learning objectives signed off at each stage depends on the student's progress. The team was told that the level and depth of evidence at Week 13 is inevitably weaker than at Week 39. The 39-week sign-off will be by the placement pre-registration (foundation) tutor, the academic sign-off will be by the Head of School or other senior pharmacist on the teaching staff, with the 49-week sign-off (final declaration) by the placement pre-registration (foundation) tutor. This will follow a meeting between the tutor, Undergraduate Clinical Placements Lead and student.

There was some misunderstanding by both students and placement pre-registration (foundation) tutors interviewed with respect to the signing-off of learning outcomes. Both understood that all the outcomes, including those already signed-off in Year 4, had to be satisfied or re-satisfied in Year 5. The Head of School confirmed that this was not the case and agreed to inform the students and placement pre-registration (foundation) tutors that there is a 2-year view for the number of learning outcomes met.

The School has worked with employer partners, existing pre-registration (foundation) tutors and trainers to develop bespoke training plans for the major placement blocks which have been mapped to all GPhC Performance Standards. This will ensure that these will be met by the students over the course of their three major placements. They will also be shared with the designated coordinator at the GPhC, as and when required. A quality assurance process ensures that communication between placement providers (pre-registration/foundation tutors) and the School is regular and consistent, allowing any issues with students' competency to practise to be identified early and remedial action taken if necessary. A variety of evaluation methods, including workplace-based assessment tools such as case-based discussions, mini-CEX, professional-based assessments are used over the course of the three major placements.

## Standard 6: Support and development for students and trainees

Standard met? Yes  No

A new system of student support has a student support engagement officer who links School and University support. The Senior Tutor is responsible for the allocation of tutees to staff members, who then work in accordance with the University's Code of Practice for Personal Tutoring. Each student is allocated an academic mentor upon registration. Students remain with their academic mentor for the duration of their studies. The academic mentor provides pastoral care for students, monitors attendance and provides feedback on assessments. The team learned that the University Academic Mentor works with the Dean to develop wellbeing into curriculum design. The team wished to know if it would be possible for a student to not engage at all with their academic mentor and still progress through the degree programme and was told that the student could pass but could also get demerits in PAC system. However, a case of total non-engagement would represent a real problem.

In stages 1 and 2 each student is allocated an additional portfolio supervisor to guide them through the processes of reflection and self-development. Students on the 5-year course currently were helped to arrange their self-selected placements in Years 2 and 3. Students are entitled to one Professional Activity Credit (PAC) for each personal tutor meeting they attend. Academic mentors can merit or demerit a student's professionalism and behaviour in relation to the personal tutoring system. The PAC system is designed to encourage students to participate in activities outside their studies. It also acknowledges engagement in activities within the School, the University, and the wider community. PACs are an assessable component whereby students must attain a threshold number to pass the Professional Development strand in each stage of the course. Students on major placements have an allocated University academic mentor to support the placement pre-registration (foundation) tutor. Students already know their tutors from their placements in the earlier years of the course. Regular meetings between

the University academic mentor, the placement pre-registration (foundation) tutor and the student take place, either at the placement site or at the University during Academic/University days.

### Standard 7: Support and development for academic staff and pre-registration tutors

Standard met? Yes  No

The University operates a Staff Performance Review and Enhancement programme. New members of academic staff are required to complete an MA in Learning and Teaching in Higher Education programme if they do not already possess a post-graduate teaching qualification. New members of staff are allocated a teaching mentor to demonstrate how to integrate their subject matter into the curriculum. Workload is discussed by line managers with their direct reports on at least an annual basis. All major placement pre-registration (foundation) tutors undertake mandatory induction training. This includes workplace-based assessment training. Tutors meet with their trainees over the summer period at training days. The training for the major placement block tutors includes meeting students, understanding the 5-year MPharm, the Service Level Agreement, their responsibilities as a tutor and understanding of all the relevant documentation. This will be followed by a Train the Trainers module including training plans, workplace-based assessments, student pre-registration (foundation) portfolio, QA processes, the Keele EDI training, IT training, and any refresher training as required. The team was told that there is a Well Pharmacy process for pre-registration (foundation) tutors, with a Well Foundation Year head.

### Standard 8: Management of initial education and training

Standard met? Yes  No

The School Education Committee (SEC), chaired by the School Director for Education, has responsibility for the quality assurance of teaching, learning and assessment within the School. All new modules and module revisions are considered and approved by the SEC before being sent to the Faculty Education Committee (FEC) either for ratification or further approval. The MPharm Programme Director reports directly to the Head of School. They have overall responsibility for the management of the MPharm programme including timetabling, assessments and module review.

### Standard 9: Resources and capacity

Standard met? Yes  No

Decisions regarding the School budget, staffing and other resourcing issues are made at School Executive level before ratification by the Dean's Office via the Faculty Executive Committee. The MPharm accounts are reported monthly and separately from all other School activities. The forecast budget indicated that the funding is at an appropriate level to deliver a sustainable MPharm degree. The School currently employs 34 academic staff for undergraduate courses,

equivalent to 26.2 FTE. The student/staff ratio is 18.1:1. Recent appointments include a 0.2FTE joint post with University Hospitals North Midlands and a 0.5FTE joint post with Midlands Partnership Foundation Trust.

Major placements take place in locations where there is a trained pharmacist who meets the standards for pre-registration (foundation) tutors. The final agreement is for the current cohort of three students to work with Well Pharmacy. The team was told that the current students will also undertake two weeks' cross-sector practice in hospital and GP practice.

## Standard 10: Outcomes

Standard met? Yes  No

**The team was satisfied that all 58 outcomes relating to Standard 10 are delivered at the appropriate level.**

The team had scrutinised the learning outcomes in discussions with the staff in meeting 4. Rather than examining each of the 58 outcomes, five outcomes (10.1.d, 10.2.1.a, 10.2.1.h, 10.2.2.b, and 10.2.3.m) had been selected for detailed discussion; the Keele University staff members had been informed of the outcomes to be discussed before the meeting. For each of the five outcomes scrutinised, the evidence provided by the discussions with the staff, along with other evidence provided with the documentation, gave the team confidence that these outcomes will be met at the required level; the team was therefore confident that all other outcomes will be similarly met. This view was supported by the documented material for each of the other outcomes, which had also been scrutinised by the team; other discussions in meetings with programme staff had also addressed many of these outcomes. Thus, the team was satisfied that standard 10 is met.

## Indicative syllabus

**The team was satisfied with the School's use of the Indicative Syllabus to inform its curriculum.**





