PSI
CUMANN CÓGAISEOIRÍ NA hÉIREANN
The Pharmaceutical Society of Ireland

AN RIALTÓIR CÓGAISÍOCHTA
THE PHARMACY REGULATOR

Evaluation Report of the Five-Year Fully Integrated Master's Degree Programme in Pharmacy

Trinity College Dublin (TCD)

February 2020

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Introduction

This document should be read in conjunction with the relevant PSI Accreditation Standards as published on the PSI website at www.psi.ie.

Stemming from the Pharmacy Act 2007 (as amended) and recognised in Directive 2005/36/EC of the European Parliament of the Council on the Recognition of Professional Qualifications, the Pharmaceutical Society of Ireland (PSI), the pharmacy regulator, has responsibility and powers for the approval of the programmes of education and training of pharmacists in Ireland.

The present report concerns the ongoing accreditation of the five-year fully integrated Master of Pharmacy degree delivered by the School of Pharmacy and Pharmaceutical Sciences, Trinity College Dublin (TCD) against the relevant PSI Accreditation Standards that were approved by the Council of the PSI on 2 October 2014. Successful completion of the programme leads to the award of the MPharm degree and confirmation by the Higher Education Institute (HEI) that a graduate fully demonstrates the competencies necessary to apply to enter the register of pharmacists kept by the PSI.

In June 2017 the PSI Council had approved and recognised the programme provided by TCD for a period of three (3) years, commencing June 22, 2017 and expiring June 22, 2020.

To be further approved and accredited by the PSI Council and in accordance with the Pharmacy Act 2007, TCD School of Pharmacy and Pharmaceutical Sciences submitted the following document to the PSI for consideration:

- Self-Assessment Report (SAR)

The SAR was supported by additional documentation and evidence, details of which can be found in Appendix 1.

A preparatory meeting for the onsite accreditation visit at TCD took place on 10 February 2020.

The onsite accreditation visit took place at the TCD School of Pharmacy and Pharmaceutical Sciences (SoP) on 11 February and 12 February 2020. The full agenda for the onsite accreditation visit is available in Appendix 2.

Accreditation Team

Name	Role	Affiliation
Nicola Tyers	Chairperson and Pharmacy Training and Placement Expert	Director, The Pharmacy Training Company
Professor Marcus Rattray	Subject Matter Expertise	University of Bradford
Dr Anthony Cox	Subject Matter Expertise	University of Birmingham
Dr Paul McCague	Subject Matter Expertise	Queen's University Belfast
Kim O'Mahony	Quality Assurance	University of Limerick
Sergio Martin	Community Pharmacist/Senior Preceptor	St. James Late Night Pharmacy, in St. James Hospital

The accreditation team were supported by:

Damhnait Gaughan	Head of Education and Registration	PSI
Ciara Dooley	Education Manager	PSI
Andrea Boland	Education Standards Officer	PSI
Matthew Maltby	Rapporteur	

Declarations

From 2013 to 2018 Dr Anthony Cox was an external co-supervisor at the Medway School of Pharmacy with Prof Janet Krska. His PhD student Bernadine O'Donovan now works as a postdoc researcher at the Trinity School of Medicine. Dr Cox has published a number of papers with Bernadine, including in 2019, but she has no role at the School of Pharmacy at Trinity, and Dr Cox has no current research projects with Bernadine.

Recommendation of the Accreditation Team to the PSI Council

Continue to grant its recognition and approval for the Masters degree in pharmacy

Summary of Commendations

The accreditation team commends:

- the current staff:student ratio (Standard 1)
- the commitment of School staff to delivering the MPharm programme and the clear sense of community and collegiality (Standard 3 and 4)
- the way in which SoP staff research projects are integrated into the curriculum (Standard 4)
- the level to which the APPEL and SoP staff collaborate productively for the benefit of curricular integration (Standard 4)
- the continued highly productive engagement of the SoP and APPEL and their commitment to delivering high-quality and quality assured experiential learning placements (Standard 7)
- the effective and productive way in which the student feedback loop is closed (Standard 7)
- the Trinity College Tutor Scheme which provides pastoral support for students and recommends that this embedded process is described in formal documentation (standard 8)

Summary of Recommendations

The accreditation team recommends;

- the school strategy be finalised by the end of 2020 (Standard 1)
- the acceleration of the process to finalise its business planning (Standard 3)
- the acceleration of the process to renew current resources (Standard 3)
- an analysis of the level of assessment regime and consider alternative assessment modalities (Standard 6)

Summary of Conditions

None applicable

Evaluation of the Master Degree in Pharmacy (MPharm) Against the Accreditation Standards

Standard 1: The Professional Degree Programme Provider and Mission	Accreditation Team's Commentary
1. The Professional Degree Programme Provider must engage in a systematic planning process and have a current strategic plan that facilitates achievement of the Professional Degree Programme Provider's mission, goals and objectives. 1.1 The mission should include a clear statement of the educational philosophy including how the organisation will foster a culture that: (a) promotes professional behaviour among students, staff and all those contributing to the Professional Degree Programme; (b) is committed to the development of graduates who satisfy the requirements of the Core Competency Framework for Pharmacists; and (c) respects and supports the needs of diverse stakeholders, students, staff and all those contributing to the Professional Degree Programme. 1.2 There should be evidence that the mission, goals and objectives have been reviewed and validated by the Higher Education Institution (HEI) and should be demonstrably congruent with the mission of the HEI and are within the context of societal and professional changes occurring and contemplated. The mission statement should set out clearly the primacy of	The School of Pharmacy and Pharmaceutical Sciences at Trinity College Dublin (TCD) has been offering a pharmacy degree since 1977. It has research and teaching facilities on the main College campus in the Panoz Institute. These include purpose-built teaching spaces such as the Boots Unit – comprising a technology enhanced learning space for clinical skills and patient care, a practice area designed to facilitate the development of communication skills, and adaptable small group teaching rooms. The School has further facilities in the collaborative research space provided by the Trinity Biomedical Sciences Institute (TBSI) and Trinity College Institute of Neuroscience (TCIN). The main academic focus of the School of Pharmacy and Pharmaceutical Sciences at the undergraduate level is the five-year Integrated Pharmacy Programme (MPharm). The SoP is demonstrably committed to developing and delivering the MPharm programme in a manner consistent with the regulatory requirements of the PSI on the one hand, and the institutional objectives and goals of TCD, including the Trinity Education Project (TEP) on the other. The TEP was initiated by the institution as a whole to support and drive moves to a fully semesterised teaching and assessment schedule, and the standardisation of module content. These principles are consistent with those encapsulated within the integrated MPharm programme and much of the work required for the TEP had been previously implemented for the purposes of the MPharm prior to its implementation. Prior to the onsite accreditation visit, the SoP shared its vision and statement of mission. The SoP's vision is to provide an environment where excellence in teaching and research is valued and encouraged. Its mission is articulated as to deliver continuous learning in the science and practice of pharmacy, supported by innovative teaching and a culture which is aligned with best practice, thus striving to ensure that SoP staff and students contribute to society as world class professionals and leaders. Both vision and mission are clear. In order to deliver the above vision and implement its mission, the School Strategy is split into three strands, each with identifiable priorities the School is able to influence.

	patient safety, care and well-being. This must be demonstrated by the existence of: (i) a chronological log of any concerns raised relating to patient safety and well-being that arise as a consequence of the educational process; (ii) clear and published procedures known to all staff and students to immediately review and address such concerns that may impact upon patient safety; (iii) a Fitness to Practise policy known to all staff and students to assure patient safety and public protection at all times; and (iv) an explicit recognition that by awarding a degree accredited by the Council of the PSI, the HEI is confirming that a graduate is fit to apply to have their names entered in the Register of Pharmacists.	These are; Strand A Encompass an ever more diverse student community, providing a distinctive education based on academic excellence and a transformative student experience by: 1. strengthening community 2. promoting student life, and 3. renewing the Trinity Education Project (TEP) Strand B Undertake research at the frontiers of disciplines, spurring on the development of new interdisciplinary fields and making a catalysing impact on local innovation and on addressing global challenges by; 1. activating talents 2. building valuable partnerships, and 3. researching for impact. Strand C Fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society by; 1. engaging wider society 2. demonstrating institutional leadership, and 3. securing Trinity's future.
1.3	The Professional Degree Programme Provider should have a published statement of its mission and goals and set out its key performance indicators (KPIs) and timescales for their implementation and review. This should include an explanation of how the Professional Degree Programme Provider will monitor and evaluate its performance against the goals and objectives of its strategic plans	The above priorities flow from the previous Trinity Strategic Plan (2014-2019). During the onsite accreditation visit, the accreditation team, aware that TCD as an institution is in the process of developing and rolling out its next strategic plan were interested to know if a marked shift in focus would be likely, and if so, how this might impact on the SoP as it continues to move forward with its integrated MPharm programme. Both the Dean of the Faculty of Health and the Head of School (HoS) highlighted in presentations to the accreditation team that whilst TCD as an institution is still developing its strategic plan for 2020 onwards, it is unlikely that there will be any dramatic shifts in focus; the strategic plans and associated vision and mission of the SoP and the MPharm will be developed to ensure consistency in the focus thus far implemented on the one hand, and congruence with the TCD institutional strategy on the other. Prior to the onsite accreditation visit, the accreditation team were provided with the TCD strategy document in draft form, pending its launch. In light of the forthcoming launch of the TCD strategy, the accreditation team recommend that a School strategy flowing from this should continue to be developed and finalised by the end of 2020.

1.4	The strategic plan must include but need not be limited to: (a) Its mission and goals with associated KPIs; (b) The underpinning aims and objectives of the Professional Degree Programme Provider including clearly defined learning outcomes to demonstrate that at the end of the Professional Degree Programme, the graduate is competent to practise pharmacy in a patient-centred, professional and ethical manner, and demonstrates a commitment to lifelong learning; (c) A statement of the educational philosophy for the Professional Degree Programme and how it: i. supports or assures that graduates will be prepared for entry to the profession of pharmacy including patient-centred practice in line with the Core Competency Framework for Pharmacists as established by the PSI Council from time to time; ii. prepares graduates for practice as pharmacy professionals who will embrace lifelong learning; and iii. provides structured experience of interprofessional working to facilitate team-work in the delivery of patient-centred care. (d) A commitment to excellence in teaching and learning methods; (e) A vision for leadership in practice, research and other scholarly activity and educational activities.	Patient safety lies at the heart of the SoP strategy as it produces graduates who are professional in outlook and behaviours, and who are able to demonstrate the behaviours and competencies of the Core Competency Framework (CCF), as specified by the pharmacy regulator, the Pharmaceutical Society of Ireland (PSI). The strategy and associated mission statements have been reviewed and approved through the relevant channels within TCD in-line with institutional protocol and there are clear Fitness to Practise (FtP) policies. At the time of the onsite accreditation visit, the SoP highlighted that it is reviewing its FtP policies in conjunction with other Schools in the Faculty. It is envisaged that this will ensure a common approach to FtP issues across the Faculty and also to incorporate a clear and transparent position in relation to Fitness to Study. In order to safeguard patient-centredness and patient safety, the SoP maintains a log of Fitness to Practise concerns, supported by clearly signposted and published guidance and procedures that are frequently highlighted throughout students' academic progress through the School. FtP procedures are clear and the accreditation team are satisfied that no conflicts of interest would arise in the event of the SoP instigating the relevant process. During the onsite accreditation visit, the HoS highlighted that so far, no FtP issues have arisen. Following successful completion of the MPharm programme of study, the SoP explicitly confirms to the Pharmacy regulator that its graduates are fit to apply to be entered in the Register of Pharmacists, thus fit to practise pharmacy in the State. Key Performance Indicators (KPI) underpin and clearly link to the strategies thus far published. In response to feedback from the accreditation team following its compliance visit in 2019, KPIs have also been developed to allow for quality assurance to be appropriately undertaken of training establishments (TE) providing experiential learning placements. These KPIs fall under the remit of APPEL and are monitored and actioned in-house, with oversight exercised by the TCD SoP accordingly. The KPIs specific to the SoP are monitored on a regular basis to enable appropriate actions to be taken should performance demonstrably fall below optimum levels. In order to support the ongoing development of its forthcoming strategy (supporting the new TCD Strategic Plan), the SoP is currently undertaking a review of the KPIs. The drafting process involves review of these existing KPIs, identification of new potential KPIs, and analysis of the availability of data/resources to measure the KPI. The School will be supported by the Faculty and by the TCD Quality Office. Newly revised KPIs will be subject to the internal TCD institutional review process. The KPI relating to staff/student ratio was of particular note to the accreditation team during the onsite accreditation visit. The target is stated to be 1:25. The HoS was pleased to inform the

1.5	For a newly planned and/or recently established programme, the Professional Degree Programme Provider must provide a comprehensive strategy outlining the planning, development and implementation phases of the programme.	accreditation team that the SoP is performing particularly well against this measure; the current staff/student ratio is 1:14.7 based on the whole SoP student body. The accreditation team is of the opinion that this is particularly to be welcomed and is a strength of the TCD SoP. The TCD SoP is committed to ensuring its teaching staff provide excellence in teaching and that the staff utilise the most effective, progressive and appropriate teaching methods. Of particular interest to the accreditation team during the onsite accreditation visit was the extensive use of interprofessional learning opportunities (IPL) which form an integral element of the SoP MPharm programme. Despite challenges in relation to the scheduling of IPL opportunities, the SoP continues to work closely with other Schools in the Faculty (Medicine, Dentistry, Nursing, Speech and Language Therapy) to develop and further embed IPL into its programme from an early stage in Year 1. The Faculty has developed an IPL strategy, under the leadership of the Assistant Professor in Interprofessional Learning. In each year of the programme, IPL activities are closely aligned to the curriculum content and clinical experience of all the student participants. A specific point emerging from the 2019 accreditation report addresses quasi-separation of the MPharm programme into a four-year BSc (Pharm) programme, governed and informed by the principles of the TEP with a final, fifth MPharm year. It is clear from the learning outcomes relating to the BSc (Pharm) and the MPharm year that these are now articulated with a far greater degree of connectedness. The learning outcomes for the MPharm are now presented as additional to those of the BSc (Pharm) programme and this therefore enhances the sense of a fully integrated programme, encompassing all five years.
Compliance with Standard:		The accreditation team is satisfied that this standard has been met
Commendations **Recommendations** **Conditions**		The accreditation team commends: - The current staff:student ratio The accreditation team recommends: - The school strategy be finalised by the end of 2020

Standard 2: Leadership, Organisation and Governance	Accreditation Team's Commentary
2. There must be clear management structures for the Professional Degree Programme with a schedule of roles and responsibilities, and a defined structure and process to show lines of accountability and authority for all those involved in the delivery of the Professional Degree Programme. 2.1 The Professional Degree Programme must be planned and delivered by an identifiable organisational unit preferably a School or Faculty of Pharmacy ('the School'), which has responsibility for the Professional Degree Programme and associated resources. Furthermore the Professional Degree Programme must be planned and maintained through transparent processes and must clearly identify who is responsible for what at each stage. 2.2 There must be effective systems in place to ensure that students: (a) do not jeopardise patient safety and only do tasks under appropriate supervision; (b) are monitored and assessed to assure they always work and perform safely; (c) understand what fitness to practise mechanisms apply to them; (d) are not awarded an accredited degree or placed into any part of the programme that involves access to patients, the public or confidential data, if they are considered likely to pose a risk.	TCD has clear, transparent management structures and these are also reflected in the School's engagement with the School Executive Committee (SEC) and APPEL. These clear structures have allowed the MPharm programme to be systematically planned, developed and implemented, and the current programme shows a clearly defined structure and direction for future evolution. In terms of its management structures, the SoP is clearly organised, with defined lines of responsibility and accountability. As can be seen in the organogram submitted to the accreditation team prior to the onsite accreditation visit, the HoS is supported in role by the School Executive Committee. The SEC includes senior staff membership as well as student representatives and meets at least once a term, with the remit to act as the principle decision-making body within the School. The SEC maintains accountability in the following areas: - developing and maintaining the School's academic strategy and the associated academic and financial plans; - developing and implementing academic policy and initiatives in the context of the long-term strategies of the School - fostering and promoting inter-disciplinary teaching and learning within the School, and - engaging with external stakeholders. More specific areas of responsibility are cascaded to additional committees within the school, each with their own areas of accountability. The additional committees are; - Programme Management Committee (PMC) - School Committee - School Research Committee, and - Postgraduate Committee. The MPharm programme has thus been planned, implemented and continues to be reviewed and developed in accordance with clear management structures and frameworks of accountability. The School is a constituent part of the wider Healthcare Faculty, with the HoS sitting on the relevant Faculty governance and decision-making bodies, as well as representing the School at an institutional level in his accountability to the TCD Board. During the onsite accreditation visit, the HoS explained to the accreditation team, that although there is some measure of autonomy at School level afforded by the broader university structures, there are

2.3	The Head of the School must be qualified to provide leadership in pharmacy professional education, including research and scholarly activities, and so be in a position to influence the HEI and the School policy in relation to pharmacy. In the event that the Head is not a pharmacist registered in Ireland, there must be an identified pharmacist registered in Ireland who can provide leadership in the practice and profession of pharmacy and have authority for effective advocacy for pharmacy within the HEI and be held accountable for the oversight of practice-based learning. This person must be at a senior level within the School and be registered in the Register of Pharmacists and thereby be familiar with, and subject to, the PSI statutory Code of Conduct.	nonetheless, overarching bodies to provide an appropriate level of governance. School strategies flow from those of the Faculty, in turn from the university, thus showing connectedness and consistency between School, Faculty and institution. This has been clear during the recent implementation of the Trinity Education Plan (TEP) which has standardized several aspects across the university which had previously been divergent at School level. Following the implementation of the TEP, the SoP has adopted a fully semesterised structure to its programme and formalised assessments to take account of the new structure. Some changes to the programme have been necessary, which have been reported to the PSI in line with legislative requirements and obligations Fitness to Study and Fitness to Practise protocols within TCD and the SoP are published on the School website. Students are subject to the TCD FtP policy and they are regularly made aware of their responsibilities. FtP declarations are signed, and students are subject to Garda Vetting procedures prior to enrolment on the MPharm programme. A range of clearly defined systems ensure patient safety is not jeopardized and remains central to the MPharm programme. These systems operate both within the School and whilst students engage out with the School during experiential learning placements managed by the APPEL consortium. Students may only undertake tasks under the appropriate level of supervision whilst undertaking experiential placements and the assigned supervisors are integral to the monitoring and assessment of students' practice, in patient-facing and non-patient facing contexts such as labs. In patient-facing contexts, all supervisors are PSI registered pharmacists and thus are subject to PSI regulations. Should Fitness to Study or FtP concerns be raised, the SoP maintains a confidential log, with procedures in place for the consideration of any issues emerging so appropriate actions can be taken. The PSI can then be notified by the SoP, as per requirement, at the point of graduation, should the student successfully complete the MPharm programme. Students are subject to the joint Schools of Pharmacy Code of Conduct and the APPEL Student Placement Agreement during their experiential placements to ensure that professionalism and an ethos of professional behavior is maintained throughout students' progress through the programme. It is made clear to students regularly how the Codes of Conduct applies to them and the Code of Conduct Ceremony that takes place in Year 1 underlines its significance and importance. The HoS has many years' experience of providing leadership at a senior level within academic bodies and research groups, and also in commercial contexts. The current Director of the MPharm Programme is a registered pharmacist and was previously head of the TCD SoP, leading the School through the development and implementation stages of the new MPharm programme. Ties between the SoP and the other Faculty constituent schools are strong and this has enabled the SoP to
2.4	The HEI must support the development of suitable relationships between the School and other academic and service units of the HEI for instruction, research and practice-based and interprofessional learning.	
2.5	External relationships or collaborations with the pharmacy profession must be facilitated to foster the School's teaching, learning and research capabilities. The School should have access to, and arrangements with, HEI affiliated and other healthcare teaching facilities in support of the practice-based and interprofessional learning needs of the Professional Degree Programme [see also Standard 3.6(c)]. Wherever possible, collaborative approaches to practice-based placements must be used in conjunction with other HEIs in the State offering a pharmacy degree programme.	

2.6	The Professional Degree Programme must comply with the principles of equality, diversity and fairness and meet all the requirements of National and European law as it relates to the education, training and qualification required for registration as pharmacists.	implement its ongoing strategy for developing and enhancing its programme of interdisciplinary teaching, interprofessional learning (IPL) and research. The Faculty has appointed an Assistant Professor for Interprofessional Learning; IPL continues to be foregrounded as an important and significant aspect of the Faculty's teaching and learning strategies. The SoP plans to further enhance its IPL provision for the MPharm programme by leveraging its collaborative relations with other Schools in the Faculty.
2.7	As part of the statutory annual reporting process to the PSI, the School must submit data on student intake, student numbers, student achievement and progression through the Professional Degree Programme with the School's commentary and analysis. The School must maintain a reliable, accurate and workable management information system in support of this.	The MPharm programme at TCD integrates a range of experiential learning placements into the MPharm programme in all years. Those taking place in Years 4 and 5 constitute statutory experiential learning placements. Experiential learning placements in Years 2, 4, and 5 are administered by the APPEL consortium with TCD SoP oversight. Additionally, the SoP continues to develop links and collaborations with organisations that provide input to the programme, both in terms of accommodating off-site visits to practice settings in community and hospital pharmacies, industry and role-emerging practice contexts, and guest lectures, seminars and workshops incorporated into the MPharm structure of modules. Collaborative approaches are firmly embedded within the SoP, and cross-disciplinary research initiatives within and out with the university provide additional and valuable insights into modern, progressive and future-oriented pharmacy practice for students.
2.8	The Head of School has an obligation to report to the PSI: (a) on key issues including any changes in resources that are pertinent to the delivery of the Professional Degree Programme; and (b) at the point of graduation, a confirmation that each graduate has met the competencies in the CCF. In order to do this, the School must maintain, in accordance with any policy as approved by the PSI Council from time to time or any legislative provisions, an ongoing record of 'fitness to practise' matters and any other matters that could have a material impact on future fitness to practise when the student/graduate in the future is practising as a pharmacist.	The University is committed to ensuring equality of opportunity and fair access, with the relevant policies in place at an institutional level. Students enter the pharmacy programme through a number of routes, including Central Admissions Office (CAO), as mature students, Disability Access Route to Education (DARE), the Higher Education Access Route (HEAR) and an allocation of international students. Alternative entry routes facilitate entry on a competitive basis for mature students or young adult students who successfully complete the Trinity Access Programme (TAP) Foundation courses in Higher Education at Merino College. Relevant policies ensure that where suitable and practicable, reasonable adjustments can be made to ensure students with a registered disability are able to undertake learning and practise safely, cases being assessed by the SoP in conjunction with the TCD Disability Services on a case by case basis, with input from the School Disability Liaison Officer. The College has recently implemented secure integrated data systems for managing and monitoring student data. Intake, attrition and progress information is tracked at a College level and this data is governed by TCD-wide policies and protocols. This data management supports the SoP in providing the regulator, the Pharmaceutical Society of Ireland (PSI) with the required student data as part of its annual reporting obligations. However, the accreditation team noted that whilst the SoP is able to track student progression, some data around protected characteristics is not made available to the School.

	The Head of School is cognisant of his obligation to report issues and changes which may have a material (or other) impact on the successful delivery of the MPharm programme. The SoP is currently reviewing its approach to contingency planning supported by Risk Registers. It is envisaged that key issues can be more easily identified, reported and addressed appropriately. As a result of the systems currently in place (data management and FtP log), the HoS is able to confirm to the PSI at the point of graduation, each student's fitness to practise and that each graduate meets the competencies outlined in the PSI CCF.
Compliance with Standard:	The accreditation team is satisfied that this standard has been met
Commendations **Recommendations** **Conditions**	

Standard 3: Resources	Accreditation Team's Commentary
3. The School must have sufficient allocated resources, financial, physical and staff, and have developed and documented contingency plans to cover any deficiencies that may arise in order to ensure the effective delivery of a Professional Degree Programme that continues to meet the 'Accreditation Standards of the five-year fully integrated Master's degree programmes in pharmacy' as approved by the PSI Council from time to time **3.1 Academic Staff** The School must have a sufficient number of core academic staff and other teaching staff including professionally qualified staff such as teacher-practitioners, practice educators and tutor pharmacists, appropriately qualified, experienced and expert in pharmaceutical sciences and pharmacy practice. There must be an appropriate mix of academic staff practising as pharmacists in clinical practice including senior staff who can influence policy within the School and contribute to curriculum design and development, assessment design and development, and course management and coordination activities. This staff, full-time and part-time, must: (a) provide the majority of teaching and learning support for the Professional Degree Programme. Where 'service-teaching' is identified as essential, there shall be a robust means of managing its integration into the Professional Degree Programme and ensuring that the teaching is oriented towards pharmacy;	The TCD MPharm programme modules are delivered by lectures, tutorials, seminars, workshops and laboratory supervision. Each module is overseen by a module coordinator. The majority of the programme teaching is undertaken by School of Pharmacy staff, with additional support from staff drawn from other faculties within the College according to module needs. Staff external to the School contribute to the development of those modules in collaboration with School staff. The current staff complement within the School is as follows: **Position** — **# staff** Professor — 5 Assoc. Professor — 14 Asst. Professor — 8 Administrative — 8 Technical — 8.5 The School also maintains a number of adjunct professors and draws on staff from out with the School to provide additional discipline-specific teaching as required. Many of the SoP staff are registered pharmacists who continue to practise and the School's clinical partners provide teaching staff, ensuring that the School's teaching retains relevance in terms of current practise and awareness of emerging new technologies which are likely to impact future pharmacy practise. The curriculum is planned, developed and implemented fully within the School, in consultation with the Programme Committee. Each module is assigned a module coordinator drawn from School staff who is able to ensure that any teaching provided by staff out with the School retains the appropriate level of pharmacy focus and patient-centredness. During the accreditation onsite visit, the accreditation team were impressed with the enthusiasm, commitment and high levels of collegiality between staff members. There is a tangible commitment to delivering the programme to the highest standards and responding to shifts in contemporary pharmacy practice. This is particularly evident in relation to the School's continuing commitment to research-led teaching. School staff have published research findings widely in national and international journals, and it is this presence which has contributed to enhancing the School's visibility

(b) individually and collectively, demonstrate a commitment to the mission of the School and to the goals and objectives of the Professional Degree Programme and a continuing commitment to be effective teachers; (c) provide the academic direction for all teaching and learning support or assessment provided by individuals from outside the School; (d) liaise with any staff from outside the School involved in teaching to support the adaptation of examples used in teaching and learning to contemporary pharmacy context and to ensure that it is patient-centred; (e) be provided with the resources, support and academic environment which allows staff members to maintain their knowledge at the leading edge of pharmaceutical, biomedical, and social sciences and clinical pharmacy practice; (f) be encouraged and supported to engage in scholarship and research which is disseminated nationally and internationally; (g) have access to an organised professional development programme open to all teaching staff members consistent with their respective responsibilities. This programme must provide opportunities to develop teaching, learning and assessment skills and the use of new learning technologies. As well as applying to both full-time staff and part-time staff of the HEI, this requirement also applies to all those contributing to teaching, learning and assessment. The	in international ranking tables. The output from staff research is cascaded to students through modules on the MPharm programme and steers the Years 4 and 5 research projects which are integral elements of the programme. During the onsite accreditation visit, the accreditation team noted the sense of community and collegiality amongst School staff; this extends to include extra-disciplinary members of staff. The School is clearly highly committed to delivering a programme of the highest standards, and this is reflected in the large amount of change which has been successfully implemented over recent years as the MPharm programme has been implemented. The accreditation team is of the opinion that the deep sense of community evident in the School is one of its strengths, as it has a very positive impact on the students also. About a third of the staff hold postgraduate certificates in teaching: it is a requirement for newly appointed staff members to engage with such professional development within five years of appointment. However, during the onsite accreditation visit, the HoS outlined how recent economic circumstances have significantly reduced the amount of funding afforded to TCD by the State. This has impacted heavily on opportunities for promotions within the School and also in terms of recruiting new staff to the School. The HoS indicated that going forward, the School is exploring opportunities to increase its income from other sources, including the provision of higher-level professional training. Within the framework of the APPEL consortium, the School maintains one 1.0 FTE Practice Educator (PE) role. The PE role liaises with Training Establishments (TE), provides students with guidance and support prior to, during and after their experiential practice placements in Years 2, 4 and 5, ensures that preceptors and supervisors are appropriately trained and accredited, and also undertakes appropriate levels of quality assurance (QA) in relation to the TEs. Additional funding has been secured to establish an additional 0.5FTE PE/Practice support Pharmacist. This is a unique organisation and feedback from students in relation to their interactions with APPEL and the support afforded to them as they undertake their experiential learning places is wholly positive. The APPEL consortium was established between the three HEIs in the State providing MPharm programmes with the explicit remit of managing the experiential learning placements and ensuring that tutors are appropriately qualified, registered, trained and accredited to do so. All experiential learning placements available to students within all three HEIs are sourced by APPEL, and tutor pharmacists, preceptors and supervisors engaging with the students are trained and accredited by APPEL according to predefined criteria. Prior to the onsite visit, the accreditation team were provided with an APPEL report that details the levels and frequency of training required before a tutor

programme for tutor pharmacists must be amenable to flexible delivery and meet the requirements as approved by the PSI Council from time to time. Evidence of the impact of professional development programmes should be demonstrated.	pharmacist can undertake the supervisor/preceptor/senior preceptor role within a TE. Preceptors/Senior Preceptors supervising students undertaking their Year 4 and 5 experiential placements assess student behaviours against the CCF and, as such, constitute an integral element of the overall assessment of students as they progress towards graduation. APPEL has been able to source an extensive number of experiential learning placements in a full spread of geographic locations and practice settings, which assures the accreditation team that engagement with the profession continues to be undertaken productively and in an appropriate manner.
3.2 Practice Educators The School must have a sufficient number of Practice Educators, in joint appointment positions with practice placement sites as practicable, who will provide the specialised teaching on the interface between the learning within the schools and that within the workplace and who will provide support to the students on placement and to their tutors.	In addition to the teaching staff and APPEL-based staff, the SoP is supported by an 8.5 FTE member technical team and an administration team of eight, including the School Administrative Manager. Similarly to the faculty staff, the technical and administrative staff are highly committed. The workloads of all staff, technical, administrative and academic are monitored and reviewed by the HoS. The performance management process mirrors that of other Schools in TCD, and in order to ensure the continuation of the extremely high level of commitment to their roles, the HoS explained during the onsite accreditation visit that the approach to managing workload will be reviewed, and a consideration of other academic departments' workload allocation models is to be made. The HoS is currently exploring workload allocation models.
3.3 External Experts The School should ensure that relevant input from external specialist lecturers is provided to enhance the students' contextual understanding of specific areas.	As indicated above, the SoP operates financially under stringently controlled processes overseen by the broader university protocols. The State funds part of the budget, with further funding derived from other sources. The recent economic climate has presented both the University and the School with some measure of financial challenge.
3.4 Support Staff The School must have a sufficient number of support staff suitably qualified/trained and experienced to support its operation. This staff must have access to an organised development programme open to all support staff consistent with their respective responsibilities. Evidence of the impact of this programme should be demonstrated. Technical staff should be suitably qualified and trained and proficient in the operation and maintenance of scientific instrumentation and other equipment. Technical staff should take an active role in the preparation and delivery of laboratory practice	The information provided by the SoP prior to the onsite accreditation visit outlines how in 2017/18 a new Baseline Budgeting Model (BBM) was introduced. This replaced the previous Annual Budgetary Cycle (ABC) model. The BBM is designed to provide a 3-year budgeting environment to allow for strategic planning at Faculty, School and Divisional level. School finances are managed by the HoS. During the onsite accreditation visit, the HoS explained that the BBM is not fully embedded into planning processes as yet, that the funding allocation process is somewhat opaque at an institutional level and that additionally, core funding to the university has reduced significantly over the last eight years. This gives the accreditation team some measure of concern. However, both the HoS and the Dean of the Faculty at that time provided assurances that commitments to safeguard the future of the MPharm programme (including TCD's funding of the APPEL initiative) have been secured. This provides the accreditation team with reassurance. However, in the light of this, it recommends that the School accelerates the process of finalising its financial planning where possible in order to establish a closer correlation in its business planning between current activities and budgetary

sessions and projects and practice sessions and projects. **3.5 Tutor pharmacists** Pharmacists acting as tutors for the practice-placement elements of the programme must be of sufficient number, appropriately qualified and experienced and be professional role models with the knowledge, skills, attitudes and behaviours to effectively mentor, monitor and evaluate students. **3.6 Infrastructure and Financial Resources** (a) The School must have the financial resources necessary to accomplish its mission and goals; (b) The School must ensure that accommodation (including teaching rooms and laboratories), equipment, library facilities, IT (including appropriate interactive distance learning technology/VLE), subject specific IT specialist software (for example dispensing software), clinical skills facilities and other resources available to it are sufficient for the effective delivery and assessment of the planned Professional Degree Programme to the numbers of students in each year of the Professional Degree Programme and overall, and that the accommodation, equipment and facilities are safe to use and are properly maintained in a safe condition; properly taking account of the other teaching and research commitments of the School; (c) There must be policies and procedures to ensure that training establishments for the practice-placement elements of the Professional Degree	planning. This will provide greater clarity in terms of business planning, a more accurate understanding of how opportunities can be maximized for further developments and a more responsive approach to the renewal of resources within the School. The School's contingency plans are aligned to the College Risk Management Policy. The Risk Register, managed by the HoS and School Administrative Manager, is reviewed by the School Executive on a quarterly basis and this allows for informed and appropriate contingency planning as required.

Programme are appropriate for the delivery of this element of the Professional Degree Programme and meet any requirements as approved by the PSI Council from time to time, including any requirements relating to consistency of approaches to placements; (d) The School should have contingency plans, developed and documented, to cover any deficiencies in infrastructure, equipment or personnel that may arise in order to ensure the effective delivery of the Professional Degree Programme.	
Compliance with Standard:	The accreditation team is satisfied that this standard has been met.
Commendations **Recommendations** **Conditions**	The accreditation team commends: - The commitment of School staff to delivering the MPharm programme and the clear sense of community and collegiality The accreditation team recommends: - The acceleration of the process to finalise its business planning - The acceleration of the process to renew current resources

Standard 4: Curriculum	Accreditation Team's Commentary
4. The curriculum must be planned to deliver an integrated learning experience that combines and co-ordinates all components in a logical and cohesive manner with clearly articulated linkages between and across units within years and between years. The Professional Degree Programme must be planned as a whole to deliver graduates who have the knowledge, skills, attitudes and behaviours to meet the Core Competency Framework for Pharmacists necessary for entry to the profession of pharmacy and to assure the accountability of the profession to society. 4.1 The curriculum must be progressive in dealing with issues in increasingly complex and inter-related ways so that graduates meet the Core Competency Framework for Pharmacists as established by the PSI Council from time to time and that they can practice safely and effectively according to the statutory Code of Conduct for pharmacists, and any other guidance and requirements as approved by the PSI Council from time to time. 4.2 Sufficient time should be allocated over the whole period of the Professional Degree Programme to enable the formation of an appropriate ethical and professional approach to practice and this process should begin early in the first year. From the beginning, the Professional Degree Programme must be delivered in an environment which places study in a professional and academic context and requires students to conduct themselves professionally. Appropriate assessment of the development of professionalism should take place throughout the Professional Degree Programme.	During the onsite accreditation visit, the level of commitment of the staff, academic, technical and administrative to provide a programme of a very high standard was apparent to the accreditation team. Much work has been successfully undertaken over recent years to move to what is now an innovative and progressive approach to delivering the TCD MPharm programme. Documentation provided prior to the onsite accreditation visit outlines the curriculum structure, module learning outcomes, syllabus, assessment procedures and curriculum alignment to the CCF. The TCD MPharm programme is a progressive and innovative course. It shows clear spirality with basic sciences being addressed in Year 1 and adopting an increasingly spiral nature as students progress. There is a substantial level of integration, both horizontally and vertically. Integrative approaches are firmly embedded in the School, supported by recent changes required by the TEP, which has resulted in the standardisation of module content, a rationalised examination schedule and the implementation of an additional research project. The programme is student-oriented with patient safety and the principles of the Core Competency Framework (CCF) at its core. Conceptualisations of professionalism are introduced and consolidated throughout the programme. Specific module components address ethics and professionalism and are woven throughout the programme. The underpinning of the programme in the CCF is enhanced through the use of the CCF Live e-portfolio which requires students from Year 1 to engage with the skills, knowledge and behaviours of the professional practitioner and to reflect throughout on their own learning needs to ensure these are sufficiently acquired. These professional attributes are further consolidated and contextualised during the experiential learning placements. The School continues to cultivate its formalised links with several general and specialist hospitals and it plans to expand its relationships with hospital pharmacies to provide a greater range of experiential placements available. Its alumni network is also increasingly strategically leveraged as the SoP continues to engage productively with the professional separate to the APPEL engagement. The range of IPL activities incorporated into the programme is impressive and the School is making judicious use of the Assistant Professor of IPL as a valuable resource for the further enhancement of the multi- and interdisciplinarity aspect of the MPharm. IPL activities are introduced from the outset in Year 1. During the onsite accreditation visit, the staff involved with the planning and development of the curriculum explained to the accreditation team how they are exploring means of increasing the IPL content of the programme and also to more firmly establish assessment of the IPL components.

4.3	The curriculum should embrace the scope of contemporary pharmacy practice responsibilities to patient-centred care as well as the emerging roles of the pharmacist within the context of societal and professional changes occurring and contemplated.	Modules throughout introduce and develop aspects of pharmacy across the full spectrum of practice, embracing all practice settings and are designed to equip students with the knowledge and skills to enter practice across the range, including role-emerging and research. Professionalism is emphasized throughout the programme and students are obliged to sign the TCD and APPEL Codes of Conduct which underscore the importance of professional behaviour. Prior to the statutory experiential learning placements in Years 4 and 5, preparatory workshops highlight professionalism and also how a lack of professionalism might manifest.
4.4	The curriculum must be designed, delivered and regularly reviewed to keep abreast of advances arising from policy and research and development in medical and pharmaceutical science and services. The scientific base of the curriculum must be of adequate depth, scope and quality and sequenced appropriately to provide both a foundation and continuing support for the intellectual and clinical objectives of the Professional Degree Programme.	The taught components of the programme are interspersed with a range of experiential placements and patient encounters which reinforce and enhance the content taught formally within the SoP. Experiential learning placements begin in Year 1 with introductory site visits to Boots community pharmacy. Throughout the programme, the experiential learning placements expand in scope and duration, leading towards the longer statutory placements of Years 4 and 5 (four- and eight- months duration respectively). Patient-facing and patient-encounter experiences are also features of the programme and ensure that students are able to locate their learning outcomes within contemporary practice contexts in which the patient is the centre. The SoP continues to develop links with patient advocate groups for the purposes of guest lectures, workshops and events which address specific themes of direct relevance to pharmacy practice. The School's aspiration to expand the spectrum of patient encounters and experiential learning placements will enrich the programme further.
4.5	The curriculum must be delivered by interdisciplinary teams in order that the subject matter of the degree is integrated, and delivered in a patient-focussed manner. The student must be provided with the knowledge and experience that will facilitate an understanding of the key regulatory and scientific aspects of drug discovery, and the manufacture, preparation, quality control, distribution, actions, interactions and use, including, the evidence-based use, of medicines by patients and including health screening, health promotion, pharmaceutical care and the interprofessional nature of health and social care services.	The content of each module on the programme is overseen by a designated module coordinator, who is accountable for all aspects of its design, delivery, assessment, review and further development. There are clear procedures in place for this process: student feedback, external examiner reports and assessment outcomes are integral to module review and refinement. The Programme Management Committee (PMC) comprises staff members from across all disciplines and stakeholders of the SoP including students and patient groups. One of its responsibilities is to respond to the evolution in pharmacy policy and practice by maintaining a curriculum that is up to date and reflects contemporary practice.
4.6	The curriculum must be designed to ensure that, from the early stages of the Professional Degree Programme through to the advanced practice experiences, students are encouraged to assume and are assisted in assuming, responsibility for their own learning, including assessment of their learning needs. Students	Much of the SoP's teaching and module content is research-led, in keeping with TCD's long history of research. All SoP staff are active researchers and students are therefore able to be exposed to the latest developments in pharmacy advances and the latest in cutting edge pharmacy research. During the onsite accreditation visit, the accreditation team noted how seamlessly SoP staff research projects are integrated into the curriculum and the way in which research strengths are leveraged to add greater depth and insight into current and future directions in modern pharmacy practice.

	should also be encouraged to participate and be assisted in participating in the education of others.	In order to ensure students are exposed to, and become familiar with, the full range of pharmacy practice contexts, experiential learning placements are undertaken throughout the programme. Those undertaken in Years 2, 4 and 5 are sourced and managed by the APPEL consortium, with oversight exercised by TCD. All experiential learning placements in all years are appropriate to students' knowledge and experience and are reinforced through extensive use of reflective assignments which explicitly draw on and reference the tenets of the CCF as a means of inculcating and applying the knowledge, skills and attributes addressed in the curriculum.
4.7	The Curriculum should be guided by, but not limited to; the indicative syllabus shown in Appendix B of this document[1] and it should take account of, and be responsive to, developments in pharmaceutical science and services and in pharmacy practice.	The APPEL administered experiential learning placements are subject to a rigorous quality assurance mechanism developed by APPEL in conjunction with the consortium partners; supervisor/preceptor/senior preceptor training and accreditation cycles and extensive support frameworks for both supervisors/preceptors and students ensure that experiential learning placements meet the required structure, quality and other requirements of PSI policy. During the onsite accreditation visit, the accreditation team noted the level of collegiality and collaborative work undertaken by the APPEL team with the SoP staff and noted the level to which the APPEL team are integrated with their SoP colleagues.
4.8	The curriculum must provide appropriately comprehensive training in research methods applicable to scientific and health research in order to meet the CCF and it must include practice research. In addition, the Professional Degree Programme must include a significant research component that meets the requirements of a level 9 degree programme on the National Framework of Qualifications.	During the onsite accreditation visit, the HoS confirmed that the MPharm programme complies with the minimum legal requirements at national and European levels.
4.9	There must be a continuum of structured and quality assured practice-placement experiences throughout the curriculum from introductory to advanced, and across the main practice settings of community, hospital and industry, that are of adequate scope, intensity, structure and duration to support achievement of the CCF. The structure of these practice-placement experiences must meet the PSI Council policy as approved from time to time. These experiences must integrate, apply, reinforce and advance the knowledge, skills, attitudes and behaviours developed through the other components of the curriculum	

[1] The indicative syllabus exists as a general guide to an appropriate scope of curriculum content for the Professional Degree Programme. It is not intended to define a contemporary pharmacy programme.

4.10 The curriculum must comply with the various minimum legal requirements at national and European level (see Appendix C).[2] The curriculum must take account of the recommendations of the Advisory Committee on Pharmaceutical Training (European Commission, 1995)[3].	
Compliance with Standard:	The accreditation team is satisfied that this standard has been met.
Commendations **Recommendations** **Conditions**	The accreditation team commends; - The commitment of School staff to delivering the MPharm programme and the clear sense of community and collegiality - The way in which SoP staff research projects are integrated into the curriculum - The level to which the APPEL and SoP staff collaborate productively for the benefit of curricular integration

[2] To include the Schedule of the Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules 2014 (S.I. No. 377 of 2014)

[3] In this respect, a curriculum compliant with the European Credit Transfer and Accumulation System (ECTS) meets the total hours requirement of these recommendations.

Standard 5: Teaching and Learning Strategy	Accreditation Team's Commentary
5. The Teaching and Learning Strategy must be designed to deliver a curriculum that produces graduates that meet the Core Competency Framework for Pharmacists as established by the PSI Council from time to time. 5.1 The Teaching and Learning Strategy must: a) be structured to provide an integrated experience of relevant science and pharmacy practice, a balance of theory and practice and the development of independent learning skills; b) take account of the predicted preferred learning format of the intended audience as well as the most effective methods to demonstrate competency against the required learning outcomes; c) emphasise the contribution of the pharmacist in the pharmaceutical industry and the pharmacist in the healthcare team, including the clinical skills that enable the critical review of patient pharmacotherapies and, where appropriate, during the Professional Degree Programme, teaching and learning should be organised so that students can learn with and from students of other related healthcare professions; d) include practical experience of working with patients, carers and other health care professionals. The intellectual and professional demands of the practice experience should	The Teaching and Learning Strategy has been developed to deliver the curriculum in such a way that, on successful completion of the programme, all students have demonstrated attainment of the specified learning outcomes, which have been mapped to the CCF throughout. Prior to the onsite accreditation visit, the TCD SoP provided the accreditation team with its Teaching and Learning Strategy document which outlines the approach taken to deliver the curriculum. The primary objective of the TCD programme is to develop pharmacists whose practice will maintain and improve patients' health, wellbeing, care and safety. The curriculum is student-centred and profession-focused, and there is scope for students to have responsibility for their own learning. The Teaching and Learning Strategy within the SoP aims to educate and train pharmacists with an in-depth knowledge of the science, the skills and competencies underpinning the professional practice of pharmacy. The integrated spiral curriculum shows increasing levels of complexity as the student progresses throughout the degree. Multi-disciplinary, interprofessional learning sessions with experiential learning experiences across the programme contextualise the theory into, and for, practice. This curriculum design is holistic and takes the learning needs of students into account. The ongoing development of the SoP's Teaching and Learning strategy has been supported by the Trinity Education Project (TEP), a project which developed from one of the goals of the Strategic Plan to renew Trinity's undergraduate education. The TEP flows from one of the university's strategic goals and specifically targets undergraduate educational principles to instill Trinity graduates with the attributes to enable them; • to think independently • to communicate effectively • to develop continuously, and • to act responsibly. The TEP is all encompassing and impacts the structure of the academic year, the constitution and content of curricula, and the means by which they are delivered and assessed. It also develops a set of aspirational principles around which programmes are oriented. The TCD strategy is underpinned by a core objective which is the development of pharmacists whose practice will maintain and improve patients' health, wellbeing, care and safety and which will inculcate a commitment to continuing professional development.

increase as the student progresses through the Professional Degree Programme and the teaching and learning strategy must articulate how this will be achieved (for example, off-site placements, learning sessions involving patients, carers and/or health professionals and simulations); e) articulate how experiential and practice-based learning and the input of tutor pharmacists is integrated within the Professional Degree Programme and how it contributes to the overall outcomes of the Programme; f) correspond to contemporary and potential future requirements of pharmacy practice, featuring a variety of teaching and learning approaches appropriate to stated learning outcomes, and be in step with current healthcare developments and provision, reflective of changing client and service needs and so ensure that graduates meet the CCF to be eligible to apply for registration as pharmacists. Approaches should include a combination of didactic, non-didactic, experiential and direct observational activities, including the development of appropriate clinical skills. Adult education principles should be introduced in the latter stages of the Professional Degree Programme and, in particular, to underpin the practice-placement elements; g) facilitate the development of the student's consultation, counselling and communication skills (as referred to in the CCF) and this should be underpinned by the theoretical basis within the social and behavioural science content of the Professional Degree Programme;	The School has developed a teaching and learning approach in which modules are associated with five curricular themes; - Medicines sourcing, production and use - Safe and rational use of medicines - Pathologies, patients and populations - Professionalism and communications - Leaders and learners Introduced from Year 1, these themes ensure that all modules show clear integrative aspects, both horizontally and vertically across the full duration of the programme. The outcomes of the strategy are specified as: - The attainment of the graduate attributes approved by the University Council, namely the capacity to think independently, to communicate effectively, to act responsibly and to develop continuously. - The attainment of the outcomes and individual module learning outcomes. - The development of graduates who are fit to apply for registration as pharmacists and to practise safely and effectively. Prior to the onsite accreditation visit, the SoP provided the accreditation team with the Student Handbook, which details all modules and the learning outcomes, content covered and objectives of each for Years 1 to 5 of the programme. Reinforced by the meetings during the onsite visit, it is clear to the team that the programme at TCD balances theory and practice, and is carefully structured to allow for an integrated programme. The spiral nature of the curriculum is tangible from the outset as modules are structured according to the overarching programme themes and which become increasingly integrated as teachers contribute with multi- and interdisciplinary approaches. In addition to classroom-based learning sessions, the programme incorporates a range of practice-based practical experiences, including site visits to Boots community pharmacies during Year 1, a two-week APPEL sourced experiential learning placement in Year 2, in addition to the experiential placements in Years 4 and 5. The experiential learning placements expose students to the full range of pharmacy practice settings, including that of the pharmaceutical industry and role emerging practice. These experiential learning opportunities are complemented by guest lectures, workshops and seminars conducted by invited speakers drawn from across the profession to provide insight into contemporary pharmacy practice. The input from the profession is seamlessly integrated into the

h) encourage students to take responsibility for their own learning both within the Professional Degree Programme and as a basis for later continuing professional development; i) place emphasis upon the development of leadership skills, problem-solving skills, and the justification of decisions made both on an individual and team-based basis and the impact of such decisions on patient safety; j) ensure that teaching and learning take place alongside and with reference to research and other scholarly activities in order that all students develop critical, analytical skills, an understanding of research methods and to support evidence-based decision-making and practice; k) ensure that the students recognise the importance of working as part of a multidisciplinary team. 5.2 Notwithstanding the requirement to ensure a balance of pharmacist input across the programme, the Teaching and Learning Strategy must provide that, where no pharmacist is appointed within an area of academic expertise, there are robust mechanisms in place to ensure that teaching and learning in modules/course units in that area take place in a pharmacy context. 5.3 The Teaching and Learning Strategy must ensure that pharmacy law, ethics, professionalism and pharmacy practice are taught predominantly by pharmacists with appropriate contemporary experience of practice, drawn preferably from within the School.	programme modules and contributes significantly to students' knowledge of modern (and future) pharmacy practice. TCD has a long history of excellence in research. Much of its teaching is research-led and thus, the acquisition and development of research skills feature in the MPharm programme. Development of generic research skills in the Pharmacy context occurs in several programme modules and students embark on their own research projects in Years 4 and 5, both of which are mandatory integral elements of the programme. Concurrently, the considerable input of research-active members of staff into module content ensures that the programme remains contemporary and foregrounds advances in pharmacy developments. Through the use of lectures, workshops, group discussions, practicals and frequent use of the model pharmacy, students become familiar with suitable approaches for maintaining a patient-focused and ethical practice that is in line with the Pharmacists Code of Conduct. The patient-focus of the programme is enhanced further by means of numerous patient encounters throughout each year, some of which take place in an IPL context. Additionally, because pharmacists are integral members of the healthcare team, the TCD programme incorporates interprofessional learning opportunities to support students in their learning about, with and from other healthcare students in the Faculty. Workshops and seminars take place from Year 1 and they develop students' understanding of the pharmacist role in the wider healthcare team. TCD is highly committed to enhancing its IPL opportunities through the role of the Assistant Professor in Interprofessional Learning. The scope of this role is Faculty wide and the use of the Simulation Suite at St James hospital allows Pharmacy students to learn with, from and about students of medicine, speech and language therapy and nursing to foster a collegial and professional sense of the multi-disciplinary team. Some of the IPL opportunities are conducted in problem-based learning settings. Here not only do students engage with members of the wider healthcare team, but they also develop approaches to problem-solving, decision-making and leadership-skills in an environment which emphasizes evidence-based practice. The teaching and learning strategy at TCD is designed in such a way as to support students taking responsibility for their own learning. From Year 1 participatory learning approaches are incorporated with students undertaking reflective assignments which form part of their assessment to foster an ongoing sense of the active reflective learner. Through the course of the programme, students build up a reflective portfolio (CCF Live) that is modelled closely on the continuing professional development (CPD) cycles of the Irish Institute of Pharmacy (IIoP). This serves to both develop the

5.4	The Teaching and Learning Strategy must develop a culture of professionalism in which all teaching staff can lead by example, collegiality, civility and respect among students and staff and this must be underpinned by a clear and realistic student code of conduct that is explained, communicated and enforced to assure professional behaviour. This must be supported by Fitness to Practise procedures that address causes for concern raised about students (see Standard 2).	skills necessary for later professional practice, but also instills an appropriate sense of the life-long learner. All modules and all module content on the MPharm maintain a pharmacy focus. During the onsite accreditation visit, discussions with members of the teaching staff highlighted how members of staff from outside the School are supported by module coordinators in the development of course content so that the appropriate level of pharmacy focus is maintained. Many members of the TCD staff are registered pharmacists and the SoP maintains teacher practitioner roles to ensure that content maintains a correct and contemporary pharmacy orientation. Modules are developed under the oversight of the PMC (Programme Management Committee) which exercises stringent control over module design and content. Pharmacy law, ethics, professionalism and pharmacy practice are taught within the SoP primarily by members of staff who have a wide experience of practice or continue to practise away from their teaching commitments. Teacher practitioners are prominent in the SoP and have a wide experience of pharmacy practice in all contemporary practice contexts. Additionally, guest speakers from across the profession deliver lectures and workshops on their own fields of expertise to ensure that students are exposed to suitable aspects of modern practice experience. During the onsite accreditation visit, the accreditation team were struck by the sense of collegiality evident amongst the members of staff. This has been noted in previous reports and the visit in 2020 remains no exception. The School continues to be a close-knit community that fosters amongst staff and students alike a great sense of belonging, respect and warmth. Staff are quite clearly highly committed to delivering the MPharm programme, and the TCD-based members of the APPEL team appear to be well integrated into the School as colleagues. Students are bound by a Code of Conduct which has been jointly developed and implemented with the APPEL Consortium partners. The Joint Code of Conduct is consistent with that of the profession's regulator, the PSI, and its significance is underlined by a Code of Conduct Ceremony in Year 1. During the APPEL administered experiential placements on Years 2, 4 and 5, students are obliged to sign an APPEL-Student Placement Agreement which reinforces professionalism, and professional behavior and dress. In the event of transgressions or issues emerging, defined TCD Fitness to Study and Fitness to Practise protocols enable such issues to be investigated and the appropriate action to be taken, including remediation as appropriate.

Compliance with Standard:	The accreditation team is satisfied that this standard has been met.
Commendations **Recommendations** **Conditions**	

Standard 6: Assessment Strategy	Accreditation Team's Commentary
6. The Assessment Strategy must ensure that all graduates demonstrate the competencies set out in the Core Competency Framework for Pharmacists as established by the PSI Council from time to time. The strategy must align with the teaching and learning strategy (see Standard 5) and use effective and validated diagnostic, formative and summative assessment methods that are reviewed at frequent intervals and take account of developments in pharmacy practice within all components of the Professional Degree Programme. 6.1 The Assessment Strategy must: (a) be planned at the Professional Degree Programme level to include a range of methods, at each level of study, appropriate to assess the progressive attainment of all competencies set out in the CCF and the process of professionalisation and should include a formal assessment of the student at the end of year five by the tutor pharmacist; (b) include clearly defined marking criteria and the pass criteria must reflect safe and effective practice. All assessments must take account of patient safety and any evidence of unsafe practice must result in failure. Condonation and compensation should not normally be applied and, if used, the graduate must still demonstrate all competencies as set out in the CCF; (c) be framed by Institutional regulations for the Professional Degree Programme that are appropriate for an award that is both academic and professional in nature;	Supporting the Teaching and Learning Strategy, the School's Assessment Strategy has been designed to evaluate the students and to provide feedback on the teaching and learning elements, ultimately ensuring that all graduates demonstrate the competencies set out in the CCF. The TCD Assessment Strategy aligns with the Teaching and Learning Strategy by driving effective student learning and is used to: - demonstrate and measure achievements - stimulate and give feedback on learning and teaching - self-regulate and critically evaluate. The underlying principles of the assessment strategy remain coherent with the assessment framework of the TEP which sets out to ensure that; - assessment supports the acquisition of graduate attributes - assessment supports learning - assessment is programme-focused - assessment supports meta-learning - assessment actively engages students - assessment is aligned with the programme Teaching and Learning Strategy - assessment practices should engage students and encourage them to take responsibility for their learning. The course modules are designed by the PMC and the committee exercises oversight over the content, delivery methods and modes of assessment of each programme module. Appropriate assessment procedures have been developed in response to the learning outcomes of each module. The strategy has been planned, designed and implemented to include a wide range of methods which include multiple choice quizzes, written and dispensing exams, group projects and presentations (group and individual), posters, research projects and objective structured clinical examinations (OSCEs) and role-plays. This breadth and range of assessment methods enables students to be assessed across the full spectrum of CCF behaviours and competencies on numerous occasions. Modules' learning outcomes are mapped to the competencies and behaviours outlined in the CCF. Therefore, through the assessment of the learning outcomes of individual modules, the attainment of competencies is assessed. In the SoP SAR submitted to the PSI prior to the accreditation visit in 2020, examples are given where module assessments enable the attainment of specific competencies to be directly assessed.

(d) provide clear guidance to students relating to assessment of stated professional and learning outcomes, with objective reporting on assessments; (e) position knowledge, understanding and competence development in a pharmacy context. Notwithstanding the requirement to ensure a balance of pharmacist input across the programme, should there be no pharmacist within an area of academic expertise there must be robust mechanisms in place to ensure that assessment in modules/course units in that area takes place in a pharmacy context; (f) emphasise the contribution of the pharmacist in the healthcare team and the pharmacist in the pharmaceutical industry and where appropriate, during the Professional Degree Programme, the student is assessed alongside and together with students of other related health professions; (g) demonstrate a holistic approach and include, for example, mechanisms which measure cognitive learning, mastery of essential practice skills, ability to communicate effectively, team-working, numeracy and use of data in problem-solving; (h) develop students as self-directed learners underpinned, where possible, by participation in peer review and assessment; (i) include a formal examination of pharmacy law towards the end of the Professional Degree Programme;	All modules, including those with an IPL component are assessed. The assessments retain an appropriate level of pharmacy focus and IPL activities are assessed with methods consistent with the School assessment strategy. In Years 4 and 5, the CCF competency attainment during the experiential learning placements are assessed by preceptors and following the completion of Year 5, a terminal OSCE-based examination will be used to assess competencies in the form of the Professional Registration Examination (PRE). This builds on the extensive use of OSCE exams to assess students beginning in Year 1 and continuing throughout the programme. As OSCEs are encountered as a mode of assessment from Year 1, by the time students encounter the final OSCE in Year 5, they are familiar with this assessment format. Information in relation to all assessments, their nature and scheduling are clearly communicated to students via the Student Handbook of Modules in the first instance and all assessment components are in accordance with the School's and College's regulations for assessments and reassessments. During the onsite accreditation visit, the accreditation team noted that the scheduling of assessments, particularly end of semester examinations can, under some circumstances, lead to situations in which students are exposed at times to a considerable number of formal module assessments. This led the accreditation team to consider whether the SoP might consider reviewing the assessment diet. The TCD staff outlined that this is an area which is currently under consideration, with a view to implementing greater diversity of assessment types ensuring that a reliance of end of semester assessment of modules is reduced. A review of the assessment regime as a whole is to be undertaken which will identify gaps and overlaps with a view to enhancing the assessment strategy. All assessments have been developed and implemented in-line with the SoP's institutional protocols and changes to the assessment regime may only be implemented through the standard PMC approval process. This ensures that all assessments meet the relevant criteria and thus, preserves the integrity of the assessment strategy throughout. Marking criteria are clearly defined and transparent, and are published in both SoP Student Handbook and the TCD Marks and Standards document to which the accreditation team had access prior to the onsite accreditation visit. To support the assessments undertaken during Years 4 and 5, during which students undertake APPEL experiential placements, rubrics have been developed and implemented. These are shared across the three consortium partners (University College Cork (UCC), Trinity College Dublin (TCD) and the Royal College of Surgeons in Ireland (RCSI). Not only do the rubrics support the students' understanding of the criteria against which they are to be assessed, but it also ensures that the criteria are standardised

(j) address pharmaceutical calculations in all years of the Professional Degree Programme; (k) include a final formal summative objective structured clinical examination as part of the statutory professional examination at the end of year five that seeks to assess in an integrated manner the performance of students based on the curriculum delivered over the five years of the Professional Degree Programme. 6.2 The Assessment Strategy must be supported by a robust and transparent appeals process that is fully documented and communicated to students. 6.3 There must be rigorous processes for review, monitoring and evaluation of all elements of the assessment strategy that identify and take account of inconsistencies and so ensure fairness and reliability. Such processes should incorporate external scrutiny of student assessments.	across all consortium partners, even though oversight and responsibility for the marks and standards remain the domain of each individual HEI. Summative assessments are used to measure progress in modules which are co-delivered with the consortium partners. A collaborative process was used to develop the modules' content, and this approach was extended to develop the most suitable means of assessing student achievement and ensuring standardised marking criteria. Marking of assessments is quality assured by adopting an approach in which module coordinators from all three HEIs grade a sample of assessments drawn from across the institutions. Following this process of benchmarking and standard-setting, module coordinators then mark and grade their 'own' cohort's assessments. Prior to releasing marks to students, the assessment outcomes and marks are analysed by the module coordinator from each institution and samples of each grade threshold from each partner are scrutinized. In this way standard deviations can be compared collaboratively and assure rigorous and fair marking between consortium partners. Patient safety is judged by the accreditation team to be safeguarded through a rigorous assessment regime. However, the accreditation team sought further clarification during the onsite visit in relation to the OSCE-based assessments and the issue of 'red-flag' stations. The SoP does not employ 'red-flag' stations. However following clarification, it became clear that students would not be able to successfully pass the relevant module should an error that would endanger patient safety be made during these specific assessments. Errors which would endanger patient safety are taken extremely seriously, and might result in the incident being logged on the FtP log for further consideration in the framework of a FtP process. As TCD moves towards completion of Year 5 of the integrated MPharm programme for the first time, preparations are underway for the implementation of the final summative assessment, the PRE. In conjunction with the APPEL consortium partners, the PRE will take the form of a 15 stage OSCE. Training for TCD SoP staff has already been undertaken and the stations are currently being developed and blue-printed, with support and input from the other APPEL consortium partners. The assessments will be reviewed by the PRE assessment lead and a team of practicing pharmacists who are relevant experts in their field prior to being finalised. A mock PRE OSCE will be undertaken in June 2020, with the PRE in the framework of the MPharm programme scheduled for September 2020. All assessments are subject to TCD regulations around external moderation. External examiners are selected in line with institutional protocols. Their reports are considered by the PMC, a process which

	contributes to the ongoing review and consideration of the assessment strategy, to assure its fairness, validity and rigour. Feedback following assessment is provided to students in accordance with TCD requirements. However, during the onsite accreditation visit and in discussions with SoP students, some students feel that feedback is not always provided as promptly as their peers on similar course in other HEIs. This point was raised by the accreditation team with the teaching staff of the SoP. The accreditation team was assured by the discussions that where students specifically request personal feedback following assessment, it is provided. The appeals process available to each SoP student should they wish to challenge marks awarded is clear and made available to all students online. The process is consistent with TCD institutional protocols and appeals are considered at university level. Marks arising from assessments are reviewed initially by the module coordinator and then subsequently, by a further member of SoP. Module marks are collated into year marks for review at the Court of Examiners, which considers the marks awarded alongside external examiners' reports. TCD protocols require all modules to be reviewed and evaluated on an annual basis by means of a structured student evaluation. The outcome of the SoP module reviews is communicated to the PMC, which in turn informs students (via student reps on the PMC) of any future changes to be implemented.
Compliance with Standard:	The accreditation team is satisfied that this standard has been met
Commendations **Recommendations** **Conditions**	 The accreditation team recommends: - an analysis of the level of assessment regime and consider alternative assessment modalities

Standard 7: Quality Assurance and Enhancement	Accreditation Team's Commentary
7. All processes and activities related to the Professional Degree Programme must be clearly defined, documented, executed and controlled in accordance with a system of Quality Management which assures and demonstrates consistency, reproducibility and transparency of operations. There must be evidence that this process is being used to enhance the quality of the provision. 7.1 There must be clear management structures for the Professional Degree Programme with information about roles and responsibilities, lines of accountability and the authority to act for all those involved in education and training. 7.2 The School must describe how it assesses attainment of the educational philosophy of the Professional Degree Programme (see Standard 1.1). 7.3. The Professional Degree Programme Provider must be able to demonstrate a rigorous evaluation of the Professional Degree Programme and how outcome data and research into best practice are used to achieve continuous monitoring, risk minimisation, development and enhancement of the Professional Degree Programme. The views and experiences of the students, staff (full-time and part-time), tutor pharmacists, employers, service users and the PSI on the quality of the Professional Degree Programme must be considered. Wherever appropriate, students, staff (full-time and part-time), tutor pharmacists, employers and service users should be represented on committees and other groups that have responsibility for the design, implementation and review of the programme.	The quality assurance mechanisms in place within the School and university are clearly defined and will continue to assure the high quality of the MPharm programme. Mechanisms are in place at School, Faculty and also university level. Decisions taken at University Council Level are communicated to the HoS for implementation through the School committees. APPEL supports the assurance of high-quality experiential learning placements through its own measures, which are demonstrably consistent and dovetail with those in place within the HEI. The School assesses the fulfilment of the educational philosophy of the programme by means of a range of mechanisms including; • student feedback (directly to staff), • student evaluations forms, • preceptor evaluation forms, and • consideration of students' examination grades. Additionally, the School is subject to a seven-year cycle of internal quality review, undertaken by the TCD Quality Office. The last report on the SoP was delivered in 2016/17 with the next scheduled for 2022/23. The Programme Management Committee (PMC), as previously described is a committee which oversees the ongoing development and review of the MPharm programme and is the final decision-making body in this regard. It is constituted of members of the School staff, including the APPEL Practice Educator, and student representatives from each year of the programme. Through the PMC, the School reviews the educational ethos, the programme content and modes of delivery to ensure that it continues to meet its own standards. In line with TCD requirements, module coordinators and programme year coordinators compile annual reports on the basis of all feedback and evaluations received and relevant statistical data relating to student progression. The PMC reviews these reports and makes recommendations for changes as appropriate. At the beginning of each academic year, students are informed of any changes that are to be implemented based on their feedback. During the onsite accreditation visit, the accreditation team discussed this matter with the SoP staff involved with quality assessment and assurance and were pleased to note that the student feedback loop is effectively closed through the feedforward/feedback approach adopted.

		To support this, the SoP maintains a quality improvement plan that is reviewed and monitored on a regular basis to ensure that quality improvement initiatives are suitably actioned within appropriate timescales.
7.4	Key performance indicators (KPIs)must be established and monitored to ensure ongoing compliance with these 'Accreditation Standards for the five-year fully integrated Master's degree programmes in pharmacy' as approved by the PSI Council from time to time, and to meet the standards for the National Framework of Qualifications for a level 9 qualification. Where issues are identified that impact on compliance with the Accreditation Standards, immediate corrective action must be taken and notified to the PSI.	The School maintains and monitors a range of KPIs which have evolved since 2017. In documentation submitted by the School for the purposes of this current accreditation review, it was apparent that the School is performing well against its KPIs (see also Standard 1). The SoP is currently undertaking a review of the KPIs. The drafting process involves review of these existing KPIs, identification of new potential KPIs, and analysis of the availability of data/resources to measure the KPI. The School will be supported by the Faculty and by the TCD Quality Office. Newly revised KPIs will be subject to the internal TCD institutional review process.
7.5	There must be a reliable means of reviewing each student's proficiency over the period of the Professional Degree Programme, to include proficiency in practice placements, to provide robust evidence of each student's performance over a sustained period. The award of an accredited degree is conditional on demonstration of sustained achievement of an appropriate level of professional performance. Fitness to practise mechanisms for students must be in operation and routinely reviewed.	These are supported and enhanced by KPIs within the APPEL function, which have been specifically developed to assure the quality overall of the experiential learning placements undertaken by students in Years 2, 4 and 5, including the overall appropriateness of the training establishments (TEs). During the onsite accreditation visit, it was clear that the APPEL function is working well and engages productively, proactively and with a high level of collegiality with the SoP staff. It has sourced a number of experiential placements which exceeds minimum requirements and is engaging strategically with the profession to ensure the placements available are sustainable and appropriate. One aspect of interest to the accreditation team during the onsite accreditation visit was the relatively small number of placements available in hospital pharmacies for the Years 4 and 5 placements; 16 and 15 hospital-based placements were available this year in Years 4 and 5 respectively. The APPEL team explained that efforts are being made to expand the number of hospital placements available and avenues to secure a greater number are being explored.
7.6	The Professional Degree Programme Provider must establish and operate a rigorous system for the external examination of the Professional Degree Programme. This system must include explicit policies and regulations covering the appointment, terms of office and role of the external examiners.	The APPEL function is a shared resource, established by a consortium of the three SoPs in Ireland. Each HEI has designated Practice Educators whose roles are to support the students prior, during and following their experiential learning placements, to support the relevant supervisors, preceptors, and senior preceptors, oversee the quality assurance mechanisms in place and ensure that all relevant procedures are adhered to accordingly. Part of the student/preceptor/tutor support mechanism requires visits to be made to training establishments, ensuring visibility of the APPEL support. The regime of TE visits and telephonic contact has been extended considerably since the previous PSI onsite compliance visit in 2019. The accreditation team is of the opinion that the integration of the APPEL function within the structuring of the MPharm programme within Trinity is excellent, and contributes to the success for the programme.
7.7	All proposed material changes to the Professional Degree Programme must be documented and submitted prior to implementation to the PSI for approval in line with the statutory requirements. The Professional Degree Programme document management policy must record and retain all	

changes to the Professional Degree Programme as accredited over time. This is to enable the retrieval of the programme of study undertaken by each student at any time, including post- graduation. 7.8 There must be appropriate mechanisms in place to assure and enhance the quality of all practice placements including: a) the process to select, assess, accredit and appoint tutors and training establishments; b) tutor development and support structures; c) appropriateness of training establishments; d) organisational support for the tutoring process; and e) the allocation of students to training establishments. There must be appropriate support for students including processes to monitor, review and take necessary corrective action. There must also be appropriate levels of collaboration with regard to the quality assurance of practice placements between the School and the other Schools of Pharmacy in the State so as to facilitate and maximise the benefits of practice placements as a critical national resource. 7.9 There must be appropriate mechanisms to monitor performance of all staff and the School should provide evidence as to how this is carried out and how this links to the quality enhancement through a development programme (see Standard 3).	Student attainment and progression is assessed by the SoP assessment strategy explicated above under Standard 6. This includes a formal assessment of student proficiency against the CCF competencies by preceptors during the experiential learning placements in Years 4 and 5. All marks awarded to each student are recorded in the TCD data system, the Student Information System. SITS, is used to collect, record, process and release assessment marks to students. It will also be used to document progression and awards. This will enable students' performance to be easily tracked and monitored as they progress through the programme. External examiners are appointed by the University Council in accordance with the TCD External Examiners Policy. Their term of appointment is normally for three years and their role is clearly laid out in the policy. Their reports are discussed within the School and actions taken where appropriate. External examiners are informed of the actions taken in response. In relation to the assessments which are utilized for the modules co-delivered in Year 5, an external examiner has been jointly nominated and appointed in all three HEI which form the APPEL consortium. Their report will be considered separately according to individual institution protocols. FtP protocols are clear and they ensure that all students awarded the MPharm degree have attained the required standards for eligibility to apply for registration to practise in the State. In-line with legislative requirement, the School notifies the Pharmacy regulator (the PSI) of any proposed changes to the MPharm programme; this takes place prior to the implementation of any changes and also forms part of the annual report submitted by the HoS. SoP staff performance is monitored through a performance review every year, in line with TCD institutional protocols in the framework of the Performance Management Development Scheme (PMDS). This is a meeting with the nominated Reviewer (not necessarily the HoS). The PMDS supports new and early career members of staff to undertake a Certificate in Teaching and Learning if required. Observation of teaching is undertaken on an informal basis but peer reviews also are an important element in co-teaching contexts. Early career members of staff are assigned a mentor within the SoP and the Momentum scheme provides similar for more experienced senior members of staff.

Compliance with Standard:	The accreditation team is satisfied that this standard has been met
Commendations **Recommendations** **Conditions**	The accreditation team commends: - the continued highly productive engagement of the SoP and APPEL and their commitment to delivering high-quality and quality assured experiential learning placements. - the effective and productive way in which the student feedback loop is closed

Standard 8: Students	Accreditation Team's Commentary
8. There must be processes at HEI and School level to assist prospective students in their application to the Professional Degree Programme, in securing and maintaining placements for the practice-placement elements of the Professional Degree Programme, and to support students' development as learners and as future practising professionals. 8.1 Entry to and Progression on the Professional Degree Programme Policies and procedures must be in place and regularly assessed for admission to and successful progression through the Professional Degree Programme and these must: (a) be open and available to prospective applicants and ensure non-discrimination as defined by national laws and regulations such as, on the basis of gender, marital status, family status, age, race, religion, disability, sexual orientation, membership of the Traveller community; (b) include a clear statement of the requirements for entry including policies on transfer credit and course waivers, progression and successful completion to align with the CCF, alongside any requirements as approved by the PSI Council from time to time; (c) be open, fair, not impose unreasonable requirements on applicants and incorporate a fair and just complaints and appeals process;	TCD has clear published policies around admission to and progression through the MPharm programme. They are accessible online through the SoP website. Entry routes are non-discriminatory on the basis of gender, marital status, family status, age, race, religion, disability, sexual orientation, membership of the Traveller Community. Entry requirements are clearly stated and requirements for progression and successful completion of the MPharm programme are published in the SoP Student Handbook. The SoP accepts students onto the MPharm via a range of entry routes: - CAO (competitive, points-based) - DARE (students with a registered disability) - HEAR (students from disadvantaged backgrounds) - Trinity Access Programme (TAP) routes on completion of the Certificate of Foundation Studies - International entry Each entry route is supported by an attendant appeals policy and process. The number of students entering the programme via the HEAR and DARE routes are predefined by TCD and are provided with additional support prior to the programme's start. SoP staff members are not made aware of a particular student's entry route onto the programme, thus safeguarding fairness and equality whilst students are registered at TCD. Prior to the start of the programme, students must complete a Garda Vetting process and also comply with the immunization policy of the Faculty. Both policies and accompanying guidance for completing the Garda Vetting process are published on the TCD website. Whilst registered on the MPharm programme, students are able to avail of numerous support mechanisms and networks. The accreditation team was aware of the support-oriented environment and the high level of care afforded to student welfare within the School and through the university as an institution. TCD appears to take its duty of care very seriously and it is committed to ensuring all students have opportunities to engage in suitable activities, both curricular and extra-curricular. A particular point of note for the accreditation team during the onsite accreditation visit was the Trinity Tutor scheme. All students in TCD are assigned a tutor for the duration of their undergraduate

(d) include specific and appropriate criteria relating to the requirements for professional standards and Garda vetting and for how any health and immunisation requirements appropriate for the practice setting are met. 8.2 Student Support and Guidance Appropriate and timely support mechanisms must be in place for students on the Professional Degree Programme including: (a) processes to identify and, where appropriate, provide additional educational, cultural and professional support needs as appropriate; (b) a system of student support including access to a personal tutor or tutors for academic guidance and pastoral care and evidence of school evaluation; (c) support in securing and maintaining placements for the practice-placement elements of the Professional Degree Programme with appropriate supervision and tutor pharmacists who meet the recognition requirements as approved by the PSI Council from time to time (see also Standard 7.8); (d) orientation programmes to both the Professional Degree Programme and the School's expectation of students as members of the professional community. This orientation should include the learning environment, especially where innovative/virtual learning is incorporated into the delivery methods;	studies (in the case of the MPharm, this is Years 1-4, as TCD recognises the final Year 5 as a postgraduate programme of study). The mentor is usually a member of staff within the School and provides a first point of contact for students should any issues arise, acting in the capacity of a mentor. Meetings with the tutors are arranged according to need, typically on a termly basis and additionally, students are encouraged to contact staff by email or phone. During the onsite accreditation visit, the students mentioned to the accreditation team that the tutors are an important support whilst registered at TCD and whilst technically, Year 5 students are not officially assigned to a tutor, many continue with the same tutor informally. Additionally, for Year 5 students, the Postgraduate Advisory Service is available. The accreditation team are of the opinion that this tutoring system is an effective and highly supportive aspect to the TCD programme and is instrumental in creating the strong sense of community and identity within the School. One student highlighted to the accreditation team that they all 'feel proud to be Trinity students and proud to be different from the other universities'. The sense of community extends beyond the School staff. APPEL-based PE's are also integral to providing support for students; as highlighted above in Standard 7, students are contacted as a matter of course during their experiential learning placements during Years 4 and 5, many are visited, whether or not issues have been raised and the PE's are instrumental in ensuring that the student experiential learning placement process runs smoothly and that the majority of students are accommodated in placements according to their (the students) preferences of practice setting. Students are well-informed about the process of making their selections due to information guidance sessions prior to the process beginning. Students are aware of the relevant student complaints procedure, and are also aware of issues relating to plagiarism. Student feedback in relation to the programme is important and several mechanisms ensure that the student voice is accounted for during its ongoing further development. Every module is evaluated, students are represented on the School Committee, the School Executive Committee (SEC) and the PMC. In addition, a Student Forum allows students to voice their perspective in a more informal context. Feedback gathered from SoP students is carefully considered and students are kept informed about specific issues raised and actions taken via email and updates to the online Student Handbook. As highlighted under Standard 7, the accreditation team are particularly impressed with this level of engagement and is pleased to see that the feedback loop is routinely closed, with students being kept informed of developments arising from their feedback.

(e) mechanisms to ensure that the views and experiences of students on the quality of the Professional Degree Programme are considered. Wherever appropriate students should be represented on committees and other groups that have responsibility for the design, implementation and review of the Professional Degree Programme; (f) a student complaints policy, including the procedures to be followed and clarity regarding students' rights to 'due process'. The provider must maintain a chronological record of student complaints. There should be an introduction to this policy included in the orientation sessions; (g) alongside formal practice placements and those required in line with PSI Council policy on the dispersal of practice placements throughout the five years, students are encouraged to undertake vacational employment/placement or work experience in a variety of relevant professional settings in order to set learning in the context of pharmacy practice and to inform career choice; (h) development of support structures that encourage active engagement in relevant or appropriate extra-curricular activities, travel and/or volunteer work/paid work so as to enhance personal growth and development, and to increase awareness and understanding of varied socio-economic and cultural factors as determinants of health and well-being; (i) encouragement of active engagement with relevant pharmaceutical students' representative	Pharmacy students are encouraged to become members of the Dublin University Pharmaceutical Students Association (DUPSA) and participate in DUPSA events, which includes social events, trips and seminars. Students are also active in the Irish Students Pharmaceutical Association which allows networking with peers from other HEIs in Ireland and beyond due its international connections.

associations at HEI, national and international levels, and other groups and committees which may be external to pharmacy, in order to develop individual professional and leadership qualities and foster pharmaceutical and other links at all levels; (j) access to counselling in relation to poor progress, learning difficulties, impairment and disability issues, including any health or social problems and career pathway counselling.	
Compliance with Standard:	The accreditation team is satisfied that this standard has been met
Commendations **Recommendations** **Conditions**	The accreditation team commends; - the Trinity College Tutor Scheme which provides pastoral support for students and recommends that this embedded process is described in formal documentation



Signed: Date: 13th May 2020

(Chairperson)

Appendices

Appendix 1

Documentation provided by Trinity College Dublin School of Pharmacy in support of the Self-Assessment Report, submitted for the purposes of PSI accreditation of the five-year fully integrated Master of Pharmacy degree

1.1 School Vision and Mission Statement

1.2 School of Pharmacy and Pharmaceutical Sciences Strategic Plan 2015 -2019

1.3 School Fitness to Practise Policy and Procedures

1.4 Programme Vision and Mission Statement

1.5 Publication: Design and Implementation of an Integrated Competency-Focused Pharmacy Programme: A Case Report

1.6 TCD Draft Strategic Plan 2019 – 2024

1.7 Code of Conduct for Pharmacy Students

1.8 Pharmacy (Integrated) programme KPIs

1.9 Key Performance Indicator data

1.10 TCD Code of Governance 2013

1.11 Governance for Irish Universities 2012

1.12 Academic Governance https://www.tcd.ie/Secretary/academic-governance/

1.13 TCD Strategic Plan 2014 – 2019 https://www.tcd.ie/strategy/

1.14 TCD Quality Policy Statement

1.15 TCD Framework for Quality Graphic

1.16 TCD Quality Assurance https://www.tcd.ie/teaching-learning/quality/quality-assurance/

1.17 TCD Key Activity Indicators

1.18 TCD Human Resources Recruitment Policy 2019

1.19 TCD Senior Academic Promotions Procedure 2018

1.20 TCD Diversity and Inclusion https://www.tcd.ie/diversity-inclusion/diversity-statement/

1.21 Draft strategic plan for the Pharmacy (Integrated) programme 2020-2025

2.1 Institutional Management Structures

2.2 School Postgraduate Committees

2.3 Policy on Good Research Practice

2.4 School Research Ethics Committee http://pharmacy.tcd.ie/research/SoPPS_REC.php

2.5 Faculty of Health Sciences Research Ethics Committee
https://www.tcd.ie/healthsciences/research/ethics.php

2.6 Affiliation for Pharmacy Practice Experiential Learning (APPEL) Consortium Agreement

2.7 TCD Fitness to Practice Policy https://www.tcd.ie/about/policies/fitness-to-practicepolicy.php

2.8 College Calendar Part I 2019-2020 Section I7 – Fitness to Practise Committee https://www.tcd.ie/calendar/general-information/committees.pdf

2.9 Student Self-Declaration Form

2.10 College Calendar Part II 2019-2020 Part C (168-170) – Pharmacy https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf

2.11 Precautions against Infectious Diseases – Health Screening & Vaccination Booklet 2019-20

2.12 Head of School – Role and Responsibility https://www.tcd.ie/Secretary/academicgovernance/head-of-school.php

2.13 Trinity Biomedical Sciences Institute https://www.tcd.ie/biosciences/

2.14 School of Pharmacy & Pharmaceutical Sciences: Research http://pharmacy.tcd.ie/research/

2.15 Trinity Inclusive Curriculum https://www.tcd.ie/CAPSL/TIC/

2.16 Citizens Information: Equality in work https://www.citizensinformation.ie/en/employment/equality_in_work/equality_in_the_wor kplace.html

2.17 TCD Academic Registry https://www.tcd.ie/academicregistry/

2.18 Academic Registry Enhancement Program 2.19 School of Pharmacy and Pharmaceutical Sciences' Risk Register

3.1 College Calendar Part I 2019-2020, Section F96-F99 - Professors, Associate Professors, Assistant Professors, Clinical and other Officers – Faculty of Health Sciences, School of Pharmacy and Pharmaceutical Sciences https://www.tcd.ie/calendar/generalinformation/staff-FHS.pdf

3.2 Curricula Vitae of Academic Staff

3.3 CAPSL and Professional Courses Undertaken by School Staff

3.4 Trinity College Library www.tcd.ie/Library

3.5 Trinity College – Information Technology Services https://www.tcd.ie/itservices/our-services

3.6 Publications http://www.pharmacy.tcd.ie/staff

3.7 College Calendar Part I 2019-2020, Section X188-X193 - School of Pharmacy and Pharmaceutical Sciences, Recent Publications – Faculty of Health Sciences https://www.tcd.ie/calendar/general-information/recent-publications-FHS.pdf

3.8 Human Resources Training Plans and https://www.tcd.ie/hr/learning-and-development

3.9 Financial Resources for the Pharmacy (Integrated) Programme: 2019-20 Baseline Budgetary Model (BBM) budget

3.10 Detail of Accommodation and Equipment

3.11 College Risk Management Policy https://www.tcd.ie/about/policies/assets/pdf/RiskManagement-Policy-May-2019.pdf

4.1 Curriculum Map

4.2 Map of module learning outcomes to assessment and CCF (LO-AS-CCF)

4.3 Curriculum and Assessment Summary 4.4 Integrative Teaching and Learning in the Pharmacy (Integrated) programme

4.5 Map of module learning outcomes to programme learning outcomes

4.6 Student Handbook

4.6a PHU44107 updated module descriptor (draft)

4.7 College Calendar Part II 2019-2020 Part B (34 - 36) – Conduct of examinations and submission of course work https://www.tcd.ie/calendar/undergraduate-studies/generalregulations-and-information.pdf

4.8 Interprofessional Learning in the School of Pharmacy and Pharmaceutical Sciences

4.9 Module Review Template

4.10 Sample timetables

4.11 Pharmacy Practice Research Project Handbook

4.12 Compliance with relevant legislation

5.1 Teaching and Learning Strategy

5.2 Confidentiality policies/agreements (hospital samples)

5.2a Confidentiality Document for Visiting Students, Tutors and Academics to Tallaght University Hospital Pharmacy Department

5.2b St Vincent's University Hospital – Health Professional Education: Student Placement Induction Information (Modified Version for Undergraduate Pharmacy Students on Short Placements)

5.3 Sample course materials 5.4 Examples of publications and presentations involving student contributions

6.1 Assessment Strategy

6.2 Sample Rubrics (Module PHU44300)

6.3 Sample Case Study

6.4 Sample Examination Questions 6.5 Formative Assessment Strategies (FAS)

6.6 College Calendar Part II 2019-20 Part B (p. 28-48)- General Regulations governing Academic Progress, Conduct and Appeals in TCD https://www.tcd.ie/calendar/undergraduatestudies/general-regulations-and-information.pdf

6.7 College Calendar Part III 2019-2020 - General Regulations governing Academic Progress, Conduct and Appeals in TCD, Postgraduate https://www.tcd.ie/calendar/graduate-studieshigher-degrees/complete-part-III.pdf

6.8 School Examination and Progression Regulations

6.9 External Examiners Policy

6.10 Guidelines on Marking and Conduct of Examinations

6.11 Senior Sophister Project Marking Schemes

6.12 QQI Awards Standards, Science

6.13 QQI Policy and Criteria for Making Awards

6.14 Research Ethics Application Form

6.15 Dean of Graduate Studies website: https://www.tcd.ie/graduatestudies/

6.16 Senior Lecturer's website: http://www.tcd.ie/undergraduate-studies/

6.17 College Calendar website: http://www.tcd.ie/calendar/

7.1 Senior Lecturer's Reports https://www.tcd.ie/teaching-learning/council/senior-lecturerreports.php

7.2 Quality Improvement Plan

7.3 Irish Higher Education Quality Network http://www.iheqn.ie/home/default.asp?NCID=1

7.4 Quality and Qualifications Ireland http://www.qqi.ie/

7.5 Quality Reviews of Schools (TCD) https://www.tcd.ie/teaching-learning/quality/qualityassurance/reviews/information/school.php

7.6 Guiding Principles for Irish Higher Education Institutions providing Collaborative and Transnational Programmes http://www.iheqn.ie/_fileupload/File/IHEQN_Guidelines_Collaborative_Provision_FINAL_21May13_55218605.pdf

7.7 Student Surveys (Template) JF, SF, JS and SS years 2018-19

7.8a APPEL/TCD accreditation submission 2019

7.8b APPEL documentation associated with workplace-based training https://www.appel.ie/ resources/

7.9 Summary of College Policies for Staff and Students https://www.tcd.ie/about/policies/ index.php

7.10 Student Complaints Procedure https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf

7.11 Annual Head of School Report to PSI (Template)

7.12 APPEL Experiential Learning Placements in TCD 2019

7.13 External Examiner Report for UG and PG Students (Template)

7.14 Performance Management Development Scheme: https://www.tcd.ie/hr/pmds/index.php

8.1 School of Pharmacy and Pharmaceutical Sciences: Pharmacy (Integrated) programme http://www.pharmacy.tcd.ie/undergraduate/

8.2 Pharmacy (Integrated) programme School Promotional Brochure

8.3 TCD-Prospectus-2020: https://www.tcd.ie/study/assets/PDF/TCD-UndergraduateProspectus-2020.pdf

8.4 PSI Five Year fully Integrated Masters Programme in Pharmacy https://www.thepsi.ie/gns/education/Training_as-a-pharmacist/fiveyearintegratedpharmacydegreeprogramme.aspx

8.5 TCD Admission Requirements https://www.tcd.ie/study/apply/admission-requirements/

8.6 Student Dignity and Respect Policy https://www.tcd.ie/about/policies/assets/pdf/dignityand-respect.pdf

8.7 Graduate Entry to Pharmacy https://www.tcd.ie/courses/undergraduate/az/course.php? id=DUBPH-PHAG-3F09

8.8 Transfer from another third level institution https://www.tcd.ie/study/apply/making-anapplication/undergraduate/

8.9 Mature Students Entry

8.9a https://www.tcd.ie/maturestudents/

8.9b https://www.tcd.ie/maturestudents/assets/pdf/TCD-Mature-Student-Guidelines2020.pdf

8.10a Study at Trinity http://www.tcd.ie/study/

8.10b Trinity Access Programmes https://www.tcd.ie/trinityaccess/

8.11 College Calendar Part II Section AII – Admissions https://www.tcd.ie/calendar/under graduate-studies/admission-requirements.pdf

8.12 EU Applicants http://www.tcd.ie/Admissions/undergraduate/apply/

8.13 Undergraduate Course Pharmacy https://www.tcd.ie/courses/undergraduate/az/course .php?id=DUBPH-PHAR-3F09

8.14 Non-EU Admissions - https://www.tcd.ie/study/international/how-to-apply/

8.15 Senior Lecturer's Annual Reports, including Admissions Data

8.15a 2014-2015
https://www.tcd.ie/teachinglearning/council/assets/pdf/Senior%20Lecturers%20Annual%20Report%202014145.pdf

8.15b 2015-2016
https://www.tcd.ie/teachinglearning/council/assets/pdf/Senior%20Lecturer%27s%20Annual%20Report%202015 16_to%20Council.pdf

8.15c 2016-2017 https://www.tcd.ie/teachinglearning/Academic_Affairs/Annual_Reports/SLAR%202016-17_amended.pdf

8.15d 2017-18 https://www.tcd.ie/teaching-learning/council/assets/pdf/SL%20 annual%20report%202017-18.pdf

8.16 TCD Student Homepage https://www.tcd.ie/students/

8.17 Dean of Students https://www.tcd.ie/dean_students

8.18 Student Learning Development http://student-learning.tcd.ie

8.19 Mature Students Office https://www.tcd.ie/maturestudents/

8.20 College Day Nursery https://www.tcd.ie/about/services/daynursery/

8.21 Academic Practice and eLearning https://www.tcd.ie/CAPSL/resources/eLearning-students/

8.22 Annual Report Senior Tutor Office https://www.tcd.ie/teaching-learning/council/seniorlecturer-reports.php

8.23 Senior Tutor https://www.tcd.ie/Senior_Tutor/

8.24 Junior Fresh Orientation Slides (PowerPoint slides 2019)

8.25 Orientation Agenda 2019

8.26 Pharmaceutical Society of Ireland (Education and Training) Rules 2014 (S.I. No. 377 of 2014), Part 3, Rule 7(1) and (2) and Schedule http://www.irishstatutebook.ie/eli/2014/si/377/ made/en/print

8.27 Dean's Leadership Award for Volunteering https://www.tcd.ie/civicengagement/awards/ deans-leadership-for-volunteering.php

8.28 Jack Kavanagh Trust: https://www.idonate.ie/982_the-jack-kavanagh-trust.html

8.29 Drugs.ie Drugs and Alcohol Information and Support http://www.drugs.ie/

8.30 Department of Sport and Recreation https://www.tcd.ie/Sport/

8.31 TCD Students Union http://www.tcdsu.org/

8.32 DUPSA http://dupsa.tumblr.com/

8.33 Irish Pharmaceutical Students Association https://issuu.com/irishpharmstudents

8.34 Student Counselling Service https://www.tcd.ie/Student_Counselling/

8.35 ReachOut.com http://ie.reachout.com/thirdlevel

8.36 SilverCloud https://ie.silvercloudhealth.com/signup/tcd

8.37 Trinity College Dublin e-PUB http://interwork.sdsu.edu/echug/ie/TCD/

8.38 S2S Student2Student http://student2student.tcd.ie/

8.39 Disability Service https://www.tcd.ie/disability/index.php

8.40 DSServiceTCD youtube channel http://www.youtube.com/user/DSServiceTCD#p/u

8.41 Assistive Technology http://www.tcd.ie/disability/services/assistive-tech/index.php

8.42 College Health Centre https://www.tcd.ie/collegehealth/

8.43 Unilink Service - "Making university links" https://www.tcd.ie/disability/services/OT/Sharedservice.php

8.44 Chaplaincy https://www.tcd.ie/Chaplaincy

8.45 Financial assistance https://www.tcd.ie/seniortutor/students/undergraduate/financialassistance/

8.46 Careers advisory service https://www.tcd.ie/Careers/students/

8.47 Student Charter https://www.tcd.ie/students/assets/pdf/student-charter-2009.pdf

Appendix 2

Agenda of the Onsite Accreditation Visit to Trinity College Dublin, February 2020

Accreditation Visit for the Five-Year Fully Integrated Master's Degree Programme in Pharmacy provided by Trinity College Dublin

In accordance with
Article 7(2) (a)(iv) of the Pharmacy Act, 2007

AGENDA

Tuesday 11 February – Wednesday 12 February 2020

Day One: Tuesday, 11 February 2020			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
1.	8:30 – 9:00	Private meeting of the Accreditation Team	
2.	9:00 – 10.30	Meeting with Head of School and Team responsible for the programme • Welcome and introductions • Presentation by the Head of School • Overview of programme developments to further evaluate additional progress and developments since the review in 2019, to include planning for 2020/2021. • Overview of the strategic plan for the College as it aligns to the strategy for the School of Pharmacy and Pharmaceutical Sciences and MPharm programme TCD Attendees: Orla Sheils, Faculty Dean, Health Science, TCD John Gilmer, Head of School Cristín Ryan, Programme Director Ann Marie Healy, Interim Programme Director John Walsh, Director of Teaching and Learning, UG (DUTL) Carlos Medina, Director of Teaching and Learning, PG (DTLPG) Martin Henman, Practice of Pharmacy, Director of Global Affairs Cicely Roche, Practice of Pharmacy Helen Thornbury, School Administrative Manager	1-8 (particular focus on standard 1)
3.	10:30 – 10:45	Private meeting of accreditation team	
4.	10:45 – 11.45	Meeting with the TCD representatives involved in Leadership, Organisation and Governance **TCD Attendees:** Lorraine O'Driscoll, Pharmacology John Gilmer, Head of School Helen Thornbury, School Administrative Manager	Standard 2

		Carlos Medina, DTLPG John Walsh, DUTL Ann Marie Healy, Interim Programme Director Cristín Ryan, Programme Director	
5.	11:45 – 12:00	Private meeting of accreditation team	
6.	12:00 – 12:30	Tour of School of Pharmacy John Gilmer, Head of School Martin Henman, Practice of Pharmacy, Director of Global Affairs Carolina Garciarena, Chief Technical Officer Lidia Tajber, Director of Research	
7.	12:30 – 13:30	**Lunch**	
8.	13:30 – 14:30	Meeting with the TCD representatives involved in Resources **TCD Attendees:** Ann Marie Healy, Interim Programme Director John Gilmer, Head of School Helen Thornbury, School Administrative Manager Carolina Garciarena, School Chief Technical Officer Maria Jose Santos, Pharmacology	Standard 3
9.	14:30 – 14:45	Private meeting of accreditation team	
10.	14:45 – 15:45	Meeting with relevant staff involved in coordination and quality assurance of practice placements with APPEL **TCD Attendees:** Eimear Ní Sheachnasaigh, Practice-Educator Theo Ryan, Practice of Pharmacy, co-developed modules Cicely Roche, Practice of Pharmacy, co-developed modules Jonathan Walsh, School Instructional Designer **APPEL Representatives:** Joanne Kissane, Director-National Coordinator, APPEL Catalina Vieru, Operations, APPEL	
11.	15:45 – 16:00	Private meeting of accreditation team	
12.	16:00 – 17:00	Meeting with the TCD representatives involved in Curriculum **TCD Attendees:** Deirdre D'Arcy, Pharmaceutics, Integration Coordinator Astrid Sasse, Pharmaceutical Chemistry Maire O'Dwyer, Practice of Pharmacy Sheila Ryder, Practice of Pharmacy John Walsh, DUTL Carlos Medina, DTLPG Cicely Roche, Practice of Pharmacy, (co-delivered modules) Emer Guinan, Faculty Interprofessional Learning Coordinator Eimear Ní Sheachnasaigh, Practice Educator	Standard 4

13.	17:00 – 17:15	Private meeting of accreditation team	

Day Two: Wednesday, 12 February 2020			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
1.	8:45 – 9:00	Private meeting of the Accreditation Team	
2.	9:00 – 10.00	Meeting with the TCD representatives involved in the Teaching and Learning Strategy TCD Sheila Ryder, Practice of Pharmacy Andrew Harkin, Pharmacology Tamasine Grimes, Practice of Pharmacy Astrid Sasse, Pharmaceutical Chemistry Deirdre D'Arcy, Pharmaceutics, Integration Coordinator Emer Guinan, Faculty Interprofessional Learning Coordinator Ciara O'Farrell, CAPSL	Standard 5
3.	10:00 – 10:15	Private meeting of accreditation team	
4.	10:15 – 11.15	Meeting with the TCD representatives involved in the Assessment Strategy **TCD Attendees:** Lidia Tajber, Pharmaceutics, Director of Research Cicely Roche, Practice of Pharmacy Eduardo Ruiz, Pharm Chem, Assessment Strategy Martin Henman, Practice of Pharmacy Carlos Medina, DTLPG Sheila Ryder, Practice of Pharmacy John Walsh, DUTL Emer Guinan, Faculty Interprofessional Learning Coordinator Eimear Ní Sheachnasaigh, Practice Educator Ciara O'Farrell, Centre for Academic Practice	Standard 6
5.	11:15 – 11:30	Private meeting of accreditation team	
6.	11:30 – 12:30	Meeting with the TCD representatives involved in Quality Assurance and Enhancement **TCD Attendees:** John Walsh, DUTL Eimear Ní Sheachnasaigh, Practice Educator Theo Ryan, Practice of Pharmacy John Gilmer, Head of School Rosin Smith, TCD Quality Office Sheila Ryder, Practice of Pharmacy Helen Thornbury, School Administrative Manager Louise Griffin, Y5 Administrative Support	Standard 7

7.	12:30 – 12:45	Private meeting of the accreditation team	
8.	12:45 – 13:30	Lunch	
9.	13:30 – 14:30	Meeting with the TCD representatives involved with Students **TCD Attendees:** Helen Sheridan, Pharmacognosy Neil Frankish, Pharmacology Fabio Boylan, Pharmacognosy, Student forum convener John Walsh, DUTL Carlos Medina, DTLPG Elizabeth O'Shaughnessy, School receptionist/School Office	Standard 8
10.	14:30 – 14:45	Private meeting of accreditation team	
11.	14:45 – 15:45	Meeting with a representative cohort of current MPharm students.	
12.	15:45 – 16:00	Private meeting of accreditation team	
13.	16:00 – 16:15	Meeting with TCD representatives to get on further clarifications (if required). **TCD Attendees:** John Gilmer, Head of School	
14.	16:15 – 17:00	Private meeting of the accreditation team	
15.	17:00 – 17:15	Meeting with the TCD representatives to convey recommendation of the accreditation team. **TCD Attendees:** John Gilmer, Head of School Carlos Medina, DTLPG John Walsh, DUTL Anne Marie Healy/Cristín Ryan, Programme Director Martin Henman, Director of Global Affairs Helen Thornbury, School Administrative Manager	