General Pharmaceutical Council

University of Wolverhampton, Master of Pharmacy (MPharm) degree reaccreditation part 1 event report, June 2023

Contents

Event summary and conclusions

Provider	University of Wolverhampton
Course	Master of Pharmacy (MPharm) degree
Event type	Reaccreditation (part 1)
Event date	8-9 June 2023
Approval period	2022/23 – 2030/31
Relevant requirements	Standards for the initial education and training of pharmacists, January 2021
Outcome	Approval with conditions The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the MPharm degree offered by University of Wolverhampton are reaccredited, subject to a satisfactory part 2 event and two conditions. Reaccreditation is recommended for a period of 6 years after part 2 event, with an interim event at the mid-way point. The accreditation team reserve to amend this accreditation period if necessary, following the part 2 event. The part 2 reaccreditation event will take place in the 2024/25 academic year and is likely to take place virtually.
Conditions	1. The course provider must submit an updated staffing list, supplemented with a clear narrative of any appointments and/or vacancies outstanding. This is because the accreditation team noted that there are a significant number of key vacancies within the core programme team. This must be submitted to the GPhC, for review by the accreditation team, in January 2024. This is to meet criterion 3.2. 2. The course provider must submit an updated and clearly connected teaching, learning and assessment plan; experiential learning plan; and interprofessional learning plan. This is because the accreditation team noted that although these plans have been developed, they are still in early stages of overall, and interconnecting development. It is also noted that these plans are subject to change, with some not formally documented, and this, supplemented with the current programme staff vacancies, poses a potential risk to the planned delivery against the 2021 IETP standards. These plans must be submitted to the GPhC, for review by the accreditation team, in January 2024. This is to meet criteria 4.1, 4.2, and 5.1.

Standing conditions	The standing conditions of accreditation can be found **here**.
Recommendations	No recommendations were made.
Minor amendments	• University website indicates Chemistry to be a mandatory subject that requires a minimum of C grade that is not reflective on the UCAS website. • The website refers to 'pre-registration year' (What Happens on The Course – stage 4) this needs to be updated.
Registrar decision	The Registrar of the GPhC reviewed the accreditation report and accepted the accreditation team's recommendation. The Registrar is satisfied that the University of Wolverhampton has met the requirement of continued approval in accordance with Part 5 article 42 paragraph 4(a)(b) of the Pharmacy Order 2010, in line with the Standards for the initial education and training of pharmacists, January 2021. The Registrar confirms that the University of Wolverhampton is approved to continue to offer the MPharm degree programme for 6 years, subject to satisfactory part 2 event and the two conditions outlined in this report being met.
Key contact (provider)	Professor Ruth Edwards, Head of School
Accreditation team	Professor Steve Howard* (Team Leader), Independent Healthcare Consultant, Non- Executive Director, writer and presenter Dr Hamde Nazar (team member - academic), Senior Lecturer, School of Pharmacy, Newcastle University Ahmed Aboo (team member - academic), Associate Professor in Pharmacy Practice, De Montfort University Simmy Daniel (team member - pharmacist), Education & training lead and Clinical lead pharmacist at East London NHS Foundation Trust Maeve Sparks (team member - pharmacist newly qualified) Rotational Pharmacist, Salford Royal Hospital Liz Harlaar (team member - lay), Independent Business Consultant
GPhC representative	Chris McKendrick*, Senior Quality Assurance Officer (Education), General Pharmaceutical Council
Rapporteur	Rakesh Bhundia (Rapporteur) Quality Assurance Officer (Education), General Pharmaceutical Council

*attended Pre-event meeting

Introduction

Role of the GPhC

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

This reaccreditation event was carried out in accordance with the **Adapted methodology for reaccreditation of MPharm degrees to 2021 standards** and the programme was reviewed against the GPhC **Standards for the initial education and training of pharmacists, January 2021**.

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

Background

The MPharm programme at the University of Wolverhampton 'the provider' is delivered by the School of Pharmacy, one of four schools in the Faculty of Science and Engineering. The programme was last reaccredited in June 2014 with an interim visit conducted in February 2017, the team recommended continued accreditation. The University of Wolverhampton MPharm was due to be reaccredited in 2021. However, as the new GPhC standards for the initial education and training of pharmacists was implemented in October 2021, with the intention that all MPharm programmes being reaccredited to the new standards within three academic years of this date, the GPhC agreed that the full reaccreditation event would be replaced with a shorter and lighter touch event, similar to an interim event; this was to provide assurance that course provision continues to meet the current standards. Accordingly, such an event was conducted by videoconference on 28 May 2021. There were no conditions or recommendations from this event.

Since the last event, there have been no major changes to the current programme. There has been a change in the Head of School and MPharm Course Leader and this was formally notified to the GPhC on 9 November 2022.

In 2022 GPhC Council evaluated the performance of graduates from schools in relation to the GPhC Registration Assessment. The University of Wolverhampton was identified as a School demonstrating persistently low pass rates in the Registration Assessment. Representatives from the School attended a meeting with GPhC Education Team representatives and as a result, an action plan was produced by the school seeking to address the concerns of the GPhC Council. As part of this accreditation event, the accreditation team considered the action plan and was satisfied that the University of Wolverhampton is making progress on the action plan and will further review the progress at the part 2 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 25 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 8 - 9 June 2023 and comprised of a series of meetings between the GPhC accreditation team and representatives of the MPharm degree and a meeting with past and present students.

Declarations of interest

There were no declarations of interest.

Schedule

Day 1: 8 June 2023

09:00 – 09:45	**Welcome and introductions**
	Management and oversight of the MPharm degree - part 1
	• **Presentation from provider (maximum 35 minutes) covering:**
	o Process for developing MPharm to meet 2021 standards
	o High level overview of change key changes to meet 2021 standards
	o High level updates since the last event
	o Update on any developments to buildings/facilities
	o Overview of business strategy and financial stability of the programme
	o Identified risks and mitigation
	o Overview of progress to date and plans in place regarding collaboration with statutory education body and others
	o Overview of plans for managing the transfer of current year 1 students to the 2021 standards
	o Overview of plans for the managing teach out of the MPharm to the 2011 standards

	Any specific areas of standards 1,2,3,4, and 7 as identified by the team (shared at pre-event meeting).
09:45 – 10:15	**Tour of MPharm teaching and learning facilities**
10:15 – 11:00	Break and private meeting of accreditation team
11:00 – 12:30	**Management and oversight of the MPharm degree - part 2** • **Questions and discussions** This session will focus on: Standard 1: Selection and admission Standard 2: Equality, diversity and fairness (Systems, policies and data monitoring aspects) Standard 3: Resources and capacity Standard 4: Managing, developing and evaluating MPharm degrees Standard 7: Support and development […] everyone involved in the delivery of the MPharm degree
12:30 – 13:30	Lunch and private meeting of accreditation team
13:30 – 15:30	**Teaching, learning, support and assessment - part 1** • **Presentation from provider (maximum 20 minutes) covering:** o Teaching, learning and assessment strategy, including: – Plans for experiential learning – Plans for interprofessional learning – Links and transition to foundation training – How assessments undertaken in practice will be quality assured o Any specific areas of standards 2, 5, 6 and 7 as identified by the accreditation team (shared at pre-event meeting). • **Questions and discussion** This session will focus on: Standard 2: Equality diversity and fairness (curriculum and student support aspects) Standard 5: Curriculum design and delivery Standard 6: Assessment Standard 7: Support and development for student pharmacists […]
15:30 – 16:00	Break and private meeting of accreditation team
16:00 - 17:00	**Student meeting** To include students in all years of the MPharm

Day 2: 9 June 2023

08:30 – 09:00	Private meeting of the accreditation team

09:00 – 10:00	**Teaching, learning, support and assessment - part 2**
	• **Presentation (maximum 20 minutes) covering:**
	    o The teaching and learning that will be incorporated into the programme to embed the foundation of knowledge and core skills required for safe and effective prescribing.
	    o The assessment of students' achievement of learning outcomes relating to independent prescribing
	• **Questions and discussion**

10:00 – 10:30	Break and private meeting of the accreditation team
10:30 – 11:45	**Teaching, learning, support and assessment - part 3:** • A detailed look at the teaching, learning and assessment of a sample of learning outcomes selected by the accreditation team (As shared at the pre-event meeting)
11:45 – 15:15	Private meeting of the accreditation team (including lunch)
15:15 – 15:30	**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
Dr Steve Anderson	Senior Lecturer in Pharmacology
Dr Ayman Antoun Reyad	Senior Lecturer in Pharmacology
Professor Angel Armesilla	Professor in Cardiovascular Molecular Pharmacology
Professor Patrick Ball	Professor in Pharmacy Practice
Dr Sarah Brown	Teaching Associate – Pharmaceutical and Analytical Science
Dr Benjamin Butler	Lecturer in Medicinal Chemistry and Admissions Tutor
Grace Callaghan	Teacher Practitioner
Shabana Chaudary	Senior Lecturer in Pharmacy Practice and Independent Prescribing Course Leader
Rosalyne Cheeseman	Pharmacy Dean (Midlands), NHS England Workforce, Training and Education

Angela Davis	Clinical Director of Pharmacy and Medicines Optimisation, The Royal Wolverhampton NHS Trust
Professor Ruth Edwards*	Head of School
Dr Zeeneh Elsaid	Senior Lecturer in Pharmaceutical Science and School Inclusivity Lead
Dr Mark Hewitt*	Principal Lecturer and MPharm Course Leader
Alan Hindle*	Principal Lecturer and Accreditation Lead
Dr Sarah Jones	Reader in Pharmacology
Dr Waseem Kaialy	Senior Lecturer in Pharmaceutics
Dr Aikaterini (Katherine) Karakoula	Senior Lecturer in Pharmacy Sciences
Dr Hana Morrissey	Reader in Clinical Pharmacy
Dafni Othonaiou	Teacher Practitioner
Dr Matthew Palframan	Senior Lecturer in Pharmaceutical Chemistry
Hemant Patel	Associate Director of Medicines and Clinical Policy, Black Country Integrated Care System
Professor David Proverbs	Dean of Faculty of Science and Engineering
Janine Ridge	Pharmacy Practice Technician
Dr Ruth Shiner	Associate Dean Students and Education, Faculty of Science and Engineering
Alison Stephen	Senior Lecturer in Pharmacy Practice

*also attended the pre-event meeting.

The accreditation team also met a group of MPharm students:

Current year of study

Year 1	3
Year 2	2
Year 3	1
Year 4	0
Foundation year trainee pharmacist/recent registrant [optional]	1
Total	**7**

Key findings - Part 1 Learning outcomes

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

The following learning outcomes were explored further during the event: **Learning outcomes 3, 10, 18, 28, 30 and 45.**

The team agreed that all 55 learning outcomes were met (or would be met at the point of delivery) or likely to be met by the part 2 event.

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

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

Domain: Person-centred care and collaboration (learning outcomes 1 - 14)			
Learning outcome 1 is:	Met ☐	Likely to be met ✓	Not met ☐
Learning outcome 2 is:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 3 is:	Met ☐	Likely to be met ✓	Not met ☐
Learning outcome 4 is:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 5 is:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 6 is:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 7 is:	Met ☐	Likely to be met ✓	Not met ☐
Learning outcome 8 is:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 9 is:	Met ☐	Likely to be met ✓	Not met ☐
Learning outcome 10 is:	Met ☐	Likely to be met ✓	Not met ☐
Learning outcome 11 is:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 12 is:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 13 is:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 14 is	Met ☐	Likely to be met ✓	Not met ☐

The team agreed that the following outcomes are likely to be met:

Learning Outcome 1: Demonstrate empathy and keep the person at the centre of their approach to care at all times (Does)

Learning Outcome 3: Demonstrate effective communication at all times and adapt their approach and communication style to meet the needs of the person (Does)

Learning Outcome 7: Obtain informed consent before providing care and pharmacy services (Does)

Learning Outcome 9: Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care (Does)

Learning Outcome 10: Demonstrate effective consultation skills, and in partnership with the person, decide the most appropriate course of action (Does)

Learning Outcome 14: Work collaboratively and effectively with other members of the multi-disciplinary team to ensure high-quality, person-centred care, including continuity of care (Shows how)

The team agreed that details of how these learning outcomes will be assessed at the 'does' and 'shows how' level are not yet clear. This is because the team agreed that currently there is insufficient evidence that they are met at the appropriate level. Evidence for meeting these outcomes will be obtained when the national EPAs are finalised, during periods of experiential learning and inter-professional learning, which have yet to be fully developed and implemented. These learning outcomes will be reviewed again during the part 2 event.

Domain: Professional practice (learning outcomes 15 - 44)

	Met	Likely to be met	Not met
Learning outcome 15 is	✓	☐	☐
Learning outcome 16 is	✓	☐	☐
Learning outcome 17 is	☐	✓	☐
Learning outcome 18 is	☐	✓	☐
Learning outcome 19 is	✓	☐	☐
Learning outcome 20 is	✓	☐	☐
Learning outcome 21 is	✓	☐	☐
Learning outcome 22 is	✓	☐	☐
Learning outcome 23 is	✓	☐	☐
Learning outcome 24 is	✓	☐	☐
Learning outcome 25 is	✓	☐	☐
Learning outcome 26 is	✓	☐	☐
Learning outcome 27 is	✓	☐	☐
Learning outcome 28 is	☐	✓	☐
Learning outcome 29 is	✓	☐	☐
Learning outcome 30 is	✓	☐	☐
Learning outcome 31 is	✓	☐	☐
Learning outcome 32 is	✓	☐	☐
Learning outcome 33 is	✓	☐	☐
Learning outcome 34 is	✓	☐	☐
Learning outcome 35 is	✓	☐	☐
Learning outcome 36 is	☐	✓	☐
Learning outcome 37 is	✓	☐	☐
Learning outcome 38 is	✓	☐	☐
Learning outcome 39 is	✓	☐	☐
Learning outcome 40 is	✓	☐	☐
Learning outcome 41 is	✓	☐	☐
Learning outcome 42 is	✓	☐	☐

Learning outcome 43 is	**Met** ✓	**Likely to be met** ☐	**Not met** ☐
Learning outcome 44 is	**Met** ✓	**Likely to be met** ☐	**Not met** ☐

The team agreed that the following outcomes are likely to be met:

Learning Outcome 17: Recognise and work within the limits of their knowledge and skills, and get support and refer to others when they need to (Does)

Learning Outcome 18: Take responsibility for all aspects of pharmacy services, and make sure that the care and services provided are safe and accurate (Does)

Learning Outcome 28: Demonstrate effective diagnostic skills, including physical examination, to decide the most appropriate course of action for the person (Shows how)

Learning Outcome 36: Apply relevant legislation and ethical decision-making related to prescribing, including remote prescribing (Shows how)

The team agreed that details of how these learning outcomes will be assessed at the 'does' and 'shows how' level are not yet clear. This is because the team agreed that currently there is insufficient evidence that they are met at the appropriate level. Evidence for meeting these outcomes will be obtained when the national EPAs are finalised, during periods of experiential learning and inter-professional learning, which have yet to be fully developed and implemented. These learning outcomes will be reviewed again during the part 2 event.

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

Learning outcome 45 is	**Met** ☐	**Likely to be met** ✓	**Not met** ☐
Learning outcome 46 is	**Met** ☐	**Likely to be met** ✓	**Not met** ☐
Learning outcome 47 is	**Met** ✓	**Likely to be met** ☐	**Not met** ☐
Learning outcome 48 is	**Met** ✓	**Likely to be met** ☐	**Not met** ☐
Learning outcome 49 is	**Met** ✓	**Likely to be met** ☐	**Not met** ☐
Learning outcome 50 is	**Met** ✓	**Likely to be met** ☐	**Not met** ☐
Learning outcome 51 is	**Met** ✓	**Likely to be met** ☐	**Not met** ☐
Learning outcome 52 is	**Met** ✓	**Likely to be met** ☐	**Not met** ☐

The team agreed that the following outcomes are likely to be met:

Learning Outcome 45: Demonstrate effective leadership and management skills as part of the multi-disciplinary team (Shows how)

Learning Outcome 46: Make use of the skills and knowledge of other members of the multi-disciplinary team to manage resources and priorities (Shows how)

The team agreed that details of how these learning outcomes will be assessed at the 'shows how' level are not yet clear. This is because the team agreed that currently there is insufficient evidence that they are met at the appropriate level. Evidence for meeting these outcomes will be obtained when the national EPAs are finalised, during periods of experiential learning and inter-professional learning, which have yet to be fully developed and implemented. These learning outcomes will be reviewed again during the part 2 event.

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

Learning outcome 53:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 54:	Met ✓	Likely to be met ☐	Not met ☐
Learning outcome 55:	Met ✓	Likely to be met ☐	Not met ☐

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

The criteria that sit beneath each standard are detailed within the **Standards for the initial education and training of pharmacists, January 2021**.

Standard 1: Selection and admission

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

Criterion 1.1 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 1.2 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 1.3 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 1.4 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 1.5 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 1.6 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 1.7 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 1.8 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 1.9 is:	Met ✓	Likely to be met ☐	Not met ☐

As part of the submission documentation, it was noted that the University has an Equality and Diversity Policy Statement that reaffirms the University's policy and practice of the prevention of both direct and indirect, overt and covert discrimination, and the promotion of justice and equality.

All applicants who meet or are predicted to meet the academic entry requirements are invited for interview. The team learned that the provider has made several developments in the admissions processes, including:

- Offering several entry pathways, including A-level, BTEC extended diploma and foundation years
- Offering in-house GCSE English language and Mathematics equivalence courses, at no cost to applicants
- Offering on-line and in-person interviews
- Support for potential applicants on the interview process, email updates, website content, invitations to applicant events throughout the year
- Introduction of a numeracy test
- Utilisation of a situational judgement task
- Increased diversity in the interview panel

The team noted that to provide additional assurance of student success on the course, a number of changes have been made. The provider has developed an action plan to support registration assessment success. These actions include, an increase in A-level tariff headline offer of BBB (dropping 1-2 grades for students who qualify for contextual offers) which must include Chemistry at a minimum of a grade C and at least one further science subject; BTEC Extended Diploma in Applied Science with a grade profile of Distinction, Distinction, Merit (DDM). Mandatory units required within the BTEC qualification at a Distinction grade are: Principles and Application of Science 1 & 2, Science Investigation Skills and Applications of Organic Chemistry; an increase in GCSE requirement from grade 4 to a grade 5, and the

inclusion of a numeracy assessment as part of the interview process. Selection requirements are made clear to applicants and communicated via the provider's website. The provider advised that now the University is operating a contextual offer policy there has been a significant improvement in rates of applications, and acceptances of conditional offers. Despite an increase in advertised tariff and the inclusion of a numeracy assessment for this cycle, the provider anticipated that the School will not enter clearing for 2023/24 entry. If the recruitment target is not achieved the MPharm may enter clearing for a brief period. Entry tariff will not be reduced and applicants during the clearing period are required to follow and meet the same requirements as those applying in the main cycle.

All offers are conditional on the applicant achieving the requirements. These conditions include academic entry requirements (including English language and numeracy), successful completion of an interview, DBS and occupational health checks. An offer will only be made unconditional once all these conditions are satisfactorily met.

The team learned that a detailed analysis of the MPharm entry profile is conducted by the admissions team. This analysis assesses the fairness and inclusivity of the University's admissions approach and to assess the progression and retention of students. This analysis also looks at a number of factors including qualification type, tariff and protected characteristics; and investigates student performance and cohort makeup. The course leader leads a Continuous Monitoring and Improvement (CMI) process that looks at progression, retention and attainment across all levels of the course considering a range of protected characteristics in further detail.

As part of submission documentation, the team learned that from 2020-2023, most Pharmacy Stage 1 students enter through standard UCAS entry pathways and are in the 18-25 years age range (with up to 12% of the entrants being considered 'mature students' that are > 25 years old). For students in the School of Pharmacy, 7-14% have declared a disability on application. The gender balance of students has averaged at 58% to 42% of entrants identifying as females and males respectively. The principal catchment area for the MPharm Course is the West Midlands region with between 63-82% of students coming from the local region. It was noted that that the entry profile onto the programme reflects and represents the diverse population in the local region.

The team noted some discrepancies between the information available on the UCAS website and that on the provider website. These are detailed as minor amendments.

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** ☐	**Not met** ☐
Criterion 2.2 is:	**Met** ✔	**Likely to be met** ☐	**Not met** ☐
Criterion 2.3 is:	**Met** ✔	**Likely to be met** ☐	**Not met** ☐
Criterion 2.4 is:	**Met** ☐	**Likely to be met** ✔	**Not met** ☐
Criterion 2.5 is:	**Met** ✔	**Likely to be met** ☐	**Not met** ☐
Criterion 2.6 is:	**Met** ✔	**Likely to be met** ☐	**Not met** ☐

The governance of Equality, Diversity and Inclusivity (EDI) implementation and monitoring falls within the remit of several university committees. The implementation of the EDI Policy and Inclusion Framework is determined by the EDI Workstream, which feeds the results of that implementation to the EDI Working Group.

A range of support mechanisms are in place for staff and students with respect to informing and promoting equality and diversity; these include the provision of relevant training for staff and students, as well as mentoring initiatives. Staff are encouraged to complete a reasonable adjustment passport, which is a live record of workplace adjustment(s) agreed between themselves and their line manager, in order to obtain further support from the workplace.

Students can apply for reasonable adjustments through a self-declaration form, via the e:Vision registry database system. Reasonable adjustments are recorded in a 'Tutor Awareness Sheet' (TAS), which can then be viewed by all staff teaching on the module through e:Vision under 'Disability and Inclusion', without disclosing the underlying cause for the adjustment, thereby not breaching GDPR.

Where students apply for, and are accepted onto the MPharm, they are made explicitly aware of potential fitness-to-practice issues that may subsequently have an impact upon their future employment and ability to practice in the pharmacy profession. Additionally, students can apply for extenuating circumstances, for an assessment(s), as per the 'Fit to Sit and the Extenuating Circumstances Policy'. This is to ensure that students submit assessments when they are fit to do so and that no student is disadvantaged by circumstances outside of their control, whilst maintaining academic standards. The application for extenuating circumstances requests evidence, for the stated circumstance(s), which is then assessed and if approved, students will be permitted to defer that assessment to the next opportunity, with the assessment being graded as if it were a first attempt. Since January 2023, a new independent Extenuating Circumstances Review Panel meets, weekly, to review all claims that have been made that week. This new step was added to this process, to ensure that any complex or concerning disclosures within any given claim can be discussed immediately and to follow up any actions made, which could include contacting the student immediately and/or escalating the matter with the Safeguarding, Mental health and Wellbeing, Disability and Inclusion or a Cause for Concern team, if necessary. Panel members may also email a student's Personal Tutor, Course Lead or Head of Department to make them aware of the actions that have been taken (for continuity of support) and/or to highlight patterns of claims developing which the panel, may feel, requires further discussion with the student.

Experiential learning on the Pharmacy course, involving patients, carers, and the wider multidisciplinary team, is divided into in-person placements and simulation training. All students are required to complete an occupational health visit before commencing the in-person placements to ensure that the students can attend the placement and to advise of any further reasonable adjustments that could then be communicated to the NHS placement provider. For HEE placements, practice supervisors support the student's transition from the university environment to the working environment, help implement any reasonable adjustments advised by occupational health and provide support to the student during the placement. Furthermore, all staff across the university add a minimum of two hours per week on the student appointment management system (SAMS), during which they are available, in 15-minute bookable slots for students to obtain further support. Staff also monitor student's attendance and engagement through a system called 'Presto-flow', whereby personal tutors are sent updates on student attendance, and therefore, follow up on student absences, to provide pastoral and/or academic

support to their students at the earliest opportunity and throughout the year. Timetabling currently clusters teaching content over the same days, creating similar patterns of study over the weeks, thereby providing a more flexible and inclusive timetable which encourages completion of both career and work responsibilities and encourages learning and professional development. The university also offers financial support to students, such as bursaries and grants.

In March 2023, the Support to Study Policy and Trusted Person Notification Procedure was approved. This provides a pathway for referral and support when concerns are raised about a student's academic progress, behaviour, return to study from a leave of absence or maternity/paternity leave, health or wellbeing or ability to live safely and independently whilst at university. These concerns could be raised via email or by booking face-to-face or online drop-in sessions with the University Support to Study Coordinator, who has oversight of student hardship, care leavers and estranged students. If a formal concern is then raised, each concern is triaged by the University Support to Study Coordinator and a response is provided accordingly as per the pathway. If these concerns require further discussion, then they are escalated for review by a multi-disciplinary team of individuals, known as the Cause for Concern panel, which is chaired by University Support to Study Coordinator and has colleagues from Conduct and Appeals, Safeguarding, Disability and Inclusion, Mental Health and Wellbeing, Senior Academic Coaches, Security, Accommodation Services, Associate Deans for Students and Education, and Head of Student Experience Projects.

Additionally, diverse assessments are included within the course, which are staggered throughout the year, to reduce clustering of assessment. Assessment unpacking, formative assessments and support classes are also provided to improve student understanding of assessment criteria and enable self-reflection and personal and professional development. Summative items of assessment, including written examinations, are marked anonymously, as far as is practicable.

The team explored what processes are in place to undertake a review of the student performance data. The provider explained that as data is collected, and outcomes evaluated, attainment gaps, if any, are broken down by protected characteristics and will be highlighted. The provider also explained that the data would be reviewed as part of the continuous monitoring and improvement process. The team were satisfied that criterion 2.4 is likely to be met and will be revisited again during the part 2 event.

As part of the submission documentation, it was noted that all staff members are required to successfully complete the following mandatory online training: Diversity and inclusion in higher education (renewal every 2 years); Unconscious bias (renewal every 2 years); Safeguarding awareness (annual renewal); General Data Protection Regulation (GDPR) (annual renewal) and Information security (annual renewal). The completion of training is recorded via the university's Agresso® human resources portal.

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 ☐	Not met ☐
Criterion 3.2 is:	Met ☐	Likely to be met ☐	Not met ✓
Criterion 3.3 is:	Met ✓	Likely to be met ☐	Not met ☐

As part of submission documentation, it was noted that financial, staff and physical resources are managed at School level within the oversight of the Faculty of Science and Engineering. The team noted

the School is in a strong financial position. The institution has recently undergone a 'transformation' process due to a £20M deficit identified in early 2022. As a financially viable School, this has had minimal impact on the School of Pharmacy compared to the rest of the University, with one member of staff being made redundant. The provider gave a further update that significant progress has been made towards reducing the deficit and the institution is now entering a period of recovery and growth.

The School has the following staff:

- Academic – 24 FTE
- Teacher Practitioner – 1.8 FTE
- Technical – 1.6 FTE
- Professional Services – 2 FTE
- Academic Coach – 1 FTE

In addition, the School draws on Faculty resources for academic, registry, financial and PA support. The team asked the provider for an update on current staff vacancies and the plans for recruitment to these posts. The provider advised that current vacancies include an Experiential Placement lead, placement administrator and two further pharmacist vacancies. Once the vacancies have been filled, the provider advised that the programme will be in a steady state and the student staff ratio will remain broadly the same. Accordingly, it will be a **condition** of reaccreditation that the course provider must submit an updated staffing list, supplemented with a clear narrative of any appointments and/or vacancies outstanding. This is because the accreditation team noted that there are a significant number of key vacancies within the core programme team. This is to meet **criterion 3.2.**

As part of the submission documentation, it was noted that the since the 2021 Interim visit, the University has invested £3M in new flexible learning facilities within the School. These facilities enable the provider to accommodate larger Team Based Learning (TBL) groups, now having two bespoke TBL rooms with a capacity of 114 and 80. There is also a large flexible teaching space incorporating a dispensary to deliver clinical skills teaching for both MPharm and Independent Prescribing (IP) students as well as OSCE assessments. Part of the investment also included 120 bespoke laptops to support TBL. The School has also recently invested £50K in additional clinical examination skills equipment to support delivery of the MPharm and IP programmes.

The University library has a team of librarians that delivers academic study skills under the banner 'Skills for Learning'. The team runs daily workshops, drop-ins, referencing support and one-to-ones across the University. They also deliver skills workshops within the MPharm covering academic writing, referencing, dissertation and report writing, critical thinking, literature reviews, exam and presentation skills.

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 ☐	Not met ✓
Criterion 4.2 is:	Met ☐	Likely to be met ☐	Not met ✓
Criterion 4.3 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 4.4 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 4.5 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 4.6 is:	Met ✓	Likely to be met ☐	Not met ☐

The School of Pharmacy is led by a Senior Management Team (SMT) which meets weekly. The SMT is chaired by the Head of School and the School's two Principal Lecturers. In addition, an Extended Management Team, which meets monthly, also incorporates the School's Course Leaders, Admissions Tutor, Experiential Learning Lead along with one of the research Professors. Professors and Readers reside and teach within the Faculty's Schools and report to and are appraised by their Head of School. The School's two registered pharmacy technicians also report to the Head of School.

Each course within the School has a course leader. Due to 120-credit modular structure of the MPharm programme, the traditional role of module leader has been replaced by Year Tutors, Strand Leaders and Assessment Leads. Year Tutors are responsible for the leadership, running and quality assurance of their assigned 120-credit stage. They must ensure that, across the stages and strands, University and School policies are followed and standards are maintained. The Strand Leaders support the activities of the relevant Year Tutor, ensuring that strand activities are scheduled and planned appropriately, and that strand content is evaluated in accordance with the relevant planned assessments for the stage. Each assessment is also assigned a leader who manages that assessment from planning, quality assurance, internal and external verification of both assessment schedules/exam papers and their marking.

Development and delivery of experiential learning (including placements and simulation) and interprofessional learning is led by the MPharm Experiential Learning (EL) lead supported by the SMT. The lead meets regularly with Teacher Practitioners (TPs) and other colleagues with responsibility for different aspects of EL and simulation to plan and oversee delivery of EL activity.

The Head of School and EL lead meet monthly with the Health Education England (HEE) Regional Pharmacy Schools Liaison Group. The Head of School is also a member of the local Integrated Care System (ICS) Pharmacy Leadership Group, which facilitates liaison with the ICS around student placement.

The team asked the provider for an update on their progress to secure sufficient EL placements for students across the year groups. The provider advised that they are in final stage of discussions with a large multiple community pharmacy provider, have developed contracts with small multiple community pharmacy providers and independent community pharmacies to expand EL placements in community pharmacies. The provider explained that they have a plan that demonstrates a step-by-step approach to increasing experiential learning placement throughout the year groups. Placements will increase from 38 days in the 2023/24 academic year to 72 days in the 2024/25 academic year including placements across different healthcare settings. The provider advised that many undergraduate placement activities are in development nationally, entrustable professional activities (EPAs) and the current readiness in practice to formally assess students by observing a number of EPAs will be evidenced from University-based simulations until they are established in practice.

The University has just re-established a cross Faculty Heath Interprofessional Learning Group to have oversight of Interprofessional learning PE across all health disciplines, including pharmacy. The Head of School and EL Lead contribute to this group, which is currently redeveloping the institutional Health IPE Strategy in recognition that the previous strategy was impacted by the pandemic.

Service level agreements are drawn up with NHS providers to agree roles and responsibilities for delivery of the Teacher Practitioner commitment. To complement the University of Wolverhampton NHS Education Contract with Health Education England (HEE), an individual Education and Practice Partnership Agreement is created with each organisation providing placements. This defines roles,

responsibilities, and accountability to ensure a positive and safe student learning experience.

The team agreed that although they could see progress on experiential and inter-professional learning activities, **criteria 4.1 and 4.2 are not met**. Therefore, the course provider must submit an updated and clearly connected teaching, learning and assessment plan; experiential learning plan; and interprofessional learning plan. This is because the accreditation team noted that although these plans have been developed, they are still in early stages of overall, and interconnecting development. It is also noted that these plans are subject to change, with some not formally documented, and this, supplemented with the current programme staff vacancies, poses a potential risk to the planned delivery against the 2021 IETP standards.

As part of the submission documentation, it was noted that the provider has over the past 12 months, held a number of stakeholder development meetings in the lead up to the MPharm course and module modification process during which they have entered into open discussions with students, staff, employers and placement providers to discuss the strengths and weaknesses of the current course are and where the new course should develop in light on the new standards. This consultation has informed the course change processes to include a revised nomenclature and messaging of themes and strands upwards through the course (using new recurring strand titles and themed messaging); a reduction in overall assessment numbers by streamlining and removing duplicated assessments; a lowering of the assessment weighting of team-based learning and re-focus on the process rather than the content. Apart from the incorporation of the new standards, the various enhancements have also included greater levels of integration afforded by the new strand arrangement; and a more phased delivery of law, ethics, dispensing and practice frameworks/policies teaching that was previously perceived as being too "front loaded" in the course.

It was noted that student feedback is central to all monitoring, review and evaluation processes. Student feedback that is used for action planning includes National Student Survey (NSS) data; informal mid module evaluations; end-of-year 'rate my module' online surveys; staff-student liaison meetings (more recently termed "pre-course committee meetings"; and any ad-hoc meetings with elected student year representatives.

Informal student feedback is usually dealt with at source, with any issues that are not immediately resolved being considered at Course Committee and/or via the Continuous Monitoring and Improvement Process (CMI). Furthermore, module teams review all module specific data (including pass rates and grade distribution, external examiner reports and student feedback) and produce a short-term action plan for the development of that module in the form of a Module Summary Report. Student Voice is integral to all University of Wolverhampton governance and processes. This is represented in a variety of ways, including opportunities for students to talk to their Personal Tutor; engagement with their elected Course Representatives; visits or contact with the Faculty Student Services team; and completion of feedback surveys. Feedback from students on modules at end of module surveys and mid-module evaluations. The informal mid-module evaluations are a light touch evaluation opportunity with indicative questions to elicit feedback on the module to date. To supplement the formal student feedback mechanisms, the course leader has recently implemented a monthly 'Town Hall' style drop-in feedback opportunity for all students.

Standard 5: Curriculum design and delivery

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

Criterion 5.1 is:	Met ☐	Likely to be met ☐	Not met ✓
Criterion 5.2 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 5.3 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 5.4 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 5.5 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 5.6 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 5.7 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 5.8 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 5.9 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 5.10 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 5.11 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 5.12 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 5.13 is:	Met ✓	Likely to be met ☐	Not met ☐

As part of the submission documentation, it was noted that the MPharm Learning, Teaching and Assessment Strategy stipulates that teaching, learning and assessment should be planned with reference to the learning outcomes applying to each stage and that students should be aware of how the teaching and assessment supports the meeting of both module (stage) and GPhC learning outcomes. The MPharm curriculum's learning outcomes, at each of Pharmacy Stages 1-4, have been designed such that they encompass the GPhC's standards and Part 1 Domain learning outcomes. They have been specifically formulated to ensure that subsequent learning and assessment opportunities will enable students to achieve this. Learning outcome verbs used for each stage build, in their QAA levelness, to ultimately facilitate meeting Miller's performance level hierarchies by Stage 4. 'Does' level outcomes are met via assessments and activities that have featured throughout the programme, including authentic coursework assessments, OSCEs and annual portfolios of evidence, to reflect the requirement for repeated performance.

The team asked the provider how everything comes together to deliver a coherent programme strategy. The team were told that the provider has a strategy but that this does not currently map to learning outcomes. The provider advised that they are currently undertaking a blueprinting exercise. Therefore, the team agreed that it would be a **condition** of reaccreditation that the course provider must submit an updated and clearly connected teaching, learning and assessment plan; experiential learning plan; and interprofessional learning plan. This is because the accreditation team noted that although these plans have been developed, they are still in early stages of overall, and interconnecting development. It is also noted that these plans are subject to change, with some not formally documented, and this, supplemented with the current programme staff vacancies, poses a potential risk to the planned delivery against the 2021 IETP standards. These plans must be submitted to the GPhC, for review by the accreditation team, in January 2024. This is to meet **criteria 4.1, 4.2, and 5.1.**

The programme's learning outcomes have been developed with reference to the GPhC's Standards for the Initial Education and Training of Pharmacists, 2021 and, in particular, its Domain learning outcomes in Part 1. The course outcomes are 'ability-based', focusing on outputs and they therefore support the

integration of learning and of assessment since integration would otherwise be more difficult to achieve with more conventional, discipline-focussed outcomes.

Exemptions from University regulations have been sought to permit organisation of the programme into four single 120-credit bearing stages. Traditional discipline-focussed modules do not feature. Instead, content delivery is organised in to thematically titled 'strands' which promote horizontal integration. A 'spiralled', vertically integrated approach is achieved by revisiting concepts and content covered in previous years but at an increasingly more applied, then clinically, and then developmentally focussed level. This is supported by the incremental development of skills and attributes. More complex prescriptions and cases are introduced as the instructional methods change, with an increasing scientific and practice knowledge and skills base underpinning the solving of those cases. Advances in pharmaceutical science and practice, and also highly complex patient and population scenarios, feature latterly as the students are expected to deal will increasingly challenging concepts.

The development of an appropriate, professional and scholarly learning environment is supported by the use of enquiry-based instructional methods, which are employed in place of traditional didactic teaching. These approaches enhance motivation, encourage competitiveness and scholarship and also foster the development of skills such as team-working, independent learning, information retrieval, problem-solving and critical thinking. Two major teaching methodologies are used: team-based learning and case-based learning.

Professionalism and fitness to practice are themes that run throughout each stage and across all four years of the course. In addition, there is also a placement code of conduct which is incorporated into each year's Placement Manual. This covers dress codes and patient confidentiality. Students must also pass Pre-placement Mandatory Training, including 'eLearning for health' modules which are preceded by in-class work and 'etiquette' simulations on professionalism including patient confidentiality, limits of competence, attendance, organisation and punctuality.

The School takes a research-informed approach to learning and teaching, including scientific, practice and pedagogic research carried out by School staff.

During the 2023 academic year the School has taken the opportunity to arrange a series of placements funded through HEE in the Midlands, under the terms of the University's existing 'University of Wolverhampton NHS Education Contract – April 2021-March 2024'. These took the form of in-house simulations which were designed to prepare students in each year group for practice. These were followed with one-day placements applying to all year groups (increasing in frequency) across four NHS hospital trusts, with whom the school has jointly appointed teacher practitioners. Each year group had a dedicated placement day blocked out in their timetable to facilitate this. The pre-placement simulations were highly successful and received positive student feedback, providing a more structured experience than they did on placements, where there was variability based on students' perceptions of how busy their allocated mentor was at the time. Feedback from trusts alluded to the same problem, with one Trust withdrawing temporarily from the scheme when they experienced a short-term staffing shortage. Another issue raised was the lack of longer-term benefit afforded by the effort required to induct, monitor and debrief students. One-week blocks were also arranged in Semester 2 to accommodate placements with community/private providers but, at the time of writing, agreements and local contracts are still being exchanged between legal departments. For 2023/24 academic year the School has made the decision to move to a one-week block placement format. Year 1 students, however, will still retain a one-day hospital placement to orientate them to the sector by providing experience on a ward, in a hospital dispensary and in pharmacy stores.

Interprofessional education is delivered in line with the MPharm Experiential Learning Strategy and experiences occur in each year of the MPharm, increasing in complexity as the course progresses. IPE in Year 1 focuses on equality, diversity and inclusion and occurs with a range of other healthcare professionals. In Year 2, IPE focuses on medicines administration in the multi-disciplinary team, working with nursing students and links to simulation-based learning and hospital placements. In Year 3, the IPE focus is on care planning in specific patient groups encountered by the multi-disciplinary team, working with nursing and AHP students and links to and hospital and general practice placements. IPE in Year 4 takes the form of a multi-disciplinary ward simulation.

As the details of workplace-based assessments have not been finalised, and as the roles and responsibilities and agreements of the teacher practitioners, placement leads and placement supervisors are not clarified, the team agreed that **criterion 5.3** (Everyone involved must work together to deliver the MPharm degree) **is likely to be met** and will be reviewed at the part 2 event.

As the detail of national EPAs, plans for periods of experiential learning and inter-professional learning have yet to be fully developed and implemented the team agreed that **criteria 5.6 and 5.7** are **likely to be met** and will be reviewed at the part 2 event.

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 ☐	Likely to be met ✓	Not met ☐
Criterion 6.2 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 6.3 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 6.4 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 6.5 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 6.6 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 6.7 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 6.8 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 6.9 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 6.10 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 6.11 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 6.12 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 6.13 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 6.14 is:	Met ✓	Likely to be met ☐	Not met ☐

The over-arching strategic plan for assessment is laid out in the MPharm Learning, Teaching and Assessment Strategy. This emphasises the importance of assessment in driving learning and that its benefits should not be restricted to making judgements about terminal, credit-bearing effort. Its requirements include the need for provision of diagnostic, formative and summative assessment, and feedback in the course. The strategy also considers how complex, competence-based assessments

should be developed, delivered and supported; how assessment should support integration; and how evaluation and failure should be handled. It is complemented by the MPharm Assessments Mapping Document which has been used as a basis for developing, and constructively aligning, each of Pharmacy Stages 1-4s' module learning outcomes and assessments.

The strategy also outlines the requirement to include instructional methods that facilitate subject content to be assimilated outside of the classroom environment leaving the associated contact time to focus on diagnostic and/or formative assessment and on active learning. It also outlines that diagnostic, formative and summative assessment and feedback 'for learning' should be embedded into the curriculum and the instructional methods it employs. The focus should be on driving student attainment and developing competency. It states that summative assessment should not be restricted to the end of courses of study and it should be included throughout the programme in forms such as continuous testing, phase testing and coursework. There should be an appropriate balance of diagnostic, formative and summative assessment supported by the instructional methods chosen. Summative assessment occurs as students apply their knowledge and skills to the authentic coursework activities and to the synoptic examination and Objective Structured Clinical Examination (OSCE) assessments.

Summative assessments deployed across the curriculum are diverse and highly appropriate for measuring the ability-based learning outcomes that are a key feature of the programme. The module descriptors detail a shift in assessment from knowledge and application in the earlier years to competency-orientated assessments in the latter years. From the outset both examinations and coursework test knowledge and application. Examples and cases in examinations then become increasingly complex through the years. Coursework-based assessments include presentations, meeting logs, case analyses, critical reports, and project work. The annual reflective portfolio drives independent learning and CPD and moves students in the direction of being able to evidence their achievement and competence to meet standards. The quality assurance of assessments, and student performance thereon; and routine monitoring and development, including the role of external examiners, is addressed via the Continuous Monitoring and Improvement processes. For the new course, assessment panels will be set up to ensure a consistency of approach upwards through the years. These panels will be responsible for verifying that the assessments map to the GPhC leaning outcomes in Part 1.

The University, via its Academic Regulations 2023-24, adopts a percentage grading system. These regulations also set out the pass mark standards that apply at levels 4-6 (40%) and at level 7 (50%). Compensation or condonement on these standards is not permitted on the MPharm course in accordance with regulatory exemptions.

All examination papers, assessment schedules and rubrics must be internally and externally verified before use. Even if a rubric has not changed since the previous year this verification process must still be undertaken and it is administered and monitored by the School's Academic Support Administrator, with external examiners accessing a bespoke MS Teams® channel for the purpose.

The MPharm Learning, Teaching and Assessment Strategy stipulates that, in the case of OSCE stations and other assessments where pass/fail competency is required, psychometric methods must be used to determine minimally acceptable 'pass' scores and these will be determined by a standard setting panel. It also states that instances of potential impaired fitness-to-practice that are identified in relation to any assessment should be reported to the assessment lead. In live assessments a Variance Reporting

Form is used to document any such issues at the time. Should a referral to an assessment lead occur, a discussion with the course leader (or a representative) takes place to determine whether there is a potential cause for concern. Onward referral to the suitability panel must be made where this is the case. On the 2021 Standards MPharm the following assessments are subject to cut scoring methods:

- OSCE stations where a competency associated with GPhC 'shows how' and/or 'does' level outcomes are required, at all stages of the course.
- Yearly calculations examinations
- The Pharmacy Stage 4 Synoptic Examination, which adopts a mixed single best answer/extended matching MCQ approach

All assessments on the course are supported by formative assessment and feedback opportunities, either as formal 'mock' assessments, or as assessment 'unpacking sessions' which enable students to interrogate the assessment brief and grading criteria. Support ranges from reviews of individual portfolio entries to revision sessions and, in the case of the OSCEs, a formative exam. The School is keen to make continuous improvements to the provision of feedback on summatively assessed work. Best practice on the provision of feedback is shared through the peer-review system which has been put in place within the Faculty; and the MPharm Course Committee reviews feedback practice across the course.

The School is developing a plan during summer 2023 to train Practice Supervisors who will eventually be asked to perform observational assessments that will provide part of the evidence base to meet 'shows' how' and provide evidence towards 'does'. Until then, these assessments will take place in simulation placements running at the University.

External examiners make a significant contribution to the overall quality monitoring and enhancement of the course. Appointees are also required to attend an induction session before commencing their duties. External examiners must ensure that the academic standard for each award is set and maintained at an appropriate level, is equivalent to the standards in similar institutions and that they are in agreement with appropriate benchmarks and professional/accrediting body requirements. The external examiner system enables the University to ensure that the standards achieved by its students are comparable with those at other UK higher education institutions. Each external examiner produces an annual report, which is received directly by QCU and, following initial analysis, a copy is sent to both the Faculty and the School. The School must respond to each of the points raised by the external examiners and must report on this to the University (via Faculty Students and Education Committee - FSEC) and directly to the external examiners.

External examiners also attend a private meeting with students each year, usually arranged on the date of the board. Typically, year reps are invited first and then other volunteers from the year groups if any year is under-represented. The shift towards electronic management of the board processes and inspection of work has meant that these meetings have been arranged on MS Teams® at a time to suit both external examiners, and students.

The team was satisfied that there is a plan in place, but further details of how placement activities are to be assessed and quality assured and details of how placement supervisors will be trained to assess fairly and consistently are needed. More detail is also needed on how the provider will seek and make use of feedback from a variety of sources, including placements. **Criteria 6.1, 6.2, 6.3, 6.4, 6.6, 6.8 and 6.11** are therefore **likely to be met** and will be reviewed at the part 2 event.

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 ☐	Not met ☐
Criterion 7.2 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 7.3 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 7.4 is:	Met ✓	Likely to be met ☐	Not met ☐

Support for everyone involved in the delivery of the MPharm degree

Criterion 7.5 is:	Met ✓	Likely to be met ☐	Not met ☐
Criterion 7.6 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 7.7 is:	Met ☐	Likely to be met ✓	Not met ☐
Criterion 7.8 is:	Met ✓	Likely to be met ☐	Not met ☐

As part of the submission documentation, it was noted that induction takes place each academic year. For new students, this has recently been reviewed at institutional level and the delivery is coordinated by the Deputy Faculty Registrar (Academic). Students have access to an Induction module on Canvas which includes pre-enrolment activities and engagement. The activities take place during Welcome Week and for the first 6 weeks of semester. Activities include meeting key staff, including personal tutors and a range of introductions to the University, the course and the profession. Continuing students have a 1-day Induction with the Year Tutor at the start of each academic year to outline expectations and assessments. In addition to Course Inductions, there is an Experiential Learning Induction in each year. Students also ensure that Mandatory Training is in date at this point, in readiness for placements.

For supervision of undergraduate projects all staff members who do not hold a masters level qualification are required to have undertaken research methods training as part of an additional postgraduate award or are working towards gaining a research-based postgraduate level qualification. All academic scientists within the School of Pharmacy hold PhDs in an area relevant to pharmacy. Training and mentoring is provided for new supervisors. Supervision of workplace activities is carried out by Practice Supervisors who are trained by the School.

The MPharm timetable is designed to facilitate around 1-2 days per week of personal study time, depending on stage of study. Reading weeks also occur during the week prior to assessment weeks. Students are supported on planning their studies and workload in the Learner and Scholar strand.

All students are assigned a personal tutor who is a member of School academic staff. Personal tutors maintain regular contact with each of their designated tutees: at least three times each year.

Students can raise concerns via a variety of routes. Students can raise concerns directly with either a Year Tutor or the Course Leader and where necessary, these are escalated to the Head of School. On placements, students raise concerns with either Practice Supervisor or (if about the Practice Supervisor

or Placement Provider) the member of academic staff. In the post-placement evaluation questionnaire, students have to declare that they had no concerns on placement and any positive declaration will be followed up by the Experiential Learning Lead.

All University employees have access to personal development. The School includes Teacher Practitioner staff (employed by NHS Trusts) in University personal development.

The School is currently developing training for Practice Supervisors. This will encompass coaching, providing feedback and use of assessment methods, such as Direct Observation of Practice and Competency Sign-Off. From 2023/24, Practice Supervisors will need to have completed the e-LfH Pharmacy: Practice and Educational Supervisor Training.

The team agreed that more detail is needed about the plans for training, supporting placement providers. Therefore, **criterion 7.6** is **likely to be met** and will be reviewed at the part 2 event. The team also agreed that **criterion 7.7** is **likely to be met** and will be reviewed at the part 2 event. This is because the team were concerned that the additional workload and time to learn may be affected.

Teach out and transfer arrangements

Changes to the course to meet the 2021 GPhC standards will apply from the 2023/24 academic year, starting September 2023 for students in levels 4, 5 and 6 who, in a "big bang" approach, will only be able to enrol on to the new 120-credit modules (designed to meet 2021 standards) for Pharmacy Stage 1, Pharmacy Stage 2 and Pharmacy Stage 3 respectively; with the new 120-credit Pharmacy Stage 4 module running from 2024/25 when all year groups will enrol on the new modules during that academic year as they progress.

Run out of the old course only applies to students expecting to graduate in 2023 or 2024 with 'non-prescribing' status (i.e. current third and fourth year students); who are/were also registered on 2011 Standards accredited 120-credit integrated modules. The regulatory exemptions that apply to these "old" modules (years) do not permit module re-takes. Instead, students are provided with two resit opportunities for each assessment which, if not all passed by their third attempt, results in removal from the course. Third attempt opportunities are only available in the next academic year which holds students who have not passed all assessments by the second attempt back from progression by one whole year; and they are given "deferred" student status i.e. they are awaiting assessment attempts. This differs from the standard University Regulations 2022/23 that are based around 20-credit modules whereby students are afforded one resit attempt at each module assessment which, if not passed by the second attempt, necessitates an entire module re-take (and new module registration and tuition fee) at the next iteration. Taking each affected year MPharm group in turn:

- 2022/23 third years on the "old" course will be offered third attempts brought forward to September 2023 to permit an opportunity to progress into the 'non-prescribing' fourth year in 2023/24. Given that this third attempt will very quickly follow the University resit period in July (thus allowing little consolidation and retrieval time) the University would then offer any current third year student, who has not progressed in to the fourth year by September 2023, the opportunity to enrol on the new '2021 Standards aligned' Pharmacy Stage 3 in 2023/24 (and also meet the transfer requirements detailed in the section below this). This offer would also apply to any student who has outstanding attempts still remaining after September 2023 (e.g. due to extenuating circumstances). These students would have the right to take their outstanding opportunities during 2023/24, but they would not be entitled to enrol on the new 2021 standards Pharmacy Stage 4 in 2024/25; and

that, while the old version of that module may be available, it would not be GPhC accredited. The alternative advice to these students will be to re-enrol on the new 2021 standards Pharmacy Stage 3 in 2023/24, effectively re-taking the year, and all assessments, in their entirety and being subject to the additional transfer requirements detailed in the section below this. The School has permission from the Director of Registry Services to waive tuition fees for this option, should it arise. Finally, there are a small number of students who elected to take a leave of absence during 2022/23. They have already been counselled, before making this decision, that they will need to return in 2023/24 on the new 2021 standards version of Pharmacy Stage 3 and will be subject to transitional arrangements descried in the next section.

- 2023/24 fourth years on the "old" course may be offered an identical route option to the above. However, the school is waiting on national decisions around the possibility of a transitional 'non-prescribing' foundation year against 2011 standards running in 2025/26. If this is not an option, then additional transitional arrangements would need to be put in place to enable this year group to convert to a 'prescribing' and new standards route but there are decisions to be made around whether that could follow the same transitional approach that is being taken with current "old course" 2022/23 first and second year students described below; or whether an intense Summer conversion course would need to be put on.

All students who have started the MPharm from September 2021 onwards are aware that they will ultimately qualify as prescribers when they register; and they have been informed, each year, that their course will change to meet the 2021 GPhC standards during their time at the University, and that these changes will start to apply from the 2023/24 academic year onwards. Specifically, students moving into levels 5 and 6 in September 2023 know that they will progress onto the new Pharmacy Stage 2 and Pharmacy Stage 3 modules, since they will graduate in 2025 and 2026; and then register as 'prescribing' pharmacists from 2026 and 2027 respectively. These students have also been informed about additional transitional arrangements, in the form of temporary "zero credit" bridging modules, being developed and that these will be implemented for students entering levels 5 and 6 during 2023/24. The design of these modules has followed on from the approach taken to redesign the MPharm course, whereby the "old" module learning outcomes were re-written in the context of the GPhC 2021 Standards learning outcomes and Miller's pyramid level, followed by a redesign of the assessments, and the associated learning content, that is required to address that difference. As such there is a level 4 bridging module entitled MPharm Transitional Bridging Module for Stage 1; and a level 5 bridging module entitled MPharm Transitional Bridging Module for Stage 2 that have been approved under the auspices of the Course and Module Change Working Group. From 2023/24 all students enrolling on to Pharmacy Stage 2 must also concurrently enrol on MPharm Transitional Bridging Module for Stage 1; and all students enrolling on Pharmacy Stage 3 must also concurrently enrol on MPharm Transitional Bridging Module for Stage 1 and MPharm Transitional Bridging Module for Stage 2. Likewise, any 2022/23 third year student who has not successfully progressed in to the "old" year 4, under the conditions specified in the section above; is also required (during 2023/24) to pass the new Pharmacy Stage 3 and also the MPharm Transitional Bridging Module for Stage 1 and MPharm Transitional Bridging Module for Stage 2.

Progression on to the next stage of the "new" course i.e. Pharmacy Stage 3 and Pharmacy Stage 4 is conditional on passing both the "new" stage that precedes it; and the associated bridging module(s) for that year group. Students who are transitioning on to the "new" course from 2023/24 onwards who have not passed all assessments by the end of the academic year, i.e. due to additional attempts remaining (mitigated or otherwise) or leave of absence; will be required to wait, as deferred students,

until all their assessments have been passed within the permitted number of opportunities before they can progress. To that end the transitional bridging modules will remain active until there are no more students who have opportunities remaining, or who have not timed out; after which they will be deleted.

Decision descriptors

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