Step accreditation of a Master of Pharmacy (MPharm) degree programme, 2021/22 academic year

**Submission template v1.3a**

This is an alternative submission template for use by course providers wishing to describe how the programme’s teaching, learning and assessment is aligned to the GPhC learning outcomes by domain, rather than by individual learning outcome. Each of the 55 learning outcomes is provided for reference purposes. The remainder of the template is identical.

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**Please update contents table page numbers before submitting to the GPhC (right click update field).**

# Guidance

**Important please read the guidance below before completing the template**

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| **This template**  Please use this template to demonstrate how your programme and institution meets or will meet [the GPhC Standards for the initial education and training of pharmacists, January 2021](https://www.pharmacyregulation.org/sites/default/files/document/standards-for-the-initial-education-and-training-of-pharmacists-january-2021_0.pdf) in relation to :   * Master of Pharmacy (MPharm) degree * Master of Pharmacy (MPharm) degree with preparatory year   **MPharm degree with preparatory year**  If your institution also offers an MPharm degree with preparatory year, please include information relating to both your MPharm degree and MPharm with preparatory year within the same template. Please set out clearly which information is specific to the MPharm degree with preparatory year. Please refer to [MPharm degrees with preparatory year – guidance for schools of pharmacy, 2021-22](https://www.pharmacyregulation.org/education/approval-courses/accreditation-guidance)**,** for more information.  **Completing this template and providing supporting evidence**  Your submission document should be a single document which includes this template complete in full.  You should provide documentary evidence as appendices and these should support the information that you have provided within the template. No additional documents should be provided. The suggested number of appendices is no more than 35 documents.  Following review of your submission document and associated evidence, you may be required to submit additional items of evidence or further information. If this is necessary, you will be notified in advance of your accreditation event.  Please ensure that you provide your submission in the correct format with the required level of detail and clarity. Failure to do so could lead to your accreditation event being postponed. Information on how to submit your documentation can be found on the last page of this document.  When completing your submission template, please do not alter the formatting or orientation of the submission template.  **Support and further information**  If you have any questions regarding your accreditation submission, please contact the GPhC’s Education (Quality Assurance) team at [education@pharmacyregulation.org](mailto:education@pharmacyregulation.org)  The GPhC is committed to compliance with the General Data Protection Regulation (GDPR), details for our privacy policy can be found on our [website](https://www.pharmacyregulation.org/privacy-policy). |

**Please delete this section/page before submitting to the GPhC.**

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| **Guidance on completion of this template**   * Next to each criterion, please provide a narrative to explain how each criterion is (or will be) met. Except where single piece information or lists are asked for, this narrative must be written in prose. Reference to links, file names, or module titles on their own are not acceptable. * Full reference must be made within the narrative to the documents that you are providing as supporting evidence. * Any diagrams or images should be submitted separately as documentary evidence and not embedded within the template. * Hyperlinks may be used within your commentary to signpost to evidence, but please check that the links are not broken, and that external access is permitted. * Supporting documents should be included as appendices and should be provided separately from the submission template. * Each module must be referred to by its full title and not by module code. * Should your commentary relate to more than one criterion, it does not need to be repeated. Simply include a note referencing to the relevant commentary, e.g. ‘please refer to commentary under criterion 1.2’.   **Referencing documentary evidence**   * Please give each piece of evidence a clear and meaningful title. For ease of reference, supporting documents should be numbered accordingly, e.g. **Appendix 1 -** **Programme application form** * The document title referred to in your commentary should be identical to the name of the relevant .PDF file you have provided. * When referencing supporting documents within the submission, please indicate the document clearly (for example, in **bold**) and use the full name and appendix number throughout, e.g. **Programme Application form (Appendix 1)** * Please ensure that all file names are concise and do not contain any special characters including: **/ \ : \* ? ” < > | # { } % ~ &** * Please ensure that file names are no more than 80 characters. * You do not need to duplicate evidence - you may find that you need to refer to one piece of documentary evidence multiple times across more than one section. |

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# Background programme information:

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| **Academic year:** 2021-22 |
| **Name of programme provider:** |
| **Contact name:** |
| **Job title:** |
| **Address:** |
| **Telephone/mobile:** |
| **Email:** |
| **Programme name(s) and UCAS code(s):** |
| **New student intake numbers per academic year, for the last three years:**  **Planned maximum student intake numbers per academic year, for the next three years:**  (If applicable, please provide a breakdown of information for both the MPharm degree and MPharm degree with preparatory year). |
| **Location/campus from which the programme(s) will be taught:** |

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| Introduction to the programme |
| **Your introduction should include:**   * An introduction and scene setting to the programme. * A summary of programme changes to meet the 2021 standards (Please elaborate further under the relevant standard/criterion). * A summary of any other major changes since the last event * An explanation of how any conditions and recommendations from the previous event have been addressed | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | |

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| Managing the programme during the COVID-19 pandemic |
| Please provide a brief narrative of any temporary changes that continue to be made to programme design/delivery due to the COVID-19 pandemic (no more than 300 words). Please elaborate further under the relevant learning outcome/standard. | |
| **Provider’s commentary** | |
| Please type your commentary here  X  X  (expand as necessary) | |

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| Part 1: Learning outcomes |
| Domain: Person-centred care and collaboration (Learning outcomes 1-14) | | **Expectation MPharm degree** | **Expectation foundation training year** |  |
| Accrediation team use only: |
| 1. Demonstrate empathy and keep the person at the centre of their approach to care at all times | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Work in partnership with people to support and empower them in shared decision-making about their health and wellbeing | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Demonstrate effective communication at all times and adapt their approach and communication style to meet the needs of the person | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Understand the variety of settings and adapt their communication accordingly | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Proactively support people to make safe and effective use of their medicines and devices | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Treat people as equals, with dignity and respect, and meet their own legal responsibilities under equality and human rights legislation, while respecting diversity and cultural differences | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Obtain informed consent before providing care and pharmacy services | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Assess and respond to the person’s particular health risks, taking account of individuals’ protected characteristics and background | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Demonstrate effective consultation skills, and in partnership with the person, decide the most appropriate course of action | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Take into consideration factors that affect people’s behaviours in relation to health and wellbeing | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Take an all-inclusive approach to ensure the most appropriate course of action based on clinical, legal and professional considerations | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Recognise the psychological, physiological and physical impact of prescribing decisions on people | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Work collaboratively and effectively with other members of the multi-disciplinary team to ensure high-quality, person-centred care, including continuity of care | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| **How and where does the programme support students to achieve the learning outcomes within this domain?** | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | |
| **How and where does the programme assess the student’s achievement of the learning outcomes within this domain? How are you assured that students have demonstrated meeting the outcomes at the required competency level?** | | | | |
| **Provider’s commentary**  Please type your commentary here:  X  X  (expand as necessary) | | | | |
| **Accreditation team’s commentary:**  X  X | | | | |
| Domain: Professional practice (Learning outcomes 15 - 44) | | **Expectation MPharm degree** | **Expectation foundation training year** |  |
| Accrediation team use only: |
| 1. Demonstrate the values, attitudes and behaviours expected of a pharmacy professional at all times | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Apply professional judgement in all circumstances, taking legal and ethical reasoning into account | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Recognise and work within the limits of their knowledge and skills, and get support and refer to others when they need to | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Take responsibility for all aspects of pharmacy services, and make sure that the care and services provided are safe and accurate | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Take responsibility for all aspects of health and safety and take actions when necessary | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Act openly and honestly when things go wrong and raise concerns even when it is not easy to do so | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Apply the science behind pharmacy in all activities | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Demonstrate how the science behind pharmacy is applied in the discovery, design, development and safety testing of medicines and devices | | **Shows how** | **Knows how** | **Met**  **Likely to be met**  **Not met** |
| 1. Recognise the technologies that are behind developing advanced therapeutic medicinal products and precision medicines, including the formulation, supply and quality assurance of these therapeutic agents | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Keep abreast of new technologies and use data and digital technologies to improve clinical outcomes and patient safety, keeping to information governance principles | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Apply pharmaceutical principles to the safe and effective formulation, preparation, packaging and disposal of medicines and products | | **Knows how** | **Shows how** | **Met**  **Likely to be met**  **Not met** |
| 1. Consider the quality, safety and risks associated with medicines and products and take appropriate action when producing, supplying and prescribing them | | **Knows how** | **Shows how** | **Met**  **Likely to be met**  **Not met** |
| 1. Take responsibility for the legal, safe and efficient supply, prescribing and administration of medicines and devices | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Demonstrate effective diagnostic skills, including physical examination, to decide the most appropriate course of action for the person | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Apply the principles of clinical therapeutics, pharmacology and genomics to make effective use of medicines for people, including in their prescribing practice | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Appraise the evidence base and apply clinical reasoning and professional judgement to make safe and logical decisions which minimise risk and optimise outcomes for the person | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Critically evaluate and use national guidelines and clinical evidence to support safe, rational and cost-effective procurement for the use, and prescribing of, medicines, devices and services | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Accurately perform calculations | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Effectively promote healthy lifestyles using evidence-based techniques | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Apply the principles of effective monitoring and management to improve health outcomes | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Anticipate and recognise adverse drug reactions, and recognise the need to apply the principles of pharmacovigilance[[1]](#footnote-1) | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Apply relevant legislation and ethical decision-making related to prescribing, including remote prescribing | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Prescribe effectively within the relevant systems and frameworks for medicines use | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Understand clinical governance in relation to prescribing, while also considering that the prescriber may be in a position to supply the prescribed medicines to people | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Take responsibility for people’s health records, including the legality, appropriateness, accuracy, security and confidentiality of personal data | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Understand and implement relevant safeguarding procedures, including local and national guidance in relation to each person | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Effectively make use of local and national health and social care policies to improve health outcomes and public health, and to address health inequalities | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Proactively participate in the promotion and protection of public health in their practice | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Identify misuse of medicines and implement effective strategies to deal with this | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Respond appropriately to medical emergencies, including the provision of first aid | | **Knows how** | **Shows how** | **Met**  **Likely to be met**  **Not met** |
| **How and where does the programme support students to achieve the learning outcomes within this domain?** | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | |
| **How and where does the programme assess the student’s achievement of the learning outcomes within this domain? How are you assured that students have demonstrated meeting the outcomes at the required competency level?** | | | | |
| **Provider’s commentary**  Please type your commentary here:  X  X  (expand as necessary) | | | | |
| **Accreditation team’s commentary:**  X  X | | | | |
| Domain: Leadership and management (Learning outcomes 45 - 52) | | **Expectation MPharm degree** | **Expectation foundation training year** |  |
| Accrediation team use only: |
| 1. Demonstrate effective leadership and management skills as part of the multi-disciplinary team | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Make use of the skills and knowledge of other members of the multi-disciplinary team to manage resources and priorities | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Develop, lead and apply effective strategies to improve the quality of care and safe use of medicines | | **Knows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Actively take part in the management of risks and consider the impacts on people | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Use tools and techniques to avoid medication errors associated with prescribing, supply and administration | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Take appropriate actions to respond to complaints, incidents or errors in a timely manner and to prevent them happening again | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Recognise when and how their performance or that of others could put people at risk and take appropriate actions | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Demonstrate resilience and flexibility, and apply effective strategies to manage multiple priorities, uncertainty, complexity and change | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| **How and where does the programme support students to achieve the learning outcomes within this domain?** | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | |
| **How and where does the programme assess the student’s achievement of the learning outcomes within this domain? How are you assured that students have demonstrated meeting the outcomes at the required competency level?** | | | | |
| **Provider’s commentary**  Please type your commentary here:  X  X  (expand as necessary) | | | | |
| **Accreditation team’s commentary:**  X  X | | | | |
| Domain: Education and research (Learning outcomes 53 - 55) | | **Expectation MPharm degree** | **Expectation foundation training year** |  |
| Accrediation team use only: |
| 1. Reflect upon, identify, and proactively address their learning needs | | **Does** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Support the learning and development of others, including through mentoring | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| 1. Take part in research activities, audit, service evaluation and quality improvement, and demonstrate how these are used to improve care and services | | **Shows how** | **Does** | **Met**  **Likely to be met**  **Not met** |
| **How and where does the programme support students to achieve the learning outcomes within this domain?** | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | |
| **How and where does the programme assess the student’s achievement of the learning outcomes within this domain? How are you assured that students have demonstrated meeting the outcomes at the required competency level?** | | | | |
| **Provider’s commentary**  Please type your commentary here:  X  X  (expand as necessary) | | | | |
| **Accreditation team’s commentary:**  X  X | | | | |

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| Part 2: Standards for the initial education and training of pharmacists | | | | | |
| Standard 1: Selection and admission **Students must be selected for and admitted onto MPharm degrees on the basis that they are being prepared to practise as a pharmacist** | | | | | | | |
| **Is standard 1 met/likely to be met?** | **Yes** | | **No** | | **(GPhC Accreditation team use only)** | | |
| 1. **The principles of equality, diversity and fairness must be built into selection processes. Selection processes must give all applicants an opportunity to demonstrate their ability and suitability, taking into account their background (such as protected characteristics and socio-economic and education background).** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 1.1 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| 1. **Higher-education institutions must actively aim to identify and reduce discrimination in selection and admission processes. As a minimum, every year, the MPharm degree admissions profile must be analysed by protected characteristics, as defined in the Equality Act 2010. Documented action must be taken if that analysis shows that the admissions process may be disadvantaging students.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 1.2 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| 1. **Accurate admissions information must be provided to potential applicants.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 1.3 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| 1. **Selection processes must give applicants the guidance they need to make an informed application.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 1.4 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| 1. **Selection criteria must be explicit. They must include:** 2. **meeting academic entry requirements** 3. **meeting professional entry requirements – that is, suitability to practise as a pharmacist[[2]](#footnote-2)** 4. **meeting numeracy requirements** 5. **meeting English language requirements appropriate to Master’s level study and for professional registration. Guidelines issued by English language testing bodies should be followed to make sure that admissions language requirements are appropriate** 6. **taking account of good-character checks** 7. **taking account of health checks** 8. **recognising prior learning, where that is appropriate** 9. **taking an applicant’s socio-economic and education background into account** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 1.5 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| 1. **Admissions criteria should take account of the admissions requirements for periods of learning in practice. These will include those overseen by statutory education bodies such as NHS Education Scotland (NES), Health Education England (HEE), Health Education and Improvement Wales (HEIW) and the Northern Ireland Centre for Pharmacy Learning and Development (NICPLD).** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 1.6 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| 1. **All admissions and selection processes must include an interactive component, to assess applicants’ values and professional suitability. Having a robust application process including interactivity applies also to Clearing and Adjustment applications.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 1.7 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| **1.8 When higher-education institutions accept applicants who do not meet the academic entry requirements, they must set out clearly the criteria used for making the decision. This includes complying with the institution’s policy on contextual offers.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 1.8 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| **1.9 Unconditional offers, where students have been accepted onto a programme without having met the entry requirements, are not permitted .** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 1.9 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| Standard 2: Equality, diversity and fairness **MPharm degrees must be based on, and promote, the principles of equality, diversity and fairness; meet all relevant legal requirements; and be delivered in such a way that the diverse needs of all students are met** | | | | | | | |
| **Is standard 2 met/likely to be met?** | **Yes** | | **No** | | **(GPhC Accreditation team use only)** | | |
| * 1. **Systems and policies must promote the principles and legal requirements of equality, diversity and fairness.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 2.1 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Systems and policies must be in place to allow everyone involved to understand the diversity of the student body and the implications that has for delivery.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 2.2 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Systems and policies must be in place to allow everyone involved to understand the diversity of the students’ circumstances and experiences and the implications that has for student support and development.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 2.3 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Every year, there must be a review of student performance broken down by protected characteristics, as defined in relevant equality and human rights legislation. Documented action must be taken to address differences when they are found.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 2.4 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
|  | | | | | | | |
| * 1. **Everyone involved must be trained to apply the principles and legal requirements of equality, diversity and fairness in their role.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 2.5 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **MPharm degree design and delivery must ensure student pharmacists understand their legal responsibilities under equality and human rights legislation and proactively seek to learn about and understand communities and cultures.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 2.6 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| Standard 3: Resources and capacity **Resources and capacity must be sufficient to deliver the learning outcomes in these standards** | | | | | | | |
| **Is standard 3 met/likely to be met?** | **Yes** | | **No** | | **(GPhC Accreditation team use only)** | | |
| * 1. **There must be robust and transparent systems for securing an appropriate level of resource to deliver a sustainable MPharm degree that meets the requirement of these standards.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 3.1 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **The staff complement must be appropriate for the delivery of all parts of the MPharm degree.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 3.2 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **MPharm degrees must be delivered in premises that are fit for purpose.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 3.3 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| Standard 4: Managing, developing and evaluating MPharm degrees **The quality of the MPharm degree must be managed, developed and evaluated in a systematic way** | | | | | | | |
| **Is standard 4 met/likely to be met?** | **Yes** | | **No** | | **(GPhC Accreditation team use only)** | | |
| * 1. **There must be systems and policies in place to manage the delivery of the MPharm degree, including the periods of experiential and inter-professional learning.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 4.1 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **There must be agreements in place between everyone involved that specify the management, responsibilities and lines of accountability of each organisation, including those that contribute to periods of experiential and inter-professional learning.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 4.2 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **The views of a range of stakeholders – including patients, the public and supervisors – must be taken into account when designing and delivering MPharm degrees.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 4.3 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Feedback from student pharmacists must be built into the monitoring, review and evaluation processes.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 4.4 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Systems and policies must be used in such a way that the MPharm degree is evaluated on the basis of evidence and that there is continuous improvement in its delivery.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 4.5 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **MPharm degrees must be revised when there are significant changes in practice, to make sure provision is relevant and current.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 4.6 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| Standard 5: Curriculum design and delivery **The MPharm degree curriculum must use a coherent teaching and learning strategy to develop the required skills, knowledge, understanding and professional behaviours to meet the outcomes in part 1 of these standards. The design and delivery of MPharm degrees must ensure that student pharmacists practise safely and effectively.** | | | | | | | |
| **Is standard 5 met/likely to be met?** | **Yes** | | **No** | | **(GPhC Accreditation team use only)** | | |
| * 1. **There must be a curriculum and a teaching and learning strategy for the MPharm degree, which set out how student pharmacists will achieve the learning outcomes in part 1.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.1 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **The component parts of the MPharm degree must be linked in a coherent way. This must be progressive with increasing complexity until the appropriate level is reached.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.2 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Everyone involved must work together to deliver the MPharm degree.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.3 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **The learning outcomes must be delivered in an environment which places study in a professional and academic context and requires students to conduct themselves professionally.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.4 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **An MPharm degree must be delivered in an environment that uses research to support learning and teaching.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.5 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **The MPharm degree curriculum must include practical experience of working with patients, carers and other healthcare professionals. Student pharmacists must be exposed to an appropriate breadth of patients and people in a range of environments (real-life and simulated) to enable them to develop the skills and the level of competency to achieve the relevant learning outcomes in part 1 of these standards. This experience should be progressive, increase in complexity and take account of best practice.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.6 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **During the MPharm degree, there must be an inter-professional learning plan. Student pharmacists must engage with inter-professional education (IPE) through a progressive strategy based on** [**the Centre for the Advancement of Interprofessional Education’s *Interprofessional Education Guidelines***](https://www.caipe.org/resources/publications/caipe-publications/caipe-2017-interprofessional-education-guidelines-barr-h-ford-j-gray-r-helme-m-hutchings-m-low-h-machin-reeves-s) **(CAIPE, 2017). IPE must mirror practice and must focus on interaction with other health and social care professionals. Engagement with students from other health and care professions must begin at an early stage, progressing to more complex interactions to enable students to develop the skills and level of competency they need to achieve the relevant learning outcomes in part 1 of these standards.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.7 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Academic regulations must be appropriate for a degree that is both academic and professional and may lead to further professional training. As a general principle, all assessments must be passed. This means that condonation[[3]](#footnote-3), compensation[[4]](#footnote-4), trailing[[5]](#footnote-5), extended re-sit opportunities and other remedial measures should be extremely limited and justifiable, if they are permitted at all. Academic regulations may be more stringent than for other programmes. This may include higher-than-usual pass marks for assessments that demonstrate the knowledge and skills essential to safe and effective pharmacy practice.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.8 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Higher-education institutions must have procedures to deal with concerns – including fitness to practise procedures – and must tell the GPhC about any hearing outcomes (apart from warnings or when no action was taken) imposed on students.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.9 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Student pharmacists must not receive an accredited MPharm degree if there are any outstanding student fitness to practise concerns about them.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.10 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **In the event of programme closure or withdrawal, higher-education institutions must have a documented process in place to manage the programme closure or withdrawal.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.11 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Higher-education institutions must be open with the GPhC about matters affecting an accredited MPharm degree. Under the Pharmacy Order 2010 schools of pharmacy must assist the GPhC in its work by providing information upon request.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.12 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Higher-education institutions must raise relevant issues proactively with the GPhC.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 5.13 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| Standard 6: Assessment **Higher-education institutions must demonstrate that they have a coherent assessment strategy which assesses the required skills, knowledge, understanding and behaviours to meet the learning outcomes in part 1 of these standards. The assessment strategy must assess whether a student pharmacist’s practice is safe** | | | | | | | |
| **Is standard 6 met/likely to be met?** | **Yes** | | **No** | | **(GPhC Accreditation team use only)** | | |
| * 1. **There must be an assessment plan for the MPharm degree.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.1 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Higher-education institutions must demonstrate that their assessment plan:**   2. **is coherent**   3. **is fit for purpose, and**   4. **makes sure that assessment is robust, valid and reliable, and includes diagnostic, formative and summative assessment** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.2 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Assessment plans for the MPharm degree must assess the outcomes in part 1 of these standards. The methods of assessment used must be:**   2. **appropriate to the learning outcomes**   3. **in line with current and best practice, and**   4. **routinely monitored, quality assured and developed** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.3 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Assessment must be fair and carried out against clear criteria. The standard expected of students in each area to be assessed must be clear; and students and everyone involved in assessment must be aware of this standard. An appropriate standard-setting process must be used for summative assessments done during the MPharm degree.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.4 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Patient safety must always come first, and higher-education institutions must assess whether a student pharmacist is practising safely.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.5 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Pass criteria for all assessments must reflect safe and effective practice.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.6 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **It must be clear what standard-setting methods are used during the MPharm degree.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.7 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Higher-education institutions must have in place effective management systems to plan, monitor and record the assessment of students. These must include the monitoring of experiential and inter-professional learning, during the MPharm degree, against each of the learning outcomes.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.8 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Higher-education institutions must support students to improve their performance by providing regular and timely feedback and by encouraging students to reflect on their practice.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.9 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Assessment must make use of feedback collected from a variety of sources, which should include other members of the pharmacy team, peers, patients, and supervisors.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.10 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Examiners and assessors must have the appropriate skills, experience and training to carry out the task of assessment.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.11 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Higher-education institutions must ask external examiners to report every year on the extent to which assessment processes:**   2. **are rigorous**   3. **are set at the correct standard**   4. **ensure equity of treatment for students, and**   5. **have been fairly conducted** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.12 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **The responsibilities of the external examiners must be clearly documented.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.13 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Assessment regulations must be appropriate for MPharm degrees that lead to professional registration. That is, they must prioritise professionalism, patient safety, and safe and effective practice.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 6.14 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| Standard 7: Support and development for student pharmacists and everyone involved in the delivery of the MPharm degree **Student pharmacists must be supported in all learning and training environments to develop as learners and professionals during their MPharm degrees**  **Everyone involved in the delivery of the MPharm degree should be supported to develop in their professional role** | | | | | | | |
| **Is standard 7 met/likely to be met?** | **Yes** | | **No** | | **(GPhC Accreditation team use only)** | | |
| Support for student pharmacists | | | | | | | |
| * 1. **There must be a range of systems in place during the MPharm degree to identify the support needed by students, and to support them to achieve the outcomes in part 1 of these standards. They must be based on a student’s prior achievement and be tailored to them. Systems must include:**   2. **induction**   3. **effective supervision**   4. **an appropriate and realistic workload**   5. **personal, study skills and academic support**   6. **time to learn**   7. **access to resources, and**   8. **remediation, if needed** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 7.1 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Student pharmacists must have support available to them covering academic, general welfare and career advice.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 7.2 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Student pharmacists must have access to pharmacy professionals who are able to act as role models and mentors, giving professional support and guidance.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 7.3 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **There must be clear procedures for student pharmacists to raise concerns. Any concerns must be dealt with promptly, with documented action taken where appropriate.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 7.4 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| Support for everyone involved in the delivery of the MPharm degree | | | | | | | |
| * 1. **There must be a range of systems in place to support everyone involved in the delivery of the MPharm degree to develop in their professional role.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 7.5 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Training must be provided for everyone involved in the delivery of the MPharm degree.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 7.6 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **Everyone involved in the delivery of the MPharm degree must have:**   2. **effective supervision**   3. **an appropriate and realistic workload**   4. **mentoring**   5. **time to learn**   6. **continuing professional development opportunities, and**   7. **peer support** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 7.7 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |
| * 1. **There must be clear procedures for everyone involved to raise concerns. Any concerns must be dealt with promptly, with documented action taken where appropriate. Serious concerns about the programme and the impact on students must be actively raised with the GPhC.** | | | | | | | |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) | | | | | | | |
| **GPhC Accreditation team use only:** | | | | | | | |
| **Criterion 7.8 is:** | | **Met** | | **Likely to be met** | | | **Not met** |
| **Accreditation team’s commentary:**  X  X | | | | | | | |

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| Transfer information |
| **From 2025 onwards, students graduating from GPhC-accredited MPharm degrees must have met the requirements of the 2021 standards in order to be eligible to enter foundation training.**  **Please explain how, as the course provider, you will transfer current students from the programme based on the 2011 standards, to the programme based on the 2021 standards. This should include reference to key dates and how the 2021 learning outcomes will be covered within the remaining years of study.** |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) |
| **Accreditation team’s commentary:**  X  X |
| Collaboration with the statutory education body and others |
| **Please tell us how, as the course provider, you are working collaboratively with the statutory education body and others to:**   * **deliver experiential learning elements of the MPharm degree** * **prepare students to enter foundation training** * **work towards a seamless transition between the 4th and 5th year of education and training.**   **Please include both work that has been carried out to date and future plans.** |
| **Provider’s commentary**  Please type your commentary here  X  X  (expand as necessary) |
| **Accreditation team’s commentary:**  X  X |

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| Documentary evidence |
| **Please list below the documents that you are providing as supporting evidence.** There is a suggested maximum of 35 documents. There is further guidance on providing documentary evidence provided on page 4. | |
| **Appendix 1 - XXX**  **Appendix 2 - XXX**  **Appendix 3 - XXX**  (expand as necessary) | |

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| Submitting your documentation to the GPhC **You must send the following electronically via email or a secure link:**   * A **Word** and a **PDF** version of your submission document * A **PDF** version of each item of documentary evidence     **@**  envelope  **education@pharmacyregulation.org**  Please ensure that the documentation arrives with the GPhC’s Education team on, or before, the submission deadline. **The deadline for submission of documentation is seven weeks in advance of the event; however, you will be notified of your exact deadline date when we confirm the date of your event.** |

**Please delete this section/page before submitting to the GPhC. Please remember to update the contents page before submission to the GPhC.**

1. Monitoring the effects of medicines after they have been licensed for use, especially to identify previously unreported adverse reactions. [↑](#footnote-ref-1)
2. As set out in [*Standards for pharmacy professionals, (2017*](https://www.pharmacyregulation.org/standards/standards-for-pharmacy-professionals)) [↑](#footnote-ref-2)
3. When a ‘pass’ is awarded even though the standard for a pass has not been reached, usually when the margin of failure is small. [↑](#footnote-ref-3)
4. Allowing failure by a small margin in a limited number of assessments on the basis of a satisfactory overall performance. [↑](#footnote-ref-4)
5. Being able to start the next year of study when one or more assessments from the previous year have not yet been passed. [↑](#footnote-ref-5)