

# Royal Pharmaceutical Society of Great Britain

## University of Nottingham

### Master of Pharmacy (MPharm)

## Report of Step 3 event towards degree accreditation; Master of Pharmacy degree of the University of Nottingham, Malaysia Campus, May 2007

### 1. Introduction

The Royal Pharmaceutical Society of Great Britain [RPSGB] is the current statutory regulator for pharmacists and pharmacy technicians. It is also the current accrediting body for pharmacy education in Great Britain.

This is the report of a Step 3 accreditation visit to the University of Nottingham Malaysia Campus to accredit the University of Nottingham MPharm degree delivered in part overseas. The Society's process for the potential accreditation of degrees, or parts of degrees, delivered at an overseas site comprises three steps. Successful completion of all three steps is necessary for accreditation of the overseas provision.

### 2. The accreditation team

Name	Designation/affiliation at the time of visit
Linda Stone	Pharmaceutical Consultant, Past President, RPSGB and team leader
Damian Day	Head of Accreditation, RPSGB
Philip Green	Deputy Secretary and Registrar, RPSGB
Terry Healey	Head of School of Pharmacy, The Robert Gordon University, Aberdeen
Stephen Denyer	Head of Welsh School of Pharmacy/Deputy Pro-Vice Chancellor, Cardiff University and academic member of the RPSGB Council and member of the Society's Education Committee
along with Ian Marshall	Pharmacy Accreditation Support Manager, University of Central Lancashire, rapporteur

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There were no expressions of interest from the members of the accreditation team.

### 3. The accreditation event

The accreditation visit took place on 24-25 May 2007 and comprised a series of meetings and a tour of relevant facilities at the Campus. The meetings were with student representatives, senior School and University College staff and senior University officers to discuss strategic issues, and course staff to discuss the syllabus.

#### **4. Conclusions and recommendations**

The visiting team agreed to recommend to the Society's Education Committee that the University of Nottingham Malaysia Campus should be permitted to progress from the process for accrediting MPharm programmes delivered in part overseas, to the process for reaccrediting MPharm programmes delivered in part overseas.

Furthermore, that accreditation should be for a full period of five years.

To reflect the fact that the University of Nottingham is running a single MPharm on two campuses, the reaccreditation of UNMC will form part of one single reaccreditation in future.

There are no conditions or recommendations associated with the team's recommendations.

The Society will wish to visit the first cohort of UNMC students in their third and fourth years at Nottingham. The focus of those visits will be to assess the extent to which UNMC students have settled in to a different environment and to assess the impact of this cohort on the Nottingham UK MPharm. The visits will be by the team leader and Head of Accreditation. Because these visits were not built into the original methodology, they will be at the Society's expense. It is anticipated that these visits will not alter the team's accreditation decision but the Society always reserves the right to investigate concerns should they arise at any time.

The visiting team commended the UNMC section of the School of Pharmacy and the University on the following:

1. the high standard of facilities for pharmacy;
2. as has been the case since the beginning of this process, the evident enthusiasm of students;
3. the principle of creating a unified School with two campuses with parity across MPharm provision;
4. a clear policy of staff development across the two campuses;
5. an evident long-term commitment to pharmacy at UNMC;
6. the arrangements for summer placement experience with Boots-Alliance offered to Year 2 UNMC MPharm students transferring to the UK. Although this is not part of the course, this has the potential to contribute substantially to the students' understanding of UK pharmacy practise.

The leader of the visiting team reminded the University representatives of the following:

1. that the recommendations of the visiting team are not binding on the Society's Education Committee and the Committee may add, remove or modify points on reflection and in light of members' views;
2. that all accredited MPharm providers are required to inform the Society annually of changes to the curriculum and/or resources.

As indicated in the Introduction to this report, this report must be read in conjunction

with the report (including recommendations and conditions) for the Nottingham MPharm.

6. Standing conditions of degree accreditation [Accreditation of UK Pharmacy Degree Courses, p10, 2003]

These are the conditions which will apply in all circumstances of degree accreditation:

1. The school or department of pharmacy always seeks approval from the Society for curriculum amendments and always at least informs the Society of significant changes to pharmacy undergraduate student numbers or resources for their teaching, learning support and assessment, including any change from internal to teaching, learning and assessment from outside the school or department;
2. The school or department of pharmacy produces and submits to the Society annually requested data on student numbers and progression and degree awards;
3. The school or department of pharmacy produces and submits to the Society annually requested information about the extent of human and physical resources it enjoys for the delivery and support of the degree course;
4. The school or department of pharmacy or the university makes students and potential students aware of the existence and Internet address where they can view the RPSGB's summary reports of degree accreditation exercises, main after actions therefrom and of the timetable for future accreditation exercises..

## **Appendix 1: Overview of the MPharm accreditation process**

### *The accreditation process*

*Initial education and training:* The initial education and training of pharmacists in Great Britain is determined by the Royal Pharmaceutical Society. The European Communities (Recognition of Professional Qualifications) Regulations 2007 build into UK law European requirements for mutual recognition of pharmacy qualifications within the European Union. One of the requirements is that the initial education and training of pharmacists is at least five years full time (or part-time) equivalent. The only routes to registration as a pharmacist for students in the UK are:

1. A four-year accredited MPharm plus one year pharmacist pre-registration training and the Society's Registration Examination = five years; or
2. A two-year accredited Foundation Degree in Pharmacy plus years Two-Four of an MPharm plus one year pharmacist pre-registration training and the Society's Registration Examination = six years.

The accreditation process for new schools has seven steps:

- Step 1 [intake minus three years]: An initial meeting between a university and the Society at the Society's headquarters. A brief report is written but it is not formally approved by the Society's Education Committee.
- Step 2 [intake minus two years]: Consideration of the business plan, outline syllabus and draft prospectus entry. A formal report is written, as is the case for all subsequent steps.
- Step 3 [intake minus one year]: Consideration of the syllabus. Successful completion of step 3 permits an institution to admit students onto a provisionally accredited course.
- Step 4 [first year of teaching]: Consideration of year one & plans for year two and reviewing progress towards meeting the accreditation criteria & teaching the syllabus.
- Step 5 [second year of teaching]: Consideration of year two & plans for year three and reviewing progress towards meeting the accreditation criteria & teaching the syllabus.
- Step 6 [third year of teaching]: Consideration of year three & plans for year four and reviewing progress towards meeting the accreditation criteria & teaching the syllabus.
- Step 7 [fourth year of teaching]:

Existing schools are reaccredited every five years, normally for a period of five years.

Accreditation teams are drawn from a wider accreditation panel. The members of the accreditation panel are on the Society's website.

### *1.2 Outcomes of accreditation*

#### *New Schools*

At each step event a school can be permitted to progress to the next step or not. The next step event will be in the following academic year.

#### *Existing schools*

The outcomes are:

1. Reaccreditation for five years (a full period);
2. Reaccreditation for a shorter period;
3. Imposing probationary status if serious concerns are raised;

4. Withdrawal of accreditation.

Withdrawal of accreditation can be appealed.

*Extraordinary events*

The Society reserves the right to investigate a concern at a school of pharmacy at any point.

## Appendix 2: MPharm accreditation criteria

### (1) Prerequisites

1. The student undertakes at least 3,000 hours of directed study of pharmaceutically-relevant subjects within a full-time degree course of four years' duration.
2. The greater part of the curriculum and not less than 50% of the final year of the degree course is core content, i.e. common to all students.
3. Those components of the degree course which collectively deal with the actions and uses of drugs and medicines occupy no less than 35% of the curriculum, irrespective of the extent of specialisation in the final year.
4. At least 35% of those parts of the degree course common to all students involve the student in preparing for, undertaking and analysing the outcomes of experiments, exercises or observations wherein s/he reaches his/her own findings or conclusions.
5. The degree course includes a significant research project of three to six months duration, but not necessarily with all curriculum time during this period being devoted to this activity alone. The student must undertake the project alone or as his/her individual contribution to a team endeavour. The project must address a research question or problem, must involve a critique of research methodology employed, and must include an analysis of results generated directly by the student or indirectly by others as primary researchers.
6. All pharmacy degree course entrants must have achieved GCSE at Grades A to C, or equivalent qualifications, in English Language and Mathematics.

### (2) Outcomes: the graduate...

7. takes personal responsibility for his/her learning, developing a foundation for subsequent continuing professional development,
8. can communicate effectively, orally and in writing, with his/her teachers and peers, as a sound basis for future interaction with patients, carers and other healthcare professionals,
9. can undertake structured problem-solving,
10. is able to recognise ethical dilemmas in healthcare and science, and understands ways in which these might be managed by healthcare professionals, whilst taking account of relevant law,
11. appreciates and has an understanding of main sources of drugs; ways in which drugs are purified, characterised and analysed; their physico-chemical properties; and properties drugs display as biologically active molecules in living systems,
12. has an understanding of the design, manufacture and performance of drug dosage forms and is able critically to appreciate the inter-relationship between formulation, drug delivery and therapeutic effectiveness,
13. understands how medicines are developed, manufactured and brought to the market place,
14. has proved him/herself capable of performing pharmaceutical calculations accurately,
15. has the capability to prepare extemporaneously any medicine for which this would be regarded as the normal means of provision, including by aseptic technique,
16. is able to interpret and evaluate, for safety, quality, efficacy and economy, prescriptions and other orders for medicines, and to advise patients and other healthcare professionals about medicines and their usage,
17. is aware of and understands systems for the quality assurance of products and pharmaceutical services. This includes the management of risk,
18. is able to design, improve, and operate within standard operating procedures, including Patient Group Directions,
19. is able to supply medicines in accordance with legal and professional requirements,
20. can undertake critical appraisal of information or conjecture in all forms of presentation,
21. can apply appropriate research approaches and methods to manage scientific and practice problems,
22. has a foundation of knowledge, understanding and skills for promoting good health; diagnosing disease; and prescribing medicines,
23. understands and can explain concepts of medicines management and pharmaceutical care.

### (3) Processes: the student...

24. is inculcated with a concern for the patient, normally above other considerations,
25. gains first-hand structured experience of practice, including contact with patients and practitioners of other healthcare professions,
26. is required to communicate with individuals and audiences,
27. is instructed in the use of, and required to apply, library and other information resources,
28. is required to apply routinely, word-processing, spreadsheet, database, e-mail and information retrieval computer applications,
29. has brought to his/her attention the continuing professional development opportunities open to practising pharmacists,
30. is made aware of the advantages of, and encouraged to undertake, employment or attachment for vacation experience in pharmacy practice,
31. is encouraged both to be a participating member of the British Pharmaceutical Students' Association and to attend local RPSGB branch or regional meetings, or equivalent meetings in Northern Ireland.

(4) Processes: the degree course...

32. is planned with reference to the indicative syllabus at Appendix 2 and as an integrated programme. This means that the inter-relationships of its component parts are considered and made explicit,
33. seeks to develop students' skills of self-management, teamworking and peer assessment,
34. has the features of positioning knowledge, understanding and skills in a pharmaceutical context and with reference to pharmacy practice,
35. in the processes of curriculum review and development, benefits from the academic staff properly taking account of major advances and developments potentially impacting on pharmacy,
36. features a variety of approaches to achieving and assessing learning appropriate to its stated objectives, including lectures, practical classes, seminars, workshops, tutorials, computer-based/aided learning, clinical visits, problem-solving exercises, essays, projects, dissertations and other assignments, and examinations,
37. includes significant staff-led or supervised time devoted to the topics of pharmacy law and professional requirements, and their applications in practice, this being in addition to the assimilation of legal and professional requirements into a substantial proportion of a dispensing practical course,
38. where appropriate and possible, has the student taught and learning alongside and together with students of other healthcare professions,
39. has pharmacy undergraduate teaching taking place alongside and with reference to research and other postgraduate activities.

(5) Structures

40. For its proper ethos, quality assurance, and scientific and professional leadership, the degree course is within the control of, and predominantly delivered by, an autonomous school or department of pharmacy,
41. accommodation, human, equipment, and other resources available to the school or department of pharmacy are sufficient for the effective delivery of the planned degree course to the numbers of students in each year of the degree course, and overall; properly taking account of the teaching, research and other commitments of the unit,
42. the school or department of pharmacy has an appropriately expert academic staff, including such in the practice of pharmacy,
43. the school or department of pharmacy has within its academic staff at least one pharmacist who is a professor or of equivalent authority in the institution,
44. teacher-practitioners and visiting lecturers from all of community, hospital and industrial pharmacy practice, and appropriate persons from other healthcare professions are involved in teaching/support for learning and assessment,
45. the student has access to a personal tutor or tutors for academic guidance and pastoral care,
46. there is an active staff-student consultative committee,
47. pharmacy law, professional requirements and practice are taught - predominantly by pharmacists - from within the identifiable organisational unit which provides the bulk of teaching and other support for learning for the degree course,

48. there is assessment of competence in dispensing by either one examination at the end of the dispensing course, taken under full examination conditions with an external examiner present; or a series of tests taken under examination conditions, with an external examiner having the right to attend any of the practical tests and attending some part of the assessment every year. The external examiner is associated with the overall assessment,

49. there is a requirement for achievement of a satisfactorily high standard in assessments of both dispensing practice, and pharmacy law and professional requirements, irrespective of the student's performance in other subjects. Compensation of marks for these subjects is not allowed and success in these subjects is either a condition for entry into the final year or, if undertaken in the final year, for the award of the degree,

50. during the final year, the student is required to pass an assessment of any important recent changes in pharmacy law and/or professional requirements.

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