

# Royal Pharmaceutical Society of Great Britain

## Liverpool John Moores University

### Master of Pharmacy [MPharm]

## Report of a reaccreditation event

### 1. Introduction

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

This is the final report of a reaccreditation visit to the Liverpool John Moores University. The course being accredited is an MPharm.

The course was previously accredited in 2005 for a full period of five years.

### 2. The accreditation team

The RPSGB accreditation team comprised:

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Name	Designation at the time of visit
Brennan, Mark	Director of Undergraduate Studies, Keele University School of Pharmacy and member of Education Committee, RPSGB.
Curphey, Peter*	Consultant and Past President, RPSGB. Team Leader
Gifford, Larry (Professor)	Acting Head, Keele University School of Pharmacy.
Hikins, Sylvia	Lay member, RPSGB Council and Member, Law and Ethics committee/NHS Non-Executive Director.
Luscombe, David (Professor)	Professor of Clinical Pharmacy, Welsh School of Pharmacy.
Nicholson, Jane	Industrial Pharmacists Group committee member.
Wensworth, Barbara	Hospital Pharmacist
Damian Day*	Head of Education and Quality Assurance, RPSGB.
Lindsay Taylor	Rapporteur.

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### 3. The accreditation event

A preliminary visit between the Team Leader, Head of Education and Quality Assurance, RPSGB, and University representatives took place on 26<sup>th</sup> October 2009 at which the meetings' schedule and documentation requirements were agreed.

An accreditation team drawn from the RPSGB's panel visited Liverpool John Moores University (LJMU) on November 24<sup>th</sup> and 25<sup>th</sup> 2009 in order to visit the proposed facilities and question members of staff and students about their ability to meet the requirements of the RPSGB's Accreditation Criteria and Indicative Syllabus for a MPharm course.

#### 4. Commentary

<p>Prerequisites, including admissions [criteria 1-6 [see Appendix 1]]</p>	<p>Criteria 1–4 ensure that a certain proportion of the MPharm course is devoted to practical work, core activities and analysing data generated by the student. All these criteria have been met, as was criterion 6, which relates to admissions requirements.</p> <p>The accreditation team had concerns concerning the teaching and management of projects (criterion 5) which are the subject of a condition in criterion 21.</p>
<p>Outcomes: the graduate... [criteria 7-23]</p>	<p>These criteria relate the teaching of specific areas of the curriculum to the learning outcomes for individual modules. The accreditation team was presented with sufficient evidence to judge criteria numbers 7-12, 14-16, 18–20 and 22-23 as having met the RPSGB's requirements. Criteria 13 and 17 relate to areas of industrial pharmacy practice, which members of the accreditation team judged to be fragmented, as much of the relevant material is only offered in an optional module. The accreditation team therefore recommended that the School reconsiders its approach to the teaching of industrial pharmacy. (See recommendation 2 for details).</p> <p>Criterion 21 relates to the teaching of research methodology and the need for students to be able to apply appropriate research approaches and methods to manage scientific <i>and</i> practice problems. At present the relevant teaching takes place during the project module in the final M level year, and some of the workshops are optional. In the redesigned MPharm a separate research methods module will be part of the Level 3 curriculum and compulsory for all students. The accreditation team has therefore made a review of the timing of the separate research methods provision a condition of the MPharm reaccreditation process at LJMU.</p>
<p>Processes: the student... [criteria 24-31]</p>	<p>Criteria 24 – 31 relate to the students' learning experiences, and were judged to have been met. Members of the accreditation team expressed concerns about both the structure of the placements scheme (Criterion 25) and its quality assurance arrangements.</p>
<p>Processes: the degree course... [criteria 32-39]</p>	<p>The accreditation team agreed that most of the wider teaching and learning processes underpinning the criteria 32–37 and 39 have been met. However, with regard to criterion 38, progress towards inter-professional education since the last visit has been slow, as discussions are still taking place and there were no substantive plans to proceed. The accreditation team therefore recommended that the School reconsiders its involvement in IPE. (See recommendation 1 for details).</p>
<p>Structures [criteria 40-50]</p>	<p>The members of the accreditation team were able to see the considerable investment in the estate that is taking place on</p>

	the city centre campus of LJMU. The programme of refurbishment includes the building in which the School of Pharmacy and Biomedical Sciences is situated. Consequently many of the issues at the last visit relating to the provision of resources have been resolved, and criteria 40 – 50 have been met.
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#### 4. Conclusions and recommendations

As a result of the visit, the accreditation team agreed to recommend to the Education Committee of the Society that the University be reaccredited for a period of 5 years.

The above recommendation is subject to the following <i>condition</i>		
<i>Condition</i>	<b>Criterion/ Criteria</b>	<b>Deadline</b>
1. The LJMU School of Pharmacy and Biomedical Sciences reviews its research methods provision to ensure it meets the requirements of accreditation criterion 21 - that students 'can apply appropriate research approaches and methods to manage scientific <i>and</i> practice problems'.	21.	1 March 2010.
<i>Recommendations</i>		
Additionally, the recommendations made were:	<b>Criterion/ Criteria</b>	<b>Deadline</b>
1. that discussions with the University of Liverpool's medical school and with others concerning the provision of Inter Professional Education are developed into a firm project plan with milestones and deliverables.	38.	1 March 2010.
2. that the School should reconsider its approach to industrial pharmacy. The recommendation includes the need to consider whether work in this area is core or optional and the introduction of an integrated approach to this sector of pharmacy practice.	13, 17 and 37	1 March 2010.

## **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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