

**Kingston University London Master of Pharmacy
(MPharm) degree and Pharmacy Foundation
degree - interim event report, May 2021**



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Event summary and conclusions

Provider	Kingston University London
Course	Master of Pharmacy (MPharm) degree and Pharmacy Foundation degree
Event type	Interim
Event date	20 May 2021
Current accreditation period	2020/21 - 2022/23
Relevant standards	Future pharmacists Standards for the initial education and training of pharmacists, May 2011
Outcome	Continued accreditation confirmed The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the MPharm degree and Pharmacy Foundation degree provided by Kingston University London should continue to be approved until 2022/23, at which point the provision will be accredited against the Standards for the initial education and training of pharmacists 2021.
Conditions	There were no conditions.
Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	No recommendations were made. However, the team did have significant concerns, which are detailed in the report.
Registrar decision	Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and approved the continued accreditation of the programme until 2022/23.
Key contact (provider)	Reem Kayyali, Professor of Applied and Clinical Pharmacy, Head of Department
Accreditation team	Professor Andy Husband (Team Leader) Professor of Clinical Pharmacy and Head of School, Newcastle University Catherine Boyd (Team member-lay) Chair of Fitness to Practise Panels HCPTS Laura Doyle (Team member-pharmacist) Head of Undergraduate and Pre-reg Foundation Pharmacist, Health Education and Improvement Wales

	<p>Daniel Grant (Team member-academic) Associate Professor in Clinical Pharmacy and Pharmacy Education, University of Reading</p> <p>Cristian Ioanas (Team member-pharmacist recently registered) Senior Pharmacist, Nottingham University Hospitals NHS Trust</p> <p>Professor Barrie Kellam (Team member-academic) Professor of Medicinal Chemistry, University of Nottingham</p>
GPhC representative	Damian Day, Head of Education, GPhC
Rapporteur	Jane Smith (rapporteur) Chief Executive Officer, European Association for Cancer Research
Observers	Dr Gemma Quinn (observer – accreditation panel member in training) Lead for PGT Pharmacy Practice Programmes, Deputy Director of Studies and Senior Lecturer Clinical Pharmacy, University of Bradford

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and registered pharmacies and is the accrediting body for pharmacy education in Great Britain (GB). The GPhC is responsible for setting standards and approving education and training courses which form part of the pathway towards registration for pharmacists. The GB qualification required as part of the pathway to registration as a pharmacist is a GPhC-accredited Master of Pharmacy degree course (MPharm).

This interim 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* (<http://www.legislation.gov.uk/uksi/2010/231/contents/made>). 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.

Background

The MPharm degree at Kingston University London is provided by the Department of Pharmacy, part of the School of Life Sciences, Pharmacy and Chemistry within the Faculty of Science, Engineering and Computing. The programme became fully accredited in June 2008. The MPharm programme is delivered in partnership with St George's University of London (SGUL).

In addition to the 4-year MPharm, Kingston University London provides a GPhC-accredited pharmacy foundation degree; an accredited pharmacy foundation degree is a two-year, full-time course which includes the content of year 1 of an accredited MPharm degree combined with practical work and pharmacy placements. Successful completion of a such a degree exempts a student from the requirement to complete year 1 of the University's accredited MPharm degree; accordingly, to meet the GPhC requirements, pharmacy foundation degrees must deliver the learning outcomes of year 1 of a University's accredited MPharm.

In 2009, Kingston University, in partnership with Merton College (which merged with South Thames College in 2010), received accreditation of the Foundation degree for a period of three academic years. Subsequently, the GPhC agreed to extend the accreditation of the Foundation degree for a period of one year, to fall into line with the date when reaccreditation of the MPharm degree was due (2012-2013 academic year), so that the two programmes could be reaccredited at the same time. A joint reaccreditation event took place in May 2013, and again in April 2018. Since the 2018-19 academic year the Foundation degree has been wholly delivered by Kingston University London.

At the 2018 event, the MPharm degree and the Foundation degree were reaccredited for a shortened period of three years, subject to two conditions and one recommendation. In setting a shortened period of accreditation, the main factors contributing to the team's decision were:

- the transformational period being undertaken by the University;
- the move of the delivery of Foundation degree from South Thames College to the University
- the introduction of additional measures to improve the performance of Kingston MPharm graduates in the GPhC's registration assessment.

The conditions of accreditation were:

1. The University must undertake good character and health checks as part of the initial admissions process.
2. The Department must review its selection processes to ensure that they are fair and equitable.

The recommendation was that the School should review and develop a clear and coherent assessment strategy for the MPharm degree to ensure confidence that the students meet the standard 10 outcomes. While recognising that a range of assessment methods was in place or were going to be introduced, it was unclear how these linked together coherently.

The provider experienced some difficulties in introducing the health checks, due to the lack of an occupational health service at the University. These challenges were eventually overcome and health checks were introduced from the 2019-20 academic year. The GPhC was informed of

the delay. All students admitted to the MPharm must now undergo a Disclosure and Barring Service (DBS) check. For Foundation degree students, the good character and health check is now part of the condition to transfer to year 2 of the MPharm.

In response to condition 2, the selection process was reviewed. All applicants, including those admitted through clearing, are now interviewed. Interview questions test both scientific knowledge and values.

The provider responded to the recommendation to review its assessment strategy by continuing the implementation of the planned changes, monitoring student performance and strengthening OSCE and calculations assessments. Further changes will be considered in response to the introduction of the new GPhC standards.

Documentation

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

- Appendix 1: Admissions and interviewing policy and standards, including contextual offers policy
- Appendix 2: Aggregate applications data and entry profiles for the last three academic years (including the current academic year)
- Appendix 3: Critical evaluation of the applications data and entry profiles in Appendix 2
- Appendix 4: Aggregate progression data for the three cohorts by:
 - Entry qualification(s)
 - Sex
 - Age
 - Ethnicity
 - Disability
- Appendix 5: Critical evaluation of the progression data in Appendix 4
- Appendix 6: MPharm risk register for the next two academic years
- Appendix 7: Staff list and vacancies (with timelines for filling them)
- Additional information submitted prior to the event: management schematic diagram

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 videoconference on 11 May 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 videoconference between Kingston University London

and the GPhC accreditation team on 20 May 2021 and comprised of meetings between the GPhC accreditation team and representatives of the MPharm programme.

Declarations of interest

There were no declarations of interest.

Schedule

Day 1 – 19 May 2021

Meeting number	Meeting	Time
1.	Private meeting of the accreditation team	09:00 – 09:30
2.	Presentation and progress meeting . Questions focusing on Standards 1,2,7,8 and 9	09:30 – 11:30
3.	Private meeting of the accreditation team	11:30 – 11:45
4.	Admission, progression, monitoring and support meeting. Questions focusing on Standards 3, 4, 5 and 6	11:45 – 12:45
5.	Lunch and private meeting of the accreditation team	12:45 – 13:45
6.	Significant pedagogical developments presentation, focusing on Standards 5 and 10.	13:45 – 14:30
7.	Break	14:40 – 14:45
8.	Student meeting	14:45 – 15:45
9.	Private meeting of the accreditation team	15:45 – 16:45
10.	Deliver outcome to the provider	16:45 – 17:00

Attendees

Course provider

The team met with the following representatives of the University:

Name	Designation at the time of accreditation event	Meetings attended
Professor Raid Alany	Pharmaceutics subject area lead	2, 4, 10
Professor Fawaz Al-Dabbagh	Chemistry subject area lead, module leader	2, 4, 10
Nihad Al-Hashimi	HPL cover	2, 4
Dr Ali Al-Kinani	Acting FD course director in 20-21, proctoring champion	2, 4, 6, 10
Dr Francesca Arrigoni	Module leader	2, 4, 6
Dr Alexis Bailey	Course director for MPharm at SGUL	2, 4, 6, 10
Dr Stephen Barton	Lecturer	2, 4, 6
Dr Ian Beadham	Module leader	2, 4

Dr Miyyada	Module leader	2, 4
Boumechache		
Dr Federico Buonocore	Lecturer and acting module leader	2, 4
Farida Butt	Teaching fellow	2, 4
Dr Gianpiero Calabrese	Admission tutor, module leader and Faculty PTS lead	2, 4, 6, 10
Philip Crilly	Deputy MPharm course director until Feb'21, module leader	2, 4, 6, 10
Inger De Silva	Teaching fellow	2, 4
Professor Mehmet Dorak*	Head of School	2, 4, 6, 10
Dr Shereen El-Nabhani	IPE lead, year lead, module leader	2, 4, 6, 10
Dr Amr El-Shaer	Chair of FtP Committee and admission tutor, year lead, module leader	2, 4, 6, 10
Dr John Fletcher	Year lead, proctoring champion, standard setting lead and module leader	2, 4, 6, 10
Dr Nick Freestone	Pharmacology subject area lead, module leader	2, 4, 6, 10
Dr Heba Ghazal	Calculation co-lead	2, 4
Ana Marques Gomes	Placement Lead	2, 4, 10
Professor Iain Greenwood	Lecturer (SGUL)	2, 4
Nicky Harrap	Teaching fellow, calculation co-lead and simulation lead	2, 4, 6
Dr Andrew Hitchings	Lecturer, FtP member (SGUL) and Standard setting advisor	2, 4
Dr Omar Janneh	Lecturer (SGUL)	2, 4
Dipa Kamdar	Teaching fellow	2, 4
Professor Reem Kayyali*	Head of Department, module leader, Clinical pharmacy subject area lead	2, 4, 6, 10
Dr Mouhamad Khoder	Module leader	2, 4
Dr Teck Khong	Module leader (SGUL)	2, 4
Dr Caroline Kim*	FD course director, module leader	2, 4, 10
Dr Mariko Kishi*	FY course director, lecturer	2, 4, 10
Mona Koshkouei	Teaching fellow	2, 4
Dr Roman Kresinski,	Module leader	2, 4
Dr Adam Le Gresley	Lecturer	2, 4
Dr David Mackintosh*	Dean of SEC Faculty	2, 4, 10
Thuy Mason	Acting Deputy MPharm course director	2, 4, 6, 10
Leanne May*	MPharm course director	2, 4, 6, 10
Ricarda Micallef	Professionalism and Oriel lead and accreditation and QA lead, module leader, year lead	2, 4, 6, 10
Dr Huda Morgan	Lecturer, Champion for soft skills and employability within LSPC	2, 4, 6

Sarah Murray	Teaching fellow, Diagnostic and Physical Assessment lead	2, 4, 6
Dr Liz Olusegun-Osoba	Module leader	2, 4, 6
Swati Patel	Module leader, Department PTS lead	2, 4, 10
Hannah Puntan	Lead Pharmacist Clinical Commissioning and Medicines Optimisation, SGH placement coordinator	2, 4
Julia Robinson*	Senior Finance Business Partner	2
Talut Saqi	Teaching fellow, co-module leader	2, 4
Dr Sianne Schwikkard	Lecturer	2, 4
Dr Dean Semmens	Module leader (SGUL)	2, 4, 6
Aarti Shah	Former teaching fellow, RMH placement coordinator	2, 4
Dr Gemma Shearman	Lecturer	2, 4
Dr Richard Singer	Head of Chemical and Pharmaceutical Sciences Department, lecturer	2, 4
Natasha Slater	Teaching fellow, Kingston hospital placement coordinator	2, 4, 6
Dr Andrew Snabaitis	Module leader	2, 4, 6
Dr Anil Vangala	Lecturer	2, 4, 6
Dr Angus Westgarth-Smith	Lecturer	2, 4
Dr Nicholas Wood	Lecturer	2, 4

*Attended pre-event meeting

Key findings

Standard 1: Patient and public safety

Standard continues to be met? Yes No

On application to the Foundation degree, the School considers the criminal record self-declaration on the UCAS form and follows up on any disclosures. On admission to the course, students are required to sign an online declaration to confirm that they have read the GPhC's Standards for Pharmacy Professionals and agree to abide by its principles. Students also are asked to declare any issue that would impair their fitness to practise, such as a police caution or illness.

Students admitted directly to Year 1 of the MPharm or transferring to year 2 of the MPharm from the Foundation degree are required to complete an enhanced DBS check. Anything adverse identified in these checks is referred to the School Fitness to Practise panel for review. Students are also required to complete a health questionnaire which is screened by the University's occupational health team. Students are informed of the screening outcomes and students with health issues are signposted to appropriate support. Reasonable adjustments are made to support students if recommended.

There are appropriate disciplinary and fitness to practise policies and procedures in place at a School and University level. Students are made aware in teaching sessions of the need for pharmacists to be registered and the fact that the term 'pharmacist' is a restricted title. A health and safety induction is provided before any laboratory-based teaching takes place.

The team noted that, for Foundation degree students, School-validated health and fitness to practise and DBS checks based on national standards do not take place until transfer to the MPharm. Although there are currently no formal placements in the Foundation programme, the provider has an aspiration to introduce these and already encourages students to gain relevant work experience. If there is any formal or informal access to patients in the Foundation degree, then these checks must take place on admission to this course on patient safety and public protection grounds; it is not acceptable to rely on the UCAS self-declaration. This will be checked at reaccreditation.

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

Standard continues to be met? Yes No

The Department of Pharmacy offers four courses, including the MPharm and the Foundation degree. Both courses have a course director and the structure, aims, assessment strategy, modular content, and learning outcomes for each course are set out in a programme specification. There is a corresponding course director for the MPharm at SGUL. Regular meetings take place between the provider and SGUL and SGUL is represented on all key MPharm Committees.

The team noted that since 2018-19, the Foundation degree has been wholly delivered by the provider, having previously been offered by a local FE partner. The provider explained that the course was brought in-house partly for financial reasons and partly in response to students' desire to study in an HE and pharmacy context.

Appropriate quality assurance mechanisms are in place for both courses. At module level, teaching and assessment are monitored via peer observation of teaching staff, moderation of coursework assessments before first use, internal moderation of a sample of all marked coursework and moderation of examination papers. All examination papers and a sample of scripts and coursework are sent to external examiners for comment and review. The external examiners' reports are discussed within the School and a formal response is sent by the course team to each examiner.

A module enhancement plan is developed for each module, drawing on a variety of inputs, including assessment outcomes and student feedback. The Staff Student Consultative Committee (SSCC) is the main forum for gathering student feedback and has student representatives from both courses. Module enhancement plans feed into a course enhancement plan, which in turn feeds into a School plan considered at University level.

Placement provision is appropriately quality assured. All hospital placements take place in hospitals accredited for preregistration training and/or postgraduate pharmacist training. For student-initiated community placements, students are provided with a list of approved placement providers, i.e. pharmacies already visited by an academic to confirm suitability. If a student wishes to use a placement site not on the list, then this will be considered and a site visit arranged in advance.

The School closely monitors performance in the GPhC Registration Assessment each year. The performance of MPharm graduates has deteriorated from a pass rate of 80% in 2013 to 56% in 2019. Measures have been implemented intended to reverse this trend (see Standard 5). The provider therefore expects the performance of its 2018-19 cohort in the Registration Assessment to be improved such that it will be in the median range for pass rates nationally. If the performance of that cohort in the Registration Assessment does not improve then the current improvement strategy will not have worked. This will be checked at the reaccreditation event.

Standard 3: Equality, diversity and fairness

Standard continues to be met? Yes No

The University has an over-arching equality, diversity and inclusion strategy and is committed to widening participation. There is a sophisticated monitoring dashboard which enables the provider to monitor student performance at a module level by protected characteristics. It is not currently possible to monitor performance by route of entry to the MPharm. The provider has asked the University to introduce this capability.

On the MPharm course, 72% of students are female and 91% from a BAME background. On the Foundation degree, the gender balance is the same as the MPharm with 88% of students from BAME backgrounds. The University won a Guardian teaching award in 2017 for work on reducing the attainment gap between black and minority ethnic and white students. The team noted that the attainment gap between white and BAME students has now been eradicated and

asked what measures had been taken. The provider stated that the development of a critical thinking toolkit and the introduction of soft and academic skills supportive sessions within the portfolio modules for all students has been key to this success. It aims to support students to develop self-confidence and transferable skills, and is flexible according to their individual needs.

Processes are in place to identify students' learning and support needs both on admission and during the programmes. Personal tutors can refer students to central services and resources are in place to support students' needs once identified.

Standard 4: Selection of students *and* trainees

Standard continues to be met? Yes No

Information about the course, entry requirements, the selection process and the criteria for direct admission or transfer to the MPharm is made available to students via the University web site and open days. The School also makes a number of visits to local schools and colleges to promote its courses.

The published offer for entry to the MPharm course is a minimum of five GCSEs at grades 9-4 including English Language and Mathematics and a minimum of 120 UCAS tariff points to include three A-levels, one of which must be a grade B in Chemistry plus at least one of Mathematics, Physics or Biology, also at grade B. Other qualifications are considered, and students can also transfer upon successful completion of the Preparatory Year (see separate Report of the 2021 accreditation event). Entry requirements for the Foundation degree are a minimum of five GCSEs at grades 9-4 including English Language and Mathematics and a minimum of 72 UCAS tariff points from at least two A-levels to include at least a grade D in Chemistry and one of Mathematics, Physics or Biology, also at grade D. The 2021 admission targets are 140 for the MPharm and 60 for the Foundation degree.

The majority of offers for the Foundation degree are made on the basis of information provided in the UCAS application. Decisions are made by one of two admissions tutors within the School, who will discuss individual applications with each other where there are queries or concerns.

For the MPharm, all applicants are interviewed, including students who have completed the Preparatory Year, students transferring to year 2 from the Foundation degree, and students admitted through clearing. Interviews consist of a small group presentation looking at team building and communication skills and a one-to-one interview with a member of academic staff exploring the student's suitability and motivation to study pharmacy and their academic knowledge, based on their A levels.

The team asked about the impact of the Covid-19 pandemic on the admission process and was told that in 2020-21, interviews took place online rather than face-to-face. In addition, scientific questions were added to the interview, in recognition of the fact that students had missed elements of A level teaching and had not taken formal examinations. To support students with their first year exams, they were provided with additional support such as feedback on sample papers and mock exams.

The provider does not have a strategy to provide the 2021 cohort with pre-arrival academic support but has a comprehensive induction programme and will respond to their academic needs post admissions according to feedback and formative assessments.

The team was concerned about the low tariff entry points for the Foundation degree and noted that significant numbers of students have been admitted to the four-year MPharm degree without meeting the stated entry standard. Currently 30% of the intake comes through the clearing process, when the required tariff points are dropped to 104. The provider does check that students applying through clearing have not already been interviewed and rejected.

While the team appreciated the provider's commitment to widening participation, there was a concern about students' future success in pharmacy. In this context, the team noted the low pass rates for the provider's graduates in the GPhC's Registration Assessment (see Standard 2). Progression within the MPharm is not currently monitored on the basis of entry route. The team will therefore advise the GPhC's Registrar to treat the two courses, and the Preparatory Year, separately with regard to reporting on performance in the Registration Assessment, in order to evaluate their effectiveness as routes to the profession. This means that the provider will be required to present data separately to the GPhC based on the three MPharm entry routes.

At the next reaccreditation, the team will pay particular attention to entry requirements, progression, success in the Oriel system and, therefore, success in Foundation training, and performance in the Registration Assessment. In other words, there needs to be an holistic and honest view of the progression of the provider's graduates up to registration as pharmacists.

Standard 5: Curriculum delivery and student experience

Standard continues to be met? Yes No

The MPharm consists of four 30 credit modules per year in years 1-3, and two 30 credit and one 60 credit modules in year 4. The Foundation degree is delivered over two years and consists of the year 1 MPharm material with additional Chemistry and transferable skills teaching.

Since the last accreditation in 2018, the provider has made several changes to the MPharm course curriculum and delivery in an effort to improve students' performance in the GPhC's Registration Assessment. These include:

- more placements
- the development of portfolio modules
- enhanced diagnostic and consultation skills teaching
- a restructure of year 4 so there is some teaching in the second semester
- changes to assessment requirements and more calculations teaching and assessment

In the Foundation degree, changes have been introduced to the requirements for transfer to the MPharm so that all elements must now be passed with a 50% overall average and no more than 60 credits can be repeated. Students must also complete an OSCE and a synoptic calculations assessment.

The provider is confident that the students it admits, with appropriate academic and pastoral support, are capable of performing well in the MPharm and in the Registration Assessment. It stated that changes to the courses, coupled with a more rigid application of the entry criteria,

will mean that the Registration Assessment pass rate for its 2018-19 cohort will be at the national average. This will be reviewed at the next reaccreditation event.

In March 2020, the provider responded to the Covid-19 pandemic by moving all face-to-face teaching and assessments online, including OSCEs, which were run via Microsoft Teams with the use of invigilated holding rooms. Mock sessions were held to alleviate student concerns. From September 2020, a mixture of face-to-face essential practicals and online teaching was used.

Simulated placement video sessions were created to replace cancelled hospital placements, with online assessments. Student feedback said these were long but useful, and the provider will use these as an induction for hospital placements in the future. Some community pharmacy placements were able to take place. Other placements have been postponed to summer 2021 or in future academic years. Systematic review projects were offered in lieu of laboratory based projects for final year students.

Engagement with, rather than attendance at, online sessions is monitored and has been lower in the earlier years of the MPharm. Students in years 3 and 4 have been more self-directed. A University 'no disadvantage policy' was implemented for all affected assessments. This allowed students to use a second assessment attempt as a first sit.

In the team's meeting with a group of students from the courses, students said that they had been supported by staff and by the wider University and that the response to the pandemic had been handled well.

From 2021/2022 onwards, the provider stated that the likely scenario is a blended learning approach, with a maximum percentage of online teaching in each year. Laboratory and small group teaching will be face-to-face, if allowed, with large group teaching remaining online. The provider considers the main risks to be further delays to placements and logistical timetabling issues associated with a mix of face-to-face and online teaching.

The team noted that in common with all other schools of pharmacy, changes in delivery had been made in response to the global pandemic. At the next reaccreditation visit, the current model and the model implemented from the 2021-2022 academic year will be explored.

Turning to assessments, the team noted that in its presentation, the provider referred to setting pass marks for assessments based on students' ability and asked for clarification on this point. The provider referred to standard-setting using the Angoff method, but it was not clear to the team if students must meet a certain standard or if standards are set according to student performance. One view expressed was that objective standards were set, another was that standards were variable and based on student ability and a third was that, based on prior student ability, set pass marks were agreed. The provider's approach to setting standards in assessments is therefore a concern. The team is of the strong view that the school should seek external help to understand the fundamentals of standard setting to develop a coherent and research-based model. This will be discussed in detail during the reaccreditation visit.

The team also noted that although Kingston has changed its approach to progression and resits, and taking pandemic-related no detriment policies into account, the current policy is still generous, with students entitled to two resits, followed by a further two with repeated attendance. The team will recommend to the reaccreditation panel this is also discussed in depth at the next GPhC visit.

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

Standard continues to be met? Yes No

There are appropriate pastoral and academic support systems and services in place for students at School, Faculty and University level. Students are allocated a personal tutor upon admission to the courses and efforts are made for students who transfer from the Foundation degree to the MPharm to retain their tutor. Personal tutors have access to an online recording and referral system to ensure students are signposted to support where needed.

As an additional support mechanism for MPharm students, a year lead has oversight of each year group. The year lead acts as the module leader for the academic and professional portfolio module. They work with the module leaders to ensure that assessment calendars are co-ordinated and act as a point of contact for student queries.

The provider uses Canvas as its virtual learning environment. During the Covid-19 pandemic, the majority of teaching and assessments were delivered entirely online. Initially, most lectures were delivered asynchronously, but in response to student feedback, more synchronous teaching was introduced. The provider conducted an audit of students' IT needs and laptops were provided to those students who did not have access to appropriate technology at home. Funding and dongles were made available for internet access for those who need it. Some practical classes were delivered face-to-face for those students able to come onto campus, albeit in smaller groups than usual.

The students that the team met were very positive about the way the School handled its response to the pandemic. They felt very supported by staff and found staff easy to contact and responsive to feedback.

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

Standard continues to be met? Yes No

A Learning and Teaching Enhancement Centre provides support to staff to develop their educational practice and with technology enhanced teaching. All academic staff are expected to hold either a Postgraduate Certificate in Higher Education or a relevant level of fellowship of the Higher Education Academy. Four staff in the School are working towards these qualifications. All other staff have already achieved the required level.

There is a comprehensive induction programme for all new staff. New staff are allocated a mentor to guide them and to signpost to other sources of support. New academic staff have a lower teaching workload initially. Teaching fellows typically have a higher load, but new teaching fellows will typically start working in workshops and practicals alongside more experienced academics and have a low lecturing load increasing with experience.

The team asked how staff have been affected by working during the pandemic and was told that whilst it has been extremely challenging, there has been lots of support available at University level, for example with flexible working options to support home schooling needs. The provider

was also able to recruit hourly paid lecturers to work on the programmes as needed. At a departmental level, staff have supported each other and kept in close and regular contact.

Standard 8: Management of initial education and training

Standard continues to be met? Yes No

Roles and responsibilities at university and School level are defined appropriately. The Pharmacy Board of Studies meets three times a year and is the formal body which approves academic business, while the Assessment Boards have the responsibility for approving student marks and progression.

Monthly Department of Pharmacy staff meetings (during the pandemic held weekly or biweekly) are held to disseminate information, including university decisions and professional developments, and to develop and agree strategy, policies and procedures. To ensure that the MPharm course is meeting the need of employers and responding to changes in the profession, an Advisory Board was established in 2019. Members include representatives of all sectors of pharmacy, graduates, patient groups, academics and current students.

Standard 9: Resources and capacity

Standard continues to be met? Yes No

The University's resource allocation methodology ensures that the courses are appropriately resourced. During the pandemic, the School was able to recruit additional hourly-paid staff to assist with creating online resources for students and with online assessments.

The team was told that since the last accreditation, three staff have retired and two have left. All have been replaced and three further new members of staff will be recruited in 2021-2022 and one (0.6 FTE) in 2022-23. These are in the pharmaceutical chemistry and pharmacy practice areas, with an aspiration for one to be an independent prescriber.

MPharm students have access to teaching and learning resources at SGUL, as well as at their home University. These include library, laboratories, lecture theatres, small group teaching rooms and clinical cubicles.

Significant pedagogic developments

The provider gave a presentation on a broad range of pedagogic developments made since the last accreditation. The aims of all such developments were to provide student support, to add value and to enhance student engagement. All were developed in partnership between staff and students. The developments included:

- a calculations e-learning package
- Use of MyDispense, an online dispensary simulation
- Embedding critical thinking into a pharmacy curriculum
- Peer assisted learning
- A serious game approach to developing clinical knowledge among pharmacy and nursing undergraduates
- Social media use for public health education and to enhance law and ethics learning

- Embedding enterprise and soft skills in the education of foundation degree students
- Use of videos as a learning and teaching tool for pharmacy law, professionalism and science based modules
- The use of Kahoot and TurningPoint in synchronous and asynchronous lectures and workshops
- The design and evaluation of a tool to enable effective decision making when tackling single best answer questions
- Use of proctoring for online assessments
Are these systematic or organic?

The provider reviews the effectiveness of such developments by comparing student performance before and after their introduction and by reviewing student feedback.

The team questioned whether these developments are all, in fact, significant and unique to Kingston. For example, MyDispense is used by more than 100 universities. The provider explained that several developments are indeed unique and the subject of published research.

The team asked how the MPharm course is suited to address future changes to the pharmacy profession and was told that increasingly the course is designed with clinical scenarios in mind. A pharmacist independent prescriber teaches on the course and has introduced various cradle to grave case-based scenarios. More triage and diagnosis is being introduced into the later years of the course. The team is excited about the new GPhC standards and has plans for further developments.

