

**University College London, Integrated 5-year
Master of Pharmacy degree (MPharm) steps 2 and
3 accreditation event report – July 2021**



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Event summary and conclusions

Provider	University College London
Course	Master of Pharmacy degree (MPharm) 5-year Integrated programme
Event type	Accreditation
Step	2 and 3
Event date	15 July 2021
Accreditation period	Working towards accreditation
Relevant standards	Future pharmacists Standards for the initial education and training of pharmacists, May 2011
Outcome	<p>Approval</p> <p>The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the MPharm degree provided by University College London should be accredited without any conditions or recommendations. University College London can progress from step 3 to step 4 of the process for accrediting new 5-year MPharm degrees. However, despite the fact that the team noted that the website is currently incorrect in that it states a student can graduate with an integrated degree with only 480 credits, the team decided not to impose a condition, but rather advised the provider that it must revisit its website and other promotional material and advice to ensure that there is absolute clarity about the 5-year MPharm degree being a 5-year course and not a 4+1 model, and also the conditions in which a given exit award would be given. This relates to Standard 4.1.</p>
Conditions	There were no conditions
Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	No recommendations were made
Registrar decision	Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and approved the progression of the programme from step 3 to step 4 of the GPhC's accreditation process.
Key contact (provider)	Professor Cate Whittlesea, MPharm Programme Lead; Dr Rebecca Lever, Associate Director (Education)

Accreditation team	<p>Professor Chris Langley (Team Leader), Professor of Pharmacy Law & Practice and Head of the School of Pharmacy, Aston University; Associate Dean, Taught Programmes, School of Life and Health Sciences</p> <p>Dr Mathew Smith (Team member-academic) Director of Learning and Teaching, School of Pharmacy & Pharmaceutical Sciences, Cardiff University</p> <p>Lyn Hanning (Team member-academic) Director of Practice Based Learning and Head of Pharmacy Practice, University of Bath</p> <p>Laura Doyle, (Team member-pharmacist) Head of Undergraduate and Pre-reg Foundation Pharmacist, Health Education and Improvement Wales</p> <p>Alastair Paterson (Team member-pharmacist recently registered) Clinical Pharmacist, Northumberland Tyne and Wear NHS Foundation Trust</p> <p>Fiona Barber (Team member-lay) Independent Member, Leicester City Council</p>
GPhC representative	Damian Day, Head of Education, GPhC
Rapporteur	Dr Ian Marshall Proprietor, Caldarvan Research (Educational and Writing Services); Emeritus Professor of Pharmacology, University of Strathclyde
Observers	Lisa Gilbert, Pre-Registration Training Facilitator, GPhC

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and is the accrediting body for pharmacy education in Great Britain. The GPhC is responsible for setting standards and approving education and training courses which form part of the pathway towards registration for pharmacists. The UK qualification required as part of the pathway to registration as a pharmacist is a GPhC-accredited Master of Pharmacy degree course (MPharm). This accreditation event was carried out in accordance with the GPhC's 2011 MPharm Accreditation Methodology and the course was reviewed against the GPhC's 2011 education standards 'Future Pharmacists: Standards for the initial education and training of pharmacists'.

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

The powers and obligations of the GPhC in relation to the accreditation of pharmacy education are legislated in the Pharmacy Order 2010. For more information, visit:

<http://www.legislation.gov.uk/uksi/2010/231/contents/made>

Background

The University College London (UCL) MPharm programme is delivered by the School of Pharmacy, which is a specialist institution within the Faculty of Life Sciences in the School of Life and Medical Sciences. The 4-year MPharm programme was last accredited in 2019, for six years, without conditions or recommendations. The 5-year integrated iteration of the programme is targeted at international students, especially those from Hong Kong, Singapore and Iran. The need for this arose from the changes in UK visa rules which reduced opportunities for overseas MPharm graduates to remain in the UK to undertake pre-registration training; the 5-year programme that integrates pre-registration training with academic study allows them to remain in the country on student visas. The process for accrediting an integrated, five-year degree built upon an established, accredited four-year programme, comprises four steps; the completion of step 4 in year 5 of the programme also requires GPhC representatives to attend the examination board at the end of that year. A step 1 event took place in June 2019 at which the accreditation team agreed to recommend to the GPhC's Registrar that UCL's 5-year MPharm degree should be accredited provisionally without any conditions or recommendations. This meant that UCL could progress from step 1 to step 2 of the process for accrediting new 5-year MPharm degrees and that students could be admitted in the 2019-2020 academic year. It was also agreed that the step 2 visit would take place in the academic year prior to the first final year placement blocks being delivered and, among other matters, would look at recruitment to the 5-year course, student induction for placement blocks, a placement block training plan (the equivalent of the pre-registration training plan mentioned in 5.12 and 5.13 of the GPhC's initial education and training standards), the training of designated supervisors, the accreditation of training sites and the status of clinical placement agreements. Furthermore, UCL was required to inform the GPhC when practice blocks would be delivered for the first time well in advance, so that the step 2 visit could be arranged at an appropriate time. In September 2020, 16 new students enrolled as the first cohort of the 5-year Integrated MPharm. A combined steps 2 and 3 event was arranged for July 15 2021 and the following is a record of that 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 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 June 2021. The purpose of the pre-event meeting was to prepare for the event, allow the GPhC and the university to ask any questions or seek clarification, and to finalise arrangements for the event.

The event

Due to the Covid-19 pandemic, the GPhC modified the structure of the event so that it could be held remotely. The event was held via videoconference and began with a private meeting of the accreditation team and GPhC representatives on 14 July 2021. The remainder of the event took place between the University College London and the GPhC on 15 July 2021 and comprised a series of meetings with staff of the University.

Declarations of interest

Mr Paterson declared that Professor Whittlesea had been his undergraduate project supervisor at another university. Dr Smith declared that Professor Whittlesea had interviewed him as an applicant for the Cardiff MPharm programme some years ago. Neither were considered to constitute conflicts of interest.

Managing the programme during the Covid-19 pandemic

The submitted documentation stated that the COVID-19 pandemic had necessitated a considerable number of changes to the usual educational practices in terms of the administration and organisation of the programmes, the mode of provision of pastoral support to students, the delivery of taught content, the provision of practical and experiential learning opportunities and the assessment of students. The Dean told the team that the College had moved rapidly to a fully remote method of working and had adopted a conservative approach, allowing practical classes only where possible. He emphasised that students had been involved in decision-making, evidenced by an open letter from students complementing the college on its approach. There had been less than one thousand cases on campus.

Many of these changes have been temporary, such as the adoption of remote modes of working, learning and assessment during late 2019-20 and 2020-21, but others will be retained, at least in part, following their full review and evaluation, where these changes represent an improvement in the student experience whilst delivering the intended learning outcomes. A key aspect of the blended learning approach during the pandemic that will continue to benefit the ongoing educational delivery is the enhanced infrastructure, technical support and staff training that has resulted from the recent investment in e-learning technology and development. Similarly, the provision of wellbeing and pastoral support to students has been enhanced at School, Faculty and Institutional levels and the School intends to retain these practices and services beyond the pandemic. The team was told that it had been a priority to keep the School of Pharmacy building safe with a QR code entry system and a walkway system. There had been particular concern about student mental health and social events had been organised for Year 1 students. Student morale was said to have remained high and infection rates low.

During 2020-21 all of the taught content has been available online, with some key practical and experiential learning sessions continuing to be offered face-to-face, ensuring the delivery and assessment of programme-level learning outcomes whether an individual student has been able to

attend face-to-face sessions during 2020-21 or has needed to study remotely for all or part of the year.

Assessments that would normally be held under invigilated conditions or in a practical environment were redesigned and have been delivered remotely since March 2020, including virtual OSCEs (*via* Zoom) in 2020-21. Whilst a return to invigilated examinations is anticipated for many of the assessments, the recent approaches will be evaluated fully to ensure that best practices are carried forward.

Key findings

Standard 1: Patient and public safety

Standard will be met? Yes No

The documentation stated that as part of the recruitment process, students are expected to demonstrate that they will be able to meet the institutional values, which include the provision of safe and effective patient care. Students are introduced to concepts of professionalism and the GPhC Standards for Pharmacy Professionals during Induction Week and the understanding that patient safety is paramount. Enhanced Disclosure and Barring Service (DBS) clearance, or a Certificate of Good Conduct from the country of domicile for students resident outside the UK, is required as a condition of enrolment on the MPharm programme. Students are also required to complete a Fitness to Practise self-declaration form during the Induction Week at the beginning of Year 1. In November of Year 4, students are required to apply for a second enhanced DBS certificate, in preparation for the Year 5 placements; students are also not able to attend clinical placements without occupational health (OH) clearance. Where assessments relate directly to patient safety, the assessment criteria are such that a student will automatically fail that assessment if they make errors which, in real life, would cause harm to a patient. Placement hosts (Years 1 to 4) are requested to notify the School directly if they have reason to believe that a student may pose a risk to patients. There is also a specific requirement for Placement Tutors in Year 5 to inform the Year 5 Module Lead of any such concerns. UCL has a comprehensive set of academic regulations which apply to the MPharm and govern the conduct of students, both academically and personally. Of specific relevance to professional conduct, the regulations cover, *inter alia*, rules regarding academic integrity, assessment irregularities and the UCL Code of Conduct for Students.

Students are instructed in the safe completion of clinical tasks in simulated environments within the School and in the Green Light Pharmacy Education Centre. Students are not permitted to have direct contact with the public or patients until they have demonstrated that they are capable of performing the relevant tasks competently and effectively. Students are supervised by a registered pharmacist placement host at all times during clinical placements. In Year 5 students have a designated designated supervisor (placement tutor) who is responsible for supervising their practice or delegating this to other members of the practice team; the placement tutor will be trained for this role and be fully cognisant of the UCL and School of Pharmacy support services.

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

Standard will be met? Yes No

The Director of the UCL School of Pharmacy is responsible for all academic activities within the School. Within the School, responsibility and day-to-day accountability is devolved to a number of senior committees. The quality of teaching, learning and assessment is monitored by QAA Institutional Review, the Teaching Excellence Framework (TEF), GPhC Accreditation, National Student Survey (NSS), GPhC Registration Assessment results, Stakeholder involvement, and by UCL Internal Monitoring and QA processes which include Internal Quality Review (IQR), Annual Student Experience Review (ASER), and Annual Academic Review along with Internal School monitoring procedures. Each year of the programme has a lead student representative and deputy, who participate in course review meetings. Students also feed back on the programme and their general experience as students individually through end-of-module and end-of-year surveys, individual staff teaching-delivery surveys, anonymous feedback portals/discussion forums and the weekly MPharm drop-in surgery.

The Year 5 e-portfolio to be used by students in the final year of the 5-Year MPharm. This is to ensure that UCL academic staff, including the student's Academic Tutor, the designated supervisors and placement assessors have full access to a student's portfolio at all times, and to ensure that the designated supervisor in Placement 2 can access all information before the student starts their second placement in January. Designated supervisors are identified at accredited placements sites and will have completed a Statement of Teaching Proficiency (STP) and successfully passed the portfolio assessment associated with this UCLeXtend course. Each of the School's NHS Trust collaborators already has accreditation as a Postgraduate Diploma in General Pharmacy Practice (PGDipGPP) Training Centre. The School has also been working with Green Light and Day Lewis community pharmacy organisations, and have reviewed and extended the current UCL SoP methodology for NHS Foundation Programme Training Centre accreditation/reaccreditation to incorporate the 4- and 5-year MPharm programmes and to include the community pharmacy partner sites.

Wishing to know how the School will ensure uniformity of judgements by designated supervisors, the team was told that the School depends on the supervisor having gained the Statement of Teaching Proficiency (STP) and successfully passed the portfolio assessment associated with this UCLeXtend course, along with their *curriculum vitae* and overall experience. It was stressed that the supervisors are part of the module delivery team but the School will monitor their engagement with the e-portfolio and take student feedback into account. Support will be provided in the case of problems although it was said that these would likely be identified at an early juncture.

The team learned that the sign-off of the Year 5 module Integrated pre-registration training Foundation Training Year is done jointly by the designated supervisor and the School. Although UCL has the ultimate sign-off responsibility, the supervisors are contracted (via a Clinical Placement Agreement) members of the module team. It was stressed that the learning contract and waypoint meetings are important in informing decisions and that the e-portfolio allows all staff to see the position and development of students.

Standard 3: Equality, diversity and fairness

Standard is met? Yes No

The submission stated that the UCL Equity and Inclusion Plan maintains and adapts long-term UCL strategies for advancing equity and inclusion while also proactively working to ensure that marginalised and already disadvantaged members of the UCL community are not further challenged by the pandemic. Equality and Diversity training and Unconscious Bias Awareness training are compulsory for all staff at UCL. Newly appointed staff members are required to successfully complete the training within one month of appointment and all staff members are expected to renew their training at least once every three years. Designated supervisors on the 5-Year MPharm will also be expected to complete these modules. The School has a Departmental Equal Opportunities Liaison Officer (DEOLO) and an Equality, Diversity and Inclusion Committee (EDIC). Equalities monitoring data for UCL students are collected on registration and reviewed by UCL Registry and Academic Services. Information about how the School is performing in terms of meeting its widening participation targets, attainment rates by POLAR quintile and BAME attainment rates are provided annually as part of the Annual Student Experience Review (ASER) data set. The MPharm performed well in this exercise, in particular, the diverse range of professional role models that the students encounter through their experiential learning. Students with disabilities are assessed by UCL Disability Services that will make recommendations on any reasonable adjustments, such as additional time in written assessments or deadline extensions for written coursework, in the form of a Statement of Reasonable Adjustment (SoRA). The team was told that there are processes in place, on reasonable adjustments that might be needed in Year 5, although it was stated that this is normally done on entry to Year 1, but students can also apply at the start of Year 5 or at any other time during their MPharm degree.

All written examinations and summative items of coursework are marked anonymously as far as practicable. Students are introduced to concepts of Equality and Diversity from Induction Week at the beginning of Year 1, with continuous reinforcement throughout the programme.

Standard 4: Selection of students and trainees

Standard will be met? Yes No

The documentation stated that the UCL prospectus and website provide details of suitable qualifications for the programme, along with a statement on the prospectus page that informs students that they will additionally need to demonstrate that they exhibit the professional values necessary in a pharmacist or student pharmacist. However, the team noted that the UCL website and undergraduate prospectus stated that a student on the 5-year MPharm would be awarded an MPharm degree having gained 480 credits, that is, the same as for the 4-year variant of the MPharm. This statement was incorrect and judged by the team to be potentially misleading as the requirement for the 5-year MPharm is 480 credits plus 120 credits for Year 5. The team decided not to impose a condition, but rather advised the provider that it must revisit its website, and other promotional material and advice, to ensure that there is absolute clarity about the 5-year MPharm degree being a 5-year course and not a 4+1 model, and also the

conditions in which a given exit award would be given (see below). This relates to Standard 4.1. The provider agreed to the suggested course of action. The team also noted that any student failing Year 5 would not be awarded an MPharm but an exit degree of MSci in Pharmaceutical Studies, and would be ineligible to sit the GPhC Registration Assessment. The team queried the fact that the student failing Year 5 would have accumulated already 480 credits but would be unable to register, and was told that this apparently inequitable situation was as a result of visa restrictions for international students; it was stressed that this was not a UCL-generated regulation. The team was told that the 5-year MPharm Programme leader meets with the students at the outset of the programme and in every subsequent year to inform them of the impact of the regulations and exit awards. It was also stated that a student would retain the same personal tutor throughout the five years and that the tutor must understand the regulations and their potential impact. Asked if resits were possible in Year 5, the provider indicated that it would depend on when the student's visa expired but that it might be possible to resubmit the audit project and take the Autumn Registration Assessment; in this respect it was emphasised that any extension to the Foundation Year training would likely be restricted by visa requirements rather than by capacity. The team was told that the original plan had been to allow transfer from the 4-year MPharm to the 5-year version but that this had not gone ahead due to the potential impact of the new GPhC IEPT standards being introduced in 2021. The plan had been for students to transfer in Year 3 before signing up for the Oriel process. Movement from the 5-year to 4-year version could happen at any point. The team was told that the Oriel process cannot be compared to the allocation of Foundation Training placements on the 5-year degree as the training is essentially a placement within the degree.

Applicants to the programme are asked to take an online values-based test, in advance of the selection day or online interview, comprising a numeracy component, situational judgement tests and short essay-based questions. For applicants resident in the UK the interview is conducted as a timed, two-station process involving academic staff members, current students and clinically practising pharmacists. Applicants living outside the UK are interviewed virtually on Zoom to accommodate the candidate's time zone. Questions are from the same questions bank as those used in the face-to-face interviews, and the interview is conducted by four interviewers: an additional academic member of staff and either the Year 5 Module Lead or 5-year MPharm Programme Lead, a current student and a practising pharmacist. The team learned that during the COVID-19 pandemic current students and the additional academic staff member were not involved in interviews. The standard offer for applicants is AAB at A-level, which must include Chemistry and at least one further subject from Mathematics, Biology or Physics and a third appropriate academic subject, along with GCSE grade B (6) or above in English Language and Mathematics. An appropriately documented level of English language capability is required, with a minimum IELTS score of 7.0 overall, with no individual item below 6.5. The team was told that English and Mathematics requirements are checked at the pre-selection stage. The team learned that prior learning is not recognised and that all applicants must enter and undertake the whole of Year 1.

Standard 5: Curriculum delivery and student experience

Standard will be met? Yes No

The documentation stated that Integration of all aspects of pharmacy throughout the curriculum has been a key aim in the initial design and subsequent development of the current

MPharm programme. The Dean emphasised that people educated in a research context were needed to fuse with professional practice for patient benefit. One benefit of the COVID-19 shutdown had been that project students had become more engaged with the design of their projects with the decision-making having increased their confidence. The team was told that the 5-year students are just at the end of Year 1 and that the relevant changes to meet the GPhC 2021 IEPT standards will be phased in using a holistic approach. For Year 5, the School will be looking at the requirements pertaining to independent prescribing.

The team was told that the School has used the existing 4-year programme to lead into the 5-year variant; stakeholders had wished both versions of the course to be at the same level. All the basic elements of the 5-year degree start in Years 1-4 with the end goal of the student entering the workplace. The Year 5 student would also be learning about quality improvement under guidance as part of their Year 5 quality improvement project. It was said that the educational trajectory is for medicines expertise.

Year Leads are responsible for co-ordination of the Integrated Therapeutics workshops within their respective level of study, which runs separately to the module structure within Years 1-3 to enable students to apply their knowledge and develop their understanding in a multi-disciplinary and inter-disciplinary manner. The workshops are based around clinical case scenarios in which students are required to integrate ideas and information from all of their concurrent modules of study in order to answer questions and solve clinical problems relating to the case based on an understanding of the underpinning chemical, pharmaceutical and biological/pharmacological concepts and appreciating how that science is applied in the practice of clinical pharmacy. Chemistry, formulation science, pharmacology, pharmacy practice and their inter-relationships are dealt with at an increasing level of complexity in each successive year. Similarly, the Integrated Therapeutics and experiential learning develops, both in complexity and volume, as students' skills develop. The team learned that the School has a working group looking at extending the overall placement provision for the MPharm programme. The team was told that a reduced number of placements had taken place during the 20/21 academic year. The School had worked with Green Light and UCLH to provide online placements this year, including patients talking about their medications and experience. Patients have been recruited and students have had the opportunity to interview a patient with a long-term condition about adherence. There have also been some synchronous activities with patients; it is planned to retain this approach to enhance the overall patient experience for students. The Year 5 module *Integrated pre-registration training* comprises two full-time 26-week placements (one in community pharmacy and the other in a NHS hospital), with eight anchor days at the School, and seven webinars (*via* Zoom) to support students with specific aspects of Year 5. Horizontal integration between the two placements is achieved through anchor days and an e-portfolio. There is vertical integration with the Year 1-4 pharmacy practice modules, including the experiential learning placements and Year 4 Professional Portfolio, to support the student in making the transition from 'Shows How' to 'Does', in the relevant Standard 10 outcomes. As a component of the Year 5 Portfolio, students will complete a learning contract at the beginning of each placement; this will be used to help students to plan their learning. It contains a learning needs analysis and a subsequent learning contract, developed in collaboration with the designated supervisor at the start of each 26-week placement. The UCL 5-Year MPharm Employer Placement Working Group will work to further enhance the placement diet that prepares students for the Year 5 placements and to ensure

alignment with the new 2021 GPhC standards. The 52-week clinical placement plan document indicates the placement setting (hospital or community) in which each outcome would be most appropriately assessed, as determined by the Employer Placement Working Group, including an indication of those most appropriate to be achieved early on within the placement. The team was told that the assessment strategy for the Year 5 Foundation Year was based on the student's portfolio using workplace learning tools along with coursework and case studies with formative assessment related to the Standard 10 outcomes. The team was told that the requirements for the e-portfolio differ slightly from year to year of the course but the general approach is the same. There is a separate portfolio for Year 5 to which the designated supervisors have access, although they do not have access to the student's Years 1-4 portfolio. In community pharmacy and hospital placements students will be assessed using case-based discussions, a quality improvement project and audit project. Placement providers' designated supervisors will work with UCL on anchor days. The team was told of extensive experience with workplace assessment tools leading to confidence of the effectiveness of such tools, although the tools have been used mainly in post-registration training and that there is less experience of their use in more junior years. The 120-credit Year 5 module *Integrated pre-registration training* is Pass/Fail and carries no weighting towards the final degree classification; any student that fails to complete Year 5 of the programme, due to academic failure or unsafe practice, will not be eligible to graduate with an MPharm degree. Developmental sign-off in weeks 13, 26, 39 and final sign-off will be conducted jointly with the student, the designated supervisor and the Year 5 Module Lead. Students enrolled on the 5-Year MPharm that are unable to start or complete Year 5 for reasons other than failure may be eligible to transfer to the 4-Year MPharm and thus graduate with an accredited degree that they may use to apply for Foundation training independently of UCL.

Standard 6: Support and development for students and trainees

Standard will be met? Yes No

The submission explained that students are assigned a personal Academic Tutor during Induction Week whom they are expected to meet regularly during each year of the programme, although the nature and frequency of the meetings is expected to change as the student progresses. The team learned that 5-year students will retain the same personal academic tutor, who must be a registered pharmacist, throughout the five years of the course. Tutoring starts at Induction and continues throughout. The Foundation Training Year designated supervisor will meet the student's personal academic tutor. The student will continue to meet their personal academic tutor during timetabled anchor days. Academic tutor scheme resources for staff support tutor group activities and include meeting record sheets, suggested exercises to support students' development with respect to general numeracy and pharmaceutical calculations, suggested exercises relating to the students' personal formularies and resources to support students' reflection on their assessments. Students are exposed to a wide range of professional role models, including registered pharmacists and those from other professions and backgrounds. Students encounter further professional role models as part of their experiential learning placements, including clinical placements in primary care and NHS hospitals and interprofessional learning with nursing and medical students, including tutors drawn from both

professions. During clinical placements, students are supervised by a registered pharmacist and those who undertake their projects overseas as part of the Study Abroad scheme have clear lines of supervision and access to support. The key professional role models in Year 5 are the designated supervisors who supervise and support the student in their two 26-week placements. The team was told that feedback from students during the pandemic had been good although they were looking forward to returning to normal working.

Standard 7: Support and development for academic staff and designated supervisors

Standard is met? Yes No

All staff members are expected to undergo appraisal to provide guidance and support for the appraisee, including in relation to career aspirations, identification of any specific training needs, to improve communication within departments. All academic staff members are expected to undertake a minimum of three CPD activities in relation to their role each calendar year, which is discussed at appraisal. New members of academic staff members are provided with a structured induction process and a period of probation appropriate to their prior experience including meeting early with existing staff to support their anticipated teaching roles and to provide an early opportunity to visit one of the School's partner NHS Hospital Trusts and Green Light Pharmacy in order that their teaching can be framed within the clinical context of the programme from the outset. Signposting to relevant training, including towards a teaching qualification where required, is also provided, along with an introduction to peer review of teaching and appointment of a suitably experienced teaching mentor. All UCL placement tutors supporting students on the Year 5 *Integrated pre-registration training* placements will undertake an annual training event, supported by e-learning material before the start of Placement 1.

Standard 8: Management of initial education and training

Standard will be met? Yes No

Responsibility for the MPharm programme is devolved to the Undergraduate Programme Committee (UPC), chaired by the 4-year MPharm Programme Director. The MPharm is organised into modules with each module managed by a Module Lead and a Deputy Module Lead, with each level of the programme being co-ordinated by a Year Lead, who has oversight of the content of each year and ensures full horizontal integration. The Clinical Teaching Lead acts additionally as a vertical year lead and works with the other year leads to further ensure both vertical and horizontal integration within the programme. As indicated in the commentary to Standard 2 above, the sign-off of the Foundation Training Year is done jointly by the designated supervisor and the School. Although UCL has the ultimate sign-off responsibility, the supervisors are contracted members of the module team. It was stressed that the learning contract and waypoint meetings are important in informing decisions and that the e-portfolio allows all staff to see the position and development of students.

Standard 9: Resources and capacity

Standard is met? Yes No

The team was told that Faculty research income had increased during the COVID-19 pandemic; the research income for the current year is some £329M of which *ca* £21M was gained by the School of Pharmacy. The Dean emphasised the importance of supporting early career staff and PhD students, many of whom have been granted extensions. The School grant income has held up and good quality staff has been recruited. The School had been allowed to spend its surplus income over expenditure and £300k had been spent on a SimMan. The School also received a £1M bequest the interest from which is being used to fund a PhD grant for which black students are being encouraged to apply. The School currently has 71 academic staff, with teaching supported additionally by 19 technicians. Of the 71 members of academic staff in the School, 17 are GPhC-registered pharmacists and several others possess a pharmacy qualification but are not currently registered with the GPhC. The staff complement comprises a mixture of experienced and more recently appointed academic staff. As well as experience in academic pharmacy at the School and at other universities, the pharmacist staff complement has a wide range of experience in hospital, community and industrial practice, and NHS and pharmacy politics. Both pharmacist and non-pharmacist staff, with practice and basic science expertise, have been involved with the construction of the current programme, during its initial design and during the subsequent roll-out of each level of the course. The *Integrated pre-registration training* Module Lead will have responsibility for the effective running of the Year 5 placements, in close liaison with the designated supervisors, the 5-year MPharm Programme Director and the Associate Director (Clinical Education), including the monitoring of student performance, behaviour and attendance. The registered pharmacist undertaking the role of Year 5 designated supervisor must be a GPhC-registered pharmacist and have been practising in the sector of pharmacy within which they intend to act as a designated supervisor for a minimum of three years, with no pending or completed fitness to practise, police caution, conviction or other criminal proceedings. Designated supervisors will need to complete the Statement of Training Proficiency (STP) course before becoming a designated supervisor. In addition to gaining their STP, all UCL designated supervisors supporting students in the *Integrated pre-registration training* placements will need to attend an annual training event, supported by e-learning material. All timetabled MPharm teaching, with the exception of experiential learning placements and some of the IPL sessions, is currently scheduled within the School of Pharmacy building. A Professional Skills suite comprises an adaptable workshop space that adjoins a fully equipped dispensing laboratory for up to 28 students, with computers, labelling printers and dispensing benches, and a full range of medicines on lockable dispensary shelving. The re-purposing and refurbishment of existing first floor laboratories in the School has recently been completed to provide a bespoke, flexible, clinical skills facility. This new facility will enable clinical skills teaching and assessment within both the undergraduate and postgraduate taught pharmacy practice curricula supported with high and low fidelity mannequins and clinical skills equipment. The School has worked with a select number of Foundation Programme Training Centres, predominantly those who are UCL Health Partners, in the development of the 5-Year programme, along with Green Light and Day Lewis community pharmacy organisations, with whom there are existing working relationships. All of these partner organisations have extensive experience and current involvement in the training of trainee pharmacists. The team was told that the plans for the proposed UCL Bloomsbury East Student Hub to be sited at the School of

Pharmacy had been placed on hold due to the COVID 19 pandemic but that such projects are beginning to progress as the financial restraints are eased.

Standard 10: Outcomes

Standard will be met? Yes No

As the 5-year MPharm is based entirely in its first four years on the 4-year MPharm which was reaccredited without conditions or recommendations in 2019, the team agreed that the learning outcomes pertaining to the first four years would continue to be met. The learning outcomes pertaining to the Foundation Year will be explored at a subsequent step accreditation.

Indicative syllabus

The team was satisfied with the School's use of the Indicative Syllabus to inform its curriculum

The team agreed that the MPharm degree met the requirements of Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications for the initial education and training of pharmacists.

