

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

Atlantic Technological University (ATU)

August 2025

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Introduction

The Pharmaceutical Society of Ireland (PSI) is responsible for the approval and review of national pharmacy degree programmes through a formal accreditation process. This process is conducted in accordance with the Pharmacy Act, 2007 (as amended) and the Pharmaceutical Society of Ireland (Education & Training) (Integrated Course) Rules 2014 (as amended). In this process, applicant programmes are evaluated against PSI [accreditation standards](#).

This report records the outcomes of a first-time application for accreditation of a five-year, fully integrated Master of Pharmacy (MPharm) degree developed by the new Department of Pharmacy and Pharmaceutical Sciences at Atlantic Technological University (ATU), Sligo campus. On successful completion of the programme, graduates will obtain an MPharm award and confirmation from ATU that they fully demonstrate the competencies necessary to apply to enter the register of pharmacists maintained by the PSI.

As part of its application, the Department of Pharmacy and Pharmaceutical Sciences at ATU submitted a self-assessment report (SAR) to the PSI for consideration by the accreditation team. The SAR was supplemented by a number of other documents, which were submitted in advance of the onsite accreditation visit, and which are detailed in Appendix 1 of this report.

The initial onsite accreditation visit took place at the Department of Pharmacy (then termed, now the Department of Pharmacy and Pharmaceutical Sciences) on the Sligo campus of ATU on the 28th and 29th January 2025, with a preparatory meeting of the accreditation team taking place on 27th January 2025.¹ The full agenda for the onsite accreditation visit is available in Appendix 2. Following the initial onsite accreditation visit in January, the accreditation team commended the open, frank and cooperative manner in which ATU had engaged with the accreditation process. The accreditation team noted the particular commitment and support of university management and the wider university community for the development and delivery of an MPharm programme at ATU, which was abundantly apparent throughout the accreditation visit. The university's commitment to the programme was further reflected in the enthusiasm and dedication expressed by the core programme team and by key staff in the wider Faculty of Science (then termed) at ATU, Sligo. The accreditation team found that there is clear strategic and educational alignment between the proposed MPharm programme and the extensive range of bio-pharmaceutical and related life-science programmes already offered by the university and that there is much potential for sharing of resources between departments within the School of Science and wider Faculty of Science & Health.

The accreditation team further noted the existing and planned physical resources available to the proposed MPharm programme, including dedicated and shared laboratories and clinical skills facilities. The accreditation team acknowledged the range and depth of supports in place within the university for students and was impressed by the comprehensive approach to student well-being, development, and success adopted by the library, which fosters academic achievement, a sense of community, and personal growth.

Nonetheless, at the conclusion of the onsite accreditation visit, the accreditation team had significant concerns, including:

- the adequacy of arrangements in place for leadership and appropriate staffing of the proposed MPharm programme and its academic inputs;

¹ For ease and clarity, the Department will be referred to by its full updated name throughout this report, including with reference to the accreditation site visit in January 2025.

- the lack of substantive and detailed plans for interprofessional learning (IPL), and structured engagement with patients and the embedding of these in the curriculum and related learning outcomes;
- the approach to assessment; and
- the lack of risk mitigation in the event that membership of the Affiliation for Pharmacy Practice Experiential Learning (APPEL) is either unsuccessful/is delayed or is subsequently withdrawn for any reason.

In the accreditation team's view, a number of the concerns it identified arose from the early stage of development of the programme and the fact that, at that time, there were a limited number of core staff, some of whom had only recently been appointed. The accreditation team was cognisant that with additional time to facilitate recruitment and to review, reflect on, and plan the curriculum in more detail, ATU could address satisfactorily these concerns and be better placed to make an updated submission for consideration for first time accreditation. The accreditation team highlighted that increased academic input from an expanded core academic team with senior expertise in curriculum development would be of particular benefit in this regard. In light of these concerns, the accreditation team availed of the option to defer its overall decision to allow ATU time to submit revised documentation evidencing that the issues summarised above had been satisfactorily addressed.

Following receipt of an interim report outlining the accreditation team's findings, ATU submitted updated documentation and evidence for evaluation in April 2025 (see Appendix 1). Additional information was provided at the request of the accreditation team in late June 2025 (also detailed in Appendix 1). The accreditation team² reconvened to review the revised application documentation and supporting evidence and further engaged with ATU staff at the PSI offices in Dublin on the 2nd and 3rd July 2025, with a planning meeting for the accreditation team held online on 23rd June 2025. The full agenda for the July accreditation meeting is available in Appendix 3. Following this process, the accreditation team finds that ATU has made significant progress in addressing the concerns and issues previously identified. The accreditation team recognises and welcomes the extent of work undertaken, and the significant progress made, in the five months between accreditation events, and commends the programme team for their commitment and efforts in strengthening the MPharm programme and related documentation in response to the accreditation team's interim findings. Consequently, the accreditation team recommends to the PSI Council to grant its recognition and approval for the proposed Master's degree in pharmacy, subject to the conditions specified in this report.

Accreditation Team

Name	Role	Affiliation
Prof Chris Langley	Chairperson and Subject Matter Expert	Professor of Pharmacy Law and Practice, Deputy Dean (Engagement and Development), College of Health and Life Sciences, Aston University.

² Every effort was made to reconvene the original accreditation team to complete the accreditation process; however, the extended timeframe unfortunately meant that one member, Dr Deborah Lowry, was unavailable to participate in the second part of the accreditation process in June and July 2025.

Dr Helen Hull	Subject Matter Expert	Programme Lead (Pharmacy Education), University of Portsmouth.
Billy Kelly	Quality Assurance Expert	Former Deputy Registrar and Dean of Teaching & Learning, Dublin City University.
Dr Deborah Lowry*	Subject Matter Expert	Associate Head of School of Pharmacy and Pharmaceutical Sciences/Education Director of all courses within the School, University of Ulster.
Dr Paul J McCague	Subject Matter Expert	Reader in Pharmacy (Education) - Director of Student Engagement & Support, Queen's University of Belfast

* Dr Lowry was unavailable to participate in the reconvened evaluation and accreditation meeting in July 2025.

The accreditation team was supported by:

Name	Role	Affiliation
Andrea Boland (January 2025 only)	Support to the accreditation team	Professional Standards Coordinator, PSI
Gabrijela Grcic (January 2025 only)	Support to the accreditation team	Regulatory Executive, Community Pharmacy Assurance, PSI
Ciara Dooley (July 2025 only)	Support to the accreditation team	Professional Standards Coordinator, PSI
Dan Burns (July 2025 only)	Support to the accreditation team	Head of Registration and Education, PSI
Cora O'Connell	Support to the accreditation team	Acting Head of Practitioner Assurance, PSI
Dr Deirdre Stritch	Rapporteur	Independent Education & QA Consultant

Declarations

No declarations were made by accreditation team members.

Recommendation of the Accreditation Team to the PSI Council

Grant its recognition and approval for the proposed Master's degree programme in pharmacy for a period of five years, subject to certain conditions that they shall specify.

Summary of Commendations

The accreditation team makes the following commendations:

1. The accreditation team acknowledges the significant progress made between its site visit in January 2025 and the reconvened meeting in July 2025, as well as the considerable effort undertaken by the programme team during this period to address appropriately the issues and concerns identified in the deferred decision report. The outcome of the accreditation process reflects a positive direction of travel, which the accreditation team hopes to see continue as the programme evolves.
2. The accreditation team commends the strong institutional support for the programme, noting in particular the active engagement and backing of the university's senior leadership.
3. The accreditation team commends the integration of the Department of Pharmacy and Pharmaceutical Sciences within a school and faculty that host well-aligned, related programmes. This represents a clear extension of well-established academic focus and connection with local industry and healthcare partners, further strengthened by the Department's efforts to integrate these connections from both a teaching and research perspective.

Summary of Recommendations

The accreditation team makes the following recommendations:

1. As the programme is delivered, the accreditation team recommends that ATU reviews and refines the number of module learning outcomes and associated assessments to ensure alignment with best practice and ATU's policy. Additionally, the programme team is encouraged to review the assessment strategy to consider how assessment could be further streamlined and integrated at all stages of the programme.
2. The accreditation team acknowledges ATU's ambition to offer the MPharm programme in the 2025/26 academic year, but has concerns regarding the feasibility of achieving this ambition while meeting student number targets and maintaining intake standards within the existing timelines. Current planned timelines also limit sufficient time for ATU to operate the well-considered induction process planned for new students. Consequently, the accreditation

team recommends that ATU consider the benefits of postponing the start date, either to later in Semester 1 in the 2025/26 academic year or, ideally, to the 2026/27 academic year. The accreditation team believes that this would provide ATU with the best opportunity to recruit an adequate number of high-calibre students, ensuring the academic viability of the programme and student wellbeing.

Summary of Conditions

Recognition and approval for the proposed Master's degree programme in pharmacy is subject to the following conditions identified by the accreditation team:

1. ATU must continue to develop and enhance plans for interprofessional learning (IPL) and explore opportunities for IPL activities in conjunction with medical students. To that end, ATU is encouraged to fully embrace the opportunities provided by its new local and university-wide IPL Committees. This is to meet Standard 1.3 of the PSI Accreditation Standards.
2. Despite the specific wording of Standard 2.2, the accreditation team finds that the intent of the Standard is met based on the staffing complement presented during the reconvened visit in July 2025. To ensure that ATU continues to maintain an appropriate level of academic expertise, whether through permanent staff or advisory roles, the current advisory positions must be retained for the first two years of the programme. If the current contracted advisors are no longer available, individuals with equivalent knowledge and expertise must be appointed. Additionally, ATU must plan how senior academic expertise will be sustained in the longer term, for example through the appointment of permanent staff or the continued engagement of advisors. This level of expertise must be maintained throughout the accreditation period.
3. ATU must confirm and provide details of the full complement of staff, including practice educators, for Year 2 of the MPharm programme by April of the first year of the programme. This is to meet Standard 3.1 and 3.2 of the PSI Accreditation Standards.
4. ATU must confirm that it is a full partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or confirm the final details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation Standards by April of the first year of the programme. This is to meet Standards 3.5, 4.7, and 7.2 of the PSI Accreditation Standards. Plans will be examined at the time of the compliance visit.
5. Work must continue on estate plans to support the delivery of the MPharm programme and confirmation must be provided to the PSI when individual projects have been completed. Estate plans will be examined at the time of the compliance visit. Any delays in progress with the new facilities must be reported in advance of the visit. This is to meet Standard 3.6 of the PSI Accreditation Standards.

Accreditation is subject to a compliance visit by an accreditation team in the second year of the programme to review progress of the programme against the conditions set and to review the programme's on-going compliance with the PSI Accreditation Standards.

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

Standard 1: Strategy	Accreditation Team's Commentary
<p>1. The Professional Degree Programme Provider (or Higher Education Institution (HEI)) must have a current strategy that underpins the programme's objectives.</p> <p>1) The strategy and the objectives thereunder should:</p> <ul style="list-style-type: none"> a) Promote professional behaviour among students, staff and all those contributing to the Professional Degree Programme. b) Be committed to the development of graduates who satisfy the requirements of the Core Competency Framework for Pharmacists. c) Respect and support the needs of diverse stakeholders, the public, students, staff and all those contributing to the Professional Degree Programme. <p>2) There should be evidence that the strategy and its objectives are subject to regular review and validated by the Higher Education Institution.</p> <p>3) The implementation of the strategy must include but need not be limited to:</p> <ul style="list-style-type: none"> a) The objectives of the Professional Degree Programme Provider in relation to the 	<p>The proposed MPharm degree submitted by Atlantic Technological University (ATU), Sligo campus was approved (validated) internally by ATU's Academic Council on 6th December 2024, following an evaluation by a panel of external experts, which was conducted in accordance with ATU's quality assurance and enhancement procedures. The programme has not yet been offered to students. The programme is a new initiative for the university and was developed on foot of a successful response to the Higher Education Authority's call to identify additional educational capacity in pharmacy and other healthcare professions in 2022/23. The university highlighted in its self-assessment report how the programme meets national strategic priorities to enhance the pharmacy and health services workforce capacity in the Northwest-Border, Midland and Western region of Ireland, and emphasised the "unequivocal welcome and clear demand" for the programme from the local pharmacy profession.</p> <p>The university has both a recently-approved institutional strategy (Open Minds, Bright Futures: ATU Strategic Plan 2024-2028) and a draft Department of Pharmacy and Pharmaceutical Sciences Strategic Academic Plan for 2024-2028 (ATU Faculty of Science & Health, Faculty of Science, ATU Sligo Department of Pharmacy and Pharmaceutical Sciences, Strategic Academic Plan 2024 – 2028), both of which are subject to review. The draft Department of Pharmacy and Pharmaceutical Sciences academic strategy is clearly linked to the overall institutional strategic plan. The accreditation team were advised at the onsite accreditation visit in January 2025 that the plan will be approved by the university in the coming three to four months when the local organisational structure is formally confirmed (see discussion under Standard 2 below for more detail).</p> <p>The new Department of Pharmacy and Pharmaceutical Science outlines in its draft academic strategic plan how its values incorporate the principles of the Code of Conduct for</p>

<p>Professional Degree Programme.</p> <p>b) The implementation of the strategy must ensure that it:</p> <ul style="list-style-type: none"> i) Assures that graduates will be prepared for entry to the profession of pharmacy including patient-centred practice in line with the current Core Competency Framework for Pharmacists, as updated by the PSI Council from time to time. ii) Prepares graduates for practice as pharmacy professionals who will be equipped with the skills for lifelong learning. iii) Provides structured experience of interprofessional learning to facilitate teamwork in enhancing patient care. <p>c) A commitment to excellence in teaching and learning methods.</p> <p>d) A vision for leadership in practice, research and other scholarly activity and educational activities.</p> <p>4) 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.</p>	<p>Pharmacists to: a) Put the Patient First b) Act Professionally c) Communicate Effectively d) Work with Others e) Show Leadership f) Maintain Competence g) Be Open and Honest. The accreditation team is satisfied that the Department's vision and mission, as articulated in the plan, are appropriate and accord with PSI standards.</p> <div data-bbox="1041 375 1870 699" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Through high-quality programmes, which take account of evolving pharmacy practice, cutting-edge research and innovation and technological pharmaceutical advances, we will nurture the development of skilled, caring, ethical and patient-centred pharmacists and pharmaceutical scientists who have a strong commitment to lifelong learning and are ready to adapt to the future needs of patients, health services and the pharmaceutical and MedTech industries. Department of Pharmacy & Pharmaceutical Sciences Mission</i></p> </div> <p>ATU, within its programme development and implementation policy framework, has a plan and structures in place to oversee and complete development of the MPharm programme and its delivery. This primarily comprises a Programme Development Team (PDT), which will convert into an MPharm Programme Board when the programme is accredited, and programme delivery commences. The PDT has created both the Department's Strategic Academic Plan and the MPharm Project Plan, and monitors the implementation of the Project Plan through its regular meetings. Upon its formation, progress on the Strategic Academic Plan's implementation will be a permanent agenda item for the Department's Leadership Team. All Department staff are involved in the implementation of the MPharm Strategic Action Plan, which will be discussed regularly at the Staff Forum. Progress updates on the implementation of the Strategic Academic Plan will be provided on a routine basis to:</p> <ul style="list-style-type: none"> • The Head of School of Life Sciences • The Science Management Meeting, Sligo campus • The MPharm Advisory Steering Group, • Other relevant committees and forums within the university, as necessary.
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	<p>The PDT is supported by an MPharm Advisory Group, comprised of community, hospital, industrial and academic pharmacists from the Northwest region, as well as a patient representative (from Patients for Patient Safety Ireland), a new registrant and a pharmacist with significant previous experience as a practice educator. The Advisory Group, which meets quarterly, is intended to provide professional and academic pharmacy input into the design and roll out of the new programme, and is considered an important element in the Department's engagement with external stakeholders. The Department also has a newly developed Communication & Engagement Plan (March 2025), which is aligned with both the ATU and Department of Pharmacy and Pharmaceutical Sciences Strategic Plans. The Pharmacy Advisory Group, as well as a separate Department of Pharmacy and the Pharmaceutical Sciences Focus Group are key elements within this plan. The Focus Group entails three workstreams:</p> <ul style="list-style-type: none"> • Pharmacy practice; • Innovation & industry; and • Ongoing programme development and quality assurance <p>Staff at the accreditation meeting in July 2025 described the Advisory Group as bringing a strategic perspective to the MPharm programme to ensure that regional needs are met, as well as advising on facilities and resources. The Focus Group was described as supporting curriculum development and enhancement by providing insights into contemporary pharmacy practice and the key issues facing pharmacies and the pharmaceutical industry. It was highlighted, for example, that the Focus Group has provided valuable insights into how to effectively structure student placements in these sectors. The accreditation team finds that the Department's Communication & Engagement Plan represents a logical approach to managing ongoing stakeholder engagement.</p> <p>At the onsite accreditation visit in January 2025, the accreditation team found that whilst the Department of Pharmacy and Pharmaceutical Sciences draft Academic Strategy expressed a commendable commitment to interprofessional learning (IPL), focusing in particular on hospital environments, it lacked concrete detail or plans on how this commitment would be realised in practice. The accreditation team was advised that efforts were being made under the MoU between ATU and the HSE (signed in January 2024) to formalise previous, individual local arrangements. Work in that regard was ongoing and included discussions with the three</p>
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	<p>major hospitals in the region; however, given the stage of these discussions, detail was not available on the extent to which or when concrete plans for IPL would be in place. Moreover, the accreditation team viewed that there was an opportunity to develop further IPL activities to ensure more comprehensive integration across the MPharm programme. The accreditation team was also concerned that despite some thoughtful suggestions for increased IPL activities by staff at the onsite accreditation visit, interaction with medical students (key collaborators for pharmacists post-registration), seemed to begin in a formal and systematic way later in the programme (this is discussed in more detail under Standard 2 below). The accreditation team heard interesting ideas from staff on potential opportunities for IPL activities with students on dietetics and nursing programmes, for example, in relation to PEG feeding and other possibilities were discussed in relation to IPL with clinical measurements and public health students. The accreditation team advised in its interim report that introducing earlier and more diverse opportunities for IPL would greatly enhance students' ability to build effective multidisciplinary collaboration skills from the outset of their studies. The accreditation team noted that the lack of tangible plans at that time may be related to the formative stage of programme development and the recent nature of core staff appointments. The accreditation team concluded that more thought and concrete plans were required on how IPL activities would be embedded in the curriculum and enacted in practice, and that consideration of IPL must move from the concept stage to advanced planning stages particularly for the early years of the programme and that plans must be developed for later years. Finally, the accreditation team noted that all plans for IPL must be mapped to the programme learning outcomes.</p> <p>Following an evaluation of revised and new documentation, and the meeting with ATU staff in July 2025, the accreditation team finds that ATU's application has been significantly enhanced to include a greater focus on patient engagement, professional skills development, and IPL in the MPharm programme, both within the Department's Strategy and within a <i>Patient Engagement, Professional Skills & Experiential Learning & Interprofessional Learning Plan</i>. The Plan articulates ATU's approach to ensuring that students have an opportunity to engage in experiential learning with other healthcare students, as well as with patients, pharmacists and other clinicians, and is based on three interrelated pillars:</p> <ol style="list-style-type: none"> 1. Patient as Partner (patient engagement, informed by the HSE Patient Engagement Roadmap "Better Together");
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	<ol style="list-style-type: none"> 2. Pharmacist as Professional (professional skills and experiential learning); and 3. Pharmacist as Healthcare Team Member (IPL) <p>The Plan outlines a structured and progressively complex approach to IPL, professional skills development and patient-centred care, incorporating practical workshops, visits, and other IPL opportunities for MPharm students throughout all five years of the programme. The Plan entails workshops with expert pharmacists and site visits to build students' competencies and contains a mapping exercise demonstrating the integration of such activities with module learning outcomes. MPharm students will engage in IPL activities with students from other ATU clinical health and social care disciplines, including nursing, clinical measurement and biomedical science. Staff outlined to the accreditation team that the university will be undertaking a curriculum review of nursing programmes within the next two years, which will create an opportunity to align fully the nursing and MPharm programmes in terms of co-designed IPL activities. Opportunities were also outlined for 5th year MPharm students to engage with GP trainees through the Sligo GP Training Scheme. The accreditation team endorses ATU's efforts to extend its IPL activities in this way, but highlights the necessity of delivering IPL activities in conjunction with medical students. Possibilities in that regard were highlighted by staff, including potential week-long student exchanges with the Medical School in the University of Extremadura in Spain, one of ATU's partner universities in EU GREEN. It was also noted that ATU has a formal partnership with the research unit in Sligo University Hospital, and that there is potential to hold clinics for medical students in ATU, which other healthcare students could attend. Staff further outlined that work is underway to develop online workshops to facilitate IPL activities.</p> <p>Whilst the accreditation team finds that ATU has made considerable progress in the development of its plans for IPL and patient-centred care, the university must continue to develop and enhance these plans, and explore opportunities for IPL activities in conjunction with medical students. To that end, ATU is encouraged to fully embrace the opportunities provided by its new faculty-level and university-wide IPL committees.</p> <p>The PSI accreditation standards require MPharm providers to have a research-informed curriculum. ATU's self-assessment report (SAR) references ambitions by the Department of Pharmacy and Pharmaceutical Sciences to develop a regional research hub, which will</p>
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	<p>provide opportunities for collaboration with the pharmacy, pharmaceutical and healthcare sectors. Ambitions were also outlined to develop an ATU-wide research cluster. The SAR notes ATU's objectives to strategically align these research groups:</p> <p><i>"Over time it is intended that this research cluster will collaborate to identify opportunities for strategically consolidating the research agenda into a common vision, aligned with ATU's regional and national research priorities to form a pharmacy research hub/group in Northwest region, as outlined in the HEA submission. This cluster will work to enhance existing relationships and strategically build new ones, with the pharmacy sector, health service, pharmaceutical and MedTech industries to advance impactful collaborative research opportunities."</i> (p. 66)</p> <p>The SAR also notes that teaching will be informed by inputs from MPharm Strategic Advisory Group experts. The accreditation team noted in January 2025 that whilst these ambitions and objectives are commendable, they were not at the formal planning stage at that time, and detail was absent on how the initiatives outlined (including input from Advisory Group members) would contribute to the development and maintenance of a research-informed curriculum. The accreditation team also had concerns around the capacity of the core staff at that time to engage in research given existing workloads and requirements (discussed further under Standard 3 below).</p> <p>Updated documentation submitted by ATU in advance of the second accreditation meeting in July 2025, including a report on <i>Department of Pharmacy & Pharmaceutical Sciences Pharmaceutical and Pharmacy related Research Supporting the MPharm Programme</i>, outlines the interconnected research ongoing within the Department, and a desire to increase the Department's research focus. This commitment is reflected in, and supported by, the inclusion of pharmaceutical sciences programmes and associated staff with existing research portfolios related to pharmacy within the Department of Pharmacy and Pharmaceutical Sciences. A Clinical and Pharmacy Research Coordinator has been appointed within the Department. This role will work closely with the Pharmacy Programme Advisor, the Head of Department of Life Sciences, and the ATU Sligo Science Management Group to progress the Department's strategic research goals, in alignment with wider ATU research</p>
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	<p>objectives, including the formation of a university-wide research cluster. Current research is organised into the following categories within the sustainability in healthcare theme:</p> <ul style="list-style-type: none"> • Pharmaceutical & medical technology, • Translational sciences & clinical therapeutics, • Medicines optimisation & the future of healthcare. <p>Sustainable healthcare is a core principle informing all research activities. A primary goal is to enhance healthcare and pharmacy practices that reduce environmental impact, minimise the unnecessary use of resources, and promote the rational use of healthcare services. Sustainable healthcare is also reflected in curriculum design and delivery, as discussed under Standard 4. The accreditation team finds that plans and related organisational structures for the realisation of the Department's research objectives are robust and comprehensive and appropriately support research-informed teaching within the MPharm programme.</p>
Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the condition below is fulfilled</i>
Commendations Recommendations Conditions	<p>Commendation:</p> <ul style="list-style-type: none"> • The accreditation team acknowledges the significant progress made between its site visit in January 2025 and the reconvened meeting in July 2025, as well as the considerable effort undertaken by the programme team during this period to address appropriately the issues and concerns identified in the deferred decision report. The outcome of the accreditation process reflects a positive direction of travel, which the accreditation team hopes to see continue as the programme evolves. <p>Condition:</p> <ul style="list-style-type: none"> • ATU must continue to develop and enhance plans for interprofessional learning (IPL), and explore opportunities for IPL activities in conjunction with medical students. To that end, ATU is encouraged to fully embrace the opportunities provided by its new local and university-wide IPL Committees.

Standard 2: Leadership, Organisation and Governance	Accreditation Team's Commentary
<p>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.</p> <p>1) The Professional Degree Programme must be planned and delivered by an identifiable organisational unit, preferably a School or Faculty of Pharmacy, which has responsibility for the Professional Degree Programme and associated appropriate 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.</p> <p>2) The Head of the School must demonstrate leadership in pharmacy professional education, research and scholarly activities, and so be able 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. 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.</p> <p>3) The HEI must support the development of suitable relationships between the School and other</p>	<p>The accreditation team was advised in discussion at the onsite accreditation visit that following the creation of ATU in April 2022 (which resulted from the merger of three former institutes of technology), the new university commenced organisational redesign to support institutional integration. The university is now in phase 2 of organisational design and is finalising and implementing plans for the structures within the four faculties. It has been agreed that there will be a three tier-structure across the university comprising faculties, schools and departments. The university has now agreed where existing programmes will be delivered so that each programme going forward has a coherent associated physical location, staff and department to which students are registered. Within that context, ATU has outlined that the MPharm programme will be planned and delivered by the newly constituted Department of Pharmacy and Pharmaceutical Sciences which is located within the new School of Life Sciences within the Faculty of Science & Health at the Sligo campus of the university. The Faculty of Science & Health is the largest of the four faculties in the university. The university recently received sanction to appoint ten senior leadership roles, including a Dean of Science and Health.</p> <p>Within the Faculty of Science & Health, the Department of Pharmacy and Pharmaceutical Sciences is located within a School centred on life sciences and pharmaceutical disciplines. The accreditation team was advised that existing cognate programmes, including the BSc (Hons) in Pharmaceutical Sciences and the MSc in Industrial Pharmaceutical Sciences (MIPS), are transitioning to the Department of Pharmacy and Pharmaceutical Sciences, and will be under the Department's governance from the 2025/26 academic year onwards. This will enable the sharing of academic expertise, administrative supports and resources, as well as support for IPL and research through the consolidation of research equipment and facilities (in line with national strategy) and the creation of research hubs. New programmes in the areas of veterinary medicine, physiotherapy and dietetics are also in the accreditation process within the faculty, offering further opportunities for interdisciplinary collaboration and the integration of IPL across health-related disciplines. MedTech regulatory programmes will transfer to the Department at a later time. The accreditation team is satisfied that this arrangement represents a logical and beneficial situation of the MPharm programme within the university in alignment with PSI accreditation standards.</p>

<p>academic and service units of the HEI for instruction, research, practice-based and interprofessional learning.</p> <p>4) 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 facilities in support of the practice-based and interprofessional learning needs of the Professional Degree Programme. Wherever possible, collaborative approaches to practice-based placements must be used in conjunction with other HEIs in the State offering a pharmacy degree programme.</p> <p>5) The Professional Degree Programme must be based on and promote 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 and must be delivered in such a way that the diverse needs of all students are met.</p> <p>6) 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 and Fitness to Practise cases. Key issues, including any changes in resources that are pertinent to the delivery of the Professional Degree Programme and any equality and diversity issues</p>	<p>The governance structure and data collection and submission arrangements for the newly created Department of Pharmacy and Pharmaceutical Sciences appear logical and are aligned with those in place in other Irish higher education institutions. The Head of Department, supported by the Department of Pharmacy and Pharmaceutical Sciences Leadership Team, leads the delivery and ongoing development and enhancement of the MPharm programme. The Leadership Team comprises the Head of Department, two MPharm Programme Advisors, the MPharm Programme Lead (who is also Chair of the MPharm Programme Board), the MPharm TLA and Accreditation Coordinator, the Pharmacy Practice Coordinator, the IPL and Stakeholder Engagement Coordinators, the MPharm Student Support Coordinators, the Clinical and Pharmacy Research Coordinator, and the Programme Coordinators for other Pharmaceutical Sciences Programmes within the Department. In carrying out its functions and responsibilities, the Leadership Team is supported by the Head of Faculty and the ATU Sligo Science Management Group. Governance arrangements also include an MPharm Programme Board, which oversees the continual evaluation of the programme and its modules, and authorises any proposed changes, and a Staff Forum. The Staff Forum is intended to promote clear communication, collaboration, and a shared vision for the Department and its programmes amongst staff, while also strengthening links and effective working relationships across both the Faculty and the wider university. It is intended that the Forum will also help ensure that all staff teaching on the programme understand the ethos, regulations, and professional, ethical, and fitness to practise requirements for MPharm students.</p> <p>Student data reporting has been enhanced in the university to improve analysis and support informed decision-making, transparency, and institutional reporting. A range of reports and dashboards, developed by the Student Reporting and Academic Information Systems Office, are accessible to staff through the Staff Hub. These include:</p> <ul style="list-style-type: none"> • Key facts and figures • Student numbers dashboard • Retention and progression statistics • Pass rates • Graduation statistics dashboard • A weekly-updated student numbers dashboard
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<p>which could have an impact on students, should be included with the School's commentary and analysis. The School must maintain a reliable, accurate and workable management information system in support of this.</p> <p>7) The Head of School has an obligation to report to the PSI:</p> <p>a) At the point of graduation, a confirmation that each graduate has met the competencies in the CCF.</p> <p>b) Any 'fitness to practise' matters and/or any other matters that could have a material impact on future fitness to practise when the student/graduate is practising as a pharmacist.</p>	<p>These tools will also be available to the MPharm programme, allowing for ongoing monitoring of student-related metrics.</p> <p>There is a documented Fitness to Practise policy and associated ATU MPharm Fitness-to-Practise Statement, which will apply to students enrolled on the programme, along with an associated appeals process. The Department of Pharmacy and Pharmaceutical Sciences has also adopted the APPEL Joint Schools of Pharmacy Code of Conduct, by which MPharm students must abide. MPharm students must sign a declaration confirming that they have read, understood and agree to abide by the ATU Student Code and the MPharm Code of Conduct.</p> <p>A commitment to EDI, and to increasing and supporting access and participation by non-traditional learners, appears to be well embedded in both the Department of Pharmacy and Pharmaceutical Science and the university overall.</p> <p>In commencing work on the new MPharm programme, the university appointed a highly experienced, senior, national expert in pharmacy and pharmaceutical policy and regulation to the role of Head of Department. The accreditation team acknowledges that the current Head of Department has an impressive record in pharmacy leadership more generally and in pharmacy-related policy development specifically. Whilst the knowledge and expertise in cohering a new Department of Pharmacy and Pharmaceutical Sciences and initiating the development of a new MPharm programme are significant, the accreditation team, following the onsite visit in January 2025 was concerned that there was a shortfall in the relevant expertise and experience necessary to lead and support the design and delivery of the MPharm curriculum and approach to assessment, as required under Standard 2(2). Additionally, the accreditation team noted that, amongst the wider team, core experience of academic pharmacy (especially at a senior level) and associated activities was limited.</p> <p>In the period between accreditation meetings in January and July 2025, ATU appointed two MPharm Programme Advisors on a part-time basis for an initial two-year period. Both Programme Advisors are senior, experienced pharmacy academics with experience in the leadership and delivery of accredited MPharm programmes. Their role is to contribute to the delivery of the MPharm programme, and to advise, support and mentor the Department</p>
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	<p>team on teaching, learning and assessment, as well as on research and strategy. The Programme Advisors are also members of the MPharm Programme Board. The accreditation team finds that Standard 2.2 is now met on the basis of the staffing complement presented to the accreditation terms at the time of the second site visit in July 2025. On that basis, and in order to ensure that ATU maintains an appropriate complement of academic expertise either on-staff or in an advisor capacity, the accreditation team deems that the current advisory roles must be retained for the first two years of the programme. Should the current contracted advisors no longer be in a position to fill these roles, individuals with equivalent knowledge and expertise must be appointed. Additionally, ATU must consider how senior academic expertise will be attained longer term, e.g., through the appointment of permanent staff or through the continued use of advisory positions. Such expertise must be in place for the duration of the accreditation period.</p> <p>In relation to wider staffing arrangements for the programme, the accreditation team received assurances from the President of ATU that in the medium term, the university is committed to appointing a professor of pharmacy (when government approval for such appointments is finalised). In the interim, the appointment of 16 senior lecturers has been agreed and a commitment has been made to appoint one to the new Department of Pharmacy and Pharmaceutical Sciences. This post will supplement the existing expertise in the Department and support the Head of Department role. The accreditation team was advised at the accreditation meeting that ATU has appointed two pharmacists (formerly Chief 2 Grade pharmacists in Irish health services) to the lecturing staff, both of whom are experienced clinical hospital pharmacists, as well as being experienced in MPharm education. Additionally, the university is currently in the process of recruiting five additional roles, including two other lecturers, a technical officer and two part-time practice educators. These roles are intended to be in place by September 2025. The accreditation team was advised at the meeting in July that a Senior Lecturer in Pharmacy, who will be the Programme Lead and Chair of the MPharm Programme Board, has recently been appointed.</p> <p>As noted under Standard 1, following the initial onsite visit in January 2025, the accreditation team had concerns around how IPL would be delivered and by whom. It was unclear why the options outlined in the SAR have been selected from a pedagogical standpoint and more detail was required on how IPL would be implemented in practice. Perhaps unsurprisingly</p>
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	<p>given the recent establishment of the team, plans did not appear to the accreditation team to be fully anchored within the wider resources of the university - wider professional staff had insights to share, but did not appear to have been engaging with the pharmacy team in the development of the programme at that point. As outlined under Standard 1, the accreditation team concludes that, based on its review of the updated documentation and the accreditation meeting in July 2025, ATU has made significant progress in refining its plans for IPL. The MPharm programme takes an iterative approach to IPL and skills development progressing from a focus on 'communication' in Year 1, through 'Collaboration & Team Working', 'Roles & Responsibilities', Values & Ethical Practice' and "Conflict Resolution' in Year 5. The university is also currently undergoing accreditation processes in order to commence new programmes in physiotherapy, dietetics, and veterinary medicine: the Department of Pharmacy and Pharmaceutical Sciences has offered to lead on initial workshops between those professions, so that it will be the touch point for IPL discussions with other professions.</p> <p>In January 2024, ATU signed a Memorandum of Understanding (MOU) with the regional HSE new West and Northwest Regional Health Area. This MOU aims to establish a foundation for regional collaboration in education, skills and capacity building, research, and innovation, with a particular focus on supporting professional development opportunities for current staff, while also helping to attract new staff to the region. To advance the objectives of the MOU, four specific workstreams have been identified:</p> <ul style="list-style-type: none"> • Workstream 1: Clinical/Practice Placements • Workstream 2: Research and Development • Workstream 3: Professional Development • Workstream 4: Operational Innovation <p>The Department of Pharmacy and Pharmaceutical Sciences is actively involved in Workstreams 1, 2, and 3.</p> <p>ATU has outlined that it intends to become a member of the Affiliation for Pharmacy Practice Experiential Learning (APPEL) to support the coordination, delivery and quality assurance of practice-based placements for MPharm students. A representative of APPEL informed the accreditation team at the onsite accreditation visit that the Board of APPEL is open and</p>
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	<p>supportive of expansion and that this has been confirmed to ATU. The representative outlined that a key requirement for membership is PSI accreditation followed by an application process which will look at ensuring that the MPharm programme is aligned with APPEL requirements. Following the onsite visit in January 2025, the accreditation team noted that the engagement strategy with local experiential learning sites was very much in its infancy, which raised concerns in the event that APPEL membership is delayed, is unsuccessful or is withdrawn for any reason in future.</p> <p>Following the second accreditation meeting in July 2025, the accreditation team finds that ATU's contingency plans in the event that APPEL memberships does not eventuate, is delayed or withdrawn for any reason are both credible and well progressed. The accreditation team was advised that over 72 pharmacies have committed to becoming placement partners. ATU outlined that it intends to undertake 'Practice Placement Roadshows' at its regional campuses to provide information and training to pharmacists and training placement providers regarding placements. It will also hold Pharmacist Information Evenings to build a pharmacy community in the Northwest centred around the MPharm programme.</p>
Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the condition below is fulfilled</i>
Commendations Recommendations Conditions	<p>Commendations:</p> <ol style="list-style-type: none"> 1. The accreditation team commends the strong institutional support for the programme, noting in particular the active engagement and backing of the university's senior leadership. 2. The accreditation team commends the integration of the Department of Pharmacy and Pharmaceutical Sciences within a school and faculty that host well-aligned, related programmes. This represents a clear extension of well-established academic focus and connection with local industry and healthcare partners, further strengthened by the Department's efforts to integrate these connections from both a teaching and research perspective.

	<p>Condition:</p> <ul style="list-style-type: none"> Despite the specific wording of Standard 2.2, the accreditation team finds that the intent of the Standard is met based on the staffing complement presented during the reconvened visit in July 2025. To ensure that ATU continues to maintain an appropriate level of academic expertise, whether through permanent staff or advisory roles, the current advisory positions must be retained for the first two years of the programme. If the current contracted advisors are no longer available, individuals with equivalent knowledge and expertise must be appointed. Additionally, ATU must plan how senior academic expertise will be sustained in the longer term, for example through the appointment of permanent staff or the continued engagement of advisors. This level of expertise must be maintained throughout the accreditation period.
Standard 3: Resources	Accreditation Team's Commentary
<p>3. The School must have sufficient academic staff, practice educators, external experts, support staff as well as tutor pharmacists, infrastructure and financial resources in order to ensure the effective delivery of a Professional Degree Programme.</p> <p>1) Academic Staff</p> <p>The School must have a sufficient number of core academic staff and other teaching staff appropriately qualified, experienced and expert in pharmaceutical sciences and pharmacy practice. Policy within the School must be developed to facilitate input from staff and external experts with contemporary experience of practice, to curriculum design and development, assessment design and development, and course management and coordination activities.</p>	<p>The ATU submission outlines the approach adopted to the development of the necessary resources for the implementation of the proposed MPharm programme, and highlights the significant existing resources, both academic and infrastructural, within the Faculty of Science & Health; for example, the new School of Life Sciences at ATU Sligo campus comprises 114 academic staff, including medical practitioners, physiotherapists, dieticians, nurses, pharmaceutical 'Qualified Persons' and three registered pharmacists. Many staff have senior experience in the pharma, biopharma, and medical technology industries.</p> <p>At the time of the onsite visit in January 2025, the programme team comprised three core staff who are registered pharmacists (including the Head of Department), and one pharmacy academic who was then employed on a remote, part-time basis, with plans to recruit additional lecturers over the course of the programme. The accreditation team was strongly of the view that any additional staff recruited should have senior academic experience in pharmacy education and further noted the benefits of incorporating a structured mentoring system for new academic staff. The accreditation team had additional concerns about the staffing strategy for the MPharm programme, including the number of registered pharmacists and the academic leadership experience of the staff, especially at a senior level</p>

<p>This staff, full-time and part-time, must:</p> <ul style="list-style-type: none"> a) provide most of the teaching and learning support for the Professional Degree Programme; however, where 'service-teaching' is identified as required for a small part of the programme, there shall be a robust means of managing its integration into the Professional Degree Programme. b) provide the academic direction for all teaching and learning support or assessment provided by individuals from outside the School. c) be provided with the resources, support and academic environment which allows staff members to maintain their knowledge at the leading edge of pharmaceutical, biomedical, social sciences, and clinical pharmacy practice. d) be encouraged and supported to engage in scholarship and research which is disseminated nationally and internationally. e) have access to an organised professional development programme open to all teaching staff members consistent with their respective responsibilities. f) ensure that teaching and learning in modules/course units in that area take place in a pharmacy context, in particular where no pharmacist is appointed within an area of academic expertise. g) ensure that pharmacy law, ethics, professionalism and pharmacy practice are taught predominantly by pharmacists with 	<p>(see previous discussion under Standard 2). The accreditation team deemed that the recruitment of senior academic staff was necessary to provide leadership, mentor junior staff, and foster a strong research culture. Furthermore, staffing plans appeared to focus on the recruitment of staff with expertise in chemistry and pharmaceuticals in Years 1 and 2. However, given the number of registered pharmacists on staff at that time, there remained a need to clarify how teaching and assessment in these topics would be integrated with pharmacy and practice during the first two years of the programme.</p> <p>The accreditation team was also concerned about the significant workload associated with this core team in terms of curriculum and assessment oversight and delivery. The core team also had responsibility for overseeing and integrating the assessment of other non-pharmacy staff and tutors. It was further intended that one core team member would also act as a Practice Educator for the first three years of the programme. The accreditation team highlighted a significant risk that this over-reliance on the core team would result in the qualified pharmacist expertise on the programme being spread too thinly without a contingency plan in place to mitigate the risk posed by the sudden or unexpected unavailability of one of these staff members. Additionally, there was little capacity for the registered pharmacist staff to dedicate time to research and remain current with scholarship. The accreditation team noted that aspirations for staff to upskill to doctoral level in this context would be very challenging to meet.</p> <p>The accreditation team was also advised that there would be a registered pharmacist contact for each module for the first few years of the programme who would be a touch point for the delivering lecturer. This was intended to help ensure pharmacy input into the module. The accreditation team had concerns regarding the feasibility of this plan given the staffing arrangements for the programme and resulting workload burden for the registered pharmacist staff with teaching and other responsibilities to carry out (as noted previously).</p> <p>Following the onsite visit in January 2025, the accreditation team noted a heavy reliance in programme delivery plans on the use of expert lecturers from other schools/departments, as well as on external guest lecturers; however, it was not fully clear whether and how the workloads of these experts had been considered to prevent double teaching / excessive workloads and how such staff would be supported and guided to adapt their teaching to</p>
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<p>appropriate contemporary experience of practice.</p> <p>2) Practice Educators</p> <p>The School must have a sufficient number of Practice Educators who will provide the specialised teaching on the interface between the learning within the schools and that within the practice placement and who will provide support to the students on placement and to their tutors.</p> <p>3) External Experts</p> <p>The School should ensure that relevant input from external specialist lecturers is provided to enhance the students' contextual understanding of specific areas.</p> <p>4) Support Staff</p> <p>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 development opportunities.</p> <p>Technical staff should be suitably qualified and should take an active role in the preparation and delivery of laboratory practice sessions and projects.</p> <p>5) Tutor pharmacists</p>	<p>ensure that topics are integrated for the practice of pharmacy. The accreditation team had concerns that the reliance on guest lecturers presented a risk from a number of perspectives; primarily that they were not being used to complement the core curriculum with their experience, but rather were central to delivering the core curriculum. Additionally, there were no formal relationships yet in place.</p> <p>The updated submission documentation outlines that staffing for the programme when fully rolled out will now comprise 29 staff, including the Head of Department, a Senior Lecturer in Pharmacy who will be the Programme Lead, two pharmacy advisors (part-time), a research coordinator, 22 lecturers, including two part-time placement educators, two technicians, and one administrator. Four of these posts were under recruitment at the time of the accreditation meeting in July 2025, with roles expected to be in position by September 2025. ATU advised that it is prioritising the recruitment of academics who are pharmacists, and has already enhanced its senior academic and leadership experience through the appointment of two senior pharmacy advisors (see discussion under Standard 2). In line with feedback from the accreditation team in its interim reports, ATU has also brought forward the recruitment of practice educators. To ensure that the practice educators hired are at an appropriately senior level and able to contribute to delivering the MPharm programme, these roles (x2 part-time) are being appointed at Lecturer grade under the title 'Lecturer in Pharmacy Education'.</p> <p>ATU has further developed an MPharm Workload Capacity Plan, which address all five years of the MPharm programme. The Plan allocates 16 hours per week for staff to engage in MPharm-specific teaching, assessment, and leadership activities, including personal tutoring, ePortfolio and OSCE work, and programme coordination. It ensures pharmacist input across all modules, especially those led by non-pharmacists. Staff also have dedicated time outside teaching periods for research and scholarship. Practice Educators are similarly supported with time to stay current in their field. ATU also outlined its induction and mentoring programme for new academic staff, acknowledging that many come from non-academic backgrounds. All new staff will be mentored by one of four named senior academics. Reliance on guest lecturers is significantly reduced in the updated submission, which outlines that guest lecturers will be invited on a session-by-session basis to share their expertise on specific topics that align with the learning outcomes of individual modules. For example, in</p>
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<p>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. The orientation, support and enhancement of the tutor pharmacist role should be demonstrated.</p> <p>6) Infrastructure and Financial Resources</p> <p>a) The School must have the financial resources necessary for delivery of its strategic objectives.</p> <p>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.</p> <p>c) There must be policies and procedures to ensure that training establishments for the practice-placement elements of the Professional Degree 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.</p>	<p>the Patient Engagement and Interprofessional Learning Plan, guest lecturers will contribute to various workshops to help meet their objectives.</p> <p>The accreditation team was further advised at the accreditation meeting in July 2025, of a variety of mechanisms to support faculty to advance to PhD level and/or become and remain research active: There is a specific commitment to increasing the number of staff with doctoral qualifications in the ATU - HEA Performance Agreement. The university is enabling this by, for example, covering the cost of study fees (within limits), and by allocating dedicated time to staff.</p> <p>The accreditation team finds that the overall staffing within the Department has expanded considerably through the addition of existing staff from the pharmaceutical sciences area and through plans to recruit new staff. The accreditation team welcomes current recruitment activity and finds that the revised staffing plans and workload allocation model are appropriate to ensure the effective delivery of the MPharm programme across all years of the curriculum. The expanded staffing profile will support the delivery of pharmacy-specific content, and enable the Department to meet the supervision, teaching, and research requirements of an MPharm programme aligned with PSI accreditation standards. The accreditation team concludes that ATU must confirm and provide details of the full complement of staff, including practice educators, for Year 2 of the MPharm programme by April of the first year of the programme.</p> <p>As noted under Standard 2, ATU has outlined that it intends to become a member of the Affiliation for Pharmacy Practice Experiential Learning (APPEL) to support the coordination, delivery and quality assurance of practice-based placements for MPharm students. The accreditation team is satisfied that appropriate contingency plans are in place in the event that APPEL membership is not attained or is withdrawn for any reason. The accreditation team concludes that ATU must confirm that it is a full partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or confirm the final details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation Standards by April of the first year of the programme. Plans will be examined at the time of the compliance visit in Year 2 of the programme.</p>
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<p>d) The School should have contingency plans, developed and documented, to cover any reasonably foreseeable deficiencies in infrastructure, equipment or personnel that may arise in order to ensure the effective delivery of the Professional Degree Programme.</p>	<p>The accreditation team is satisfied that a combination of the existing pharmaceutical science, and other science laboratory teaching spaces, the other general teaching estate, as well as planned programme-specific, clinical estates, will be sufficient for the successful delivery of the programme and are adequate to support modest growth in student numbers in the coming years. The accreditation team notes the proposed development of the MPharm Model Pharmacy & Pharmacy Professional Practice Centre and associated timelines for completion. The accreditation team finds that work must continue on estate plans to support the delivery of the MPharm programme and confirmation must be provided to the PSI when individual projects have been completed. Estate plans will be examined at the time of the compliance visit in Year 2 of the programme. Any delays in progress with the new facilities must be reported in advance of the visit. The university has a €40 million building in plan with a clinical skills suite which will be based in Sligo and has committed to providing a shuttle bus to St Angela's campus where related healthcare courses are based (see discussion on potential IPL activities under Standard 2). The accreditation team was advised that a veterinary medicine programme is being developed for delivery in Letterkenny and that ATU will facilitate students to travel between campuses for specific learning activities and the university has a strong commitment to encouraging opportunities for learning across the campus. In this way, the dispersed geography of the university will not act as an impediment to curriculum delivery.</p>
<p>Compliance with Standard:</p>	<p><i>The accreditation team is satisfied that this standard will be met, when the conditions below are fulfilled</i></p>
<p>Commendations Recommendations Conditions</p>	<p>Conditions:</p> <ul style="list-style-type: none"> • ATU must confirm and provide details of the full complement of staff, including practice educators, for Year 2 of the MPharm programme by April of the first year of the programme. This is to meet Standard 3.1 and 3.2 of the PSI Accreditation Standards. • ATU must confirm that it is a full partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or confirm the final details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation

	<p>Standards by April of the first year of the programme. This is to meet Standards 3.5, 4.7, and 7.2 of the PSI Accreditation Standards. Plans will be examined at the time of the compliance visit.</p> <ul style="list-style-type: none"> • Work must continue on estate plans to support the delivery of the MPharm programme and confirmation must be provided to the PSI when individual projects have been completed. Estate plans will be examined at the time of the compliance visit. Any delays in progress with the new facilities must be reported in advance of the visit. This is to meet Standard 3.6 of the PSI Accreditation Standards.
Standard 4: Curriculum: Structure and Evaluation	Accreditation Team's Commentary
<p>4. The curriculum must be planned to deliver an integrated experience that combines and coordinates all teaching, learning and assessment components in a logical and cohesive manner with clearly articulated linkages within years and between years. The Professional Degree Programme must be planned and regularly evaluated 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.</p> <p>1) 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. The curriculum must be designed, delivered and regularly reviewed to keep abreast of advances arising from policy, and research and development,</p>	<p>The ATU MPharm programme is designed around the Core Competency Framework (CCF) and a clear mapping to that effect was included in the application documentation. The accreditation team is satisfied that the MPharm programme curriculum meets the requirements of Standard 4. Programme learning outcomes and module syllabi were benchmarked against MPharm programmes in Ireland, the UK, the USA, and Australia, and are aligned with the PSI's Core Competency Framework. The curriculum also complies with EU and national legislative requirements, including the EU Professional Qualifications Directive and PSI's indicative syllabus. The curriculum is informed by Bloom's taxonomy and Miller's Pyramid of Clinical Competence, and is also aligned with university policies and procedures for programmes leading to awards at Level 9 on the National Framework of Qualifications. It was developed with input from senior pharmacists, pharmaceutical scientists, the MPharm Advisory Group, and academic staff, who drew on the materials available within the N-TUTORR programme.</p> <p>The programme documentation indicates an appropriately integrated, spiral curriculum, both horizontally and vertically across modules and years. The curriculum is structured to support continuous development of knowledge, skills, and core pharmacist competencies. In Year 1, students are introduced to foundational concepts within pharmaceutical chemistry, pharmaceuticals, pharmacology, and pharmacy practice. As students progress, the curriculum increases in complexity and promotes integration across subject areas, culminating in the application of knowledge and demonstration of professional competence in accordance with the higher levels of Miller's triangle ("Shows how" and "Does") during Year 5 practice</p>

<p>in medical and pharmaceutical science and practice. The curriculum should be guided by, but not limited to, the indicative syllabus shown in Appendix A³ of this document.</p> <p>2) The curriculum must be progressive in dealing with issues in increasingly complex and interrelated 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 practise 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.</p> <p>3) The curriculum should enable students to form an appropriate ethical and professional approach to practice. This 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.</p> <p>4) The curriculum must be designed, delivered and reviewed by interdisciplinary teams in order that the subject matter of the degree is integrated and delivered in a patient-focused manner. The scientific base of the curriculum must be of adequate depth, scope and quality and sequenced appropriately to</p>	<p>placements. Integrative case studies, workshops, patient engagement, problem-based learning, and IPL are employed to prepare students for real-world pharmacy practice. The curriculum emphasises the growing role of eHealth and digital technologies, aiming to produce “digital pharmacist” graduates skilled in using electronic health tools.</p> <p>Curriculum integration is achieved by using shared disease and drug themes, contributing to a patient-centred learning experience. Staff collaborate to ensure continuity and connection in teaching, for example, by coordinating how topics like inflammatory diseases are taught across different modules and years. This collaborative approach is regularly reviewed through the Programme Board and Staff Focus Group. To support this integration, a dedicated drug list has been developed for use throughout the programme. This list helps ensure consistent use of drug examples across modules and years, reinforcing both horizontal and vertical integration. Learning is further integrated through case-based workshops that require students to apply concepts from current and previous modules. These workshops require students to integrate science into clinical practice, promoting collaborative, patient-centred learning and encouraging transdisciplinary integration according to Harden’s Ladder of Integration.</p> <p>The development of students’ research skills is explicitly addressed in the Year 4 and Year 5 research modules, and pre-empted in a number of modules in earlier years; for example, research skills are developed through various activities such as laboratory practical reports, literature reviews, case studies, integrative science to practice workshops, and independent assessments. In Year 1, students are introduced to foundational research techniques, including how to locate and effectively use published sources, critically evaluate research, understand peer review, reference properly, and develop academic writing skills. The integrative science-to-practice workshops further enhance research abilities in a collaborative setting, with increasing demands for independent inquiry and critical thinking as students advance through the programme. Assessments such as case studies, evidence-based reviews, and ethical evaluations require students to engage with current guidelines, policies, and evidence-based information in increasing depth as they progress through the programme.</p>
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³ The indicative syllabus exists as a general guide to the scope of curriculum content for the Professional Degree Programme.

<p>support the intellectual and clinical aspects of the Professional Degree Programme.</p> <p>5) 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.</p> <p>6) The curriculum must provide appropriately comprehensive training in research methods applicable to scientific, health and practice research in order to meet the CCF. 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.</p> <p>7) 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 competencies. 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.</p>	<p>The accreditation team had questions which it discussed with programme staff at the onsite accreditation visit in January 2025 regarding the number of modules of small credit value. Furthermore, the number of learning outcomes across modules appears to vary significantly, with some listing relatively high numbers of learning outcomes. For example, Pharmacy Practice 1 and 2 each have 12 learning outcomes, Pharmacology 2 has 11 learning outcomes and Pharmacy Practice 3 has 13 learning outcomes. These are relatively high numbers for academic modules. As the programme is delivered, the accreditation team recommends that ATU reviews and refines the number of module learning outcomes and associated assessments to ensure alignment with best practice and ATU's policy. Additionally, the programme team is encouraged to review the assessment strategy to consider how assessment could be further streamlined and integrated at all stages of the programme.</p> <p>The accreditation team notes a commitment to patient engagement activities. These were not yet embedded in the curriculum at the time of the onsite visit in January 2025, but are now outlined in the Department's Patient Engagement, Professional Skills & Experiential Learning & Interprofessional Learning Plan (see more detailed discussion under Standard 1). The plan outlines arrangements for practical workshops, visits and increasingly complex learning opportunities across all years of the programme. All activities are linked to programme and module learning outcomes, assessment, and the PSI Core Competency Framework. Patient engagement begins in Year 1 informed by the HSE's "Better Together" roadmap. Additionally, the Department has developed a document on <i>Safeguarding Patients participating in MPharm Student Training and Education at the ATU, Site Visits and Practice Placements</i>. IPL activities also commence in Year 1 and involve collaboration with students from other healthcare disciplines and professionals across the HSE. Activities are designed to build teamwork, communication skills, and understanding of the pharmacist's role in patient care. There are three IPL activities in Year 1, four in Years 2 and 3, three in Year 4 and four in Year 5 of the programme. Students are prepared for patient engagement and IPL through patient case studies, clinical simulations, mock patient engagement exercises, such as student role play in Pharmacy Practice modules, OSCEs and practice placements. The programme includes a placement as part of the Year 2 Module: Pharmacy Practice 2, which is intended to support the integration of academic and practice learning. The Department has</p>
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<p>8) There must be rigorous processes for review, monitoring and evaluation of all elements of the curriculum. Such processes should incorporate external scrutiny of student assessments.</p> <p>9) The curriculum must be supported by Institutional regulations for the Professional Degree Programme that are appropriate for an award that is both academic and professional in nature, including those relating to fitness to practice. The regulations must be supported:</p> <ul style="list-style-type: none"> a) by fitness to practice procedures that address causes for concern raised about students b) by robust and transparent appeals processes that are fully documented and communicated to students c) underpinned by a clear and realistic student code of conduct that is explained, communicated and enforced to assure professional behaviour. <p>10) The curriculum must comply with the various minimum legal requirements at national and European level (see Appendix B)². The curriculum must take account of the recommendations of the Advisory Committee on Pharmaceutical Training (European Commission, 1995)³.</p>	<p>developed an <i>MPharm Year 2 Practice Placement Workbook</i>, containing activities for students to complete, to support students' development and learning during this placement.</p> <p>Students are first introduced to the concept of professionalism in Year 1 through the Pharmacy Practice 1 module (PHSC06013). This module familiarises students with the PSI Core Competency Framework, the Code of Conduct, ethical principles, and legal responsibilities in pharmacy practice, setting out the expectations of them as pharmacy students and future professionals. As discussed under Standard 1, the MPharm Patient Engagement, Professional Skills & Experiential Learning, and Interprofessional Learning Plan is built around three interconnected pillars, including Pillar 2: <i>Pharmacist as Professional</i>. The programme includes a series of Professional Skills Workshops starting in Year 1 ("Introducing the pharmacist's role with local pharmacy leaders"). These workshops evolve over time, to focus on more advanced topics in Years 4 and 5, such as "Pharmacist & Addiction Services," "National Medicines Safety Programme," and "Pharmacist as Future Leader," supporting the ongoing development of professionalism and leadership in students. Throughout the five years of the programme, students will maintain a mandatory, personal development e-Portfolio, which will document their growth in knowledge, skills, competencies, behaviours, and values. Through the e-portfolio, students will reflect on the PSI Core Competency Framework domains and behaviours, identify their learning needs, and creating personal development plans.</p> <p>ATU's plans in relation to potential APPEL membership to support the coordination, delivery and quality assurance of practice-based placements for MPharm students and related contingency plans are discussed under previous standards.</p> <p>Overall, the accreditation team finds that ATU has an effective vision for its MPharm curriculum design and delivery, which includes appropriate detail on how various elements will work in practice; for example, patient engagement and IPL.</p>
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Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the condition below is fulfilled</i>
Commendations Recommendations Conditions	<p>Recommendation:</p> <ul style="list-style-type: none"> As the programme is delivered, the accreditation team recommends that ATU reviews and refines the number of module learning outcomes and associated assessments to ensure alignment with best practice and ATU's policy. Additionally, the programme team is encouraged to review the assessment strategy to consider how assessment could be further streamlined and integrated at all stages of the programme. <p>Condition:</p> <ul style="list-style-type: none"> ATU must confirm that it is an equal partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or confirm the final details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation Standards by April of the first year of the programme. This is to meet Standards 3.5, 4.7, and 7.2 of the PSI Accreditation Standards. Plans will be examined at the time of the compliance visit.

⁴To include the Schedule of the Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules 2014 (S.I. No. 377 of 2014)

⁵In this respect, a curriculum compliant with the European Credit Transfer and Accumulation System (ECTS) meets the total hours requirement of these recommendations

Standard 5: Curriculum: Teaching, Learning and Assessment	Accreditation Team's Commentary
5. The curriculum documentation must be guided by a Teaching and Learning Strategy and an Assessment Strategy. The Teaching and Learning Strategy must	<p>The ATU submission outlines the key areas of the proposed programme, and provides information on the approach to the development of the following skills:</p> <ul style="list-style-type: none"> Independent learning and life-long learning skills;

<p>enable graduates to meet the Core Competency Framework (CCF) for Pharmacists as established by the PSI Council from time to time and must emphasise the contributions of pharmacists in industry and research as well as within healthcare teams in patient-facing settings. The Assessment Strategy must align with the Teaching and Learning Strategy and ensure that all graduates demonstrate the CCF competencies and behaviours.</p> <p>1) The Teaching and Learning Strategy must:</p> <ol style="list-style-type: none"> be based upon well-evidenced pedagogic principles. promote collegiality, civility and respect among students and staff, and underpin a culture of professionalism in which all teaching staff can lead by example. support the development of: <ol style="list-style-type: none"> independent learning skills, both within the Professional Degree Programme and as a basis for later continuing professional development consultation, counselling and communication skills, underpinned by social and behavioural science content in the Professional Degree Programme leadership skills, problem-solving skills, and rational decision-making skills that promote patient safety and enhance patient well-being peer review and assessment skills critical, analytical skills, and an understanding of research methods to 	<ul style="list-style-type: none"> • Consultation, communication and counselling skills; • Leadership, problem-solving and decision-making; • Peer review and assessment skills development; and • Critical analytical skills and research methods. <p>The MPharm Teaching & Learning (T&L) Strategy was developed in line with ATU's Programme Design Policy and related institutional guidance documents. The ATU Sustainable Higher Education Futures Curriculum framework was also used to embed the six key themes of:</p> <ul style="list-style-type: none"> • Education for Sustainable Development (e.g., sustainability in the use of medicines and health resources); • Universal Design for Learning (e.g., multiple formats used for teaching and assessment such as workshops, individual and group project presentations, oral and poster presentations, critical evaluation reports, technically enhanced software packages, patient interaction exercises, interactive exercises, decision-making, problem-based and enquiry-based learning, self-reflective portfolio, choice of assessment format and use of accessible language); • Digital Transformation (e.g., working with colleagues on digital health, health informatics, and health data analytics programmes across ATU to ensure that MPharm students acquire the knowledge and skills needed to use technology effectively in addressing clinical challenges and enhance patient care); • Equality, Diversity and Inclusion (e.g., emphasising the role of the pharmacist in delivering patient care that takes account of issues of "access", health inequalities and barriers to accessing health services); • Academic Integrity (e.g., students undertaking the Digital Badge for Academic Success in a Pharmacy Practice workshop); and • Employability (e.g., preparation for registration as a pharmacist and 'Qualified Person'). <p>The strategy follows an integrative, constructivist approach that aligns teaching, learning, and assessment with curriculum outcomes, and incorporates Universal Design for Learning (UDL) principles to support the needs of diverse students. The strategy promotes student-centred, inclusive education that fosters independent learning, professionalism, critical</p>
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<p>support evidence-based decision-making and practice.</p> <p>d) deliver:</p> <ul style="list-style-type: none"> i) a fully integrated and balanced experience of science and practice, and of university based and practice-based learning ii) interprofessional collaboration with students of other healthcare professions in all stages of the Professional Degree Programme iii) meaningful practical experience of working with patients, carers and the public. The intellectual and professional demands of the practice experience should increase as the student progresses through the Professional Degree Programme iv) teaching and learning experiences that take place alongside and with reference to research and other scholarly activities. <p>2) The Assessment Strategy must:</p> <p>a) deliver:</p> <ul style="list-style-type: none"> i) a progression through the hierarchy of knowledge and skills development 	<p>thinking skills, teamwork, leadership, and patient-centred care. It also emphasises the use of educational technologies and fosters communication, team-working, and leadership skills amongst students. Staff are supported through training and mentorship to uphold these principles. The overall goals are to ensure graduates meet the PSI Core Competency Framework, develop strong personal and professional skills, and are prepared for lifelong learning and professional registration as pharmacists. Submission documentation states that independent and lifelong learning are fostered through activities like problem-based case studies, reflective practice, development of personal learning plans, development of an e-portfolio, and self-directed engagement with reading lists and learning materials. Research and critical analysis skills are developed progressively from Year 1 through workshops, lab reports, literature reviews, and research projects, culminating in two major research modules in Years 4 and 5.</p> <p>Communication and counselling skills are built through clinical skills classes, simulated roleplays, patient engagement exercises, workplace visits, IPL and placements. Leadership, problem-solving, and decision-making skills are developed via workshops, group work, ethical discussions, and integrated therapeutics case studies, and are supported by mentorship and staff role-modelling. Peer review and the development of assessment skills are embedded in group projects and individual presentations and student debates. Peer review and assessment are also included in interdisciplinary activities. The personal development e-Portfolio plays a central role in tracking progress and aligning learning with the PSI Core Competency Framework. The spiral, integrated nature of the curriculum (as facilitated, for example, by the use of common drug and disease themes) is discussed in detail under Standard 4. Each module has a list of other modules with which it integrates horizontally and/or vertically in relation to those common themes. Horizontal and vertical integration is supported by the incorporation of integrative science-to-practice problem-solving workshops (discussed earlier), of which there are three in each of the first three years and two in the final two years of the programme.</p> <p>To ensure the MPharm programme reflects current scientific research and evolving pharmacy practice, staff in the Department of Pharmacy and Pharmaceutical Sciences, as well as the broader School of Life Sciences, are actively engaged in research and scholarly</p>
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<p>through the five years of the programme, such as the model proposed by Miller⁶.</p> <ul style="list-style-type: none"> ii) a range of methods at each level of study, and appropriate to assess the progressive attainment of all competencies set out in the CCF iii) clearly defined marking criteria reflecting safe and effective practice. All assessments must take account of patient safety iv) assessments that are placed in a pharmacy context, reflecting contemporary practice v) diagnostic and formative assessment opportunities vi) effective and timely feedback vii) clear guidance to students relating to assessment of learning outcomes, with objective reporting on assessments. <p>b) include assessment of:</p> <ul style="list-style-type: none"> i) professionalism throughout the Professional Degree Programme ii) consultation, counselling and communication skills iii) problem-solving skills, and rational decision-making skills iv) research and critical analytical skills v) interprofessional teamworking and leadership skills. 	<p>activity. The Department leads and contributes to a wide range of pharmaceutical research areas across ATU, supported by a dedicated Clinical and Pharmacy Research lead. Academic staff have research profiles in fields such as clinical pharmacy practice and health policy, health economics and data science, clinical pharmacology and therapeutics, biomarkers of disease and toxicity, microbiology, natural products and drug development, and medical devices, which will be integrated into their teaching. All teaching staff are expected to stay current with developments in their fields and incorporate relevant research, innovation, and policy into their teaching.</p> <p>Following the accreditation site visit in January 2025, the accreditation team raised a number of concerns about the proposed MPharm assessment strategy. It was not clear to the accreditation team how the strategy ensured that all learning outcomes would be assessed at the right level. The accreditation team outlined in its interim report that ATU must make it clear how problem-solving and decision-making assessments evolve to challenge students progressively from Year 1 through Year 5. Critically, the accreditation team also identified significant issues in relation to the assessment of learning outcomes at the appropriate level in line with Miller's triangle. The accreditation team recommended that ATU reconsider the assessment strategy to ensure that learning outcomes are evaluated using appropriate methods, such as practical assessments, objective, structured, clinical examinations (OSCEs), or workplace-based evaluations. The accreditation team further noted that opportunities for potential collaboration with the School of Nursing in ATU in relation to OSCEs had not been availed of, and that additional academic input may be of value in further developing the approach to OSCEs. Other concerns were also identified in relation to assessment: While staff at the onsite accreditation visit in January 2025 outlined ATU procedures for moderation of assessment and confirmed that external moderation is employed to ensure that assessments are at the correct level (see Standard 6 for a more detailed discussion), the accreditation team was unable to see how the assessment strategy assured the standard required for students to achieve a passing mark. Additionally, the accreditation team was informed that all learning outcomes would be assessed in the module exam, including those already evaluated through continuous assessment. In light of this, the accreditation team</p>
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⁶ Miller, G. E. (1990). The assessment of clinical skills/competence/performance. Academic Medicine, 65(9).

<p>c) include examination of:</p> <ul style="list-style-type: none"> i) pharmacy law, including within the statutory professional examination at the end of Year five ii) pharmaceutical calculations, to include assessment of competency prior to the Year four practice placement iii) professional competence, via a summative objective structured clinical examination (OSCE), as part of the statutory professional examination at the end of Year five iv) professional competence, by the tutor pharmacist at the end of Year five. 	<p>urged ATU to monitor for over assessment which may place an unnecessary burden on students without adding significant educational value. Furthermore, as noted under Standard 4, the curriculum includes a high number of small, low credit modules with high numbers of associated learning outcomes. It appeared that many different assessments were intended to assess the same learning outcomes in each module. The accreditation team was concerned that this may present a further risk of over assessment of students. The accreditation team found that the assessment strategy needed to be reviewed in its entirety and that the review should incorporate consideration of methods to reduce the number of assessments to avoid the risk of over assessment of students.</p> <p>Following an evaluation of ATU's updated MPharm Assessment Strategy, and discussion with staff at the accreditation meeting in July 2025, the accreditation team finds that the assessment strategy has been considerably expanded and now includes appropriate information on standard setting. ATU's updated submission indicates that the Programme Development Team has availed of the opportunity to work with the team in ATU's Centre for Teaching and Learning to review and consider the approach to assessment on the MPharm programme. The revised approach fruitfully incorporates the clear commitment to universal design for learning (UDL) principles already adopted in the approach to teaching and learning to ensure that assessments incorporate multiple means of engagement, representation, and demonstration of learning. Programme and module learning outcomes are assessed in line with the revised version of Bloom's taxonomy and with the competence and assessment hierarchy described in Miller's Pyramid of Clinical Competence. Bloom's taxonomy has been used to design assessments that progress through the different hierarchical cognitive levels: students are assessed at the lower levels of the framework ("remember" and "understand") in the early years of the programme, while more advanced cognitive forms of learning, such as "create" are assessed later in the programme. Patient safety is a key theme throughout assessment at all levels of the MPharm programme.</p> <p>Assessment in Years 1 – 3 is largely aligned to the "remember, understand, apply" levels and takes the form of practical reports, short answer questions, presentations, problem-based and patient-related case studies. Assessment in later years of the programme has a greater focus on students' ability to "analyse, evaluate and create", and comprises data handling exercises, critical reviews, ethical debates, decision-making case studies, creation of social</p>
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	<p>media/blog/educational posts and research projects. Increasingly complex problem-based and clinical case studies are used throughout the programme. Clinical case studies progress from basic clinical scenarios to complex cases with ethical dilemmas in which students make rational and evidence-based decisions. Module assessments have been mapped to Miller's Pyramid of Clinical Competence. Attainment of Level 1 ("knows") competencies is typically assessed through multiple-choice questions (MCQs) and essays, while attainment of Level 3 ("shows how") competencies is evaluated by OSCEs, patient case studies and research projects, with students expected to attain these competencies by the end of Year 4. Level 4, "does" competencies may be assessed on placement or against core personal skills. Formative assessments in the form of group case presentations/discussions in workshops, role-plays, peer assessment exercises and practice OSCEs are designed to enhance student learning and enable the student to evaluate their own learning. A variety of summative assessment methods are used throughout the programme, including timed examinations, laboratory reports, data analysis and critical evaluation reports, integrative problem-solving case studies, oral and poster presentations, debates with peer assessment exercises, essays, health promotion leaflets, information webpages, short videos, social media/blog posts, journal articles as practical reports, OSCEs, research project dissertations, and a self-reflective e-Portfolio.</p> <p>To mitigate over assessment, modules worth five credits typically have two coursework assessments, while 10-credit modules have no more than four assignments over two semesters. The assessment workload for each module has been determined in accordance with the UK Framework for Higher Education Qualifications and national ECTS Guidelines. The MPharm Assessment Strategy outlines estimated notional workload hours for assessment modes used throughout the programme to avoid over-assessment. Programme documentation stresses that the majority of formative assessment is completed in class and does not contribute to additional student workload. Student contact time varies across modules resulting in some variation in the number of assessments and assessment types across modules. Lower contact time in some modules creates additional time for independent study, and creates "a buffer" for any differences between notional and actual workload hours.</p>
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	<p>The Assessment Strategy reflects the horizontally and vertically integrated nature of the programme. For example, coursework assessments in each year require students to draw on knowledge and understanding from concurrent modules in the same year. The use of drug and disease themes within all modules is assessed through modular exams containing compulsory questions requiring integration across subject areas. Additionally, integrated science to practice workshops in each year include clinical and problem-based learning case studies, which may contribute to both formative and summative assessment. Summative OCSE, which are included in all years, incrementally increase in number and complexity, as does the weighting of related marks. Learning outcomes for all OSCEs are mapped to the relevant module and programme learning outcomes. A global score statement will be developed for each OSCE scenario, describing what a student at the expected pass standard should demonstrate (i.e. what a competent student is expected to “show” during the station). Marks are weighted towards pharmaceutical knowledge/clinical judgement/safe care with a smaller weighting for patient interaction and professionalism competencies. The modified Angoff Method will also be applied to certain assessments within the MPharm programme. This means that the pass mark will take account of the difficulty of the scenario and the assessor global rating of each candidate. The Department has established an OSCE Advisory Group with ATU Nursing Programmes at ATU St. Angela’s College Sligo and ATU Mayo Campus academic staff, thereby leveraging existing ATU expertise in managing OSCEs.</p> <p>Progression in Calculations is maintained throughout the programme beyond the mandatory Year 3 calculations exams. All non-placement modules contain calculations within case studies or assessment. There are summative calculation tests in Years 1, 2, 3 and 5 of the programme. Students must pass the Year 1 Pharmaceutical Chemistry and Analysis of Drug Molecules module to progress to Year 2. Students must also pass the Year 3 mandatory calculations test, as well as the Year 5 test within the PHSC09004 module. All calculations tests comprise free-text answers rather than multiple choice questions. Standard setting for the three “must pass” tests and for earlier practice tests is conducted using the modified Angoff method facilitated by the MPharm calculations standard-setting group.</p> <p>As discussed in detail under Standards 1-3, the accreditation team found in January 2025 that there was some information provided on the proposed approach to IPL based around the institution’s existing healthcare portfolio, but significant and necessary detail (when,</p>
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	<p>where, how, who) was lacking on how IPL opportunities would be embedded in the curriculum (also discussed under previous standards). The learning outcomes associated with IPL activities were also not clear, and relevant detail was lacking on how IPL would be assessed within the curriculum.</p> <p>As discussed in detail under Standards 1 and 4, ATU, in its updated submission, has ensured that the approach to IPL outlined in the curriculum aligns with the accreditation standard's requirement to promote collaboration among students of different healthcare professions, though there is scope for further engagement with medical students. Consequently, the accreditation team finds that ATU must continue to develop and enhance plans for IPL and explore opportunities for IPL activities in conjunction with medical students. The curriculum also includes shared learning opportunities with non-healthcare professions (for example, with biopharmaceutical and other science students), which complement IPL activities with healthcare students. Furthermore, the curriculum incorporates IPL activities within clinical placements and simulated settings. These settings offer valuable opportunities to replicate real-world healthcare environments. ATU's extensive plans to include patient-engagement activities in the curriculum are discussed in detail under Standards 1 and 4.</p>
Compliance with Standard:	The accreditation team is satisfied that this standard has been met.
Commendations Recommendations Conditions	
Standard 6: Quality Assurance and Enhancement	Accreditation Team's Commentary
6. All processes and activities related to the Professional Degree Programme must form part of a demonstrable and continuous quality improvement programme that is responsive to internal and external feedback and review. Assurance is provided through evidence of clearly defined, documented, executed and controlled processes and activities in accordance with a system of Quality Management. The mitigation of risk is also an important part of quality management.	<p>The submission outlines the institution's approach to quality assurance and enhancement, and covers, inter alia, the following areas:</p> <ul style="list-style-type: none"> • (Annual) Programme monitoring; • Periodic monitoring; and • External monitoring. <p>ATU ensures the quality and continuous improvement of the MPharm programme through a quality assurance framework, aligned with its Academic Quality Assurance and Enhancement (AQAE) Framework. A structured approach has been adopted to monitoring of the MPharm programme, guided by several institutional policies, including:</p>

<p>1) The School must describe how it assesses attainment of the strategy of the Professional Degree Programme (Standard 1) and how it seeks to improve the quality of outcomes.</p> <p>2) The Professional Degree Programme Provider must demonstrate a holistic evaluation of the delivery of the Professional Degree Programme (internal and external) and the professional developed by the programme. This must include examination, feedback, views and experiences from a range of stakeholders including students and the public.</p> <p>3) Each student's proficiency over the period of the Professional Degree Programme must be tracked. This must include proficiency in practice placements and robust evidence of each student's performance over the whole period. Fitness to practise mechanisms for students must be in operation and routinely reviewed.</p> <p>4) All proposed material changes to the Professional Degree Programme must be reported to the PSI in accordance with legislative requirements.</p> <p>5) There must be a quality improvement strategy and quality mechanisms in place for this component to assure and enhance the quality of all practice placements to provide a meaningful learning experience, including but not limited to:</p>	<ul style="list-style-type: none"> • Monitoring, Evaluation and Enhancement of Programmes Policy • Programme Design Policy • Programme and Module Revision Policy • Developing and Validating New Taught Programmes Policy • Annual Programme Board Report Template <p>As outlined under Standards 1 and 2, the MPharm programme is overseen by a Programme Board comprising academic staff, management, and student representatives. The Board is responsible for monitoring curriculum design, delivery, academic standards, student performance, and overall programme development. This ensures that the programme remains responsive to student needs and aligned with academic and professional expectations. Leadership and oversight are provided by the Heads of Department, School, and Faculty, who manage strategic planning, staffing, resource allocation, and the implementation of academic processes. The Head of Department plays a central role in the day-to-day management of the programme, including timetabling and ensuring ongoing quality in collaboration with the Programme Board and other stakeholders. ATU has an Assistant Registrar with responsibility for managing professional accreditation processes, and ensuring that all regulatory requirements are met and maintained.</p> <p>Assessment within the MPharm programme is governed by ATU's Marks and Standards Policy, which outlines the processes for recording, aggregating, and ratifying student performance, as well as criteria for progression, award eligibility, and classification. The policy also defines the roles and responsibilities of Examination Boards, which review and verify student results and make formal recommendations to the Office of Academic Affairs before results are released. For professionally accredited programmes, such as the MPharm, special regulations regarding pass marks and progression criteria are permitted and documented in the programme's assessment strategy (see discussion under Standard 5).</p> <p>The self-assessment report outlines a comprehensive set of policies related to the annual monitoring of programme delivery: annual monitoring comprises a review and analysis of the annual programme board report, external examiner feedback, student feedback, the retention report, the graduation report, the university annual quality report (AQR) submitted to QQI, and of how any strategies and recommendations have been implemented. Reviews</p>
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<ul style="list-style-type: none"> a) the process to select, assess, accredit, appoint and revoke tutors and training establishments b) training, development and support to tutors in delivering the placement objectives c) the effectiveness of tutoring mechanisms d) the interface between academic study and the in-practice placement e) appropriateness of training establishments f) organisational support for the tutoring process including when to raise concerns g) the allocation of students to training establishments h) student support whilst on placement, including clarity around expectations of role and role development i) feedback from all stakeholders. <p>Where practice placements are delivered through a partnership between a School and other Schools of Pharmacy in the State, there must be information about the collaboration, roles and responsibilities to demonstrate effective governance and quality assurance.</p> <p>6) There must be appropriate mechanisms to monitor the resources for the development and delivery of the programme, including personnel, IT and organisational structures.</p>	<p>are conducted of programmes on a cyclical basis: schools and faculties are also subject to review.</p> <p>The accreditation team notes that traditional arrangements for the appointment and engagement of external examiners provides assurance regarding standards. External examiners are appointed to both modules and programmes and review proposed assessments, exam papers, appeals and feedback. Examiners are required to submit a programme report in addition to module reports. Given the professional nature of the MPharm programme, the Department is permitted, and intends, to appoint more than two external examiners so that all aspects of the programme can be appropriately quality assured. At least one external examiner will be drawn from academia, whilst another will be from industry (practice). The Department is currently in the process of appointing these roles. After each assessment cycle, external examiners submit reports via ATU's GURU Examination System, using a standard template. These reports are reviewed at the next Programme Board meeting, where actions and responses are agreed upon and recorded in GURU. External examiners receive formal responses, and their feedback, both formal and informal, is incorporated into the programme's annual quality monitoring. Additionally, student feedback is continuously gathered and used to inform quality enhancement efforts wherever feasible.</p> <p>The accreditation team heard that the quality of teaching will be assessed through a variety of peer review mechanisms. These include a provision in the staff forum in which inputs to individual teaching can be reviewed; student feedback (processes for which are being reviewed on foot of recommendations made in the external review of ATU by QQI); a 'buddy system', and a mentorship process. Staff outlined challenges in the sector arising from discussions with unions relating to more formal reviews of teaching.</p> <p>A range of mechanisms for engaging with external stakeholders have been outlined, including an MPharm Advisory Group (see previous discussion under Standards 1 and 2) and a Focus Group with three streams centred on particular stakeholder groups. The accreditation team welcomes the efforts made to ensure that programme development and subsequent monitoring and review are appropriately informed by the full range of stakeholder perspectives. The Department has identified opportunities for public</p>
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	<p>stakeholders (i.e., non-pharmacy professionals and patient representatives) to contribute their views to programme evaluation in accordance with Standard 6(2).</p> <p>The Department of Pharmacy and Pharmaceutical Sciences' Strategic Academic Plan (2024–2028) aligns with ATU's institutional strategy and will be updated in 2028 to reflect advancements in pharmacy and pharmaceutical sciences. The Department Leadership Team is responsible for implementing and monitoring this strategy (as discussed under Standard 1). The Team meets weekly to review progress and ensure alignment with academic goals.</p> <p>Progress in implementing the Strategic Plan is a standing agenda item at both Leadership Team and Staff Forum meetings. Updates are regularly reported to:</p> <ul style="list-style-type: none"> • The Head of Faculty of Science (ATU Sligo) • The Science Management Meeting • The MPharm Advisory Steering Group • Other relevant ATU committees and forums <p>The Programme Board will regularly review individual student performance across modules and practice placements - initially twice per semester. This monitoring will identify learning gaps, track progression, and ensure students are meeting required competencies for safe practice. If a student falls short, a personalised development plan will be implemented. In rare cases where competencies cannot be achieved, Fitness to Practise procedures may be initiated. The performance of entire year groups will also be analysed to identify trends, risks, and areas for improvement. This includes anonymised data on:</p> <ul style="list-style-type: none"> • Individual student achievement per module each year • Average student achievement across individual modules and years • Mean, median and distribution of class marks for individual assessments • Feedback from placement tutors • Feedback on portfolio and OSCE performance • Progression of student from year to year • Final degree classification for all students • External examiners' reports
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	<p>This data will inform quality enhancement and will be reported annually to the PSI. All data collection will comply with GDPR requirements, and students are informed of data handling practices via the MPharm Student Handbook. Data-sharing agreements will be in place with APPEL and PSI where necessary.</p> <p>A Risk Register has been developed for the MPharm programme, aligned with ATU's Risk Management Policy. It identifies strategic, operational, financial, and compliance risks. Contingency plans and mitigation strategies are also in place. This register is reviewed and maintained by the Pharmacy Leadership Team and forms part of the broader School of Life Sciences Risk Register. Risk management is directly linked to quality assurance, ensuring that potential challenges in programme delivery are proactively addressed to maintain high standards in teaching, learning, and student outcomes.</p> <p>As previously noted under Standards 2-4, ATU has outlined that it intends to become a member of the Affiliation for Pharmacy Practice Experiential Learning (APPEL) to support the coordination, delivery and quality assurance of practice-based placements for MPharm students. The accreditation team is satisfied that APPEL membership will address this standard, and notes the contingency plans in place to mitigate the risk of non-APPEL membership. This is discussed in more detail under previous standards.</p>
Compliance with Standard:	The accreditation team is satisfied that this standard has been met.
Commendations Recommendations Conditions	
Standard 7: Students	Accreditation Team's Commentary
7. There must be processes at the HEI and School level to assist students in the Professional Degree Programme (both prospective and enrolled), in understanding the expectations of them, as well as the support available to develop as future practising professionals. This includes the practice placement elements of the Professional Degree Programme.	<p>The submission documentation includes a range of relevant policies and procedures to assist students in the professional degree programme (both prospective and enrolled), in understanding the expectations of them, as well as the support available to develop as future practising professionals, including:</p> <ul style="list-style-type: none"> • A detailed access, transfer and progression (ATP) policy for the MPharm programme; • A clear student complaints process; • Appropriate fitness to practise policies and procedures

<p>Students are expected to actively engage with the Professional Degree Programme recognising the primacy of patient safety and to be supported in developing their role as professionals.</p> <p>1) Admission to, and progression on the Professional Degree Programme</p> <p>Policies and procedures must be in place and regularly assessed and these must:</p> <ul style="list-style-type: none"> a) be open, fair and available to prospective applicants and enrolled students ensuring non-discrimination b) include a clear statement of the requirements and student expectations for admission (including policies on transfer credit and course waivers), progression through the programme and successful completion to align with the CCF, alongside any requirements as approved by the PSI Council from time to time c) incorporate a fair and just complaints and appeals process with regard to progression on the Professional Degree Programme d) specify how professional requirements, including fitness for practise, appropriate for the professional programme are met. <p>2) Student Support</p> <p>Appropriate and timely support must be in place for students in all learning and training environments on the Professional Degree Programme including:</p>	<ul style="list-style-type: none"> • The APPEL Joint Schools of Pharmacy Code of Conduct has been adopted as the MPharm Student Code of Conduct. <p>A comprehensive set of student supports are in place in the university. The accreditation team finds that the proposed student 'buddy system' is an excellent opportunity to help new students transition onto the MPharm programme. The system aims to:</p> <ul style="list-style-type: none"> • Encourage peer mentoring • Help new students settle into university life • Promote cross-year engagement • Offer personal development opportunities for senior students <p>For the first MPharm cohort, Year 2 students from the BSc in Clinical Measurement Physiology will act as buddies. From Year 2 onward, MPharm students will mentor incoming first-years as part of their professional development under Domain 1 (Personal) of the PSI Core Competency Framework. In collaboration with ATU's Student Advocacy and Engagement service, a training programme has been developed for students acting as 'buddies'. Training covers the value and expectations of peer mentoring, time commitment and role boundaries, and how to signpost university services and escalate concerns. To encourage participation, student buddies are offered an opportunity to complete the LIFT Ireland Leadership Training programme, facilitated by ATU.</p> <p>The Department also outlined plans to establish an MPharm Student Forum, which will be co-chaired by the MPharm Student Support Coordinators. The Forum will be composed of one student representative from each year of the MPharm programme, the Pharmacy Practice Coordinator, Lecturers in Students Pharmacy Education (Practice Educators), the MPharm Personal Tutor Coordinator, and the Head of Department of Pharmacy. This forum will enable students to raise issues, ideas, suggestions and concerns from, and report back to, their cohort.</p> <p>The accreditation team was reassured by the range and depth of supports in place within the university for students and was impressed by the comprehensive approach to student well-being, development, and success adopted by the library, which fosters academic achievement; a sense of community; and personal growth. The "Your First Five Weeks"</p>
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<ul style="list-style-type: none"> a) Orientation b) identification of individual support needs c) provision of support for personal, academic, general welfare and careers matters d) support for the in-practice placements within the Professional Degree Programme to ensure a good learning experience e) access to pharmacy professionals throughout the programme who are able to act as role models f) a student complaints policy and procedures. <p>3) Student Guidance</p> <p>Students are expected to actively engage with the Professional Degree Programme recognising the primacy of patient safety whilst also their role in developing as professionals.</p> <p>This includes guidance on:</p> <ul style="list-style-type: none"> a) student personal and professional development through support structures that encourage active engagement in relevant or appropriate extra-curricular activities, travel and/or volunteer work/paid work b) citizenship through encouragement of active engagement with relevant pharmaceutical students' representative associations at HEI, national and international levels, and other groups and committees which may be external to pharmacy. 	<p>programme is particularly detailed and highlights the various themes supporting academic success, wellbeing, and practical skills to aid students in adjusting to university life. Notably, these supports have been customised and embedded within the Department of Pharmacy and Pharmaceutical Sciences to address the particular needs of students in this context. The Department of Pharmacy and Pharmaceutical Sciences, in conjunction with the relevant university student support services, has developed a mandatory, complementary induction process for pharmacy students which is customised to include topics and materials relevant to this cohort. Participation in this induction process will be tracked and the process will be evaluated over time to ensure its ongoing effectiveness in preparing students for participation in pharmacy programmes.</p> <p>Staff in the Department include two MPharm Student Support Coordinators who will co-chair the MPharm Student Forum (see discussion above). They will be the designated points of contact for students requiring pastoral support within the MPharm programme. While the MPharm academic personal tutor will be the students' staff liaison on a day-to-day basis, Student Support Coordinators will be the key contact for students who are experiencing exceptional circumstances which may impact on their performance on the MPharm programme. The Support Coordinators will be exempted from membership of Fitness to Practise Committees.</p> <p>In discussions with the accreditation team at the onsite accreditation visit, staff confirmed that entry to the programme will primarily be managed through the CAO based on the results students obtain in the Leaving Certificate. It was noted that ATU expects the majority of the 36 places to be filled by students coming through this CAO route, with a very small minority of students entering as graduates or as mature students (mature students also enter via the CAO route). In the case of graduate entry routes, staff outlined that the Head of Department and the programme coordinator, and potentially a representative from student services, will conduct an interview with the applicant which is intended to help the prospective student determine whether this is the right course for them. Five percent of places are reserved for students on <u>HEAR</u> and <u>DARE</u> schemes, who also enter via the CAO route. Staff confirmed that provisions for the recognition of prior learning (RPL) will not be in place for the programme when first commenced, but may be considered at a later stage. Similarly, ATU is not currently planning to offer any international places on the MPharm</p>
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	<p>programme in its initial phases, but hopes to do so in time; for now, the objective is to respond to current workforce needs in Ireland and in the northwest region specifically. The accreditation team acknowledges ATU's ambition to offer the MPharm programme in the 2025/26 academic year, but has concerns regarding the feasibility of achieving this ambition while meeting student number targets and maintaining intake standards within the existing timelines. Current planned timelines also mitigate sufficient time for ATU to operate the well-considered induction process planned for new students, outlined above. Consequently, the accreditation team recommends that ATU consider the benefits of postponing the start date, either to later in Semester 1 in the 2025/26 academic year or, ideally, to the 2026/27 academic year. The accreditation team believes that this would provide ATU with the best opportunity to recruit an adequate number of high-calibre students, ensuring the academic viability of the programme and student wellbeing.</p> <p>As previously noted under Standards 2, 3, 4 and 6, ATU has outlined that it intends to become a member of the Affiliation for Pharmacy Practice Experiential Learning (APPEL) to support the coordination, delivery and quality assurance of practice-based placements for MPharm students. A representative of APPEL informed the accreditation team at the onsite accreditation visit that the Board of APPEL is open and supportive of expansion and that this has been confirmed to ATU. The representative outlined that a key requirement for membership is PSI accreditation followed by an application process which will look at ensuring that the MPharm programme is aligned with APPEL requirements. The accreditation team notes that an engagement strategy with local experiential learning sites is in place, and that a contingency plan has been developed in the event that APPEL membership is delayed, is unsuccessful or is withdrawn for any reason in future.</p>
Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the condition below is fulfilled</i>
Commendations Recommendations Conditions	<p>Recommendation:</p> <ul style="list-style-type: none"> The accreditation team acknowledges ATU's ambition to offer the MPharm programme in the 2025/26 academic year, but has concerns regarding the feasibility of achieving this ambition while meeting student number targets and maintaining intake standards within the existing timelines. Current planned timelines also limit sufficient time for ATU to operate the well-considered induction process planned for

	<p>new students. Consequently, the accreditation team recommends that ATU consider the benefits of postponing the start date, either to later in Semester 1 in the 2025/26 academic year or, ideally, to the 2026/27 academic year. The accreditation team believes that this would provide ATU with the best opportunity to recruit an adequate number of high-calibre students, ensuring the academic viability of the programme and student wellbeing.</p> <p>Condition:</p> <ul style="list-style-type: none"> • ATU must confirm that it is an equal partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or confirm the final details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation Standards by April of the first year of the programme. This is to meet Standards 3.5, 4.7, and 7.2 of the PSI Accreditation Standards. Plans will be examined at the time of the compliance visit.
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Additional Commentary

The accreditation team acknowledges the significant work undertaken by ATU, particularly by the staff in the Faculty of Science (now School of Life Sciences) and the Department, to establish a new Department of Pharmacy and Pharmaceutical Sciences and develop an MPharm programme. The programme aligns logically with the university's existing health, life sciences and pharmaceutical offerings, and the commitment from university management and new Department of Pharmacy and Pharmaceutical Sciences staff is evident. The dedication of the current Head of the Faculty of Science is particularly noted.

The accreditation team is satisfied that meaningful progress has been made in relation to the particular issues identified at the time of the accreditation visit in January 2025. The accreditation team commends the significant effort invested and the progress achieved in further developing and enhancing the MPharm programme in the period between accreditation visits. Consequently, the accreditation team is happy to recommend to the PSI Council to grant its recognition and approval for the proposed Master's degree in pharmacy, subject to the conditions specified in this report.

Observations in relation to the implementation of the National Open Disclosure Framework Requirements

The accreditation team is satisfied that appropriate arrangements are in place for the implementation of requirements under the National Open Disclosure Framework. ATU staff informed the accreditation team that students in Year 1 will undertake the HSE e-learning module on open disclosure (available on HSeLanD) and that discussions will be held on the implications of open disclosure in a dedicated workshop. Also, in semester 1 of Year 1, students will engage in patient safety discussions to coincide with patient safety week. The HSE course will be retaken by students in Year 2 during the two-week practice placement. Should APPEL membership be achieved, students will again undertake an online module on open disclosure as part of Year 4 and 5 placements, thus building on, and reinforcing, knowledge as students progress through the programme.

Signed:  _____
(Chairperson)

Date: 29.07.2025 _____

Appendix 1: Summary of Application Documentation Submitted by ATU

Documentation Submitted with Application in December 2024

- Atlantic Technological University Strategic Plan 2024 – 2028: Open Minds, Bright Futures
- ATU Institutional Profile 2024
- ATU CINTE Institutional Self-Evaluation (ISER) Report 2024
- Department of Pharmacy Strategic Academic Plan 2024-2028
- Department of Pharmacy MPharm Project Plan, Risk Register & Contingency
- Department of Pharmacy Governance Document
- ATU Organisational Chart
- ATU Interim Code of Governance
- ATU Developing and Validating New Taught Programmes Policy
- ATU Programme Design Policy
- ATU Procedure for Validation of a Programme Leading to New Major Award
- ATU Policy on Programme & Module Revision
- ATU Policy on Monitoring, Evaluation and Enhancement of Programmes
- Job Description: Head of Department of Pharmacy
- MPharm Programme Development Team CVs (including Head of Department of Pharmacy CV)
- Memorandum of Understanding - ATU & HSE West & Northwest
- Terms of Reference for the ATU MPharm Strategic Advisory Group
- Letter of Comfort from APPEL to ATU regarding membership, once accredited
- ATU Student Code Policy
- ATU Student Fitness to Practice Policy
- ATU Procedure for Student Fitness to Practice Committee
- ATU Procedure for Student Fitness to Practice Appeal Committee
- ATU Procedure for Fitness to Practice Temporary Suspension
- ATU Form Note of Concern Student Fitness to Practice
- Department of Pharmacy Draft Fitness to Practice Statement
- Department of Pharmacy Draft Fitness to Practice Statement: Appendix 1 - MPharm Student Code of Conduct & Declaration Form
- ATU Equality, Diversity and Inclusion Policy
- ATU List of Health & Clinical Sciences Programmes
- ATU List of Pharmaceutical & MedTech Programmes
- Department of Pharmacy MPharm Staffing Additionality Plan
- MPharm Modules Overview
- Department of Pharmacy Induction & Training Plan
- ATU Sligo Virtual Campus Tour (weblink)
- ATU Sligo Science Laboratories & Equipment Photos
- Model Pharmacy Dispensary Design
- Letter from HEA to ATU President confirming inclusion of ATU MPharm in Short-term Capital Activation Programme

- ATU Sligo Pharmaceutical & other Specialised Equipment List
- ATU Data Protection Policy
- ATU MPharm Programme Learning Outcomes (Module Manager)
- ATU MPharm Curriculum Map
- ATU MPharm Map of Modules to Core Competency Framework
- ATU Procedure for the Proposal of a new Award Title
- ATU Procedure for the Proposal of a new Award Standard
- MPharm Interprofessional Learning, Experiential Learning & Patient Engagement Plan
- ATU MPharm Module Descriptors (Module Manager) includes map of modules to Programme Learning Outcomes
- ATU MPharm Year 2 Practice Placement Workbook
- APPEL MPharm 4th Year Placement Student Handbook 2024/2025
- APPEL MPharm 5th Year Placement Student Handbook 2025
- ATU Institutional Review Policy
- MPharm Quality Assurance and Quality Enhancement Document
- MPharm Teaching & Learning Strategy
- MPharm Assessment Strategy (including Curriculum Assessment Map)
- ATU Legacy Procedure: IT Sligo Fitness to Study Policy & Procedure
- APPEL 4th Year Placement Induction & Training Plan
- APPEL 4th Year Placement Competency Assessment Guide 2024
- APPEL 4th Year Placement Preceptor Handbook 2024/2025
- APPEL 5th Year Placement Induction & Training Plan
- APPEL 5th Year Placement Preceptor Handbook 2024/2025
- ATU MPharm Draft Student Handbook
- APPEL Student Placement Agreement
- ATU Marks and Standards Policy
- ATU Procedure for Examination and Assessment Regulations
- Memo dated 11 November from ATU Assistant Registrar giving approval to submit MPharm Programme application to PSI for accreditation
- MPharm External Validation Report (November 2024)
- MPharm External Validation Report Response (November 2024)
- List of all ATU Academic Quality Assurance & Enhancement Policies and Procedures approved as at end November 2024
- ATU Policy for the Development of Academic Quality Assurance and Enhancement Framework
- MPharm ATU Programme Specification Document as submitted to Academic Council (Module Manager)
- ATU Academic Integrity Policy
- ATU Access, Transfer & Progression Policy
- ATU Recognition of Prior Learning (RPL) Policy
- ATU Use of Animals for Research & Teaching Policy
- ATU Research Ethics Policy
- ATU Procedure for External Examination
- ATU Student Complaints Policy
- APPEL Standards for Experiential Learning Placements
- Integrated Curriculum Design within the MPharm Programme

- APPEL Service Level Agreement Information for new Members
- ATU Student Vetting Policy
- Performance Agreement 2024-2028 between HEA and ATU
- ATU Risk Management Policy
- ATU Legacy (IT Sligo) Student Data Protection – Privacy Notice
- CVs of ATU academic staff relevant to MPharm Programme
- ATU Annual Programme Board Report Template
- ATU Sligo Student Guide 2024-2025
- ATU Legacy Procedure: IT Sligo Student Vetting Policy and Procedure ADM / 017)
- ATU Academic Calendar 2024/2025
- MPharm Access, Transfer & Progression Document
- ATU Science - Research Profile
- MPharm Year 1 Mock Timetables (Semester 1 & 2)
- Excerpt from ATU Annual Financial Statement (from incorporation on 1 April 2022 to 31 August 2023)

Additional Documentation Submitted Upon Request in January 2025

- An email dated 9 December 2024 from ATU Academic Affairs, confirming Academic Council approval of the Master of Pharmacy programme and embedded award.
- The final report of ATU's external validation process of the MPharm programme
- Reasonable Accommodation for Students Policy

Additional Documentation Submitted with Updated Application in April 2025

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|---|--------------|
| • ATU Academic Calendar 2025/2026 (new) | New document |
| • ATU Contingency MPharm Experiential Learning Placements Documentation Pack (new) | New document |
| • ATU Contingency Plan for MPharm Experiential Learning Placements (new) | New document |
| • ATU MPharm Draft Student Handbook (updated) | Updated |
| • ATU MPharm Module Descriptors (Module Manager) includes map of modules to Programme Learning Outcomes | No change |
| • Capacity Plan for delivery of 5 Years of MPharm Programme (new) | New document |
| • CVs of ATU academic staff relevant to MPharm Programme (updated) | Updated |
| • Department of Pharmacy & Pharmaceutical Sciences Communications & Engagement Plan (new) | New document |
| • Department of Pharmacy & Pharmaceutical Sciences Governance Document (updated) | Updated |
| • Department of Pharmacy & Pharmaceutical Sciences Pharmaceutical and Pharmacy-related Research supporting the MPharm Programme (updated) | Updated |
| • Department of Pharmacy & Pharmaceutical Sciences Staff Induction & Training Plan (updated) | Updated |
| • Department of Pharmacy & Pharmaceutical Sciences Strategic Academic Plan 2024-2028 (updated) | Updated |
| • Dept of Pharmacy & Pharmaceutical Sciences staff CVs (updated) | Updated |

• MPharm Assessment Strategy (including Curriculum Assessment Map) (updated)	Updated
• MPharm Interprofessional Learning, Experiential Learning & Patient Engagement Plan (updated)	Updated
• MPharm Patient Experience & Safeguarding document (new)	New document
• MPharm Personal Academic Tutor Scheme (new)	New document
• MPharm Programme Staffing Overview Document (updated)	Updated
• MPharm Project Plan, Risk Register & Contingency (updated)	Updated
• MPharm Quality Assurance and Quality Enhancement Document (updated)	Updated
• MPharm Student Buddy - Training Programme: Boundaries (new)	New document
• MPharm Student Buddy Training Programme (new)	New document
• MPharm Student Induction Programme (new)	New document
• MPharm Teaching & Learning Strategy (updated)	Updated
• Role Profile - Head of Department of Pharmacy & Pharmaceutical Sciences (new)	New document
• Terms of Reference for the ATU MPharm Strategic Advisory Group (updated)	Updated

Additional Documentation Submitted Upon Request in June and July 2025

- CV for one of the ATU MPharm Programme Advisors
- Department of Pharmacy & Pharmaceutical Sciences Governance Document (updates since April marked in red font)
- Document demonstrating the development of student research skills and how the MPharm curriculum is research-informed
- Document setting out examples of integrative spiral themes within MPharm programme
- Email from Patients for Patient Safety Ireland regarding engagement with the ATU MPharm programme
- Job descriptions for the following posts: Senior Lecturer in Pharmacy; Lecturer in Pharmacy Practice, Lecturer in Pharmacy Education (0.5FTE x2); Lecturer in Pharmaceutical Chemistry; Technical Officer (Pharmacy & Pharmaceutical Sciences)
- MPharm Assessment Strategy, Appendix 2 expanded
- MPharm Assessment Strategy, Page 18 – 20 Figure expanded
- MPharm Curriculum Map (with Module codes updated)
- Role Profiles: MPharm Programme Advisor and MPharm Programme Advisor (including Pharmacy Practice)

Appendix 2: Schedule for Onsite Accreditation Visit

Accreditation Visit for the Five-Year Fully Integrated Master's Degree Programme in Pharmacy provided by the Atlantic Technological University (ATU)

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

AGENDA

Monday, 27 January – Wednesday, 29 January 2025

Monday, 27 January 2025: Clayton Hotel, Sligo			
Agenda No	Time	AGENDA ITEM	OWNER
1.	12:30-13:30	Lunch	All
3.	13:30-17:00	<i>Commencement of Meeting with Accreditation Team and Introductions.</i> <ul style="list-style-type: none"> Review initial impressions and areas identified for further clarification. Consideration of additional documentation submitted by ATU. Agreement on questions/issues to be addressed. Plan for proposed approach. 	All
4.	17:00-17:30	Teleconference/Meeting with Head of School (or equivalent, if needed).	<i>Chair of team: Chris Langley</i>

VENUE: Boardroom, Sligo Campus

Day Two: Tuesday, 28 January 2025: Atlantic Technological University (ATU)			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
1.	8:30 – 9:00	Private meeting of the Accreditation Team	

2.	9:00 – 11.00	<p>Meeting with Head of School or equivalent, and Team responsible for the programme</p> <ul style="list-style-type: none"> • Welcome and introductions • Presentation by the Head of School or other (30 mins max.) • Overview of programme developments to further evaluate additional progress and developments since the submission by ATU. • Overview of the strategic plan for the College/School <p>ATU Attendees: <i>MPharm Programme Development Team:</i> Marita Kinsella, Head of Department of Pharmacy Mairead Casserly, Lecturer in Clinical Pharmacy & Pharmacy Practice Patricia Ging, Lecturer in Pharmacology and Pharmacy Dr Rosemary Smyth, Lecturer in Pharmaceutical Sciences and Pharmacy Dr Thomas Smyth, Head of Faculty of Science, Sligo campus</p>	1-8 (particular focus on standard 1)
3.	11.00 – 11:15	Private meeting of accreditation team	
4.	11:15 – 12.15	<p>Meeting with ATU representatives involved in Leadership, Organisation and Governance</p> <p>ATU Attendees: Dr Orla Flynn, ATU President (<i>Online</i>) Dr Billy Bennett, VP for Academic Affairs and Registrar (<i>Online</i>) Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Prof Jacqueline McCormack, VP with responsibility for EDI & Online Development Dr Des Foley, VP with responsibility for Research & Innovation Elizabeth McCabe, VP with responsibility for Finance & HR Operations Henry McGarvey, VP with responsibility for Campus Infrastructure & IT Jim Fennell, VP with responsibility for Corporate Governance & Compliance Dr Thomas Smyth, Head of Faculty of Science, Sligo campus Marita Kinsella, Head of Department of Pharmacy</p>	Standard 2
5.	12:15 – 12:30	Private meeting of accreditation team	

6.	12:30 – 13:30	Lunch	
7.	13:30 – 14:15	Tour of School of Pharmacy/College ATU Attendees: Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Dr Thomas Smyth, Head of Faculty of Science at Sligo campus Marita Kinsella, Head of Department of Pharmacy Noel McLoughlin, Facilities Manager, Sligo campus Dr Johanna Archbold, Library Services	
8.	14:15 – 15:15	Meeting with ATU representatives involved in Resources ATU Attendees: Dr Orla Flynn, ATU President (<i>Online</i>) Elizabeth McCabe, VP with responsibility for Finance & HR Operations Henry McGarvey, VP with responsibility for Campus Infrastructure & IT Noel McLoughlin, Facilities Manager, Sligo campus Pat Moffat, IT Operations Manager, Sligo campus Dr Thomas Smyth, Head of Faculty of Science, Sligo campus Marita Kinsella, Head of Department of Pharmacy	Standard 3
9.	15:15 – 15:30	Private meeting of accreditation team	
10.	15:30 – 16:30	Meeting with relevant staff who will be involved in coordination and quality assurance of practice placements with APPEL. ATU Attendees: <i>MPharm Programme Development Team:</i> Marita Kinsella, Mairead Casserly, Patricia Ging, Dr Rosemary Smyth, Dr Thomas Smyth, APPEL Representatives: <i>Online via Microsoft Teams</i> Katherine Morrow, Director and National Coordinator, APPEL (Affiliation for Pharmacy Practice Experiential Learning)	
11.	16:30 – 17:00	Private meeting of accreditation team	

VENUE: Boardroom, Sligo Campus

Day Three: Wednesday, 29 January 2025

Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
1.	8:45 – 9:00	Private meeting of the Accreditation Team	
2.	9:00 – 10:00	<p>Meeting with ATU representatives involved in Curriculum: Structure and Evaluation</p> <p>ATU Attendees: <i>MPharm Programme Development Team:</i> Marita Kinsella, Mairead Casserly, Patricia Ging, Dr Rosemary Smyth, Dr Thomas Smyth</p> <p>MPharm Module contributors including: Prof. Neville McClenaghan, Dr Riona Walsh, Dr Margaret Doherty, Dr Tom Patton, Dr Mary Garvey, Dr Syam Kumar, Dr Richeal Burns, Dr Luke Conroy, Dr Ioannis Manolakis, Dr Colin Fowley, Dr Matthew Gara, Dr Calum Ives.</p>	Standard 4
3.	10.00 - 10.15	Private meeting of the Accreditation Team	
4.	10:15 – 11.15	<p>Meeting with ATU representatives involved in the Curriculum: Teaching, Learning and Assessment</p> <p>ATU Attendees: <i>MPharm Programme Development Team:</i> Marita Kinsella, Mairead Casserly, Patricia Ging, Dr Rosemary Smyth, Dr Thomas Smyth</p> <p>Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Carmel Brennan, Assistant Registrar (Academic Programme Planning and Accreditation) Dr Aodhmar Cadogan, Assistant Registrar (Academic Policy and Regulatory Affairs) Dr Niamh Plunket, Professional Development of Teaching & Learning (Teaching & Learning Centre) Dr Johanna Archbold, Library Services</p>	Standard 5
5.	11:15 – 11:30	Private meeting of accreditation team	
6.	11:30 – 12.30	<p>Meeting with ATU representatives involved in Quality Assurance and Enhancement</p> <p>ATU Attendees: <i>MPharm Programme Development Team:</i> Marita Kinsella, Mairead Casserly, Patricia Ging, Dr Rosemary Smyth, Dr Thomas Smyth</p> <p>Carmel Brennan, Assistant Registrar (Academic Programme Planning and Accreditation) Dr Aodhmar Cadogan, Assistant Registrar (Academic Policy and Regulatory Affairs) Gemma Lyons, QA Compliance Dr Jacqueline O'Toole, CINNTE Coordinator + Quality Assurance & Enhancement Team</p>	Standard 6

7.	12:30 – 13:30	Lunch	
8.	13:30 – 14:30	<p>Meeting with ATU representatives involved in Students</p> <p>ATU Attendees: <i>MPharm Programme Development Team:</i> Marita Kinsella, Mairead Casserly, Patricia Ging, Dr Rosemary Smyth, Dr Thomas Smyth</p> <p>Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Catherine McNelis, Academic Administration & Student Affairs Gerry Hegarty, Academic Administration & Student Affairs Debbie Molloy, Student Services Manager Dr Johanna Archbold, Library Services</p>	Standard 7
9.	14:30 – 16.15	Private meeting of the accreditation team	
10.	16:15 – 16:45	<p>Meeting with ATU representatives to convey recommendation of the accreditation team.</p> <p>ATU Attendees: Dr Orla Flynn, ATU President Dr Billy Bennett, VP for Academic Affairs and Registrar Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Dr Thomas Smyth, Head of Faculty of Science, Sligo campus</p> <p><i>MPharm Programme Development Team:</i> Marita Kinsella, Mairead Casserly, Patricia Ging, Dr Rosemary Smyth</p>	

Accreditation Session: Standard 4 - Curriculum: Structure and Evaluation	Key Modules contributing to:
Dr Riona Walsh, Lecturer, Department of Health & Nutritional Sciences (medical doctor)	Physiology - PHSC06017: Physiology of the human body and drug action
Dr Margaret Doherty, Lecturer, Department of Life Sciences	Biochemistry - PHSC06012: Cellular regulation of the human body
Dr Mary Garvey, Lecturer, Department of Life Sciences	Microbiology - PHSC06002: Introduction to Microbiology & Infectious diseases
Dr Tom Patton, Lecturer, Department of Life Sciences	Pharmaceutics - PHSC06015: Pharmaceutics 1 - Dosage form design and PHSC06014: Pharmaceutics 2 - Drug formulation
Dr Kumar Syam, Lecturer, Department of Health & Nutritional Sciences	Mathematics and pharmaceutical calculations across a number of modules including PHSC06008 Pharmaceutics: formulation and pharmaceutical technology

Dr Ioannis Manolakis, Lecturer, Department of Life Sciences	Pharmaceutical Chemistry - PHSCO6011: Physical properties of drug molecules, PHSCO6004: Physical properties of drug molecules and biopharmaceutics
Dr Colin Fowley, Lecturer, Department of Life Sciences	Pharmaceutical Chemistry - PHSCO6016: Pharmaceutical chemistry and analysis of drug molecules
Dr Matthew Gara, Lecturer, Department of Life Sciences	Pharmaceutical Chemistry - PHSCO6016: Pharmaceutical chemistry and analysis of drug molecules
Dr Calum Ives, Lecturer, Department of Life Sciences	Pharmaceutical Chemistry - PHSCO6011: Physical properties of drug molecules
Dr Richéal Burns, Lecturer, Department of Health & Nutritional Sciences	Pharmacy Practice Modules - health technology, pharmacoeconomics
Dr Luke Conroy, Lecturer, Department of Health & Nutritional Sciences (medical doctor)	Pharmacy Practice Modules - health informatics and data analytics, information technology, AI
Prof. Neville McClenaghan, Head of Department of Life Sciences, Faculty of Science at ATU Sligo Campus	

Appendix 3: Schedule for Second Accreditation Visit

Accreditation Exercise for the proposed Five-Year Fully Integrated Master's Degree Programme in Pharmacy to be provided by the Atlantic Technological University (ATU)

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

AGENDA

Day One: Wednesday, 2 July 2025			
Location: PSI House, Fenian Street, Dublin 2			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
	30 mins (10.30 – 11.00)	Private meeting of the Accreditation Team	
	75 mins (11.00 – 12.15)	<p>Session 1: Summary Review and Update Meeting with Head of School or equivalent, and Team responsible for the programme</p> <ul style="list-style-type: none"> Welcome and introductions Presentation by the Head of School or other (30 mins max.) Overview of additional programme developments since the first visit at ATU. Recap and update on the strategic plan for the College/School Any other relevant content that ATU wishes to share <p>Department of Pharmacy & Pharmaceutical Sciences Marita Kinsella, Head of Department Dr Rosemary Smyth, MPharm Programme Lead Prof Michael Munday, MPharm Programme Advisor Prof Martin Henman, MPharm Programme Advisor Mairead Casserly, Lecturer in Clinical Pharmacy & Pharmacy Practice Patricia Ging, Lecturer in Pharmacology and Pharmacy</p> <p>ATU Faculty of Science & Health and Senior Management Dr Orla Flynn, President Dr Billy Bennett, VP for Academic Affairs and Registrar</p>	1-7 (particular focus on standard 1)

		Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Dr Thomas Smyth, Head of Faculty of Science, Sligo Campus	
	15mins (12.15-12.30)	Private meeting of accreditation team	
	75mins (12.30 – 13.45)	<p>Session 2: Leadership, Organisation, Governance and Resources</p> <p>Meeting with ATU representatives involved in Leadership, Organisation and Governance, and Core Team discussing requirements including:</p> <ul style="list-style-type: none"> • Delivery of leadership, management and governance on programme, and demonstration of how it meets PSI Standards • Staffing, Expertise and Resourcing <p>ATU Attendees: ATU Faculty of Science & Health and Senior Management Dr Orla Flynn, President Dr Billy Bennett, VP for Academic Affairs and Registrar Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Elizabeth McCabe, VP with responsibility for Finance & HR Operations (online) Dr Thomas Smyth, Head of Faculty of Science, Sligo Campus</p> <p>Department of Pharmacy & Pharmaceutical Sciences Marita Kinsella, Head of Department Dr Rosemary Smyth, MPharm Programme Lead Prof Michael Munday, MPharm Programme Advisor Prof Martin Henman, MPharm Programme Advisor Mairead Casserly, Lecturer in Clinical Pharmacy & Pharmacy Practice Patricia Ging, Lecturer in Pharmacology and Pharmacy</p>	Standard 2/3
	13.45 – 14.45	Lunch	
	75 mins (14.45 – 16.00)	<p>Session 3: Curriculum</p> <p>Meeting with ATU representatives involved in Curriculum: Structure and Evaluation discussing requirements including:</p> <ul style="list-style-type: none"> • Curriculum • Delivery of IPL and patient engagement • Research <p>Department of Pharmacy & Pharmaceutical Sciences Marita Kinsella, Head of Department Prof Michael Munday, MPharm Programme Advisor Prof Martin Henman, MPharm Programme Advisor</p>	Standard 4/5
		Overall Programme	

		MPharm Programme Lead	Dr Rosemary Smyth	
		MPharm Programme Coordinator for Pharmaceutical Calculations	Dr Syam Kumar	
		MPharm Programme Coordinator for Pharmacy Practice & ePortfolio	Mairead Casserly	
		Patient Engagement & IPL Coordinators	Patricia Ging Dr Riona Walsh	
		AI & Digital Skills Coordinator	Dr Luke Conroy	
		Clinical & Pharmacy Research Coordinator	Dr Richeal Burns	
		Year 1		
		Year 1 Coordinator	Dr Riona Walsh	
		Cellular regulation of the human body (PHSC06012)	Dr Margaret Doherty, Module Coordinator (online)	
		Introduction to Microbiology & Infectious Diseases (PHSC06001)	Dr Liz Carroll Module Co-Coordinator	
		Physiology of the human body and drug action (PHSC06017)	Dr Riona Walsh Module Coordinator	
		Pharmaceutical Chemistry & Analysis of Drug Molecules (PHSC06016)	Dr Colin Fowley Module Coordinator	
		Physical Properties of Drug Molecules (PHSC06011)	Dr Ioannis Manolakis Module Coordinator (online)	
		Pharmaceutics 1 Dosage Form Design (PHSC06015) Year 1 Pharmaceutics 2 Drug Formulation (PHSC06014)	Dr Tom Patton Module Co-Coordinator	
		Pharmacy Practice 1 (PHSC06013)	Mairead Casserly Module Coordinator	
		Year 2		
		Year 2 Coordinator	Dr Tom Patton	
		Medicines from Bench to Patient (PHSC06010)	Dr Rosemary Smyth, Module Coordinator	
		Natural sources of medicinal products and complementary therapies (PHSC06009)	Dr Owen Kenny, Module Coordinator	
		Pharmacy Practice 2 (PHSC06005)	Mairead Casserly Module Coordinator	
		PCT1 - Circulatory, cardiovascular and renal (PHSC06007) PCT2 - Gastrointestinal, endocrine and skin (PHSC06006)	Patricia Ging, Module Coordinator / Deputy Coordinator	
		Pharmaceutics: formulation and pharmaceutical technology (PHSC06008)	Dr Tom Patton	
		Physical properties of drug molecules and biopharmaceutics (PHSC06004)	Dr Ioannis Manolakis	
		Year 3		
		Year 3 Coordinator	Dr Ioannis Manolakis (online)	
		PCT4 – Respiratory, Musculoskeletal, Inflammation & Ocular (PHSC07022)	Patricia Ging	
		PCT5 – Cancer & Immunology (PHSC07024)	Dr AnneMarie Larkin	
		Public & Population Health (PHSC07023)	Marita Kinsella	
		Pharmacy Practice 3	Mairead Casserly	
		Advanced Therapeutics (PHSC07021)	Patricia Ging	
		Sterile Products & Pharmaceutical Biotechnology (PHSC07026)	Dr Margaret Doherty (online)	
		Advanced Formulation & Delivery (PHSC07020)	Dr Tom Patton	

		ATU Faculty of Science & Health and Senior management Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Dr Thomas Smyth, Head of Faculty of Science, Sligo Campus Dr Justin Kerr, VP ATU Mayo, Head of School of Health Science, Wellbeing and Society, Mayo Campus	
	15mins (16.00 – 16.15)	Private meeting of accreditation team	

Day Two: Thursday, 3 July 2025

Location: PSI House, Fenian Street, Dublin 2

Agenda No	Time/Venue	AGENDA ITEM	STANDARDS																		
1.	8:45 – 9:00	Private meeting of the Accreditation Team																			
2.	(75 mins) 9.00 – 10.15	<p>Session 4: Assessment</p> <p>Meeting with ATU representatives involved in Assessment</p> <p>ATU Attendees:</p> <p><i>Department of Pharmacy & Pharmaceutical Sciences</i> Marita Kinsella, Head of Department Prof Michael Munday, MPharm Programme Advisor Prof Martin Henman, MPharm Programme Advisor</p> <table><tr><td>MPharm Programme Lead</td><td>Dr Rosemary Smyth</td></tr><tr><td>MPharm Programme Coordinator for Pharmaceutical Calculations</td><td>Dr Syam Kumar</td></tr><tr><td>MPharm Programme Coordinator for OSCEs</td><td>Patricia Ging</td></tr><tr><td>MPharm Programme Coordinator for ePortfolio</td><td>Mairead Casserly</td></tr><tr><td>Year 1 Coordinator</td><td>Dr Riona Walsh</td></tr><tr><td>Year 2 Coordinator</td><td>Dr Tom Patton</td></tr><tr><td>Year 3 Coordinator</td><td>Dr Ioannis Manolakis (online)</td></tr><tr><td colspan="2">Discipline representatives to demonstrate integration:</td></tr><tr><td>Physiology, Biochemistry, Pharmacology & Clinical Therapeutics</td><td>Dr Rosemary Smyth Patricia Ging Dr Riona Walsh Dr Margaret Doherty (online)</td></tr></table>	MPharm Programme Lead	Dr Rosemary Smyth	MPharm Programme Coordinator for Pharmaceutical Calculations	Dr Syam Kumar	MPharm Programme Coordinator for OSCEs	Patricia Ging	MPharm Programme Coordinator for ePortfolio	Mairead Casserly	Year 1 Coordinator	Dr Riona Walsh	Year 2 Coordinator	Dr Tom Patton	Year 3 Coordinator	Dr Ioannis Manolakis (online)	Discipline representatives to demonstrate integration:		Physiology, Biochemistry, Pharmacology & Clinical Therapeutics	Dr Rosemary Smyth Patricia Ging Dr Riona Walsh Dr Margaret Doherty (online)	Standard 5
MPharm Programme Lead	Dr Rosemary Smyth																				
MPharm Programme Coordinator for Pharmaceutical Calculations	Dr Syam Kumar																				
MPharm Programme Coordinator for OSCEs	Patricia Ging																				
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		<table><tr><td>Pharmacy Practice</td><td>Mairead Casserly</td></tr><tr><td>Pharmaceutical chemistry & Natural Products</td><td>Dr Colin Fowley Dr Owen Kenny Dr Ioannis Manolakis (online)</td></tr><tr><td>Pharmaceutics</td><td>Dr Tom Patton</td></tr></table> <p>ATU Quality Assurance & Enhancement Carmel Brennan, Assistant Registrar (Academic Programme Planning and Accreditation) Dr Aodhmar Cadogan, Assistant Registrar (Academic Policy and Regulatory Affairs)</p> <p>ATU Faculty of Science & Health and Senior management Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Dr Thomas Smyth, Head of Faculty of Science, Sligo Campus Dr Justin Kerr, VP ATU Mayo, Head of School of Health Science, Wellbeing and Society, Mayo Campus</p>	Pharmacy Practice	Mairead Casserly	Pharmaceutical chemistry & Natural Products	Dr Colin Fowley Dr Owen Kenny Dr Ioannis Manolakis (online)	Pharmaceutics	Dr Tom Patton	
Pharmacy Practice	Mairead Casserly								
Pharmaceutical chemistry & Natural Products	Dr Colin Fowley Dr Owen Kenny Dr Ioannis Manolakis (online)								
Pharmaceutics	Dr Tom Patton								
3.	(15 mins) 10.15 – 10.30	Private meeting of the Accreditation Team							
4.	(60 mins) 10.30 – 11.30	<p>Session 5: Delivery of Experiential Learning Placements</p> <p>Meeting with relevant staff to discuss coordination, oversight and quality assurance of practice placements, including in the event the APPEL mechanism is not available/delayed.</p> <p>ATU Attendees:</p> <p>Department of Pharmacy & Pharmaceutical Sciences Marita Kinsella, Head of Department Dr Rosemary Smyth Mairead Casserly, Lecturer in Clinical Pharmacy & Pharmacy Practice Patricia Ging, Lecturer in Pharmacology and Pharmacy Prof Michael Munday, MPharm Programme Advisor Prof Martin Henman, MPharm Programme Advisor</p> <p>ATU Faculty of Science & Health and Senior Management Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Dr Thomas Smyth, Head of Faculty of Science, Sligo Campus Dr Justin Kerr, VP ATU Mayo, Head of School of Health Science, Wellbeing and Society, Mayo Campus</p> <p>Representatives of Pharmacy profession in Northwest, Ireland: Trevor Hunter, HSE Primary Care Pharmacist, HSE West & Northwest (Sligo, Leitrim, Donegal) (online)</p>	1-7						

		<p>Selina Gill, Pharmacy Executive Manager, Mayo University Hospital (also representing Pharmacy Executive Managers at Sligo and Letterkenny University Hospitals) (online)</p> <p>Claire Rooney, Technical Operations Manager, AbbVie Ireland, Sligo (online)</p> <p>APPEL Representative: Katherine Morrow, Director and National Coordinator, APPEL (Affiliation for Pharmacy Practice Experiential Learning)</p>	
5.	(15 mins) 11.30 – 11.45	Private meeting of the Accreditation Team	
	(60 mins) 11.45 – 12.45	<p>Session 6: Quality Assurance and Students</p> <p>Review of Standards 6 & 7, including plans for routes of entry to the programme</p> <p>ATU Attendees: Department of Pharmacy & Pharmaceutical Sciences Marita Kinsella, Head of Department Dr Rosemary Smyth – MPharm Programme Lead Dr Colin Fowley – MPharm Student Support Coordinator Dr Lisa Costello – MPharm Personal Tutor Coordinator (online) Mairead Casserly, Lecturer in Clinical Pharmacy & Pharmacy Practice, MPharm Fitness to Practise Committee Chair Patricia Ging, Lecturer in Pharmacology and Pharmacy Prof Michael Munday, MPharm Programme Advisor Prof Martin Henman, MPharm Programme Advisor</p> <p>ATU Quality Assurance & Enhancement Carmel Brennan, Assistant Registrar (Academic Programme Planning and Accreditation) Dr Aodhmar Cadogan, Assistant Registrar (Academic Policy and Regulatory Affairs)</p> <p>ATU Faculty of Science & Health and Senior management Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Dr Thomas Smyth, Head of Faculty of Science, Sligo Campus</p>	6-7
6.	12.45-13.45	Lunch	
7.	(30 mins) 13.45 – 14.45	<p>Session 7: Meeting with ATU representatives in case further clarifications required across the standards. (where required).</p> <p>Department of Pharmacy & Pharmaceutical Sciences Marita Kinsella, Head of Department</p>	

		<p>Dr Rosemary Smyth, MPharm Programme Lead Prof Michael Munday, MPharm Programme Advisor Prof Martin Henman, MPharm Programme Advisor Mairead Casserly, Lecturer in Clinical Pharmacy & Pharmacy Practice Patricia Ging, Lecturer in Pharmacology and Pharmacy</p> <p>ATU Faculty of Science & Health and Senior management Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Dr Thomas Smyth, Head of Faculty of Science, Sligo Campus</p> <p>Other ATU staff members, as required</p>	
8.	(30 mins) 14.45 - 15.15	Private meeting of the Accreditation Team	
9.	(30 mins) 15.15– 15.45	<p>Meeting with ATU representatives to provide summary review of the accreditation team.</p> <p>ATU Attendees: Department of Pharmacy & Pharmaceutical Sciences Marita Kinsella, Head of Department Dr Rosemary Smyth, MPharm Programme Lead Prof Michael Munday, MPharm Programme Advisor Prof Martin Henman, MPharm Programme Advisor Mairead Casserly, Lecturer in Clinical Pharmacy & Pharmacy Practice Patricia Ging, Lecturer in Pharmacology and Pharmacy</p> <p>ATU Faculty of Science & Health and Senior management Dr Michele Glacken, VP with responsibility for Students, Teaching & Learning Dr Thomas Smyth, Head of Faculty of Science, Sligo campus</p>	