

**University of Portsmouth, Master of Pharmacy
(MPharm) degree and MPharm with preparatory
year reaccreditation part 1 event report, May 2023**



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Event summary and conclusions

Provider	University of Portsmouth
Courses	Master of Pharmacy (MPharm) degree Master of Pharmacy (MPharm) degree with preparatory year
Event type	Reaccreditation (part 1)
Event date	4 – 5 May 2023
Approval period	2022/23 – 2030/31
Relevant requirements	Standards for the initial education and training of pharmacists, January 2021
Outcome	<p>Approval</p> <p>The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the MPharm degree offered by the University of Portsmouth is reaccredited, and the MPharm degree with preparatory year accredited, subject to a satisfactory part 2 event. There are no conditions.</p> <p>Reaccreditation is recommended for a period of 6 years after part 2 event, with an interim event at the mid-way point. The accreditation team reserve to amend this accreditation period if necessary, following the part 2 event.</p> <p>The part 2 reaccreditation event will take place in the 2024/25 academic year and is likely to take place virtually.</p>
Standing conditions	The standing conditions of accreditation can be found here .
Minor amendments	<ul style="list-style-type: none"> To update the ICP website to make clear to potential applicants to the MPharm with preparatory year that satisfactory health and good character checks will be required. To remove out of date out-of-date references to ‘pre-registration training’ from the ICP website and in any other programme documentation.
Registrar decision	Following the event, the Registrar of the GPhC approved the reaccreditation of the MPharm degree, and accreditation of the MPharm with preparatory year, subject to a satisfactory part 2 event.
Key contact (provider)	Dr Helen Hull, MPharm course leader*

Accreditation team	<p>Professor Steve Howard (Team Leader)*, Independent Healthcare Consultant, Non- Executive Director, writer and presenter</p> <p>Dr Brian Addison (team member - academic), Associate Dean for Academic Development and Student Experience, Robert Gordon University</p> <p>Dr Fran Lloyd (team member - academic), Associate Postgraduate Pharmacy Dean, NICPLD, Queen’s University Belfast</p> <p>Mairead Conlon (team member - pharmacist), Foundation Training Year Lead at the Northern Ireland Centre for Pharmacy Learning and Development and part-time Community Pharmacist</p> <p>Maeve Sparks (team member - pharmacist newly qualified) Rotational Pharmacist, Salford Royal Hospital</p> <p>Liz Harlaar (team member - lay), Independent Business Consultant</p>
GPhC representative and Rapporteur	<p>Philippa McSimpson, Quality Assurance Manager (Education), General Pharmaceutical Council*</p>

*attended pre-event meeting

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and is the accrediting body for pharmacy education in Great Britain (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 reaccreditation event was carried out in accordance with the **Adapted methodology for reaccreditation of MPharm degrees to 2021 standards** and the programme was reviewed against the GPhC **Standards for the initial education and training of pharmacists, January 2021**.

The GPhC’s right to check the standards of pharmacy qualifications leading to annotation and registration as a pharmacist is the **Pharmacy Order 2010**. It requires the GPhC to ‘approve’ courses by appointing ‘visitors’ (accreditors) to report to the GPhC’s Council on the ‘nature, content and quality’ of education as well as ‘any other matters’ the Council may require.

Background

MPharm Degree

In 2019, the University of Portsmouth's School of Pharmacy and Biomedical Sciences celebrated 100 years of providing pharmacy education. The School is a part of the University Faculty of Science and Health and has close links to the University of Portsmouth Dental Academy and the School of Health and Care Professions. Undergraduate pharmacy students make up 50% of the school's student body. The School also offers a variety of different courses, all of which have professional accreditation or approval. The institution has a long history of providing professionally relevant courses that combine a solid education in the essential disciplines with their practical application.

The General Pharmaceutical Council (GPhC) reaccredited the MPharm (hons) Pharmacy course in 2018 with no conditions or recommendations. To support integrated learning, the University allowed the course to retain the spanning module structure until the new Professional Standards were published, rather than altering the allowed course structures stipulated in the 2019 Curriculum Framework. This course, like all other MPharm (hons) courses recognised against 2011 standards, is being phased out, with the last graduates expected in 2023/2024.

To facilitate delivery of the new prescribing outcomes at the end of the foundation year, the course team designed the programme to meet the new IETS and NHS England expectations that experiential learning is embedded in the course, with some activities signed off in clinical practice.

In 2018, an all-clinical final year was implemented, which included teaching prescribing skills using therapeutic frameworks. The provider used a problem-based learning strategy to allow integration with teaching and assessment tailored to accommodate experiential learning and embedding of prescribing in lower years of study. The course content is now organised around therapeutic areas, with increasing complexity as the study years progress. Formative assessment has been increased (summative assessment has been reduced), and university exemptions from regulations have been given in order for standard setting approaches to be used in assessments.

MPharm degree with preparatory year

In the 2020/21 academic year, the GPhC began approving MPharm degrees with a preparatory year as a separate course from the MPharm degree. Prior to this, the MPharm degree component of the programme was recognised for accreditation, allowing students to enter pre-registration training.

An MPharm with preparatory year is a single course that leads to the award of Master of Pharmacy. It is recruited separately from the four-year MPharm degree and has its own UCAS code. Most Universities will provide a 5-year programme that includes a preparatory year followed by four more taught years that correspond to the approved MPharm degree.

MPharm with a preparatory year must meet all the GPhC's initial education and training standards. All teaching and assessment of learning outcomes should take place in taught years 2-5, with the first taught year reserved for foundation learning alone. The course material for the four taught years following the preparatory year is deemed to be similar for students on the MPharm degree and the MPharm degree with preparatory year for accreditation purposes.

The University of Portsmouth offer an MPharm with preparatory year, with the first taught year being delivered in partnership with International College Portsmouth (ICP). ICP was established in 2019 as part of the global Navitas organisation, which comprises over 120 institutions and locations

worldwide. Students must choose their pathway (e.g., Pharmacy) The University of Portsmouth awards the ICP foundation courses. As a result, the two organisations have strong and well-established ties.

Documentation

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

Pre-event

In advance of the main event, a pre-event meeting took place via videoconference on 13 April 2023. The purpose of the pre-event meeting was to prepare for the event, allow the GPhC and the provider to ask any questions or seek clarification, and to finalise arrangements for the event. The provider was advised of areas that were likely to be explored further by the accreditation team during the event and was told the learning outcomes that would be sampled.

The event

The event took place on site at the University on 4 - 5 May 2023 and comprised of a series of meetings between the GPhC accreditation team and representatives of the MPharm degree and a meeting with past and present students.

Declarations of interest

Professor Steve Howard declared that he had worked in practice with Dr Helen Hull many years ago when she held a role as a teacher practitioner. It was agreed that this did not present a conflict of interests.

Schedule

Day 1: 4 May 2023

1	09:00 – 09:40	Welcome and introductions Management and oversight of the MPharm degree - part 1 <ul style="list-style-type: none">• Presentation from provider (maximum 30 minutes) covering:<ul style="list-style-type: none">○ Process for developing MPharm to meet 2021 standards○ High level overview of change key changes to meet 2021 standards○ High level updates since the last event○ Update on any developments to buildings/facilities
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		<ul style="list-style-type: none"> ○ Overview of business strategy and financial stability of the programme ○ Identified risks and mitigation <p>Specific areas of standards 1,2,3,4, and 7 as identified by the team (shared at pre-event meeting).</p>
2	09:40 – 10:15	Tour of MPharm teaching and learning facilities
	10:15 – 11:00	Break and private meeting of accreditation team
3	11:00 – 12:30	Management and oversight of the MPharm degree - part 2 <ul style="list-style-type: none"> ● Questions and discussions
	12:30 – 13:30	Lunch and private meeting of accreditation team
4	13:30 – 15:30	Teaching, learning, support and assessment - part 1 <ul style="list-style-type: none"> ● Presentation from provider (maximum 20 minutes) covering: <ul style="list-style-type: none"> ○ Teaching, learning and assessment strategy, including: <ul style="list-style-type: none"> – Plans for experiential learning – Plans for interprofessional learning – Links and transition to foundation training – How assessments undertaken in practice will be quality assured ○ Specific areas of standards 2, 5, 6 and 7 as identified by the accreditation team (shared at pre-event meeting). ● Questions and discussion
	15:30 – 16:00	Break and private meeting of accreditation team
5	16:00 – 17:00	Student meeting Students in all years of the MPharm and on both MPharm variants.

Day 2: 5 May 2023

	08:30 – 09:00	Private meeting of the accreditation team
6	09:00 – 10:00	Teaching, learning, support and assessment - part 2 <ul style="list-style-type: none"> ● Presentation (maximum 20 minutes) covering: <ul style="list-style-type: none"> ○ The teaching and learning that will be incorporated into the programme to embed the foundation of knowledge and core skills required for safe and effective prescribing. ○ The assessment of students' achievement of learning outcomes relating to independent prescribing ● Questions and discussion

	10:00 – 10:30	Break and private meeting of the accreditation team
7	10:30 – 11:45	Teaching, learning, support and assessment - part 3: <ul style="list-style-type: none"> • A detailed look at the teaching, learning and assessment of a sample of learning outcomes selected by the accreditation team (As shared at the pre-event meeting)
	11:45 – 15:00	Private meeting of the accreditation team (including lunch)
8	15:00 – 15:15	Deliver outcome to programme provider

Attendees

Course provider

Dr Helen Hull, MPharm Course Leader

Dr Karen Ball, Head of School

Dr Marisa van der Merwe, Associate Head Academic

Simon Archer, Admissions Tutor and Deputy Course Leader

Dr Nicola Barnes, Placements Lead

Dr Jo Blain, Hospital Teacher Practitioner

Dr James Brown, Associate Head Global

Dr Sarah Fouch, Associate Head Students

Dr Helena Herrera, Senior Lecturer

Felicity Inns, International College Portsmouth

Hanaa Lakhdari, Senior Teaching Fellow

Vicki Lean, Senior Teaching Fellow

Kelly Lim, Boots Teacher Practitioner

Dr Jeremy Mills, Senior Lecturer

Virginia Tam, International College Portsmouth

Michelle Tibble, Senior Specialist Technician

Tracey Tomkins, Faculty Placement Manager

Mahmood Visram, Senior Teaching Fellow

Nick Warren, Senior Lecturer

Roshni Simmonds, Senior Teaching Fellow

Stakeholders:

Sally Barnet, Lead Pharmacist, Education and Training, Portsmouth Hospital University NHS Trust

Leah Davis, Pharmacist Development Manager, Phoenix Medical Supplies, Rowlands Pharmacy (via Zoom)

Rosemary Dempsey, Paediatric Pharmacist, University Hospital Southampton NHS Foundation Trust (via Zoom)

Nicola Howarth – Deputy Chief Pharmacist, University Hospital Southampton NHS Foundation Trust (via Zoom)

Penny Masters, Superintendent Pharmacist, Lalys Pharmacy

Dr Caroline Parkhurst, Professional Services Pharmacist, Day Lewis (via Zoom)

Sue Wrigglesworth, Qualification Coordinator, Phoenix Medical Supplies, Rowlands Pharmacy (via Zoom)

Key findings - Part 1 Learning outcomes

During the reaccreditation process the accreditation team reviewed the provider's proposed teaching and assessment of all 55 learning outcomes relating to the MPharm degree and MPharm degree with preparatory year. To gain additional assurance the accreditation team also tested a sample of **six** learning outcomes during a separate meeting with the provider.

The following learning outcomes were explored further during the event: **Learning outcomes 7, 10, 28, 29, 36 and 45.**

The team agreed that all 55 learning outcomes were met (or would be met at the point of delivery).

See the **decision descriptors** for an explanation of the 'Met' 'Likely to be met' and 'not met' decisions available to the accreditation team.

The learning outcomes are detailed within the **Standards for the initial education and training of pharmacists, January 2021.**

Domain: Person-centred care and collaboration (learning outcomes 1 - 14)

Learning outcome 1 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 2 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 3 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 4 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 5 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 6 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 7 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 8 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 9 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 10 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

Learning outcome 11 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 12 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 13 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 14 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

Domain: Professional practice (learning outcomes 15 - 44)

Learning outcome 15 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 16 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 17 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 18 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 19 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 20 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 21 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 22 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 23 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 24 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 25 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 26 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 27 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 28 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 29 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 30 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 31 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 32 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 33 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 34 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 35 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 36 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 37 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 38 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 39 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 40 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 41 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 42 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 43 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 44 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

Domain: Leadership and management (learning outcomes 45 - 52)

Learning outcome 45 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 46 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 47 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

Learning outcome 48 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 49 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 50 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 51 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 52 is	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

Domain: Education and research (learning outcomes 53 - 55)

Learning outcome 53:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 54:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Learning outcome 55:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

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

The criteria that sit beneath each standard are detailed within the [Standards for the initial education and training of pharmacists, January 2021](#).

Standard 1: Selection and admission

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

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

The academic entry requirement for the standard 4-year MPharm is AAB-BBB grades at A Level (or equivalent), to include Chemistry and either Mathematics or a second science subject. This is in addition to Mathematics and English Language at GCSE grade 4 or above (or equivalent). The team wished to understand whether applicants were accepted who did not meet the academic requirements and was told that this did happen occasionally, but that the offer would not drop below 88 tariff points (equivalent to CCD at A level) and that applicants accepted with this lower tariff score would still need to hold Maths and English Language qualifications at level 4, as well as hold a Chemistry qualification at level 3. The provider noted that applications to pharmacy appeared to be increasing and so they were confident that most places could be filled by applicants holding the standard offer going forward. The team was reassured to hear that the provider closely monitors the progression and achievement of any students accepted who do not meet the standard tariff.

Applicants invited to interview are given information about the format of the interview and the opportunity to request any reasonable adjustments for specific needs. They must also sign a declaration acknowledging that any offer of a place is subject to criminal records check and an occupational health screening of fitness to study.

Three approaches of values-based recruitment are used to assess applicants' professional suitability to study on the MPharm Pharmacy degree. These include a review of their personal statement, interview questions on their purpose for studying pharmacy, and six situational judgement interview questions. Good character checks are incorporated into the interview process through the values-based recruitment.

The team wished to understand what training is undertaken by those involved in the interview process and was told that both pharmacist and non-pharmacist MPharm staff carry out the interviews and all receiving training to cover both the practicalities of the interview process as well as ensuring the process is fair and marks are consistent. They are also trained in how to respond to student questions

and to manage situations that may arise during the interviews. The Admissions tutor records all interviews for quality assurance purposes, and students are made aware of this when they are sent information prior to attending interview.

The team heard that a new scoring process is being piloted for the interviews and requested more information. The provider explained that they were running this in conjunction with the current process and it was not being used in the decision-making process currently. It involved using a ranking process for the situation judgments tests in a similar style to the Oriel system for entry to Foundation Training. The applicants' scores for this were currently being reviewed alongside the scores for the current process to see whether it would be an appropriate selection method going forward.

Around 10% of students take the MPharm with preparatory year route. This route is open to international students only and applicants coming through this route apply to International College Portsmouth (ICP) directly. The academic entry qualifications and English Language qualifications required for this route are lower than for entry to the standard MPharm. Aside from that, all other entry requirements and processes, including application evaluation and the values-based interview, are identical. The University makes special measures to ensure that no discrimination happens in the interviews owing to language or circumstances.

The ICP website makes clear the progression requirements to enter into Year 1 of the MPharm degree. The progression requirements are higher for pharmacy than required for other ICP foundation courses in order to ensure students meet the academic requirements for likelihood of successful performance on the MPharm programme. Students must achieve an IELTS (International English Language Testing System) score of 6.5 with no individual component scoring less than 6.0. Students can also get help via the University's English language development curriculum, which is available throughout their study. The University monitors the progression of ICP students onto the chosen degree pathways, reporting each year through a tracer analysis to track the individual performance of ICP students all the way through to completion of their degree programme, to ensure that the ICP entry criteria is appropriate for admitting students who will achieve on the course. Tracer reports suggest that students who join from ICP achieve on par with home/international students who join directly in Year 1.

The team noted that the English test score requirement (IELTS) was lower for entry to the preparatory year than for entry to Year 1 of the MPharm, and enquired how students were supported during the course and assessed to ensure they met the required standard before progressing to Year 1. The provider explained that they do not require students to re-sit the IELTS but they do require them to pass the communications module within the preparatory year in order to progress. The module content and assessments have been designed to reflect the same standard as the IELTS score needed for entry to Year 1 of the MPharm.

The team wished to understand what processes are in place for routine review to ensure that the entry requirements for both the MPharm and MPharm with preparatory year remain appropriate. The provider explained that admissions and progression form an aspect of the annual review process and a report is written by the MPharm Course Lead and reviewed by the Head of School. This report is action-focused, and the Education Committee has oversight to ensure action plans are implemented. The Board of Studies also plays a role in reviewing entry qualification data against progression and achievement data.

The accreditation team noted that selection information on websites was not full and complete and included outdated reference to pre-registration training. The accreditation team required two minor amendments to ensure that all admissions and selection information was accurate, complete and up to

date.

The University's Access and Participation Plan explains the University's approach to equal and diverse access to higher education and informs the providers selection process. Students' applications are managed by the centralised University Admission Centre (UAC). UAC assists candidates and collaborates with other University offices such as the Additional Support & Disability Advice Centre (ASDAC). The Admissions Tutor for the MPharm oversees the applications and selection processes but is not directly involved in the interviews. They ensure that only pertinent information is passed to interviews to remove opportunity for unconscious bias and quality assure the process.

The University gathers admission data on admissions and permits authorised staff access to a dashboard (QuAD - Quality Assessment Dashboard - Equality and Diversity dashboard) that gives current data on age, disability, ethnicity (BAME/Unknown/White/Refused), and gender. Every year, this data is reviewed in a systematic procedure. All courses at the University must be monitored. Admissions, student achievement, student happiness, and graduation outcomes are among the key metrics.

Standard 2: Equality, diversity and fairness

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

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

The University is committed to the principles of equality, diversity and fairness and this is articulated by their Equality and Diversity Policy Statement. The Equality, Diversity, and Inclusion (EDI) strapline "Different Voices; One Community" aims to foster an environment in which the ability to voice ideas and be heard is central, a place where colleagues and students work together with mutual respect, confident that equality, diversity, and inclusion are accessible to all. "Different Voices; One Community" strives to improve the lives and experiences of our students and employees, as well as to build a community based on dignity and respect in which everyone may grow and reflect University values of ambition, openness, and responsibility. This inclusive culture fosters an environment in which staff and students may freely express themselves and be heard. This culture of openness and trust enables honest reflection and difficult conversations about race equality among our students and staff and seeks to create positive change.

To ensure that all opinions are heard, all staff are urged to join the University's race equality and multicultural staff networks. The University collaborates with organisations that provide guidance and advice on equality, diversity, and inclusion, such as Stonewall Diversity Champions, Working Families, Mindful Employer, AccessAble, Disability Confident, and Advance HE (including the Athena SWAN and Race Equality Charters). The University has a responsibility to accept responsibility, avoid discrimination, and promote equality of opportunity. This is especially important because the School's placement offering has grown significantly, and more than 60% of students are from a BAME

background. Any recommendations given by placement partners must not be discriminatory towards any of the equality groups.

The provider is aware that the School's staffing body does not represent the ethnic diversity of the student body and one approach to try to address this is through an alumni scheme which invites MPharm graduates back to help provide support to the students.

The team wished to understand how the University-level EDI policies have impacted on the MPharm and heard a range of examples, including greater gender awareness and the development of the building to include gender-neutral toilet facilities, as well as working to improve the diversity of teaching materials to better reflect a range of ethnicities. The membership of the School's EDI committee has been expanded to include two student representatives. At least 20% of staff are trained as mental health first aiders, and training on unconscious bias or 'microbehaviours' is being rolled out for staff.

The students who met with the team felt strongly that development of the teaching materials was needed to better represent diverse patient populations, particularly regarding resources for a range of skin conditions on non-white skin notes. The provider told the team that they were working with one of their teaching practitioners to address this and had made improvements to date, which had started to roll out through the programme.

The team wished to explore how reasonable adjustments are managed in the placement setting and was reassured to hear that there is a 'fitness for placement' check for each student before they go on placement and that specific needs are flagged and communicated with the placement provider in advance so that appropriate arrangements can be made. Adjustments are managed on a case-by-case basis. Examples were given of provision of a stool in the dispensary for a student prone to fainting if standing for long periods, and provision of disposable oversleeves for students from a Muslim background, who did not feel comfortable with 'bare below the elbow' policies.

Standard 3: Resources and capacity

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

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

The team was told that the University's annual strategy and financial planning process is well-integrated and rigorous, with the goal of optimising resources to deliver core strategic priorities and improve student experience. The provider confirmed that the University holds a stable financial position. Applications to the MPharm degree have increased significantly for entry to 2023/24 which the provider ascribed in-part to their high ranking in external metrics. The University has moved to a 'fairer funding' finance model which reflects strategy and not just business as usual costs. This has been beneficial to the School as it assigns funds in a more dynamic way. The budgeting process is now three-yearly, rather than yearly, which the School has found easier to manage.

The provider noted that the greatest challenge in designing the degree to meet the new GPhC standards has been expanding the placement provision. The provider has been fortunate in that some improvements have already been adopted to allow extended assignments in Years 1 and 2 of the curriculum. To design provision, they have collaborated closely with NHS England, local HEIs, and

placement providers. The improved placement offer will be available to the first students graduating under the new criteria in 2024/25.

The Faculty of Science and Health underwent a restructure in 2019 to assess the Faculty's size and shape. As part of the restructure, all schools in the Faculty were aligned to have a comparable leadership structure. Four new Associate Head positions were created. These were Associate Head Students, Associate Head Academic, Associate Head Research and Innovation, and Associate Head Global Engagement and External Partnerships. An Associate Head Employability and Placements was recently appointed by the provider. Equality and Diversity Lead; Technology Enhanced Learning Lead; Disability Liaison; and a Health and Safety Coordinator are some of the other cross-course posts in the School.

The School of Pharmacy and Biomedical Sciences is housed in St Michael's Building, where students have access to both dedicated and general space. In addition to the resources in St Michael's Building, pharmacy students have access to teaching rooms in other buildings nearby, including lecture theatres and seminar rooms. Students will also have access to a new interprofessional learning centre and cutting-edge simulation facilities. In addition, students and employees associated with the MPharm programme have access to all of the University's central services. This comprises the Library, Information Services, Sports facilities, Chaplaincy, housing assistance, financial assistance, Student Wellbeing, employability and career assistance, an international student office, and Additional Support and Disability Advice Centre (ASDAC). The Additional Support and Disability Advice Centre (ASDAC) advises academic departments on how to support disabled students. They can also help any student or candidate who discloses a handicap or special learning requirement. International students receive additional assistance from the International Office (Global), which promotes international student integration. They provide as a point of contact for assistance with courses, living in the UK, tuition costs, finance, visa advice, and English language help.

Students undertaking the preparatory year at ICP have access to all University of Portsmouth student support services, including the library, Student Wellbeing, and the Additional Support and Disability Advice Service (ASDAC). The University of Portsmouth has a contract with ICP that defines how the relationship will be administered. Staff teaching and managing the ICP foundation course, are all employees of ICP rather than the University of Portsmouth.

The team viewed the facilities within the St Michael building for the clinical simulation aspects of the programme, which include a large and flexible multi-purpose space equipped with a simulated ward environment, dispensary, and consultation rooms. The space has been recently undergone a full redevelopment and the team agreed that the facilities and equipment were fit for purpose. The team agreed that the introduction of a range of equipment to help students develop empathy, for example glasses to simulate a range of eye conditions, and gloves for opening tablet bottles were a welcome addition to the teaching and would help enhance students' learning. Students who met with the team spoke positively of the teaching facilities, particular the upgraded clinical teaching spaces and equipment, which they felt helped to highlight the enhanced clinical nature of the role and to prepare them for practice.

The team noted that there are plans to relocate the School of Pharmacy and Biomedical Sciences in the future and was told that there was the potential for a new build within the next 2-3 years. The provider explained that the School would be fully involved in the development of these plans and would remain in the current building until such time as the new building was ready, as such there was very low risk to the delivery of the MPharm programme.

The team understood that a new Pharmacy Practice Placement Development Lead post had been created to oversee the experiential learning element of the MPharm and this post would be taken by a current member of staff. The team wished to understand how the workload would be managed and the current responsibilities covered. The provider explained this new role was strategic rather than operational and that a teacher practitioner would be covering some aspects of the staff member's previous role. It was also confirmed that they would be stepping down from their co-lead role on the independent prescribing programme, which had been a temporary role, whilst the substantive programme lead completed their PhD.

The plans for how the role of the module co-ordinators will look with the move to the new 120-credit module structure were not yet fully established, however the team was told it was likely to include two co-coordinators per module with 0.5 FTE allocation per week to carry out the responsibilities associated with the role. The module coordinators will oversee the module content on the Moodle VLE (Virtual Learning Environment), and this is to be developed over the Summer ready for implementation for the new programme structure roll out from 2023/24 academic year. The new colour coded threads of patient, professional and science will run through the VLE site content.

Standard 4: Managing, developing and evaluating MPharm degrees

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

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

The Faculty of Science and Health (FSAH) houses seven schools, including the School of Pharmacy and Biomedical Science, led by the Executive Dean of the Faculty of Science and Health. Within the Faculty, there are four Associate Deans: Associate Dean Academic (ADA), Associate Dean Students (ADS), Associate Dean Research and Innovation (ADRI), and Associate Dean Global Engagement and External Partnerships (ADGEEP). The Associate Deans serve on the Faculty Executive Committee (FEC), which is presided over by the Executive Dean. Each of the seven Heads of School, the Faculty Manager, and the Science Faculty Management Accountant are also members of the FEC.

The FSAH also has sub-committees such as the FSAH Education and Student Experience Committee (FESEC), the Faculty Marketing and Recruitment Committee (FMRAC), the Faculty Global Engagement Committee, and the FSAH Research and Innovation Committee. Committees at the school level feed directly into Faculty level committees, and Faculty sub committees coincide with university level committees. The present Faculty structure was implemented in 2019 to improve the working connection between the University, faculties, and departments.

The University Professional Services team works to help students, faculty, and partners. Curriculum and Quality Enhancement (DCQE); Student and Academic Administration (DSAA); Careers and Employability Service; Corporate Governance; Equality and Diversity; Estates and Campus Services; Finance; Global; Health and Safety; Human Resources; Information Services; Library; Marketing Communications and Advancement; Occupational Health Service; Planning; Sport and Recreation make

up departments.

The Faculty Placements Office (FPO) provides administrative and academic assistance for placement learning / practise education for all Faculty of Science and Health courses. This office oversees the arrangements for students to be awarded a Passport for Practise, which contains an upgraded DBS clearance, occupational health clearance, and dates of NHS Core Skills Training Framework training completed at the University. The FPO is also in charge of collecting annual Fitness to Practise declarations, placing students in practise settings while considering their individual needs, managing travel and accommodation claims, recording student absence from placement, collecting feedback from employers and students (including where concerns are raised), providing practical advice to students and assisting students.

The team wished to explore the management of placements further and how the increase to 16 weeks of placement would be accommodated. The team heard that the provider has secured placements up to the 2024/25 academic year and has worked with other schools of pharmacy in the region to ensure placements don't overlap to manage capacity within the region.

The team was told that hospital placements have now been secured, and agreements in place with 12 hospitals across the South of England. The hospital placements start in Year 3 and will take place in blocks with half the students undertaking placement at one time, to manage capacity. Students will undertake community placements starting from Year 1 and continuing throughout the programme. From the 2023/24 academic year all Year 1 students will be enrolled on the National Pharmacy Association (NPA) medicines counter assistant course, so that they are trained in responding to symptoms and able to make a useful contribution whilst on placement from Year 1 onwards. Year 4 will include a variety of sectors and the length of each will be led by the type of service audit evaluation they undertake as they will undertake additional placement time in this sector. The Pharmacy Practice Development Lead will be responsible for ensuring that students experience a range of sectors throughout the four years.

The team highlighted some past feedback from students regarding, what they felt was, unfair allocation of placements with some students referring to being given sites very far away. The provider told the team that they are confident that they have addressed the issues raised previously by students. Funding has been secured for 2022/23 from NHS England to cover placement travel costs for students, as placement will cover the South of England. Some students have chosen to undertake placements close to home so that they can live at home, and this has been accommodated. Students are released all the placement options alongside the postcodes and have two weeks to indicate their preferences. The School is looking to invest in software to assist with the placement allocation as it is a manual process currently.

Regarding quality assurance of placement sites, the team heard that most sites have already been approved by the GPhC as a foundation training site. When other sites are put forward a checklist is used to ascertain their suitability. Once approved as a placement site, student feedback is used to help inform the quality assurance process to ensure the site remains suitable.

The team recognised the progress that had been made to plan and implement experiential learning elements of the programme and was confident that the criteria relating to the systems and policies for managing this element of the programme as well as the agreements for placements in all sectors were likely to be in place by the part 2 event; progress in this area will be reviewed at that event.

Schools are responsible for processing and analysing student feedback on modules and the course.

These analyses are shared with all School academic staff and are used to advise School processes and committees. The Provider also considers and acts upon findings from the National Student Survey (NSS). Students are urged to email the Faculty Placement Office with any day-to-day concerns. An appropriate member of staff directs and follows up on problems. Typically, students are advised on how to seek informal resolution with the placement provider. The Pharmacy Practice Placement Development Lead will communicate with providers and students as needed. The FPO also collects formal feedback following placements - students complete online feedback forms in which they report on the providers and the experience.

The School and University are dedicated to not only ensuring but also improving quality. Enhancement can result from normal and deliberate activities, as well as the dissemination of best practises. To encourage these efforts, the University has processes and mechanisms in place. The yearly review process and EQUiPs are purposefully designed to allow course leaders to discover enhancement opportunities through co-creation with students and to evaluate the impact of enhancement activities done on an annual basis. Student feedback is critical in both the identification and evaluation of enhancements.

To ensure that the MPharm with preparatory ICP year is up to date and suitable for purpose, the ICP course conducts an annual quality evaluation that closely corresponds with University yearly reviews and takes admissions, performance, progression, and student feedback into account. This procedure is action-oriented. During their induction, ICP students are alerted to regulations and procedures, and links are also provided on their Moodle learning platform. Tutors and module leaders are available to provide guidance as needed.

The team asked for an update on how patient and public feedback is being used to inform the programme and heard that consultation was carried out prior to the pandemic but had been paused since then. This was now being restarted as pharmacy was now part of the faculty of science patient group, of which the first meeting was to be held in the Summer 2023. The team was satisfied that the level of input to the design of the programme to date was suitable but agreed it would wish to hear about more recent input at the part 2 event.

Standard 5: Curriculum design and delivery

The MPharm degree curriculum must use a coherent teaching and learning strategy to develop the required skills, knowledge, understanding and professional behaviours to meet the outcomes in part 1 of these standards. The design and delivery of MPharm degrees must ensure that student pharmacists practise safely and effectively

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

Criterion 5.10 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.11 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.12 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 5.13 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

Following the publication of the 2021 standards, the School reassessed the MPharm programme structure and agreed that although a structure of one 60-credit module in each teaching block aligned more closely with the University regulations and procedures and the University's Curriculum Framework, a single 120-credit module per year would be more appropriate to support the delivery of an integrated programme. Placement providers had also raised concerns about their capacity to deliver placements in a single teaching block and supported the move to larger module structure. Exemption from the University curriculum framework was approved for the MPharm degree, allowing the new programme to move to 120-credit module per year model structure.

To accommodate the expansion of experiential learning and further embedding of prescribing, specifically in the lower years, the course team rationalised the teaching and moved content from higher years to lower years, as well as expanded the problem-based learning approach to facilitate integration with teaching and assessment aligned to this. The team explored this further during the event to understand how the rationalisation of course content would still ensure that the component parts are linked coherently. The team heard that the School had reviewed the skills needed by pharmacists to meet the GPhC standards and recognised that the previous smaller-credit modules involved some repetition which could be removed. To link the taught content in a clear way for students, the School has developed a diagram to show the threads of patient, professional and science with the use of colours to link together taught content and show how it runs through the timetabled sessions. The diagram is interactive has been developed by, and is unique to, the University.

The 120-credit module structure gives the School greater control of content to allow content to increase in complexity and integrate science and practice. The team wished to understand how experiential learning is linked to taught content and was told that they have worked in partnership with the placement providers to ensure the students have gained the skills and knowledge they need before undertaking each placement. In Year 1 students learn how to dispense prescriptions and respond to symptoms before undertaking placements in community pharmacy, in Year 2 they further develop their responding to symptoms skills and they receive vaccination training at the end of Year 2 so that they can provide this service when on placements from Year 3 onwards. In Year 3, students are taught the knowledge required to undertake medicines reconciliation and in Year 4 the teaching of complex cases and situations prepares them for working in practice in areas such as deprescribing and end of life care. The placement providers who met with the team confirmed that they find students from this provider to be confident and good communicators and arrive at placement fully prepared. The placement providers felt that students are now able to be much more 'hands-on' during placements. The placement providers praised the regular and clear communication with the provider and appreciated that placements are organised well in advance. The team heard that the School also prepares students for the practicalities of practice on what to expect, for example they help build resilience through the running of lengthy dispensing workshops which require the students to stand for several hours.

The MPharm programme has been developed to encourage students to integrate subject matter in each year of the MPharm, with course content and skill proficiency growing more difficult as students go from Year 1 to Year 4. The curriculum is of a 'spiralling nature,' with year-on-year progression of all core subjects from an initial foundation in Year 1 to full attainment of each needed outcome in the

course's final year. To ensure staff resource efficiency, therapeutic areas have been linked with topics covered in the pharmacology course. The course content is divided by therapeutic areas, beginning with uncomplicated illnesses in lower years and progressing to more 'complex patients' in Years 3 and 4.

The team asked how much of the foundation of knowledge and skills for prescribing was in place and what needed to be developed further before delivery. The provider explained that most aspects were already in place as some of the relevant knowledge and skills had been included in the current iteration of the programme for some time. Physical assessment has been incorporated in earlier years of the programme as well as communication skills. From the 2023/24 academic year the writing of prescriptions will be added to the programme, as the current content includes reviewing prescriptions only. The provider was confident that most of the content had been included and that the biggest change now would be the roll out of the additional placements to allow students to practice the skills they have learnt.

Student fitness to practice was explored and the team wished to understand how repeated misdemeanours are managed within the School's policies and procedures. The School referred to an example of isolated incidences of students swiping their card to register attendance at a taught session and then failing to attend the session. These were managed on an individual basis and the student given a chance to explain their behaviour. Repeated unacceptable behaviour could lead to disciplinary or FTP procedure and the FTP and Student code policy work alongside each other. An MPharm degree could be withheld if there was an outstanding fitness to practice investigation. The portfolio includes a fitness to practise element which must be passed each year and an investigation would prevent this element being passed and therefore prevent graduation.

Within the course specifications, students in the preparatory year have access to full information on the curriculum, learning outcomes and assessments. This indicates that students can begin in Year 0 (ICP Foundation) and be guaranteed progression to the first year of their chosen degree if they match the progression standards. According to the website, the advancement standards for the MPharm are greater than for the other courses (70% average in both Chemistry modules, with no module mark below 60% in all other modules). A set of learning outcomes related to each module is also included in the programme requirements.

Standard 6: Assessment

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

Criterion 6.1 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.2 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.3 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.4 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.5 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.6 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.7 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.8 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>

Criterion 6.9 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.10 is:	Met <input type="checkbox"/>	Likely to be met ✓	Not met <input type="checkbox"/>
Criterion 6.11 is:	Met <input type="checkbox"/>	Likely to be met ✓	Not met <input type="checkbox"/>
Criterion 6.12 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.13 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.14 is:	Met ✓	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

The provider's assessment approach is based on the premise that assessment is not just a tool for measuring achievement, but it is also a vital part of the learning process, allowing students to reflect on their strengths, weaknesses, and learning requirements so that they can develop into autonomous learners. The MPharm assessment strategy is based on the University Examination and Assessment Regulations as well as the School's assessment procedures.

Assessments are built to be strong, legitimate, and dependable. In the first few weeks of the course, all new students are subjected to diagnostic screening tests for numeracy and problem solving, as well as screening for biology and chemistry.

The provider understands that providing proper formative assessment and feedback opportunities can considerably improve students' learning experiences and development, as well as their performance in summative assessments. Throughout the year, formative assessments are included in teaching materials. All summative assessments are reviewed by a Module Assessment Board, which includes the external examiner. The Board of Examiners evaluates cohort performance and makes judgements on progression and degree classification.

Marking schemes and University marking grade criteria are used to grade coursework assessments with rubrics constructed to fit with the criteria. Annual assessment approval events ensure that assessments are appropriate for the learning outcomes, and that marking schemes and criteria are appropriate. Written examinations and practical skills assessments/OSCEs will use recognised standard setting methodology.

The MPharm course has improved module pass requirements, and all assessments must be passed in order to continue to the next academic year or graduate.

In assessments, the provider evaluates the approach to patient safety via a process of dealing with patient safety critical incidents (PSCI). If a student introduces a PSCI and it is decided by a panel of experts to cause moderate harm, such as in a PSA/OSCE station or test, the student will fail the station or exam question and receive a '0' mark. However, if the PSCI causes serious harm or death, the entire assessment will be failed. Each incident is reviewed on a case-by-case basis and discussed with pharmacy practice staff reaching out to specialised practitioners in practice where necessary.

External Examiners play an important role in monitoring and evaluating. For integrated assessments, all external examiners review the assessments and consider overall student performance. External Examiners are given a thorough induction programme. A website is also kept up to date.

The team wished to explore the marking of the portfolio and was told that the portfolio will primarily include placement activities. Assessment is likely to be both by the placement supervisor as well as the personal tutor. The portfolio includes reflection and students are required to carry out a learning needs analysis three times a year to help shape their learning. The provider is currently working to develop guidance for students on maintaining a portfolio of evidence to supplement the lectures they are giving on the topic currently. The portfolio will be solely digital, and students and staff will all receive training

on use of the new WiseFlow portfolio system. It will include a variety of templates and will allow students to capture their activities and reflections in a variety of ways and to attach photographs of paper documents. It is hoped that access can be given directly by workplace supervisors so that qualitative feedback can be added directly to students' e-portfolios on the WiseFlow system. This area still needs to be developed and progress in this area will be followed up by the accreditation team at the part 2 event. To support students in the writing reflections, the provider has recently introduced the use of GPhC CPD templates to help students prepare a reflection to submit as a formative exercise.

Final sign-off of students' achievement of the learning outcomes will be carried out by academic staff at the University, having considered feedback from placement supervisors and their assessment against relevant learning outcomes as well as confirmation of the log of hours. As the plans for review and assessment of the portfolio were not yet fully defined, the team agreed that this would be followed up at the part 2 event and that the related criteria were likely to be met by this time.

The School intends to implement standing setting of assessments from the 2023/24 academic year and is likely to adopt Angoff, Ebel and Borderline Regression methods. Relevant exemptions have been sought from the University to derogate from standard University pass marks. The next stage will be to deliver training for staff. As the standard setting approach has not yet been implemented and staff have not been trained the team agreed that they would wish to follow up this area at the part 2 event but was confident that it was likely to be met by this event.

MPharm degree with preparatory year

The Programme Specifications define the assessment performance categories. Each module's assessments are listed along with their weightings, and students are notified of the date each examination is set as well as the submission dates.

The ICP College Learning and Teaching Board ensures that teaching and learning quality and standards are controlled and maintained at all levels, including LO parity, assessment standards and student performance. Samples of marking are reviewed by link tutors from the University of Portsmouth and external examiners. ICP also uses external moderation.

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

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

Support for student pharmacists

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

Support for everyone involved in the delivery of the MPharm degree

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

Criterion 7.8 is:**Met ✓****Likely to be met** **Not met**

All students are assigned a personal tutor who will assist them throughout the MPharm. In addition to personal tutors and mentors, each student is assigned an academic placement supervisor. Each academic placement supervisor is a registered pharmacist on the academic team who works with student pharmacists before, during, and after placement. The students who met with the team praised the support they receive from staff, who they found to be responsive and helpful.

Welfare support is available from the University Student Wellbeing Service. Career advice is provided from the University Careers and Employability service and Careers Support service. The amount of careers advice and support for the Oriel application process for foundation training has increased in recent years and a teacher practitioner now leads on this area of work, working in conjunction with the faculty careers office and NHS England. The Oriel Lead runs a session for all Year 3 students and sends information by email, which is also copied information to academic staff to ensure they are kept informed. Should a student be unsuccessful with their Oriel application, their tutor is made aware so that they can offer support. The students who met with the team reported that they found the Oriel briefing to be helpful as well as the additional support they receive in this area.

The team explored further how the provider ensures that students have an appropriate and realistic workload and heard that Modules Leads are responsible for having oversight across the year and ensure there are minimal 'pinch points' of intense workload such as assessment deadlines. The automatic timetabling also assists with day-to-day workload and prevents sessions longer than four hours being scheduled. The summative assessment workload has been reduced from 18 to 9 assessments to reduce the assessment burden and to accommodate additional learning within the new standards.

The team sought assurance that the School has sufficient pharmacists to act as role models and mentors. The team understood that 14 of the 27 academic staff are pharmacists and was told that the MPharm teaching team works closely together and has good links to practice through teacher practitioners and through the strong links with employers. The programme's teacher practitioners represent numerous pharmacy practice settings and contribute to practice-informed teaching and act as role models for student pharmacists. Additionally, the alumni scheme also allows students to have additional access to pharmacists from a range of practice settings and ethnicities, who are early in their pharmacy career and with whom students may feel it easier to identify with than academic staff. In terms of independent prescribers, the School intends to also draw on the alumni from its stand-alone pharmacist independent prescribing course to input to the programme and has received a good level of interest from the alumni so far. The Head of School confirmed that the School is committed to upskilling its staff by undertaking an IP programme.

The University Student complaints procedure details the procedures to raise concerns about issues to do with how the course is managed, or about the services and facilities provided by the University. There are separate procedures for dealing with academic appeals, complaints against other students and issues of bullying and harassment by other students. The University Student Voice Policy explains how students can express their concerns. MPharm course representatives are chosen by their respective academic year groups for each academic year. The University and the Students' Union share ownership of the student representation system. As members of a common academic community, the University is committed to collaborating with its students. MPharm course representatives meet with the School Associate Head Students on a regular basis to discuss the programme and students' experiences.

The team wished to understand the training in place for placement supervisors and was told that the School currently runs webinars before and after each placement block to prepare the supervisors and provide opportunity for questions, and to receive feedback afterward placement. Attendance at the live webinar sessions is not mandatory, but the sessions are recorded and shared. The provider is working with NHS England around the documentation and requirements for the placements and hopes to move to having the same documentation for the region so that placement providers do not need to learn separate paperwork and processes relating to each school of pharmacy in this NHS England region. The team was reassured to hear that there is good communication between the school and placement providers and there is a platform and process in place for training and seeking feedback. The plans for training supervisors for the enhanced placements and for their role in assessment in practice were not yet fully developed and so the team agreed they wished to re-visit the training provided to supervisors and other assessing in the practice setting during the part 2 event.

Teach out and transfer arrangements

Following the publication of the redesigned 2021 GPhC IETS, in May 2021 Year 4 students were informed of the changes to the pre-registration year and their implications. They were informed that the pre-registration year would be replaced by the foundation training year, and that pre-registration trainees would now be referred to as trainee pharmacists, while tutors would be referred to as designated supervisors. Furthermore, the current pre-registration performance standards would be phased out for new trainee pharmacists beginning training in all settings and sectors beginning in July 2021, and would be replaced with 55 learning outcomes that described the knowledge, skills, and attributes a trainee pharmacist must demonstrate by the end of their foundation training year and reflected current pharmacy practise.

They were also informed that the learning outcomes captured in the new standards for the initial education and training of pharmacists had been modified as interim learning outcomes to accommodate the time between the introduction of independent prescribing as part of the foundation training year and the start of the foundation training year.

Students who begin the MPharm programme before September 2021 and graduate by July 2024 or earlier will begin foundation training against the 2011 GPhC IETS.

The new GPhC IETS were introduced to MPharm students enrolled in the degree in September 2021. It was indicated that the pre-registration training curriculum would coincide with the interim 2021 GPhC IETS, excluding those relating to prescribing until 2025-2026; that the training year would be referred to as foundation training.

The University of Portsmouth's MPharm course has/will continue to teach the same curriculum as that accredited in 2018 to Year 2, Year 3, and Year 4 students in 2021-2022, Year 3 and Year 4 students in 2022-23, and Year 4 students in 2023-24.

All students have been informed of the planned changes to the MPharm course. Those who completed Years 1–3 of the MPharm in 2022–2023 received a letter via email in November 2022 describing the modifications to the MPharm course, were invited to a question-and-answer session, and the consequences of failing to progress to Years 2, 3, and 4 in 2023–24 were explained. Students were advised that they would not be able to repeat the failed Year 1, 2, and 3 modules in 2022-2023, but that they would be able to retake the single 120 credit module in the new course format in 2023-24, with attendance, and would pay a full year's costs. Students advancing to Year 4 in 2023-2024 will

remain on the degree structure aligned to the 2011 IETS.

Students who enrolled beginning in September 2021 were assigned to the degree structure matched with the 2011 IETS. These students will transition to the new MPharm based on the 2021 GPhC IETS.

The Provider has been developing the programme to meet the expectations of the new IETS and Health Education England, that experiential learning needs to be expanded and embedded in the course, with some activities signed off in clinical practise, to facilitate delivery of the new prescribing outcomes at the end of foundation year. Students map their progress prior to, during, and after placement using the HEE learning needs analysis and personal development plan. Introducing and developing students' awareness of the 2021 GPhC IETS and how their skills and knowledge are measured against them; using the same paperwork and terminology as HEE and foundation training providers, where possible, contributes to their level of preparedness and transition from Year 4 to Year 5 of training.

The Provider has adopted the notion of entrustable professional activities (EPAs) to 2022-2023 placements. After demonstrating suitable capabilities at university, students complete EPAs in practice under proper supervision. Students receive specific teaching and skills development in the activity before being entrusted to carry out the activities under supervision in the placement setting. Because of the increase in MPharm experiential learning, a more uniform approach to placement activities is required.

In addition to the newly introduced expansion of experiential learning and embedding of prescribing in lower years, the course team rationalised teaching and moved content from higher years to lower years, as well as expanded the problem-based learning approach to facilitate integration with teaching and assessment aligned to this. To guarantee that the curriculum is offered to all years, some content will be taught twice in 2023-2024, and timetables have been submitted to accommodate this.

Decision descriptors

Decision	Descriptor
Met	The accreditation team is assured after reviewing the available evidence that this criterion/learning outcome is met (or will be met at the point of delivery).
Likely to be met	The progress to date, and any plans that have been set out, provide confidence that this criterion/learning outcome is likely to be met by the part 2 event. However, the accreditation team does not have assurance after reviewing the available evidence that it is met at this point (or will be met at the point of delivery).
Not met	The accreditation team does not have assurance after reviewing the available evidence that this criterion or learning outcome is met. The evidence presented does not demonstrate sufficient progress towards meeting this criterion/outcome. Any plans presented either do not appear realistic or achievable or they lack detail or sufficient clarity to provide confidence that it will be met by the part 2 event without remedial measures (condition/s).

