

**Swansea University, Master of Pharmacy
(MPharm) degree and MPharm degree with
preparatory year Step 5 accreditation report, June
2023**



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Event summary and conclusions

Provider	Swansea University
Courses	Master of Pharmacy (MPharm) degree Master of Pharmacy (MPharm) degree with preparatory year
Event type	Step 5 accreditation
Event date	14-15 June 2023
Approval period	Working towards accreditation
Relevant requirements	Standards for the initial education and training of pharmacists, January 2021
Outcome	<p>Approval with conditions</p> <p>The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the MPharm degree and MPharm degree with preparatory year offered by Swansea University/Prifysgol Abertawe may proceed from step 5 to step 6 of the accreditation process for new MPharm degrees, subject to 1 condition.</p> <p>There are a number of criteria that the team has agreed are now met, and others that they have agreed are not yet met but likely to be met by step 7, if plans proceed as expected. This is normal for a step 5 event. These relate to Standards 1, 2, 3, 5, and 6.</p> <p>The step 6 accreditation event will take place in the 2023/24 academic year and will take place on-site.</p>
Conditions	<ol style="list-style-type: none"> 1. That the School revisit and develop its standard-setting approach. This is because the team agreed that it was not coherent at present. Specifically, the condition is that a fully developed standard-setting policy be developed and be in place for the start of the 2023-2024 academic year, when the MPharm Third Year will be delivered. It must have a: <ol style="list-style-type: none"> i. coherent overall rationale, which the current approach does not; and ii. a rationale for using particular standard-setting methodologies for particular modes of assessment, which may vary between modes. <p>This is to meet criterion 6.7.</p> <p>The condition must be addressed by 25 August 2023 at the latest. It must be sent to the GPhC and members of the team/GPhC will have to approve it before the condition is met. The team appreciates that the timetable is short but agreed it was necessary.</p>

Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	1. That the school clarify and justify its position in relation to failing critical OSCE stations and the school's resit policy in relation to OSCEs. In particular, the number of critical fails which would result in failure of the OSCE overall. This is a patient safety issue, in the team's view.
Minor amendments	<ul style="list-style-type: none"> 1.1 it is implicit in the Admissions and Interview policy that interviews will be undertaken online but it is not clearly and explicitly stated anywhere. 1.5 the website still refers to Preregistration Training 1.5 it is not obvious on the website in relation to DBS Information or health checks; a link to the Additional Admissions Information could be added to the entry requirements sections so that applicants are specifically directed to this information.
Registrar decision	<p>Following the event, the provider submitted evidence to address the condition and the accreditation team agreed the documentation submitted addressed the condition. However as this is a new policy, and it will be implemented in 2023/24 academic year the condition has been moved to likely to be met and the accreditation team will revisit this criterion at the step 6 event.</p> <p>Registrar of the GPhC accepted the accreditation team's recommendation and confirmed Swansea University is permitted to move from step 5 to step 6 of the accreditation process for new MPharm degrees. The Registrar notes that the condition as outlined in the report will be revisited at step 6.</p> <p>The step 6 accreditation will take place on-site, 223/24 academic year.</p>
Key contact (provider)	<p>Professor Andrew Morris, Head of Pharmacy*</p> <p>Emma Westwood, Academic Quality and Programme Development Lead*</p>
Accreditation team	<p>Professor Chris Langley (Team leader), Professor of Pharmacy Law & Practice and Deputy Dean of the College of Health and Life Sciences, Aston University*</p> <p>Dr Brian Addison (team member - academic), Associate Dean Academic Development and Student Experience, Robert Gordon University</p> <p>Dr Gemma Quinn (team member - academic), Associate Professor of Clinical Pharmacy, University of Bradford</p> <p>Shahzad Ahmad (team member - pharmacist), Clinical Lead and Pharmacy Consultant</p> <p>Charlotte Collins (team member - pharmacist newly qualified), Palliative Care Pharmacist, St Cuthbert's Hospice and Teacher-Practitioner, University of Sunderland</p>

	Susan Bradford (team member - lay), Lay Commissioner, Commission on Human Medicines
GPhC representative	Damian Day, Head of Education, General Pharmaceutical Council*
Rapporteur	Ian Marshall, Proprietor, Caldarvan Research (Educational and Writing Services); Emeritus Professor of Pharmacology, University of Strathclyde
Observer	Liam Anstey, Director for Wales, General Pharmaceutical Council

*Attended pre-visit event on 24 May 2023

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 Step 5 accreditation 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**. See below for explanation.

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

Early in 2018, Swansea University Medical School approached the General Pharmaceutical Council (GPhC) to accredit a new MPharm degree, the intention being to admit the first cohort of students in the 2020/2021 academic year (although this was subsequently changed to the 2021/2022 academic year). A Step 1 event occurred on 25 May 2018, following which the University was permitted to proceed to step 2 of the seven-step accreditation process. Following successful step 2 (September 2019) and step 3 (September 2020) events, the University was permitted to accept its first intake of student onto its new MPharm degree and to progress to step 4 subject to one condition; this required the University to remove the vacation optional module between years 2 and 3, because the team regarded this as potentially unfair to students who may not be able to engage with it. This condition was met

Steps 1-3 of the accreditation process for Swansea University were conducted to the GPhC 2011 'Future Pharmacists: Standards for the initial education and training of pharmacists'. In January 2021 the GPhC published updated **Standards for the initial education and training of pharmacists** and

required that all students starting on an MPharm degree in the 2021-22 academic year onwards must meet the requirements of the 2021 standards. The first cohort of Swansea University MPharm students started in the 2021-22 academic year and as such, this cohort, and all future cohorts, will be required to meet the requirements of the GPhC 2021 standards. It was agreed that Swansea University would be reviewed against the 2021 standards for the remaining steps of the accreditation process, with the accreditation team having regard for the transition between standards.

As a pilot, some of the elements of the adapted methodology for reaccreditation of MPharm degrees to the 2021 standards were also applied to the step 4 event, particularly the use of 'met', 'likely to be met' and 'not met' decisions available to the accreditation team. For step events, a 'likely to be met' decision means that the accreditation team is confident that the criterion or learning outcome will be met in full by step 7. It is anticipated that most learning outcomes will be 'likely to be met' until step 7, however the GPhC recognises that some criterion within the standards could be 'met' at earlier steps. See [decision descriptors](#) for further information.

MPharm degree with preparatory year

The GPhC began accrediting MPharm degrees with a preparatory year as a separate course to the MPharm degree in 2020-21. Prior to this, the accreditation of the MPharm degree component of the course was accepted to allow students entry to pre-registration training.

An MPharm degree with preparatory year is a single course that leads to a Master of Pharmacy award. It is recruited to separately from the accredited 4-year MPharm degree and is assigned a different UCAS code. For most schools this will be a 5-year course which includes a preparatory year followed by four further taught years that mirror that of the accredited MPharm degree.

An MPharm with preparatory year must meet all of the GPhC's initial education and training standards for pharmacists in all years of the course. All teaching and assessment of the learning outcomes is expected to take place in taught years 2-5, with the first taught year being set aside for preparatory learning only. For the purpose of accreditation, it is assumed that the course content for the four taught years following the preparatory year will be identical for students on the MPharm degree and the MPharm degree with preparatory year.

During step 3 of the accreditation process, the University informed the GPhC that an 'MPharm with a Foundation Year' (henceforward referred to as MPharm with Preparatory Year), based on a similar programme for entry to the Medical School, was undergoing approval by the University; the approval was confirmed in December 2020. The programme includes two modules specific for pharmacy, one with a chemistry focus and the second with a focus on pharmacy practice. The pharmacy practice-focused module will include an assessment that is similar to that used for the interview process for admission to the MPharm and will employ MMIs (see standard 1). The 'MPharm with Preparatory Year' will have its own UCAS code distinguishing it from the standard MPharm.

The Step 4 event took place on 13/14 July 2022 at which time the accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the MPharm degree and MPharm with preparatory year offered by Swansea University/Prifysgol Abertawe be accredited to proceed from step 4 to step 5 of the process for new MPharm degrees. This meant that the Swansea/Abertawe degrees were provisionally accredited for another year. The recommendation was subject to two recommendations that 1. in relation to criterion 1.7, consideration should be given to harmonising the approaches to admissions at the point of initial selection in both versions of the MPharm degree. In particular, the use of interactive components for admission to the five-year

course; and 2. in relation to criteria 6.4, 6.6 and 6.7 further consideration should be given to the contemporary nature of the standard setting methodologies used. The team recommended that the School of Pharmacy sought advice from elsewhere in the Faculty, where such methodologies are already embedded. This issue would be revisited in future step events.

Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and confirmed that Swansea University be permitted to move from step 4 to step 5 of the of the process for new MPharm degrees with the Step 5 accreditation taking place on-site in the 2022/23 academic year. This is the report of the Step 5 event.

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 24 May 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 14-15 June 2023 and comprised of a series of meetings between the GPhC accreditation team and representatives of the MPharm degree and a meeting with current students.

Declarations of interest

Professor Langley had co-supervised the PhD thesis of Dr Adam Turner, a member of the Pharmacy academic staff of Swansea University. The team agreed that this did not constitute a conflict of interest.

Schedule

Day 1: 14 June 2023

Private meeting of the accreditation team

Welcome and introductions

Management and oversight of the MPharm degree

Private meeting of the accreditation team

Student meeting

To include students in Years 0 (preparatory year), 1 and 2

Private meeting of the accreditation team

Teaching, learning, support and assessment part 1

Day 2: 15 June 2023

Teaching, learning, support and assessment part 2

Private meeting of the accreditation team

Deliver outcome to programme provider

Attendees

Course provider

The accreditation team met with the following representatives of the provider:

Name	Designation at the time of accreditation event
Professor Andrew Morris*	Head of Pharmacy/Drugs and Medicines Teaching Group Lead
Emma Westwood*	Academic Quality and Programme Development Lead
Dr Amira Guirguis*	MPharm Programme Director/Practice of Pharmacy Teaching Group Lead
Dr Adam Turner	MPharm Year 1 Lead/Fitness to Practice Lead
Dr Rhian Thomas	MPharm Year 2 Lead
Dr Michael McKeever	MPharm Year 3 Lead/Pharmacy EDI Lead
Simon Wilkins	Pharmacy Placements Lead
Dr Salvatore Ferla	Pharmacy Admissions Tutor
Dr Zi Hong Mok	Pharmacy Exams Officer
Dr Suresh Mohankumar	Health, Disease and Patients Teaching Group Lead

Kate Spittle	Associate Professor in Clinical Pharmacy
Gareth Davies	Head of Education & Student Experience
Professor Margaret Allen	Pharmacy Dean, HEIW
Laura Doyle	Head of Undergraduate and Foundation Education, HEIW
Dr Jessica Fletcher	Medical School Foundation Lead
Sophie Croucher	Teacher-Practitioner, Swansea Bay University Health Board
Dr Juman Dujaili	Senior Lecturer in Clinical Pharmacy
Dr Melanie Healy	Senior Lecturer/Senior Tutor
Carwyn Jones	Bilingual Senior Lecturer
Dr Giulio Nannetti	Lecturer/Academic Disability Coordinator
Gwenno Williams	Teacher-Practitioner, Hywel Dda University Health Board
Dr Nia Davies	Medical School Education Lead
Andrew Emm	Pharmacy Senior Technician

* attended the pre-event meeting on 24 May 2023

The accreditation team also met a group of 18 MPharm students, two from Year 0 of the MPharm with preparatory year (5-year), six from Year 1, including two from the 5-year programme, and ten from Year 2.

Key findings - Part 1 Learning outcomes

During this Step 5 process the accreditation team did not review the provider's proposed teaching and assessment of the learning outcomes relating to the MPharm degree. However, based on the submitted documentation, the team agreed in principle that all 55 learning outcomes are likely to be met by Step 7. At steps 6 and 7 of the process the accreditation team will gain assurance by testing a sample of learning outcomes during a dedicated meeting.

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 <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.2 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.3 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.4 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 1.5 is:	Met <input checked="" type="checkbox"/>	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"/>

Subsequent to the Step 4 event, the submission confirmed that the principles of equality, diversity and fairness remain built into the selection processes. The University continues to enhance how any discrimination in the selection and admission processes can be identified and reduced. At an institutional level the amount of data made routinely available to staff to facilitate this has been increased further. Data breaking down student enrolments' characteristics is accessible on Swansea Insights in a secure section of the staff intranet and can be obtained at the MPharm programme/year level. This covers disability, estrangement, ethnicity, gender, domicile, fee status, nationality, religious belief, sexual orientation, Welsh fluency, and widening access and low participation. The team was told that the first entry cohort had a majority of white students, mainly from Wales but that the trend was towards more ethnic minority students emanating from outside Wales.

The MMIs process for the 4-year programme interview is largely unchanged but an interactive component has been introduced to the admission process for the 5-year MPharm (Hons) Pharmacy with a Preparatory (Foundation) Year degree. All shortlisted applicants who apply from the 2023/24 UCAS admissions cycle will be invited to a similar online interview to that for the 4-year MPharm applicants. The format of the interview will follow the structure/evaluation criteria of the degree, with some adjustments in terms of length and complexity which consider the different learning levels of the potential candidates. The recorded presentation sent to applicants ahead of the interview day has been reduced from 35 to 17 minutes as research suggests that educational videos should not exceed 20 minutes. So far only three applicants have opted for an admissions interview in Welsh but the statutory option of a 100% Welsh language interview will be retained. It is aimed to have at least one fluent Welsh-speaking academic involved in every MMI. The MPharm programme pages are updated regularly and the changes required for the 2023/24 admissions cycle will go live when the 2022/23 admissions cycle closed. MPharm students were involved in all four University Open Days for the 2022/23 admissions cycle as student ambassadors.

The performance of students who were accepted having not met the published entry requirements has been monitored. Some students were accepted onto the course having missed the advertised grades by eight UCAS points. In the 2021/22 MPharm intake into Year 1 five students were accepted with BBC A-level grades, four with ABC and one with ACC. Of these 10 students, only one failed to progress to Year 2 of the degree for academic reasons. Performance of all students continues to be monitored via the Progress and Professionalism Board.

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 <input type="checkbox"/>	Likely to be met ✓	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 submission stated that Equity, Diversity and Inclusion continue to be one of the focuses of the MPharm team, the Faculty of Medicine, Health and Life Science and Swansea University as an organisation. The outcomes of the staff recruitment process have continued to provide a gender-balanced academic team with nine male and seven female staff members. As of April 2023, all female academic colleagues had been appointed at Senior Lecturer level or higher. At Professor/Associate Professor level there are two female appointees alongside three male appointees.

In March 2023, the Faculty of Medicine, Health and Life Science formed a new EDI working group with four academic members from Pharmacy. The group aims to create an improved focus on inclusive culture, faculty-wide. Additionally, the team was told that a Pharmacy EDI Group with six members of the core Pharmacy Team and meeting every three months will review pharmacy admissions and student performance in the context of protected characteristics. This group, chaired by the Pharmacy EDI Lead, reports back to the wider Pharmacy team on relevant EDI issues and will help develop procedures to ensure that all practices are equitable and supportive for students. All new academic staff appointed since Step 4 have completed the University's Equality and Diversity in the Workplace, and Unconscious Bias training. In addition, an EDI learning needs analysis is due to be completed in May 2023. The team was told of the system in place which allows student progression broken down by protected characteristics to be monitored. Both overall and individual module performance can be broken down by gender, ethnicity, religion and belief, sexual orientation, disability, marital status, age grouping, widening access, low participation background, and entrance via Clearing. The team was shown some of the available data but was told that it is recognised that presently student numbers are too low to draw firm conclusions.

During integrated case studies, fictitious patients needing support and treatment represent a global community. The integrated case studies have afforded the opportunity to introduce patients from 2–80 years old from various parts of the world and representing all the different protected characteristics under the Equality Act 2010. AI-generated videos and still images have matched the patient characteristics and brought some of these fictitious patients to life. Students interviewed told the team that EDI issues are integrated into the course through a diverse range of patient cases. As a result of a student request, skin conditions in different skin colours had been introduced into the teaching. Students appreciated specialised papers being available for dyslexia, and for opportunities for Welsh speakers to speak in their native language.

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

The submission indicated that the Pharmacy Business Plan was carried forward largely unaltered in the March 2023 Faculty business planning meeting. Although the MPharm Project Board, which was convened to oversee the Pharmacy project, has been wound down, the Head of Pharmacy has input into School and Faculty-level discussions around resources through their membership of the School Management Board and the Faculty Leadership Engagement Forum. The review of risks will take place within the Pharmacy School moving forwards.

Four new MPharm academic staff have joined the Pharmacy Team since the Step 4 accreditation event. Interviews were held in April 2023 for two additional full-time posts in Pharmacy Practice and Biopharmaceutics, and the University is presently developing agreements with Swansea Bay UHB and Cwm Taf Morgannwg UHB to appoint an additional two teacher-practitioners to support clinical teaching and the transition to Foundation Training. The new appointments have brought the core Pharmacy Team complement up to 13.4 FTE (headcount 18), which will rise to 16.4 and 20 respectively when the recruitment of the above new staff is complete. A presentation showed that student to staff ratio is currently approximately 15:1 as a result of a more rapid student recruitment than predicted in the original business plan. It is still predicted that the student to staff ratio at steady state in 2028-29 will be around 17:1. The team asked about the scalability of the provision given the potential greater recruitment than originally envisaged, and was told that simulated activities will be scaled up and simulated patient experience (SPE) sessions will be repeated using three to four staff members rather than the present two members. OSCE stations may also be reduced in number but increased in complexity.

The Pharmacy Team currently includes nine GPhC-registered pharmacists and a further three colleagues that are registered pharmacists in Italy, India, and Iraq. In addition, an expert in genomics has been awarded a fellowship to work with the University for six months to develop a competency framework for genomics in undergraduate pharmacy curricula. Honorary appointments have been offered to external experts that teach within their specialisms of pain management, cardiovascular, respiratory and infectious diseases, adverse drug reactions and drug and alcohol addictions. Professional Services support for the MPharm programmes continue to be delivered on a Faculty basis. The Pharmacy Business Plan makes provisions for the recruitment of 5.5 administrative posts and 5.2 technician posts.

The principal facilities that were developed to support the establishment of the MPharm programme have now been occupied and been in use for more than 18 months. Students interviewed were pleased with the Myddfai Room to which only they have access. Further laboratory facilities are under development. A new multidisciplinary teaching laboratory (MDL) is planned for the 3rd floor of the Margam Building, and an additional dry MDL will also be placed on the same floor. The latter will be used for practical sessions that do not require large numbers of sinks or fume hoods, including physiology and pharmacology classes that employ PowerLab units. To support simulation activities in healthcare teaching, a new multi-purpose facility is being created in the Haldane Building. The Swansea University Simulation (SUSiM) centre will be open in time for the start of the 2023/24 academic year, and it will be the largest virtual reality healthcare teaching centre in Europe. SUSiM will utilise a variety of simulation-based education methodologies to support learners and teams through real-world scenarios within a one-programme, multiple-sites philosophy. Students interviewed highlighted the facilities, including equipment, IT provision and the library, as one of the best elements of the programme.

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

The team learned that the HEIW business case to expand the Funded Undergraduate Pharmacy Placement has been signed off and the scheme will come into effect for Years 2 and 3 of the MPharm degree during the 2023/24 academic year. The team was told that HEIW funding will increase placement capacity and will be scaled to intake numbers. It was clear to the team that there is a strong link with HEIW who stressed that HEIW wished students to get experience of both urban and rural pharmacy and in different sectors. Regular, fortnightly, tripartite planning meetings take place with HEIW and Cardiff University, and placement provider stakeholders are also involved in developing Entrustable Professional Activities (EPAs) against which students will be assessed. Oversight of the development and implementation of EPAs is undertaken by the Undergraduate and Foundation Pharmacist Work stream with members from HEIW, Welsh Universities, the RPS, the GPhC, NHS local health boards, community pharmacy groups and GP practices, and with both student and public representation. Patient and student involvement will be a key part of the development and implementation of the scheme going forward. The team was told that there are University leads for supporting and training service users and carers in two of the three Schools in the Faculty but not yet in the Medical School. But elements of this role are currently being fulfilled by the PPI Administrator ensuring Pharmacy have access to patients and service users. Separately, the University is working on agreements with placement providers across all sectors. Examples of such formal agreements are already in place with Well Pharmacy (community sector), Swansea Bay University Health Board (secondary care), and Ashgrove Medical Centre (primary care).

The team learned that HEIW will be responsible for the quality management of host organisations/supervisors in accordance with the HEIW Quality Management Framework, and will provide training for host organisation educators/supervisors; it already provides training for Foundation Training supervisors. The University will be responsible for ensuring that host organisations/supervisors are fulfilling the requirements of the programme, managing all placement related activities, ensuring that quality standards are agreed and visible within training sites' contracts, and liaising with providers to allocate students. In turn, the placement providers will be responsible for providing appropriate training for students to meet placement outcomes, supporting students to achieve outcomes, ensuring that appropriate supervision and protected time are available to undertake these assessment and planning responsibilities, and engaging with programme feedback and evaluation. It was confirmed that the placement providers will sign-off the achievement of the EPAs. Academic staff will then mark student portfolios. The team was told that training will be delivered to those marking EPAs and their sub-sections which will need to be passed individually.

The team was told that following the introduction of the funded undergraduate clinical placements, and the increase in placement time to 55 days across the degree, optional modules on non-pharmacy subjects that had initially been planned for Year 3 semester 2 have been removed to create additional contact hours for three weeks of enhanced clinical placements in Year 3. The team was told that the management of the extra 15 days of placements would be achievable. There was no problem with community pharmacy placements, capacity was being built in general practice placements and for secondary care one health board had already offered 200 days of availability. Year 2 placements will be in a block, and Year 3 placements are likely to be in 2/3-week blocks.

Other changes in the programme involve enhancing the robustness of assessing elements of patient safety, including programme regulations and module proformas being modified to ensure that OSCEs are must pass assessments in Years 2–4 with the inclusion of critical stations and high weighting on patient outcomes (see also commentary on Standard 6 below).

The focus on stakeholder input has shifted towards using patient representatives recruited through the Faculty’s Patient and Public Involvement (PPI) group to provide input into the design and delivery of the MPharm programmes. A patient representative is always invited to the Pharmacy Board of Studies meetings and “service user and carer feedback and developments” is a standing item on the agenda. Input from pharmacists and other healthcare professionals is also collected from pharmacist guest lecturers and honorary appointees, and from IPE partners within the University.

The University’s Annual Programme Review process ensures that there is continuous programme review and improvement. Any proposed regulation changes are reviewed by the Regulations, Quality and Standards Committee (RQSC), whereas module changes would go to the Faculty Portfolio Development Group if small, with larger changes going back to the University’s Programme Approval Committee. The first APR for the MPharm programmes included a recommendation that the format of an online exam be changed and the module proforma modified.

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

The submission stated that there has been review, redevelopment, and refinement of the programme to ensure that the degree will produce contemporary practitioners. Extensive engagement with external experts and placement providers has informed the curriculum to implement educational best practice teaching and assessment approaches. Feedback is provided by teacher-practitioners about the ability of students in terms of knowledge, skills, and their ability to apply both to the practice situation. Problem-solving, critical thinking, leadership and management have been identified as core skills. Students undertake different activities to practise these skills facilitated by academic staff and teacher-practitioners.

One of the presentations showed that two of the eight modules in the Preparatory Year are specific to pharmacy. The Foundations in Pharmacy module in particular covers problem-solving, ethics, profession and numeracy. Year Zero has grown from 19 students in 2021-22 to 42 students in 2022-23. Thirteen members of the original cohort progressed to Year 1 of the MPharm. The team was told that these students have integrated well and now learn alongside those from the more traditional admission routes. The Year 1 intake has increased from 57 to 78 from 2021 to 2022 entries, with 48 of the 57 entrants progressing to Year 2. The team learned that as part of one of the Year 0 modules there is a second interview to allow progress to Year 1. The team also noted that as a result of student feedback, the number and level of questions in one of the assessments will be reduced.

The core Pharmacy Team consists of three Teaching Groups: Drugs and Medicines, Health Disease and Patients, and Practice of Pharmacy. The programme continues to incorporate an integrated spiral curriculum, delivered across seven themes. Pharmacy practice is integrated with pharmaceuticals, pharmacology and chemistry, using the science to inform the practice and subsequent decision-making. The approach is designed to allow students to learn about foundational topics and progresses to more complex therapeutic strategies and decisions to help manage complex patients.

From Year 2 students study integrated study units (ISUs) which focus on a particular body system or disease state. The team was told that ISUs include interactive workshops and laboratory classes, simulated practice experience, and prescribing assessment and patient enquiries (PAPE). Students interviewed told the team that SPE sessions occurred every two weeks when staff replicated real life situations with respect to prescribing. In Year 2 there are ISUs related to prescribing with both pharmacological and non-pharmacological approaches. Students described the full spectrum of subjects taught as being relevant to prescribing with chemistry given as an example to explain drug interactions. Students had been made aware that prescribing will be a major part of the programme and its assessment. The team was told that the zero-credit modules in each year of the programme do not have any assigned learning time, but rather represent the assessment element of certain professional activities such as EPAs. Thus, failure of EPAs will not lead to potential failure of a 60-credit module.

Pharmacy practice outcomes have been informed and reviewed by pharmacy practitioners and pharmacy academics to ensure currency and appropriateness of the level of the taught materials. Simulation scenarios are centred around patients, with simulated and real patients used in case studies. Students interviewed valued meeting patients, particularly a Parkinson's patient that was able to describe their day-to-day living experience. Students considered themselves well-prepared for placements when they would meet patients. The team learned that patient and public involvement is now handled through the relevant Faculty group. Learning has been reinforced through simulated practice experience where students apply their knowledge through OSCE stations, real-life case scenarios, responding to medicine information-type enquiries, dispensing and supplying of prescription medicines including controlled drugs, completing documentation including near-miss, private prescription and controlled drug records. Students participate in simulated patient consultations, where they can apply their knowledge and skills in a simulated clinical setting. The spiral and integrated approach has prepared students for off-site learning on placements around real patients. This combined learning has formed a foundation for the upcoming EPA assessments that will mainly focus on elements of the consultation, designing pharmaceutical care plans and prescribing governance. The team learned that the body systems/disease ISUs will continue into the first semester of Year 3 with the second semester devoted to a research-type project. Year 4 will have two modules on Patients and the Population, and Preparation for Advanced Practice and Management.

The funded placements will support the transition of learning outcomes between MPharm and Foundation Training curricula using EPAs. The team was told that the EPAs will be aligned with the new IETP learning outcomes, be delivered across a range of sectors, and enable students to progress towards the 16 "does" level learning outcomes. Once evaluated in the second half of 2023, and proven as a safe and effective methodology, EPAs can be iterated to increase learning outcomes and therefore funded clinical placements across the 4 years of the MPharm degree. In Year 1 students observe practice in community, hospital, and primary care pharmacy settings. In Year 2 students begin to participate and learn in these settings. This will continue in Year 3 where placement activities will align to the relevant ISUs taught to students. From the beginning of the 2023/24 academic year, the Year 2 and 3 placements will move fully to the HEIW system and be developed with input from the Swansea University placement team. The team was told that placement provision will increase from the current 25 days over the 4-year degree to around 55 days over the degree. As indicated in the commentary to Standard 4 above, a previously-planned 40-credit module and optional modules have been removed to allow the extended clinical placements to take place. However, in Semester 2 of Year 3, students will undertake an integrated research project module, New Knowledge, where a significant component of the module mark is attained from the potential impact of the new knowledge generated on improving pharmacy practice. Students interviewed told the team that the placements were useful despite some organisational issues, including the occasional non-availability of GP placements.

The programme has been designed to engender professionalism within students from the start and to reinforce professionalism throughout the MPharm degree. Various modules will assist students to understand ethical conduct and professionalism. Year 3 and Year 4 modules will enhance students' knowledge and understanding of a range of topics relevant to the practice of pharmacy. They will further develop and refine skills in communication, teamwork, integrity, empathy, ethics, and problem-solving. The Pharmacist as Professional IV module will prepare students for the Foundation

Training year. This will build on their knowledge of the healthcare system and health policy. It will include the quality use of medicines, collaborative disease management, dispensing, extemporaneous preparations, pharmaceutical calculations, cultural capability, ethical and legal principles and legislation relevant to pharmacy practice.

There has been a significantly larger focus on the importance of inter-professional interaction/education and communication since the Step 4 event. All planned activities at Step 4 have been delivered and new opportunities have been explored with respiratory and sleep physiologists, paramedic science and nursing in medical emergencies, tackling violence and aggression. Student exposure to other healthcare professionals includes Year 1 students having IPE sessions with Graduate Entry Medicine (GEM) for pharmaceutical calculations, paramedic science and midwifery for basic life support, and nurses for the use of sterile maggots, and nursing students for law and ethics. Year 2 students have IPE sessions with GEM on pharmaceutical calculations, paramedic science for medical emergencies, and nursing on violence and aggression. Students interviewed told the team that they had found the IPE sessions very helpful and had additionally appreciated meeting an informative Foundation Training pharmacist during a hospital placement. Future sessions for Year 3 students involve consultation skills, end-of-life care case study, workshops on analgesia, symptom management, ethics and consent, and the Mental Health Act. These activities are designed for different levels of students from various fields such as nursing, paramedic science, and mental health professionals.

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 type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.6 is:	Met <input type="checkbox"/>	Likely to be met <input checked="" type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.7 is:	Met <input type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input checked="" type="checkbox"/>
Criterion 6.8 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.9 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.10 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.11 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.12 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.13 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>
Criterion 6.14 is:	Met <input checked="" type="checkbox"/>	Likely to be met <input type="checkbox"/>	Not met <input type="checkbox"/>

EPAs will be evaluated during student placements and evidenced in their e-portfolios in the zero-credit modules. Students will be expected to work towards defined EPAs and will be completing them through a portfolio of evidence by the end of Year 4. During the 2022/23 academic year, assessments of EPAs will start during experiential learning on placement. Subsequently, during the 2023/24 academic year, assessment via EPA as part of the broader e-portfolio will continue. Assessment will be at an appropriate level for the year groups concerned.

The documentation explained that each summative assessment, including OSCEs, will be internally moderated by module contributors not having been involved in the marking process, then sent for external moderation, before being finalised. New members of the teaching team will be made familiar with the internal moderation process. The OSCE lead will ensure that students understand how OSCEs work. Staff debriefs during OSCEs will try to minimise deviations in the process.

The team was told that standard-setting methodologies have been considered since the previous accreditation event, in collaboration with the Swansea GEM Assessments Lead. In particular, this work has considered elements of standard setting in relation to Year 4 of the degree, which has a higher module pass mark. The 70% pass mark in calculations assessments has been retained, but performance in all questions is evaluated and poorly performing questions are removed if appropriate. Once two full years of calculation assessment data has been obtained performance will be reviewed with the GEM Assessment Lead. The team was told that Pharmacy may utilise the modified Angoff standard-setting method in pharmaceutical calculation assessments to decide on the level of challenge at item level for each year group. However, with the increase in the number of students, the modified Hofstee method of standard setting may be employed based on the highest/lowest acceptable pass scores, the acceptable/maximum failure rate. Overall, the team considered that the approach to standard-setting remained insufficiently coherent and indecisive. Although the team accepted that there was a shortage of data currently, there was an apparent lack of understanding of the methodologies. As a result, the team agreed that there be a **condition** that the School revisit and develop its standard-setting approach. This is because the team agreed that it was not coherent at present. Specifically, the condition is that a fully developed standard setting policy be developed and be in place for the start of the 2023-2024 academic year, when the MPharm Third Year will be delivered. It must have a coherent overall rationale, which the current approach does not; and a rationale for using particular standard-setting methodologies for particular modes of assessment, which may vary between modes. This is to meet criterion 6.7. The condition must be addressed by 25 August 2023 at the latest. It must be sent to the GPhC and members of the team/GPhC will have to approve it before the condition is met. The team appreciated that the timetable was short but agreed it was necessary.

The team wished to know about the design of the OSCEs and, in particular, about the OSCE stations designated as critical. It was told that critical stations have not yet been used but will be developed in relation to the upcoming EPAs. There are formative OSCEs, and the summative OSCEs will comprise 20 stations, including two rest stations, with six actors as patients. There has been staff training on marking rubrics and the assessments will be video-recorded for quality assurance purposes. From next year the OSCEs will be must pass for Years 2, 3 and 4. The number of critical stations will be increased as the programme progresses. Borderline cases that do not result in patient harm, and the performance in different stations will be afforded particular attention. The pass mark for each station is 40% with the overall OSCE pass mark also being 40%. Zero is awarded for any station in which

patient harm occurs. The team was told that the OSCE has to be passed as a whole, but stations can be failed. On further probing, the team was told that more marks are allocated to certain stations, and that achieving less than 40% on any station would result in a mark of zero for the station. On asking about the implications of this strategy for patient safety, the team was told that there will only be a small number of critical stations in the early years and that reassessment would only take place for the failed stations, except in Year 4 when all stations must be passed. The rationale for this approach was that, as the student numbers increase, the logistics of students repeating the entire OSCE, as happens at the moment, will become impossible. Competencies defined by the learning outcomes and EPAs will be assessed in other ways. The team agreed that there be a **recommendation** that the School clarify and justify its position in relation to failing critical OSCE stations and the School's resit policy in relation to OSCEs. In particular, the number of critical fails which would result in failure of the OSCE overall. In the team's view, this is a patient safety issue.

Prescribing Assessment and Patient Enquiries (PAPE) is an open-book assessment of prescribing skills and competencies, including conducting a consultation; prescribing governance; communication; shared decision-making; EDI in prescribing; general and specific body system examinations and core knowledge. PAPE also includes medicines information-type of enquiries. Students are expected to employ clinical knowledge, and underpinning science to make prescribing decisions.

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 ✓	Likely to be met <input type="checkbox"/>	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 <input type="checkbox"/>	Not met <input type="checkbox"/>

All returning students experience a short re-induction session where they are reminded of key points covered during initial induction and informed about updates relevant to their year of study, along with principles of academic integrity. Students can access recordings on Canvas of all the induction sessions throughout the whole academic year with a distinct Pharmacy InfoPoint Hub for each year group of the programme.

The Wellbeing and Disability offices have merged their roles to provide a single point of access for students with disabilities, difficulties or mental health issues who wish to request support and access reasonable adjustments. The new Student Support Form allows students to disclose disabilities and highlight the need for specific teaching and assessment requirements. The Pharmacy Team monitors attendance at sessions including workshops, SPE, ICS and practical classes. This assures that students are able to meet specific learning outcomes but can also highlight the need for student support if there are continued absences. Students interviewed told the team that the support offered within the Pharmacy School was excellent, with staff being very accessible to students and retaining contact in cases of difficulty. Students described the teaching staff as the best element of the provision.

For each MPharm year, student representatives are elected every year by peers and serve as the student voice to make the teaching and administrative staff aware of any students' concerns about the course and University-wide. This is run centrally by the Student Union and Swansea University Student Engagement Team. Staff members considered that the best feedback was obtained from talking to students personally. Students interviewed told the team that their feedback on the programme was considered seriously by the School. An example was given of a student suggestion from Semester 1 that had been incorporated in Semester 2. The summative OSCE has also been moved from course time into the assessment week. Students indicated that they can always talk to members of teaching staff and are able to see improvements immediately. They told the team that they could speak to the Head of School, the MPharm Lead and the Placements Lead, as well as there being year meetings with module leads. Students were less complimentary about the feedback given on their work. Feedback was described as inconsistent and often slow, although it had been explained to them that the slowness had been due to strike action at Faculty level. The team was told that the School has attempted to reduce the assessment burden, and, for student wellbeing and support, does not release results on Fridays.

To help support the development of the prescribing elements of the MPharm programme, the University has sponsored the MPharm Programme Director to undertake an Independent Prescriber qualification, and is providing protected time for one of the teacher-practitioners to train as an Independent Prescriber. The University has also fully sponsored another member of the Pharmacy Team to attend a Diversifying Leadership programme. Professional service staff who contribute to the MPharm degree are also afforded similar training opportunities. Examples of such training events attended by technical staff supporting the MPharm programme include pharmaceutical technology, first aid, chemical first aid, and laboratory chemical risk assessment. Two members of the technical team also attended the violence and aggression training alongside pharmacy academics.

The Senior Leadership Team (SLT) has approved a revision of the Academic Career Pathway (ACP) process. The MPharm Programme Director is a member of the steering group and is co-leading the Collegiality, Leadership, Management and Service workstream. At the time of the Step 4 event the Head of Pharmacy was acting as line manager for all academics in the Pharmacy Team. With the increasing maturity of the Pharmacy School some of these line management responsibilities are being devolved and the Pharmacy Practice Teaching Group Coordinator has become the line manager of one colleague and will soon line manage a second individual. Academic staff attending the meetings all indicated to the team that they had had their staff review meetings.

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 step 7. 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 step 7 without remedial measures (condition/s).

