

**Keele University, Integrated 5-year Master of
Pharmacy degree (MPharm) step 3 accreditation
event report – June 2021**



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Event summary and conclusions

Provider	Keele University
Course	Master of Pharmacy degree (MPharm) 5-year Integrated programme
Event type	Accreditation
Step	3
Event date	25 June 2021
Accreditation period	Working towards accreditation: next visit due 2022/23
Relevant standards	Future pharmacists Standards for the initial education and training of pharmacists, May 2011
Outcome	Continued provisional approval The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council that the 5-year integrated pre-registration MPharm degree delivered by Keele University should be permitted to progress from step 3 to step 4 of the MPharm accreditation process. The step 4 will take place in 2022/23 academic year.
Conditions	There were no conditions
Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	No recommendations were made
Registrar decision	Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and permitted the programme to progress from step 3 to step 4 of the MPharm accreditation process.
Key contact (provider)	Dr Rebecca Venables, Undergraduate Course Director
Accreditation team	Professor Andy Husband (Team Leader) Professor of Clinical Pharmacy and Head of School, Newcastle University Dr Geoffrey Hall (Team member-academic) Retired, formerly Associate Head, Leicester School of Pharmacy, De Montfort University Dr Marisa van der Merwe (Team member-academic) Associate Head (Academic) Principal Lecturer in Pharmaceutics, University of Portsmouth Professor Anne Watson (Team member-pharmacist) Postgraduate Pharmacy Dean, NHS Education for Scotland Farwah Bukhari (Team member-pharmacist recently registered) General Practice/Domiciliary Care Pharmacist, Lewisham & Greenwich NHS Trust

	Fiona Barber (Team member-lay) Independent Member, Leicester City Council
GPhC representative	Chris McKendrick, Quality Assurance Officer, GPhC
Rapporteur	Dr Ian Marshall Proprietor, Caldarvan Research (Educational and Writing Services); Emeritus Professor of Pharmacology, University of Strathclyde
Observers	Parbir Jagpal (observer – accreditation panel member in training) Director of Postgraduate Studies and Programme Director - Practice Certificate in Independent Prescribing, University of Birmingham Lisa Gilbert, Pre-Registration Training Facilitator, GPhC

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 training is integrated with the academic provision recruited its first student cohort for AY 2018/19. 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.

Documentation

Prior to the event, the provider submitted documentation to the GPhC in line with the agreed timescales.

- Appendix 1: School response to GPhC condition August 2017
- Appendix 2: School response to GPhC condition July 2019
- Appendix 3: Teaching, learning, assessment and feedback policy
- Appendix 4: MPharm 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: MPharm annual programme review 2019-20
- Appendix 14: SOPs for 5-year quality assurance
- Appendix 15: LtP handbook
- 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: IQA report

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 via video conference on 7 June 2021. 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

Due to the Covid-19 pandemic, the GPhC modified the structure of the event so that it could be held remotely. The event was held via video conference between Keele University and the GPhC accreditation team on 25 June 2021 and comprised of meetings between the GPhC accreditation team and representatives of the MPharm programme.

Declarations of interest

Dr Van der Merwe informed the team that the Head of School at Keele University was an external examiner at her own institution. This was not considered to be a conflict of interest.

Managing the programme during the Covid-19 pandemic

The submission stated that most undergraduate teaching was already complete in 2020 when lockdown measures were introduced. All remaining sessions were moved online and delivered as pre-recorded, asynchronous sessions or live, online synchronous sessions that were supported by problem-based material on the virtual learning environment (the KLE) to promote active learning and more specifically, problem-based learning (PBL). Students were regularly updated via email on any changes to the timetable.

The School sent out a short survey to assess if any students from the different cohorts had any digital equipment needs while studying under lockdown and in almost all cases, no issues were seen. Some international students had returned to their home country so assessments, where possible, were scheduled to begin around mid-day to factor in time zone differences.

All assessments, including competency-based assessments, were moved online. This was not a major issue as many of the assessments had been designed to run in the online space and the School had recently moved to holding MCQ examinations via the KLE. All examinations involving short or long answer questions (SAQs & LAQs) became open-book assessments, a model that was already in place for third year and final year MPharm students. Competency-based assessments were conducted using Google Meet, with full support of the external examiners, with appropriate measures taken to ensure that there was no collusion between students.

For Semesters 1 and 2 of the 2020/21 academic year, a blended learning approach of live, synchronous and asynchronous teaching supported by *in situ*, small group lab teaching (in years 1 and 2) was adopted. A reduced series of *in situ* clinical skills sessions was available for Stage 2, 3 and 4 students.

Key findings

Standard 1: Patient and public safety

Standard will be met? Yes No (accreditation team use only)

The submission explained that learning and teaching about professionalism, and patient safety in particular, occurs through a spiral curriculum to ensure that students understand professionalism and patient safety issues. In the very first session that students attend they meet patients who talk to them at length about experiencing illness, using health services and taking medicines. Students are made aware from the start of their obligations towards fitness to practise, and that they need to be aware of and abide by the GPhC *Standards for Pharmacy Professionals (2017)*. There is a series of workshops on the knowledge, skills, attitudes and values inherent in professionalism, governance and risk management, professional regulation, an introduction to ethics, and communication skills, including basic history-taking techniques. The focus of material and student development about professionalism in relation to patient safety becomes more specialised and complex as the course progresses; in stage 2, students consider clinical governance in more detail and the law concerned with Controlled Drugs. The content includes discussion about high profile failures in clinical practice, where students are reminded of stage 1 and 2 course content on root cause analysis and the Swiss cheese model of system failures. In stage 1 and 2 practical pharmacy practice skills sessions take place in a safe environment where there is minimal risk to patients;

students undertake role play with academic members of staff and sessional pharmacists playing the part of patient, carer or prescriber, and students playing the part of the pharmacist. Similarly, students undertake role play in communication skills sessions throughout the course with simulated patients. To ensure that patient safety is not jeopardised at any time whilst students are in contact with patients or members of the public, they are appropriately supervised at all times. There are competency-based assessments (CBAs) running through all four years of the programme which contribute to students' progression on a pass/fail basis; students are deemed to have failed their CBA assessments if they take any course of action that would endanger patient safety. The only major change to this was that Stage 1 CBAs were not delivered in 2020 due to the COVID-19 lockdown; the learning outcomes covered by the CBAs were instead incorporated into the end-of-year examination paper. The team was told that should there be any concerns about student behaviour during the major placements the final decision will be taken by the School/University; study will be suspended and the student case will be considered by the School Health and Conduct Committee before potential referral to the fitness to practice process.

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

Standard will be met? Yes No (accreditation team use only)

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) nominated by all SVRs serving on the Student Staff Voice Committee (SSVC); students are encouraged to utilise their SVRs to make representation about course issues (both positive and negative) to the SSVC. Issues that can be resolved at SSVC are dealt with at the appropriate meeting; other, long-term or more complex issues are taken to the next all-school meeting for further discussion. Decisions taken at the all-school staff meeting regarding course content or structure are presented to the School Education Committee (SEC) which reports directly to the Faculty Education Committee (FEC) and so to the University's Education Committee. There is a lead academic for each stage of the course with responsibility for delivery of learning and teaching materials, and production of assessments within the various strands lying with the teaching teams for each strand; 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 to both courses. The quality of teaching, learning and assessment is assessed via several mechanisms. The main means of identifying and addressing acute issues within this area is through the Staff Student Voice Committee (SSVC). Many of the issues raised by the SSVC will also be raised in the teaching evaluation questionnaires. The School produces an Annual Programme Review which summarises the student profile, student evaluations of the course, programme changes, and curriculum development. This is approved by the SEC and sent to FEC for approval before being sent to the University Quality Assurance Committee for final oversight. The School is subject to an internal quality assurance (IQA) review; the last review was completed in 2016/17 and the next review is due in 2023/24. Final year students are encouraged to participate in the National Student Survey (NSS); the MPharm has consistently scored highly in NSS for overall student satisfaction. The most recent NSS data reports that 89% of students were overall satisfied 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 QA measures have been developed in alignment with the 5-year major placement training plans and the HEE *Quality Standards for Pharmacy Placements*.

Student learning and assessment progress will be monitored against the major placement training plan to ensure satisfactory performance and adherence with University and GPhC standards. All pharmacies providing major placements to 5-year MPharm students will have a proven track record in the provision of LtP activities on the 4-year MPharm. All pre-registration tutors will be registered pharmacists who will undergo a mandatory training programme provided by the University which will include workplace-based assessment techniques (see commentary under Standard 7 below). The team was told that pre-placement checks including premises will be carried out and that there will be monthly audit visits along with random visits. The Keele QA coordinator will act as a link between Keele and the placement provider. The team was told that the QA coordinator will also investigate any potential problems with the placement tutors. Bespoke training plans will be developed for each student within each major placement ensuring that the tutors and students are aware of their obligations within the placements. The team was told that subsequent to developing a weekly training plan, it had been decided to incorporate and work with the Well Pharmacy training plan. In future, generic training plans for each sector of practice will be developed in partnership with the placement providers. These training plans will then be made bespoke once a student has been allocated to a major placement.

Standard 3: Equality, diversity and fairness

Standard will be met? Yes No (accreditation team use only)

The submission stated that the principles of equality, diversity and fairness are embedded at all levels and the School has an Equality, Diversity and Inclusivity (EDI) Committee which monitors data on student offers, acceptances, enrolment and attainment, and ensures that advertising materials are inclusive. All staff members undertake mandatory Equality and Diversity training as part of their induction upon employment, with biennial mandatory updates thereafter. It is a requirement of the staff annual appraisal process that all members of staff within the School are up to date with the Equality and Diversity training. Equality and Diversity data is collected from all enrolling students by the Planning and Academic Administration division. The School's annual review report requires an analysis of, and commentary on, student performance based on gender, ethnicity and declared disabilities; analysis of these data feeds back into the course review and development process. The University has begun a three-year project to decolonise the curricula of all its courses and the EDI committee is leading the School's participation in this. The School will conduct a full review of assessment types and processes with the aim of addressing the attainment gap that exists between White and non-White students where there has been a large differential between those two groups in the attainment of first class and 2:1 MPharm degrees. Major placement providers will already have equality and diversity training in place; there is an expectation that all supervisors will have undertaken this training. If not, they will be required to before they are allowed to supervise students on placement. Students will also be required to undertake these processes. Students will have to complete appropriate Standard Operating Procedures such as Equality and Diversity as defined by the Training providers.

Standard 4: Selection of students and trainees

Standard will be met? Yes No (accreditation team use only)

The documentation stated that the entry requirements for the 5-year Integrated MPharm course are publically available on the University's website, and students interested in attending Keele to study Pharmacy have the opportunity to attend Open Days. The standard entry requirement is ABB at A level or its equivalent in qualifications such as BTEC and International Baccalaureate. For applicants offering A-levels, ideally two of the subjects studied will be chemistry and biology however students who have studied only chemistry or biology are not disadvantaged. Applications from students offering equivalent qualifications such as the BTEC Extended Diploma in Applied Science and the Access to Higher Education Diploma (Science) are also considered. All applicants are expected to have a grade 4 or C in English Language at GCSE or equivalent. An IELTS score of 7.0 or equivalent is required, with no less than 6.5 in any aspect of the test if the first language of the applicant is not English. All students are interviewed to ensure they have a commitment to the profession of pharmacy and are able to communicate effectively but the team was told that work experience is not expected from any applicants. Interviews are conducted by members of staff who are trained by the department to ensure consistency. All staff members involved in interviews undergo the equality and diversity in admissions on-line training. Applicants are expected to have a grade 5 or B in Maths at GCSE. In the first weeks of stage 1 the students undertake a diagnostic assessment in pharmaceutical calculations followed by supported tuition with a mixture of face to face support and KLE based resources. As part of the interview process all applicants complete a declaration relating to any previous convictions which they have not previously disclosed on their UCAS form. Any such applicants are interviewed by the School's Investigating Officer to decide whether the student is fit to enter the course. On entry students undergo an enhanced DBS check; failure to complete this will result in them being unable to attend learning through practice experiences and so unable to complete the course. International students are required to submit a statement of good conduct from their home country if they are ineligible for an enhanced DBS check. Students are required to have Occupational Health clearance before attending any placement activity; this is done in the first weeks of the first semester. In subsequent years, all students are required to complete a health self-evaluation at enrolment and inform the school of any significant changes to their health. Prior learning is not recognised, so all students must enter at stage 1.

Standard 5: Curriculum delivery and student experience

Standard will be met? Yes No (accreditation team use only)

The team was told that the 5-year MPharm is an iteration of the 4-year MPharm programme which was described as having been "broken open" in Year 4 to accommodate the major placements of the 5-year course. The team learned that there will be a separate student handbook for years 4 and 5 of the 5-year course, along with a personalised timetable. The documentation described how each year of the course is based upon a single 120-credit module. The programme has been designed to be a spiral curriculum to allow integration between the stages of study on the course as well as between subject disciplines. Teaching and assessment methodologies used become more complex as the students move through the different stages of the course. 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 more simple concepts to the students which are then built on further

throughout the course. Teaching and learning within stage 3 is at both the multidisciplinary step and the interdisciplinary step. The core elements of stage 4 are delivered at the interdisciplinary level using therapeutic blocks of teaching, but the specialist elective elements of stage 4 are necessarily less integrated than the remainder of the stage. Thus, the team learned that the Year 4 academic study will comprise 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 Stage 4 major placements across the fourth and fifth year of the integrated 5-year course occur from October to December and from July to September of Year 4, and January to June of Year 5. It was stressed to the team that students will be allocated to major placement providers; there is no element of student selection. The allocation will be subject to academic and professional standards and students placed with their prospective providers during Stage 1 and 2 placements, with stakeholders involved and consulted at all stages of the process. The Year 5 academic study will comprise a health promotion campaign, values exchange, hospital placements, option topics and online tasks presented as a blog. The major placements will consist of a training plan drawn up in conjunction with the stakeholders in which the students will undertake an audit project with their placement provider during the first major placement. The team learned that detailed training plans had been agreed with Well Pharmacy for each placement block and agreed with the GPhC to include one university day monthly, one training day monthly, and two days per month training with tutors. The team was told that in the future, the School would like to develop 13-week placement blocks in other areas of pharmacy. Students will have an academic project tutor in addition to an appropriate member of staff in the pharmacy setting to fulfil the requirements of the initial training and education standards of the GPhC. Students are introduced to the concept of professionalism at the start of their stage 1 studies in a series of lectures and workshops where they are encouraged to explore what makes a professional pharmacist and how they can aspire to this position. In all four stages of the 5-year course the students are required to complete a professional development strand of assessment. A mixture of teaching methods will be used to deliver teaching and learning materials including traditional lectures, workshops, computer-aided learning, online quizzes, problem classes, drop-in sessions, and electronic discussion. Practical experience of working with patients, carers and other healthcare professions will take several forms including community pharmacy placements in stages 1, 2, and 3, hospital ward placements in stages 3 and 4, and interprofessional learning activities with students of nursing, midwifery, medicine, physiotherapy, rehabilitation science, radiography and biomedical science at each stage. A wide variety of assessments are used throughout the course to ensure that the students are tested appropriately at the different levels of Miller's triangle of competence; a number of assessment types such as the 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. Students complete a Professional Portfolio throughout each year of their studies, consisting of a number of elements including reflective pieces, CPD cycles, skills analyses and records of competencies. Specifically, the team learned that the 5-year degree assessments will be the same formal examinations as for 4-year MPharm students, competency based assessments, a portfolio modelled on the pre-registration portfolio, all underpinned by wide range of workplace-based assessments. The team was told that any required resits in Year 5 would take place at Easter. It was stressed that the School was moving into unknown territory in relation to the new ILE learning outcomes but that the assessments for learning outcomes in the major placements would dovetail implicitly into the current Standard 10 outcomes. The team was told that stakeholders, including those from hospital and GP practice, had

been consulted on what would be required for the first major placement block, with the result that cardiovascular, gastrointestinal and respiratory therapeutics had been brought forward in the teaching plan, along with mental health to give the students background to help with counselling during the placement. The team learned that the major placement tutor will sign the student off following review meetings between the tutor, QA coordinator and student at 13, 26 and 39 weeks, although the number of learning objectives signed off at each stage would depend on the student's progress. The 39 week sign-off will be by the placement 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 tutor following a meeting between the tutor, QA coordinator and student. The team was told that should a student fail the major placement element of the course, they would be awarded an MSc in Pharmaceutical Studies which would not allow registration with the GPhC. The MPharm Learning Agreement approved by the Staff Student Voice Committee (SSVC) stipulates that the School should comply with the University objective of delivery of feedback within a three-week period (extended to four weeks during the pandemic). The documentation stated that the School has worked closely with employer partners, existing pre-registration tutors and trainers to develop bespoke training plans for the major placement blocks which have been mapped to all GPhC Performance Standards to 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 will be implemented to ensure that communication between placement providers (pre-registration 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 will be used over the course of the three major placements to facilitate this.

Standard 6: Support and development for students and trainees

Standard will be met? Yes No (accreditation team use only)

The documentation explained that the School has a Senior Tutor who is responsible for the allocation of personal tutees to staff members, who then work in accordance with the University's Code of Practice for Personal Tutoring. Each student is allocated a personal tutor upon registration on the MPharm; new first year students meet with their personal tutors during their first week, or as soon as possible thereafter. Students remain with their personal tutor for the duration of their studies. The main function of the personal tutor is to provide pastoral care for students, and to monitor attendance and provide feedback on assessment performance. In stages 1 and 2 of the course, each student is allocated a professional mentor separate from their personal tutor who will guide them through the process of reflection and self-development. The team was told that the students on the 5-year course currently were helped, if necessary, 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, and personal tutors can merit or demerit a student's professionalism and behaviour in relation to the personal tutoring system. The PAC system is designed to both encourage students to participate in activities outside their studies and also to acknowledge those students who engage in activities within the School, the University and the wider community. PACs are an assessable component whereby students are required to attain a threshold number to pass the Professional Development strand in each stage of the course. The

team was told that students on major placements have an allocated University personal tutor who will work with the placement pre-registration tutor to support them. In addition, the students will already know their tutors from their placements in the earlier years of the course, although it was stressed that the students had worked in different pharmacies. Regular meetings between the University personal tutor, the placement Foundation Year tutor and the student will 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 will be met? Yes No (accreditation team use only)

The submission stated that the University operates a Staff Performance Review and Enhancement (SPRE) programme for all staff that provides a framework for managers and their staff to work together in clarifying expectations and to ensure that these are realistic and relevant both to the overall strategic direction of the University and to the career planning and work needs of the member of staff. New members of academic staff are required to complete the MA in Learning and Teaching in Higher Education programme (MA LTHE) 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 pharmacy curriculum. Mentoring is used in a variety of ways to support personal and professional development needs across the University. Workload is discussed by line managers with their direct reports on at least an annual basis, although this may be more frequently as circumstances demand. The COVID-19 pandemic has led the majority of staff working at home for the entirety of their working time. All major placement pre-registration tutors will undertake mandatory induction training provided by the School, including workplace-based assessment training and the team learned that there are plans for the tutors to meet with their trainees over the summer period at training days. The team was told that the training for the major placement block tutors will include meeting students, understanding the 5-year MPharm, the Service Level Agreement, their responsibilities as a tutor and understanding of all relevant documentation, training plans, Tutor Handbook, Student Handbook, and Student Logbook. This will be followed up by a “Train the Trainers” module including training plans, workplace-based assessments, student pre-registration portfolio, QA processes, the Keele Equality & Diversity training, IT training, and any refresher training as required.

Standard 8: Management of initial education and training

Standard will be met? Yes No (accreditation team use only)

The merger of the School of Pharmacy with the Institute for Science and Technology for Medicine (ISTM) led to the creation of a new Senior Executive Team for the new School of Pharmacy and Bioengineering. This consists of: Head of School, School Manager, School Director for Education, School Director of Research, and Director for Postgraduate Education. 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 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 at both undergraduate and postgraduate levels; 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 and has overall responsibility for the management of the MPharm programme including timetabling, assessments and module review. The team was told that extra resources had been allocated to supplement the LtP team with a senior teaching fellow in pharmacy education, a technician and a QA coordinator.

Standard 9: Resources and capacity

Standard will be met? Yes No (accreditation team use only)

The team noted the small number of students taking the 5-year course, four in total, and was told that the School would like to recruit up to ten per year, although this number would require extra resources. The Pro Vice Chancellor told the team that the University had no concerns about the viability of the course. The submission explained that the MPharm accounts are reported monthly and separately from all other School activities. The Faculty accountant regularly updates the Head of School and the School Business Manager on progress against the business plan allowing strategic decisions to be made as necessary. The forecast budget indicated that the funding is at an appropriate level to deliver a sustainable MPharm degree. The School currently has a student/staff ratio of 17.8:1. The staff complement includes 19 registered pharmacists in the core MPharm academic staff complement, along with a further nine who contribute to the MPharm through electives or clinical teaching sessions. Currently there is one academic staff vacancy which the School aims to replace with a joint post with Midlands Partnership Foundation Trust, the major provider of mental health support within the region. The undergraduate activities of the School continue to be largely based within dedicated buildings at the centre of the campus. The major change has been the expansion of the Huxley Laboratories and the building of the Central Science Laboratory, a new, state-of-the-art laboratory facility which houses chemistry and pharmaceuticals teaching, along with a 160-seat computer laboratory in which online examinations are held. The vacated pharmaceuticals laboratory within the Jack Ashley Building remains occupied by the School with several research laboratories relocating; final year projects within these research areas are conducted here.

During the pandemic, the majority of teaching was delivered via MS Teams (synchronously) or the KLE (asynchronously). The Learning Developer team within KIITE produced resources for both staff and students on adapting to, and exploiting, these technologies. Students who had difficulties accessing online learning in their home environments or did not have a suitable place to work at home were allowed back to their University accommodation where they have been able to access learning support and study areas as needed. Core campus facilities, including the library, informal study space and catering have remained open throughout the pandemic.

Major placements will only be undertaken in locations where there is a pharmacist who meets the standards for pre-registration tutors. In addition, these tutors will be required to undertake mandatory induction training, provided by the University to ensure that they are aware of the specific needs of students on major placement and how best to work with them, inspire learning and assess appropriately. The University will pay for locum cover when the major placement tutors are attending training events. The team learned that the major placement provision had been agreed originally with several stakeholders with MOUs in place from stakeholders in community pharmacy, hospital pharmacy and GP practice. The final agreement for the current cohort of three

students (expected to commence year 4 in AY 2021-22) with Well Pharmacy is ready to be signed off. 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 will be met? Yes No (accreditation team use only)

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.h, 10.2.1.c, 10.2.2.g, 10.2.2.h and 10.2.3.e) had been selected for detailed discussion; the Keele University staff members had been unaware of the outcomes to be discussed before the meeting. For each of the four outcomes scrutinised in detail, 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

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.

