

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

Royal College of Surgeons in Ireland

June 2025

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Introduction

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

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

This report records the outcomes of an application for continued accreditation of the five-year fully integrated Master of Pharmacy (MPharm) degree programme delivered by the School of Pharmacy and Biomolecular Sciences, Royal College of Surgeons in Ireland (RCSI) against the Council approved PSI Accreditation Standards. Successful completion of the programme leads to the award of the MPharm degree and confirmation by the Higher Education Institute (HEI) that a graduate fully demonstrates the competencies necessary to apply to enter the register of pharmacists kept by the PSI.

In June 2020, the PSI Council had approved and recognised the programme provided by RCSI for a period of five years. To continue its accreditation, the RCSI School of Pharmacy and Biomolecular Sciences submitted a Self-Assessment Report (SAR), as part of its application to the PSI for consideration by the accreditation team.

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

The accreditation team held a preparatory meeting for the onsite accreditation visit at RCSI on 4 February 2025.

The onsite accreditation visit took place at the RCSI School of Pharmacy and Biomolecular Sciences (SoPBS) on 5 and 6 February 2025.

The full agenda for the onsite accreditation visit is available in Appendix 2.

Accreditation Team

| Name | Role | Affiliation |
|------------------------------|--|---------------------------------|
| Professor Billy Kelly | Chair and Former Deputy Registrar and Dean of Teaching & Learning | Formerly Dublin City University |
| Dr Joe Bush | Subject Matter Expertise and Dean of Aston Pharmacy School | Aston University |
| Dr Philip Rogers | Subject Matter Expertise and Director of Pharmacy | University of Bath |
| Dr Ilona Obara | Subject Matter Expertise and Reader in Pain Pharmacology and Neuroscience and Director of Research | Newcastle University |

Support for the Accreditation Team was Provided by:

| Name | Role | Affiliation |
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| Andrea Durnin | Rapporteur and Senior Manager, Tertiary Education Monitoring and Review | Quality and Qualifications Ireland (QQI) |
| Cora O'Connell | Acting Head of Practitioner Assurance | PSI |
| Andrea Boland | Professional Standards Coordinator | PSI |
| Gabrijela Grcic | Regulatory Executive | PSI |

Declarations

No declarations of any conflicts of interest were made.

Recommendation of the Accreditation Team to the PSI Council

Continue to grant its recognition and approval for the Master's Degree Programme in Pharmacy at RCSI for a period of five years.

Summary of Commendations

The accreditation team commends RCSI in relation to:

- the robust and effective MPharm management structure.
- the teamwork and collegiality evident in the design and delivery of programme.
- the thorough evidence informed approach to the renewal and development of the curriculum.
- the processes put in place to gather and address module and programme feedback issues.

Summary of Recommendations

The accreditation team recommends:

- that the School reviews the operation of peer review.
- consideration is given as to how transparency in information is made available to students when expressing preferences in relation to experiential learning placements, and consideration is given to information around transparency in financial remuneration of students.
- that RCSI consider enhancements to feedback processes on formative and summative assessment that provide students with feedback that ordinarily addresses any individual learning gaps.
- consistency in the operation of the personal tutor system and ensuring that the students are pro-actively supported, particularly in the first year.

Summary of Conditions

There are no conditions.

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

| Standard 1: Strategy | Accreditation Team's Commentary |
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| <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 Professional Degree Programme. | <p>Promoting professional behaviour through the strategy and objectives</p> <p>The Royal College of Surgeons in Ireland (RCSI), established under royal charter in 1784, is an independent not for profit university and describes itself as patient centred and a world leader in health sciences education and research. Its recent strategic plan 2023-27, titled "Innovating for a Healthier Future" has as its core mission to "Educate, Nurture and Discover for the benefit of Human Health". The main aim of this plan is to focus on positive impact on health and wellbeing and is aligned with Goal 3: Good Health and Wellbeing of the United Nations Sustainable Development Goals (UNSDGs).</p> <p>Its mission is to educate, nurture and discover for the benefit of human health and it has a vision to be at the forefront of health sciences education, research and innovation, whose students, graduates and staff are responsive to societal needs and act as ambassadors to lead the world to better health.</p> <p>The School of Pharmacy and Biomolecular Sciences (hereafter "The School") is a constituent School of the Faculty of Medicine and Health Sciences, and the second largest school in the university, following a merger in 2019 of the School of Pharmacy and the Department of Molecular and Cellular Therapeutics. The School has its own strategy for 2024-2028, which supports the RCSI Strategic Plan and the objectives of the MPharm programme.</p> <p>RCSI, together with the School of Pharmacy and Pharmaceutical Sciences at Trinity College Dublin (TCD) and the School of Pharmacy at University College Cork (UCC), established the Affiliation for Pharmacy Practice Experiential Learning (APPEL). APPEL is a dedicated service that assists higher education institutions (HEIs) in managing experiential learning placements</p> |

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| <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>for all pharmacy students in the MPharm programme. It serves as a single point of contact for trainers, training establishments, and students for all placement activities.</p> <p>As with the institutional strategy, the School strategy emphasises enhancing human health and places the patient at the centre of all activities. It was reported that the School is continuing to map out actions based on the new strategy and Key Performance Indicators (KPIs) are managed through the Quality Enhancement Office. The strategy is mapped to the risk register (see Standard 3), and together with effective business planning through the School, results in a business management plan.</p> <p>The RCSI MPharm strategy promotes professional behaviour among students, staff, and all those contributing to the Professional Degree Programme. The strategy emphasises the importance of professionalism in several ways:</p> <p>Core Mission and Strategic Plan: RCSI's core mission and current strategic plan outlines how RCSI aims to fulfil this mission with a strong focus on health and societal impact.</p> <p>Professional Development: The strategy includes longitudinal professional development modules that are integrated throughout the MPharm programme. These modules define professionalism for pharmacists by forming values, and developing behaviours and attitudes that foster professional relationships, promote public trust, and enhance patient safety. RCSI also has a Centre for Professionalism in Medicine and Health Sciences, which is a university wide academic centre established in 2021.</p> <p>The accreditation team wanted to learn about specific initiatives or activities that would offer a clearer understanding of the practical implementation of these principles and their impact within the academic and professional environment of RCSI. It was reported that Health Professions education across the university aimed to support professional development through the roll out of new initiatives, technologies and new ways of teaching. As the School</p> |
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| | <p>grows in size, resources for training and how best to use these are a priority. Upskilling and performance management is a core feature of staff development, and it is seen as a valuable opportunity for colleagues to network and collaborate together. This has benefitted both existing staff and the onboarding of new staff. In general, it was confirmed that there was good engagement from staff and that staff recognise what is important to them. It was further reported that open disclosure training would be mandatory to support the implementation of the National Open Disclosure Framework Requirements.</p> <p>Code of Conduct: RCSI has a Code of Conduct that specifies the defined standards and principles by which students must abide. Professional development modules are aligned with the Code of Conduct, which specifies the standards and principles by which students must follow and compliance with these standards is considered evidence of fitness to practice . These standards are also included in the "Student Agreement" and signed by students entering the MPharm programme.</p> <p>Teaching, Learning and Assessment (TLA): Professionalism is integrated into the curriculum design, teaching, learning, and assessment. The strategy ensures that the curriculum supports the development of professional behaviour among students, staff, and all those contributing to the programme.</p> <p>The accreditation team was satisfied with the strategic oversight of the MPharm programme and its alignment with the TLA framework. The Programme Director, along with the Deputy Programme Directors, is responsible for ensuring the delivery and operationalisation of the strategy which can include additional resources and business planning support from Senior Management Team, where needed, and an effective flow of information from the School to senior management.</p> <p><u>Core Competency Framework for Pharmacists (CCF)</u></p> |
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| | <p>While the School strategy does not specifically refer to the CCF, RCSI has nonetheless indicated its commitment to ensuring that pharmacy graduates meet the CCF requirements. The School's competency framework is closely aligned and embedded in the School's MPharm Programme and has been updated in line with the revised CCF. The strategy includes updating shared modules in years 4 and 5, which are specifically mapped to the CCF. The commitment to the CCF is evident in several aspects of the strategy:</p> <ul style="list-style-type: none"> • The curriculum is designed to ensure that students develop the necessary professional skills and attitudes required for their future careers as pharmacists. • The programme includes longitudinal professional development modules that span the entire programme, encompassing the research-derived RCSI definition of professionalism for pharmacist. • The strategy ensures that the curriculum supports the development of professional behaviour among students, staff, and all those contributing to the programme. • The School is committed to the development of graduates who, at a minimum, satisfy the requirements of the CCF. <p>The alignment between the CCF and APPEL was highlighted, and it was noted that while core functions remain unchanged, any differences between the two frameworks have been mapped to ensure all competencies have been addressed. In practical terms, this has required a period of transition to migrate students to the updated CCF. The mapping of competencies is closely aligned with placements, taught modules and shared experience and while there are some challenges for teaching the new CCF, the review panel was satisfied that it is being implemented successfully.</p> <p><u>Supporting the needs of diverse stakeholders</u></p> <p>The School's commitment to respect and support for the needs of diverse stakeholders aligns with RCSI's mission and values. Respect for students, staff, patients, and the public is at the core of the university's shared values and is reflected in all policies and procedures. The School has formed deep and sustainable partnerships with patients, students, the public, other academic institutions, employers and healthcare providers. The School has an External</p> |
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| | <p>Advisory Board which meets annually and advises on strategic planning and curriculum reform. This was one of the first Boards to have Patient and Public Involvement (PPI) - a key strategic objective of RCSI to deepen patient engagement – with board membership also reflecting a diverse range of stakeholders.</p> <p><u>Evidence that the strategy and its objectives are subject to regular review and validated by the HEI</u></p> <p>The review panel was interested to know what is involved in the review cycle and whether there were particular KPIs that are tracked on an annual basis.</p> <p>Regular Review Cycle: The development of the strategic plan is guided by the School leadership team and aligns with the RCSI Strategic Plan. It is updated every five years and developed with input from a wide range of stakeholders, including the External Advisory Board. The plan undergoes approval by the RCSI Senior Management Team and the Faculty of Medicine and Health Science Board (MHSB) and includes rigorous quality processes for curriculum review and evaluation.</p> <p>Significant achievements under the previous Strategy include curriculum revision, introduction of the BSc in Advanced Therapeutic Technologies, growth in research metrics, and high rankings in the Times Higher Education (THE) University Impact Rankings. The new strategy builds on these achievements and introduces new directions, such as using the UNSDGs to guide societal support and targeted education projects.</p> <p>The key objectives of this new strategy are:</p> <ul style="list-style-type: none"> • Enhancing educational excellence. • Advancing research and innovation. • Strengthening partnerships. • Promoting interdisciplinary collaboration. • Supporting professional development. |
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| | <p>These objectives aim to improve the quality of education and training, drive impactful research, build strategic partnerships, encourage interdisciplinary collaboration, and provide continuous professional development opportunities.</p> <p>It was confirmed to the review panel that KPIs are reflected on the future focused pharmacist with the goal of balancing reputation and ensuring high quality graduates. KPIs are linked to showcasing curriculum, reflection in external rankings, achieving the Bronze Award for Athena Swan, increased student numbers from 2021 levels, and the completion of a new patient centred care laboratory. RCSI has greater financial autonomy than other publicly regulated HEIs and considers itself to have greater flexibility and an ability to be more agile.</p> <p><u>Development of graduates who satisfy the requirements of the Core Competency Framework for Pharmacists (CCF)</u></p> <p>There are a number of key objectives designed to ensure that graduates are well-prepared for their roles as pharmacists and meet the requirements of the Core Competency Framework for Pharmacists (CCF). These are included under the main themes of the strategy as follows:</p> <ul style="list-style-type: none"> • Health and Society Impact: Supporting health and societal well-being through education, research, service, and outreach activities. The programme prepares MPharm graduates to achieve their full potential in their chosen field. • Education and Student Success: Pharmacy graduates have the knowledge, skills, attitudes, and behaviours to meet the CCF. Graduates are prepared for “<i>patient-centred pharmacy practice in all pharmacy settings</i>” and are entitled to apply to have their names entered in the Register of Pharmacists under the Pharmacy Act 2007 (No. 20 of 2007). The programme supports student success through future-focused curricula, engaging students to ensure their experience is central to decision-making, personalised supports to promote early career readiness, and enhancing educational excellence. |
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| | <ul style="list-style-type: none"> • Research and Innovation: The programme prioritises quality, impact, and innovation on global health issues. It ensures that students are provided with valuable research experience in areas relevant to their future practice. • Foundations for Sustainable Impact: The programme ensures that staff have the appropriate skills and training, and the necessary infrastructure in terms of both space and technology to provide a quality learning experience for students. <p>Overall, the accreditation team was satisfied that the MPharm programme is designed to produce competent, professional, and well-rounded graduates who are prepared to meet the demands of their profession and contribute positively to society.</p> |
| Compliance with Standard: | The accreditation team is satisfied that this standard has been met. |
| Commendations Recommendations Conditions | None |

| Standard 2: Leadership, Organisation and Governance | Accreditation Team's Commentary |
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| <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>The School has direct responsibility within the wider university structures for planning and delivering the MPharm programme.</p> <p>Governance of the School of Pharmacy and Biomolecular Sciences</p> <p>The School of Pharmacy has experienced significant growth since its inception in 2002, with the MPharm programme established in 2015. The programme was accredited by PSI on an annual basis until 2020, when it was then approved for a further five years. It was subject to an internal quality review in 2022.</p> <p>RCSI has clear and transparent management structures at both institutional and School levels, ensuring robust governance. The School is well-organised and has defined lines of responsibility, allowing for systematic planning and implementation of the MPharm programme.</p> <p>There has been a recent change in the role of Head of School (HoS), with the new HoS in place since July 2024, and the previous HoS now appointed as Deputy Vice Chancellor for Academic Affairs since June 2024.</p> <p>The incumbent HoS was already part of the leadership team and very experienced to take on the role of guiding the School in its ambition to be recognised as a leading centre for pharmacy education, research and innovation. The HoS is fully supported by other members of the leadership team which has remained largely unchanged during the recent changes in leadership (Figure 2.2). It was confirmed that there will be some changes in the composition of this team over the coming months as the dual roles of Deputy Head (Education) and MPharm Programme Director are divided into two distinct roles. A new role of Director of Education has been created and the previous Deputy Head (Education) now occupies this role.</p> |

- 3) The HEI must support the development of suitable relationships between the School and other academic and service units of the HEI for instruction, research, practice-based and interprofessional learning.
- 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.
- 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.
- 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

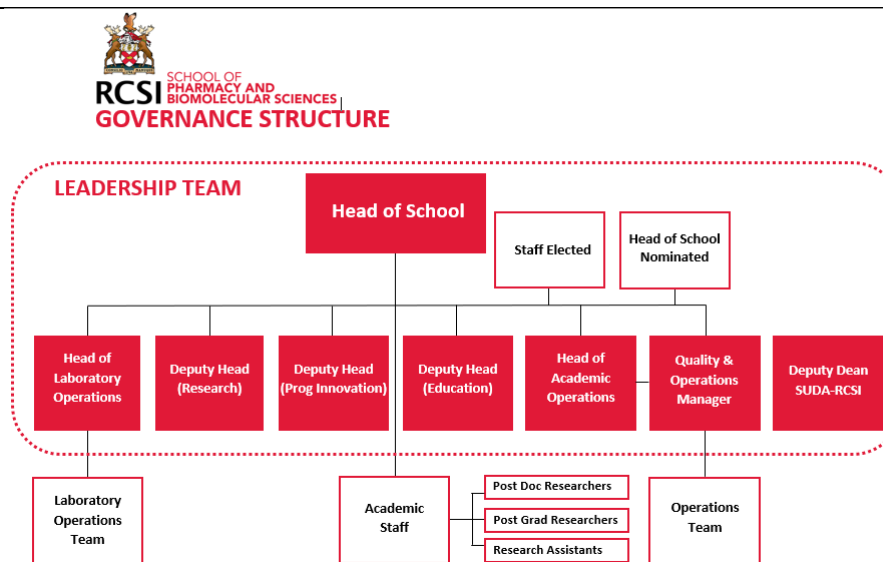


Figure 2.2 The School Governance Structure (SAR, p. 28)

The MPharm programme is planned and maintained by a core team and chaired by the MPharm Programme Director who has oversight of the programme. At the time of accreditation, one Deputy Programme Director had responsibilities for years 1 to 3 while the other had responsibilities for years 4 and 5. The team also comprises Year Leads, a Director of Assessment, a Head of Academic Operations and a Quality and Operations Manager. More recently, the Programme Director and the year 1 Lead of the BSc in Advanced Therapeutic Technologies have been included in the team to provide added support to the number of shared modules in year 1. The team is also supported by a Senior Operations Co-ordinator.

Team meetings are held monthly to review the maintenance of the programme, including review and revision of marks and standards, quality improvement initiatives, and operational matters. Year Leads coordinate with Module Leads, who have ongoing responsibility for the delivery of the modules. Year Leads in years 2 and 3 are responsible for coordinating the

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| <p>issues, including any changes in resources that are pertinent to the delivery of the Professional Degree Programme and any equality and diversity issues 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>development of the end-of-year OSCE examinations. The MPharm team reports to the Leadership Team.</p> <p>School Partnerships</p> <p>The School has developed strong relationships internally with other Schools and academic departments across the university, establishing a cross-disciplinary environment and enhancing research impact and educational outcomes for students and research.</p> <p>Teaching contributions from faculty outside the School are tailored to the curriculum and supported by teaching governance structures. Most module leaders are from the School's faculty, and joint module leaders have been appointed for systems-based modules, ensuring a profession-specific focus in teaching and assessment activities.</p> <p>Research Collaborations</p> <p>RCSI's Institute of Research is a multi-site biomedical research infrastructure that includes all research activities at the St Stephen's Green campus and the Education and Research Centre (ERC) at Beaumont Hospital. The ERC houses the RCSI Clinical Research Centre (CRC) which promotes research between clinicians and scientists and has strong collaborative links with hospitals across Dublin. Faculty in the School are actively involved in research associated with national Research Centres:</p> <ul style="list-style-type: none"> • RCSI-led Science Foundation Ireland (SFI) FutureNeuro Centre: Focuses on improving diagnosis, monitoring, and treatment of chronic and rare neurological diseases. • SFI AMBER Centre: Leads the Materials for Health remit in the Advanced Materials & Bioengineering Research Centre, co-founded by RCSI and headquartered in TCD. • Cúram SFI Centre: Partners with RCSI for the development of 'smart' medical devices and implants that benefit patients with chronic diseases. • Beaumont RCSI Cancer Centre: Accredited by the Organisation of European Cancer Institutes (OEI) for the quality and standards of cancer care and research. |
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| | <ul style="list-style-type: none"> • Irish Centre for Vascular Biology (ICVB): An integrated network of research groups across Irish hospitals and universities engaged in vascular research. • RCSI Tissue Engineering Research Group (TERG): Focuses on the development of cell and advanced biomaterial-based strategies for tissue repair and regeneration. • SPHeRE Programme: A national PhD training programme for population health and health service research and funded by the Health Research Board (HRB). <p>Inter-professional Learning (IPL)</p> <p>Inter-professional Learning (IPL) at RCSI is designed to foster collaboration and peer learning among students from different healthcare disciplines and is delivered in accordance with the Learning Teaching Assessment and Feedback Strategy. Since the last accreditation, new IPL opportunities outside the curriculum have been developed, including the All-Ireland Interprofessional Healthcare Challenge (AIPEC). Following a recommendation regarding IPL in the RCSI Institutional Review Report 2024 (CINNTE) it was highlighted that the Interprofessional Working Group - under the Learning, Teaching and Assessment Committee – had been reestablished. The accreditation team noted that a new role - Head of IPL – had recently been established to further develop IPL not only within the curriculum but in other non-curricular spaces and communities.</p> <p>The new IPL strategy, developed with input from all stakeholders, now includes a ‘whole curriculum’ approach to IPL opportunities across all programmes. Learning outcomes and content have been updated and aligned with the 2023 American IPEC interprofessional framework, increasing focus on workplace learning opportunities, and promoting extracurricular interprofessional social opportunities. An 'IPL logo' is also under development to draw attention to IPL opportunities for all stakeholders.</p> <p>External relationships</p> <p>External relationships and collaborations have facilitated the School in building strong links in the pharmacy profession. These relationships are seen as important for enhancing the School's</p> |
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| | <p>teaching, learning, and research capabilities. The accreditation team questioned how quality, consistency and sustainability is in alignment with the standards. It was confirmed that this is channelled through Module Leads who coordinate with contributors.</p> <p>Modules are integrated to ensure the smooth flow of information and are overseen by the Year Lead. Interactions involving interprofessional activities with Module Leads and content experts are seen as positive. Although governance appears complex, the small size of the university easily facilitates contact and active engagement.</p> <p>Some key relationships include:</p> <p>Affiliation for Pharmacy Practice Experiential Learning (APPEL): Representation on the APPEL Board and collaboration through the Competency Assessment Advisory Group support the member Schools in the design and delivery of a joint Professional Registration Examination (PRE) twice a year, thus ensuring all students in the State meet the same standard before graduating with an MPharm qualification.</p> <p>Teacher Practitioners: These roles are seen as integral to person-centred care teaching and involve practicing pharmacists who bring contemporary expertise to the educational environment.</p> <p>Clinical and Non-Clinical Partners: The School has developed extensive networks with practicing pharmacists and training establishments across community, hospital, academic, regulatory, and industry sites. These partnerships provide students with site visits, clinical teaching, and elective summer research/audit projects.</p> <p>Honorary Clinical Faculty: The School has a panel of leaders in professional practice through the RCSI Honorary Clinical Pathway, comprise a network of pharmacists from various clinical environments who host students for site visits, research placements, and provide expert-led lectures and workshops.</p> <p>Erasmus Partnerships: The School has established Erasmus partnerships with a number of universities internationally.</p> |
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| | <p>International Collaborations: The School has collaborations with prestigious institutions worldwide, including Soochow University (China), Qatar University (Qatar), Hoshi University (Japan), National University of Singapore (Singapore), and many others.</p> <p>International College of Pharmaceutical Innovation (ICPI): In 2022, RCSI and Soochow University established the ICPI, which delivers three programmes: BSc in Pharmacy, BSc in Advanced Therapeutic Technologies and MSc (Research). This joint education institute (JEI) allows for the joint delivery of higher education programmes in China leading to a dual degree award. The programme is being delivered only in China on 50:50 by both RCSI and Chinese faculty. RCSI has hired additional staff to facilitate the delivery of this content and to be satisfied as to the quality of the degree delivered and awarded in China. It was confirmed to the accreditation team that this has not resulted in the diversion of resources that are deployed in the delivery of the MPharm in Dublin.</p> <p>Principles of equality, diversity and fairness</p> <p>RCSI is committed to a socially inclusive learning environment that supports diversity and inclusion through various routes and programmes. These principles are embedded both within the university structures and its teaching practices, including RCSI's Policy on Student Dignity and Respect, which aligns with national legislation such as the Equal Status Act, 2000, and the Equality Acts, 2004. The School provides teaching on equality, diversity, and fairness throughout the MPharm programme and principles of EDI are included in the Code of Conduct for students.</p> <p>A Framework for Widening Participation and Diversity has been developed to better map progress through admissions, student success and careers in pharmacy. Access routes to education are facilitated through different routes such as the Disability Access Route to Education (DARE), Higher Education Access Route (HEAR), the Kiran Pathak Scholarship, the Traveller Community Access Programme (TCAP), Mature Entry, Graduate Entry, and the Pharmacy Technician Pathway. Financial supports are also available to students through SUSI, the Student Assistance Fund, and the RCSI Hardship Fund.</p> |
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| | <p>The Learning Access and Facilitation Service (LAFS) provides support services and advice to students with disabilities, ongoing significant medical conditions, or learning difficulties. These supports include extra tuition, devices to record lectures, additional time for examinations, quieter shared spaces for exams, and readers or scribes. With increased diversity in its student population, the university has implemented new processes that include greater collaboration with LAFS to focus on developing policies and addressing individual student requirements.</p> <p>Notably, the School was awarded an Athena SWAN Departmental Bronze Award under the gender charter in spring 2021 and has implemented a wide range of actions to support female academic progression. It has recently made a submission for a silver award.</p> <p>Annual reporting of data, supported by a management information system</p> <p>The School submits comprehensive data on student intake, student numbers, student achievement, and progression to the PSI through an annual reporting process. Notifications of issues related to fitness to practice are evaluated by the HoS based on the outcomes of disciplinary/fitness to study processes and GDPR obligations.</p> <p>RCSI uses the Quercus software application from CampusIT as its primary student records management system. Quercus manages all stages of the undergraduate and postgraduate student journey, from recruitment and admissions to registration. It maintains academic programme details, tracks examination results, and monitors academic progression.</p> <p>Reporting by the Head of School (HoS)</p> <p>Fulfilment and compliance of statutory obligations by the School under the leadership of the HoS is of paramount importance in the university. The HoS has responsibility for the operation of the Code of Conduct for pharmacy students and certification in relation to the competencies and Fitness to Practise requirements.</p> |
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| | <p>As part of the Faculty of Medicine and Health Sciences, joint policies and regulations have been developed including a joint Code of Conduct. This applies to all healthcare profession undergraduate students and aligns with PSI requirements relating to competencies and professionalism.</p> <p>These policies and their implementation are considered evidence of fitness to study and apply from the first day of registration, both on and off campus. They are central to ensuring that the HoS can fulfil their obligations in confirming students are fit to practise. Where a student's conduct raises concern, the RCSI Fitness to Study and/or Disciplinary Procedures are employed.</p> <p>For experiential learning placements, the Practice Educator communicates the confirmation of satisfactory completion to the MPharm programme director and the Head of School. Where issues may arise during placement, APPEL's policy outlines the process for recording and notifying of potential incidents or breaches of the Code of Conduct.</p> <p>Annually, before the Professional Registration Examination (PRE), the HoS requests notification from Registry about any disciplinary or fitness to study actions on students' records. Based on this information, the Head of School makes a decision regarding sign-off, which is then recorded as part of the Exam Board process for awarding the MPharm degree.</p> |
| Compliance with Standard: | The accreditation team is satisfied that this standard has been met. |
| Commendations Recommendations Conditions | The accreditation team commends RCSI in relation to the robust and effective MPharm management structure. |

| Standard 3: Resources | Accreditation Team's Commentary |
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| <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>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. | <p>Academic Staff</p> <p>The School has core academic staff and other teaching staff who are experts in pharmaceutical sciences and pharmacy practice. The MPharm programme is designed to be person-centred and requires staff with appropriate expertise to deliver the programme, contribute to curriculum design, and be involved in leadership roles. The number of Teacher Practitioners has increased from one to seven and Practice Educators from two part-time positions to one part-time and one full-time position. These pharmacists are involved in curriculum and assessment design and serve as Module Leads. Additionally, pharmacy technician educators have recently been appointed and contribute to curriculum design and delivery. The accreditation team learned that with the increased number of MPharm students, staff had grown from 41 to 67 with most at lecturer grade with some progressing through promotions.</p> <p>The External Advisory Board (EAB) ensures that external experts with contemporary experience advise on curriculum design and other educational matters. The student-to-staff ratio was 6.8:1 in 2022/23 and increased to 8:1 in 2023/24, with a further increase to 8.8:1 in 2024/25 due to the growth in student intake on the MPharm and the addition of a new BSc programme. The quality of teaching has been maintained by clinically focused staff who help ensure that the programme remains clinically relevant. Notably, this measurement does not consider part-time teaching staff who dedicate most of their time to teaching and learning and are exclusively attached to the MPharm Programme.</p> <p>Full-time members of the School demonstrate a breadth of expertise that focuses on areas such as clinical pharmacy, pharmacy practice and pharmacy education, pharmaceuticals and life sciences (including pharmacology/clinical pharmacology, immunology and biochemistry). Clinical staff also contribute to research, as well as staff from other RCSI departments contributing to teaching under the direction of School staff. All staff that teach on the</p> |

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| <p>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.</p> <p>d) be encouraged and supported to engage in scholarship and research which is disseminated nationally and internationally.</p> <p>e) have access to an organised professional development programme open to all teaching staff members consistent with their respective responsibilities.</p> <p>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.</p> <p>g) ensure that pharmacy law, ethics, professionalism and pharmacy practice are taught predominantly by pharmacists with 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</p> | <p>MPharm, whether they are School staff, from the wider university, or appointed as Honorary Faculty, are involved in curriculum design and development which is managed by the MPharm Programme Director and the MPharm team.</p> <p>The Module Leads provide academic direction for all teaching and learning supports and assessment. They also manage the integration of other teaching, learning or assessment materials provided by individuals from outside the School. Where the Module Lead is not from within the School, direction is provided by the Year Lead. IPL is managed by the Module Leads in collaboration with the School's IPL Lead with support from the Programme Director.</p> <p>All staff are encouraged to attend key international conferences within their expert areas annually, to enhance their network and research connections. These networks build expertise, strengthen research output, and increase funding sources, all of which helps to shape the future of both pharmaceutical and biomolecular sciences and pharmacy practice.</p> |
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who will provide support to the students on placement and to their tutors.

3) External Experts

The School should ensure that relevant input from external specialist lecturers is provided to enhance the students' contextual understanding of specific areas.

4) Support Staff

The School must have a sufficient number of support staff suitably qualified/trained and experienced to support its operation. This staff must have access to development opportunities.

Technical staff should be suitably qualified and should take an active role in the preparation and delivery of laboratory practice sessions and projects.

5) Tutor pharmacists

Pharmacists acting as tutors for the practice-placement elements of the programme must be of sufficient number, appropriately qualified and experienced and be professional role models with the knowledge, skills, attitudes and behaviours to effectively mentor, monitor and evaluate students. The orientation, support and enhancement of the tutor pharmacist role should be demonstrated.

6) Infrastructure and Financial Resources

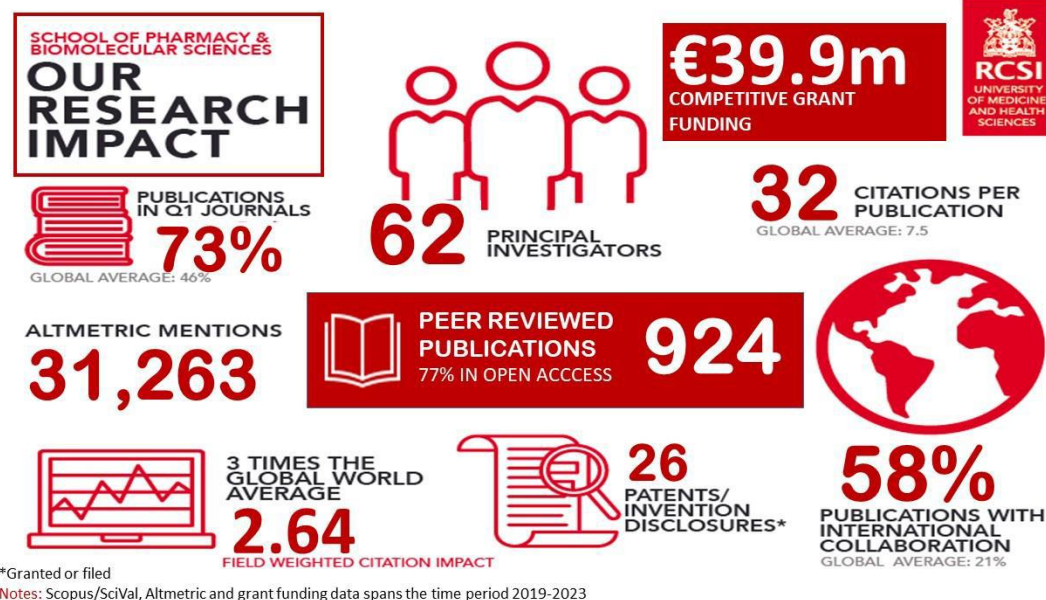


Figure 3.1 School of Pharmacy and Biomolecular Sciences Research metrics 2019-2023 (SAR, p. 62)

There are a range of initiatives to support professional development and build and deepen expertise through a Staff Research Seminar Series and engagement in experiential learning through clinical partnerships. The School also hosts twice yearly collaborative education and research fora for honorary staff to grow links with RCSI. The use of honorary staff is valued by the School and seen as an opportunity for both staff and students. There is no remuneration associated with the role, but it is seen as a way for alumni, and other clinical partners to reengage with the university.

The MPharm programme emphasises research-led teaching, requiring all School Faculty to participate in scholarship and research. Research within the School aligns with RCSI's key research priority areas and is supported by the Deputy Head of School (Research), the

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| <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>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>Research Committee, and at an institutional level by the Office of Research and Innovation (ORI) and the Deputy Vice Chancellor for Research and Innovation. There is a strong culture of educational research and scholarship within the School and a workload allocation model (WAM) has been adopted to align with the university's activities and incorporates key indicators of good practice as recommended by the Athena Swan Ireland. The accreditation team probed whether the introduction of the WAM impacted or led to any modifications in staff working patterns. It was reported that the model is transparent and fair and includes consultation with staff. The benefits to the School are transformative to allow staff to move away from teaching and focus on research and other skill sets. It also contributes to the academic promotions process. All functions are listed and times allocated in the WAM, but no individual data is shared. Aggregated information can provide data-based results which supports more structured conversations regarding resources available and needed.</p> <p>Professional Development Planning (PDP)</p> <p>The School ensures that all staff, including those with teaching responsibilities, have access to an organised professional development programme (PDP). It is reported that engagement with the process is now at 100% having grown substantially from an initial low uptake (2011). Staff value the training and the opportunity to discuss their career and development goals with their managers and align them with the strategic goals of both the School and university. While it is noted that the primary function of staff is teaching, PDP creates a drive and appetite to do well. The PDP is managed by the Leadership Team and senior academic staff and is based on two competency frameworks: a general competency framework and a leadership competency framework for those with managerial responsibilities. Staff with teaching responsibilities have their professional development needs identified through the PDP and it is now a requirement for all new academic staff, and those seeking promotion, to obtain a formal qualification in education.</p> <p>The accreditation team was pleased to note that new junior staff are supported through a 'buddy' system to help them integrate into the school's operations. Under the Athena Swan</p> |
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| | <p>initiative, a booklet was developed to guide the institutional mentoring system called Positive Connections. The School was the first unit to lead on this initiative and has seen an oversubscription of mentors, necessitating in the provision of training. The promotions process in RCSI involves 12 to 15 promotions annually from a pool of 25 to 35 applications. Mentors play a crucial role in preparing staff for this competitive process.</p> <p>Faculty Development Programme (FDP)</p> <p>A Faculty Development Programme (FDP) has been developed by the School and is considered crucial for maintaining excellence and innovation in teaching, learning, and research. The rapid growth in faculty, driven by increased student enrolment and new programmes, has necessitated a structured approach to staff development. The FDP aims to provide tailored training and mentorship focusing on innovative pedagogical practices, student-centred learning, and evidence-based feedback mechanisms. It includes workshops, peer mentoring, and collaborative sessions focused on active learning, inclusive teaching practices, and effective assessment methodologies. The integration of new technologies into teaching and research frameworks requires training sessions on digital tools for virtual labs, simulations, student engagement, and is supported through online sessions for staff to ensure proficiency in using these technologies.</p> <p>Teaching and learning in a pharmacy context</p> <p>The School is guided by 29 registered pharmacists who co-lead all systems-based modules and lead all pharmaceuticals-focused modules in the "medicines" stream, ensuring that most modules have a pharmacist in a leadership role to integrate learning into a pharmacy context. The School has 60 honorary clinical and non-clinical faculty members who bring contemporary expertise from various fields such as oncology, paediatrics, mental health, general medicine and surgery, and the pharmaceutical industry. These professionals host RCSI students for site visits, Research Summer School Placements, APPEL placements, and summer electives, and provide on-site expert-led lectures and workshops. Pharmacy law, ethics, professionalism, and practice are primarily taught and mainly delivered by</p> |
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| | <p>experienced pharmacist academics with extensive knowledge of pharmacy regulation and professional practice. This teaching is further supported by teacher practitioners, practice educators, and pharmacy technician educators. The Honorary Clinical Faculty and tutor pharmacists also contribute to teaching these subjects.</p> <p>Practice Educators</p> <p>Practice Educators report to both the Director of APPEL and the Head of School. RCSI has increased the number of practice educators to match the growing student numbers, employing one part-time and one full-time Practice Educator. The Practice Educators also contribute to teaching, particularly in person-centred care laboratories and workshops, helping them get to know the students before placements and facilitating student support. SoPBS prioritises the engagement of Practice Educators with students and trainers to support experiential learning.</p> <p>External Experts</p> <p>Contributions by external specialist lecturers to the MPharm programme are highly valued by the School. Since its inception, the School has provided opportunities for students to engage with and learn from patients, often through patient advocacy groups or clinical partners. These interactions help students gain practical knowledge and improve their communication and interpersonal skills. Patients and public representatives are part of the Patient and Public Involvement (PPI) committees and play an important role in curriculum planning and sharing their experiences with students. PPI is integrated into all systems-based modules and external experts and patient educators are selected based on their expertise and ability to communicate effectively with students. The Module Lead provides guidance and support to ensure the module is delivered and assessed appropriately.</p> <p>Support Staff</p> <p>The School's core operations team leads the operational delivery of various activities, and it supports academic staff in the day-to-day running of the School, as well as new projects that</p> |
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| | <p>emerge from the School Strategy. To accommodate growing student numbers, the School has expanded its technical support and employed Senior Pharmaceutical Technician (SPT) educators since the last accreditation. These SPT educators collaborate closely with academic staff, teacher practitioners, and the technical team to provide a comprehensive learning experience for students, modelling collaborative practice. SPT educators contribute to developing, preparing, delivering, and assessing educational materials in pharmacy practice and pharmaceuticals. SPT educators provide essential technical support for practical teaching sessions, preparing materials for simulations, OSCEs, and IPL activities. The School manages support staff resourcing through outlined processes, and all support staff have access to professional development initiatives, including the PDP and Learning and Development processes. These relate to the business planning processes and are addressed further under Standard 6.</p> <p>Tutor pharmacists</p> <p>The operational management of experiential learning placements is centralised through APPEL, ensuring there are enough trained tutor pharmacists across various settings, including community, hospital, industry, and role-emerging placements for the MPharm programme. All tutors must complete specific training for the placements they supervise (in Years 2, 4, or 5).</p> <p>Infrastructure and Financial Resources</p> <p>RCSI operates as an independent, not for profit body with a financial strategy designed to support its autonomy. The university follows a self-funding financial model, requiring it to generate sufficient resources to cover both current and capital funding needs. The financial strategy aligns with the organisational strategy while ensuring disciplined financial stewardship.</p> <p>In 2023, RCSI demonstrated a solid financial performance, with revenue growing by 5% and generating an operating surplus of €16 million, attributed to continued strategic investment.</p> |
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Consolidated balance sheet

| | 2023 €m | 2022 €m |
|-------------------------|------------|------------|
| Non-current assets | 408 | 406 |
| Current assets | 362 | 354 |
| Total assets | 770 | 760 |
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| Current liabilities | (183) | (167) |
| Non-current liabilities | (183) | (188) |
| Total liabilities | (366) | (355) |
| Net Assets | 404 | 405 |

Figure 3.5: Extracts from the annual accounts 2023-24 Faculty of Medicine and Health Sciences Annual Report (SAR, p.88)

Although RCSI is publicly regulated, it is also an autonomous institution and as such does not disclose the financial performance information related to individual business units due to commercial sensitivity.

The School is a key business unit within RCSI and undergoes a robust annual business planning process to identify priorities and ensure sufficient resources for both its current operations and future development. Since 2020, the School has diversified its programme offerings, student diversity, and increased student numbers for the MPharm. Three new programmes have been introduced: a BSc in Advanced Therapeutic Technologies (ATT), an MSc in Technologies and Analytics in Precision Medicine (TAPM), and a Professional Doctorate. These programmes received funding through a HEA Human Capital Initiative (HCI) grant of €8.9m and are expected to be self-financing by October 2025. In September 2024, the School also recruited its first cohort of 158 students for the joint education institution in

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| | <p>China, the International College of Pharmaceutical Innovation (ICPI), in collaboration with Soochow University.</p> <p>The MPharm programme has grown in both student and staff numbers, driven by government demand for increased university places in pharmacy. The Department of Further and Higher Education, Research and Innovation (DFHERIS) requested an increase in baseline EU/CAO student intake from 40 in 2022 to 85 in 2024. International students make up approximately 25-30% of the MPharm student body. This growth has been supported by parallel investment in staff and infrastructure, with additional funding from DFHERIS for recruiting lecturing staff, teacher practitioners, operational and technical staff, and infrastructure development.</p> <p>For the ICPI, it was reported that this programme is subject to separate and independent staff resourcing, with some provided by local staff and clinical training provided by RCSI staff. The MPharm programme in Dublin features an interconnection between staff in China and RCSI, ensuring equivalency. The quality of both programmes is benchmarked by the QEO to ensure the standards between the two are equivalent. These quality processes and their effectiveness for all programmes are monitored across overseas campuses, exemplified by the medical degree which is offered across three campuses. Currently there are 120 students enrolled in the BSc Pharm programme in China, with no obligation for core SoPBS staff to teach in China.</p> <p>The growth in students and staff is supported by the business and financial planning process. Annual business planning underpins financial forecasting and ensures the School is financially stable to deliver a quality MPharm programme. The annual business plan is prepared in collaboration with the finance department and reviewed quarterly. Finalised budgets are approved by the Senior Management Team, and any additional spending must be justified and approved on a case-by-case basis.</p> |
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| | <p>Accommodation, equipment, library facilities, IT & other resources</p> <p>The School has designated offices which include individual and shared office spaces for academic and operational staff, hot desks for Senior Demonstrators and visiting staff, and meeting rooms to facilitate interaction between staff and students. Additional office space is also available in the main building of 123 St Stephen's Green, and the Estates Department is reviewing accommodation requirements as staff numbers grow and new spaces become available. The School has access to centrally shared services and presentation facilities and video conferencing are also available in the RCSI central campus at St. Stephen's Green. The library provides access to major databases and digital resources, and the simulation suite is used for teaching clinical skills and practicing consultation skills with simulated patients.</p> <p>To support growth and ensure best practices in teaching and learning spaces, the School has developed new teaching laboratory facilities in St Stephen's Green. This laboratory is a flexible learning space for person-centred care laboratories, clinical workshops, and PPI activities. The space is equipped with pharmacy-specific IT software and accommodates SPT Educators who oversee its operation. The School has recently expanded and redesigned a new science laboratory in York House to accommodate increasing student numbers, representing an investment of €1.5m. These facilities provide students with hands-on experience in pharmaceutical, compounding, and analytical activities, and access to advanced research facilities in other departments.</p> <p>RCSI is nearing completion of its new academic and research centre on St Stephen's Green, 'Project Connect,' costing €90m. This development will provide enhanced research, teaching, learning, and public engagement spaces for the School.</p> <p>Policies and procedures for training establishments</p> <p>Policies and procedures are in place to ensure that training establishments for the practice-placement elements are appropriate for the delivery of this element of the MPharm Programme. APPEL also has policies and procedures to select, assess, accredit and appoint suitable training establishments and trainers for Practice Placements.</p> |
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| | <p>Contingency</p> <p>RCSI has an established approach to risk management at both school and institutional level.</p> <p>The School's risk register identifies specific risks related to school development and programme delivery. Key resource risks include:</p> <ol style="list-style-type: none"> 1. Failure to provide sufficient high-quality infrastructure to support the School's growth. 2. Failure to attract, retain, and support high-quality academic staff. 3. Failure to secure and manage sufficient financial resources for educational and operational needs. 4. Failure to respond appropriately to major disruptions, such as fire, flood, cyberattacks, or pandemics. 5. Assessment data integrity. 6. Implementation of new IT platforms. <p>Each risk is assessed, ranked, and assigned an owner, and has existing and additional controls listed. School-level risk registers are incorporated into an organisational-wide risk register, where key risks are addressed institutionally. The Senior Management Team assesses risks quarterly, and the risk register is reviewed by the Audit and Risk Committee and at the board level (College Council) annually.</p> <p>The institutional risk register lists 24 risks some of which relate to the institutional risks highlighted above. From a resource perspective, the highest institutional risks are cyber security and estate development. Significant actions and resources are being advanced to address these issues.</p> <p>The accreditation team queried if increased MPharm student and staff numbers both locally and nationally through the potential establishment of new pharmacy schools created an</p> |
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| | inherent risk for the business model of RCSI. It was acknowledged that RCSI may lose out regionally in attracting students but there was still strong demand for places. It was considered key to build the profile of pharmacy nationally to create demand and RCSI will need to 'up their game'. The Leadership team is considering branding and marketing, and a marketing role is to be created within the School. It was further noted that the establishment of a new pharmacy school also created more opportunities for new collaborations. |
| Compliance with Standard: | The accreditation team is satisfied that this standard has been met |
| Commendations Recommendations Conditions | None |

| Standard 4: Curriculum: Structure and Evaluation | Accreditation Team's Commentary |
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| <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, in medical and pharmaceutical science and practice. The curriculum should be guided by, but not limited to, the indicative syllabus shown in Appendix A¹ 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</p> | <p>Curriculum structure</p> <p>The curriculum has been carefully planned and designed to ensure that educational principles underpinning integrated learning form the basis of an outstanding student experience and support graduates in becoming leaders in healthcare provision and innovation.</p> <p>The programme is designed to ensure that pharmacy graduates possess the knowledge, skills, attitudes and behaviours required to meet the CCF, preparing them for person-centred pharmacy practice in all settings. These requirements are part of the broader RCSI Pharmacist Competency Framework (based on CanMed's model), which considers the academic nature of the qualification and prepares graduates for current and future roles, ensuring better outcomes and accountability to society.</p> <p>This Framework is aligned with other Schools that have adopted the CanMed's model, promoting interprofessional learning opportunities. The consistency with competency frameworks at an institutional level supports connections between the various programmes enhancing the opportunity for IPL.</p> <p>The programme aims to develop pharmacists as collaborators, communicators, health advocates, leaders, professionals, and scholars. The programme learning outcomes were developed from this Framework and were informed by the RCSI Definition of Professionalism (2015), the Royal Pharmaceutical Society of Great Britain (RPharmSGB) Leadership Development Framework (2015), and the National Framework of Qualifications (NFQ). The integrating competencies emphasise pharmacists' responsibilities to people, society, and the profession in all current and future roles, fostering reflective practitioners committed to continuous development throughout their professional journey.</p> |

¹ The indicative syllabus exists as a general guide to the scope of curriculum content for the Professional Degree Programme.

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.

- 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.
- 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 support the intellectual and clinical aspects of the Professional Degree Programme.
- 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.



The RCSI Pharmacist Competency Framework (SAR, p. 100)

The curriculum is designed to achieve these outcomes through an integrated learning experience and the programme is designed to be at the highest levels of integration: multidisciplinary, interdisciplinary, and transdisciplinary. This approach is taken to ensure that students can meaningfully integrate different forms of knowledge and skills through appropriate sequencing of modules, organisational themes, and teaching methods. Early exposure to the workplace and iterative transitions between education and work-based experiential learning are key features of the programme, enhancing the integration level as the programme progresses.

Contemporary practice and future roles

The curriculum design covers contemporary practice, emerging roles, and potential future roles in pharmacy. It emphasises person-centred care, preparing graduates to apply extensive scientific and practice-based knowledge, skills, and professional judgment to meet the health needs of people and society collaboratively. It is designed to be at the forefront of medical and pharmaceutical science and practice, maintaining a collaborative, integrative, team-based approach to ensure continuous quality improvement and staying current with

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| <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>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> | <p>advances in science, practice, and education. Quality improvement is facilitated through the development of an annual quality improvement plan (See Standard 6).</p> <p>A full curriculum review was undertaken in 2020, incorporating evidence-based practice and input from students, external advisory boards, external examiners, and staff observations. Changes implemented were reviewed and approved by the Awards and Qualifications Committee (A&QC) and the PSI.</p> <p>Structure of the curriculum to support competency development and safe practice</p> <p>The curriculum is organised into themes to help learners understand complex information and ensure an integrative learning approach. These themes are presented as blocks of learning or longitudinal threads and this systems-based approach, also used by other Schools, supports IPL opportunities.</p> <p>The curriculum follows a spiral approach, with content becoming more complex as the programme progresses. Advanced modules in the final year cover contemporary practice and emerging roles. Integration is further achieved through case patients and core medicines from the RCSI Top 100 medicines list, chosen for their stage-appropriate context and complexity. The programme learning outcomes of communication, collaboration, health advocacy, leadership, professionalism, and scholarship, have been mapped to ensure that these function as integrative longitudinal threads, delivered in a spiral curricular fashion.</p> <p>The placements are designed to ensure that students practice safely and effectively, connecting formal knowledge to clinical experience and promoting comprehensive patient engagement. A key feature is longitudinal patient interaction, where students work with the same trainer and patients in the same community practice weekly starting in year 2. In year 3, students have opportunities for rotational clinical teaching in secondary care environments, which precede the block experiential modules of four months in Year 4 and</p> |
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| <p>a) by fitness to practice procedures that address causes for concern raised about students</p> <p>b) by robust and transparent appeals processes that are fully documented and communicated to students</p> <p>c) underpinned by a clear and realistic student code of conduct that is explained, communicated and enforced to assure professional behaviour.</p> <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>eight months in Year 5. Experiential learning opportunities in Years 2, 4, and 5 are facilitated through APPEL.</p> <p>Professional Approach to Practice</p> <p>The RCSI Pharmacist Competency Framework outlines the knowledge, skills, and abilities that graduates need to ensure better patient outcomes. The programme's learning outcome for professionalism is based on the university's definition of professionalism, developed through extensive research and collaboration and led by the Vice Dean for Professionalism and the Health Professions Education Centre. The module learning outcomes are mapped to the programme learning outcomes, emphasising professionalism throughout the programme. The programme is delivered in a professional context, requiring students to sign up to the Code of Conduct before starting. The implications of this Code and related policies are explained during orientation. Students must achieve the learning outcomes for these modules through assessment to progress in the programme.</p> <p>Interdisciplinarity</p> <p>The curriculum is delivered by interdisciplinary teams to ensure the integration of material in a patient-focused manner. Case-based learning, which links theory to practice through cases, is a preferred method among students and is delivered by interdisciplinary teams alongside lectures, practicals, and other teaching forms.</p> <p>The scientific base and related learning outcomes are mapped through the longitudinal theme of scholarship. The programme aims for students to demonstrate mastery of scientific and practice-based knowledge and engage in scholarship to advance the profession and healthcare science. The scientific base is designed to meet the academic requirements for each level indicator on the NFQ at level 9, culminating in a master's degree award. The academic objectives are assured through appropriate accreditation procedures by the A&QC and the NUI.</p> |
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| | <p>Developing responsibility for learning</p> <p>The curriculum is designed to support students in learning to learn, especially in the early stages of their academic and professional journey. The highest proportion of direct contact hours occurs in the first year, gradually decreasing by the final year as students take more responsibility for their own learning.</p> <p>Professional Development modules are longitudinal and span the entire curriculum, assess learning needs and support peer-led teaching initiatives. Students collaborate with faculty to design, develop, and deliver teaching sessions, particularly for pharmaceutical calculations and OSCEs. Students can also take optional modules such as the Education and Training module offered in year 2.</p> <p>Training in research methods</p> <p>The programme provides students with a strong foundation in health research, covering scientific and clinical research methodologies, data handling, and applying health research in practice. Through the revised curriculum this has been combined into two stand-alone modules to ensure student engagement in these aspects of the programme. The revised curriculum includes the Research Methods and Data Analysis module in year 1 to introduce important concepts. A spiral approach broadens students' knowledge and skills as they progress through the programme. Research-informed teaching is demonstrated by academic staff highlighting the research underpinning their teaching and showcasing their own research activities.</p> <p>Pharmacy students are encouraged to pursue research during summer months in their early years. This is competitive and seen as a great motivator, enhancing employability prospects for students.</p> <p>Practice placement experiences</p> |
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| | <p>The curriculum offers a range of structured and quality-assured practice-placement experiences across various practice settings. Year 1 students visit community, hospital, and industry practices. Examples of these placements include the community pharmacist in Boots which integrates experience with the academic journey. The Mater Misericordiae University Hospital visit, facilitated by Honorary Faculty, showcases the role of the hospital pharmacist. The industrial visit to Pfizer in Newbridge is conducted virtually. In year 2, APPEL facilitates, and quality assures Longitudinal Community Practice Placements. These placements also integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and behaviours developed through the academic curriculum. The placement is designed to enhance continuity of the curriculum, supervision and care. Year 3 students participate in Rotational Hospital Practice Placements (RHPP), conducted in collaboration with clinical partners. These placements integrate with systems-based modules in hospitals across Dublin. The four-month statutory placement in year 4 and the eight-month statutory placement in year 5 are centrally facilitated and quality assured through APPEL. Practice Educators act as key liaisons between students, trainers, and the School, providing support before, during, and after placements.</p> <p>The accreditation team was keen to understand more on how students are selected for placements. It was reported that students have autonomy in their choices based on placement type and geographical area. It was also confirmed that no formal funding mechanism was in place for pharmacists during their placements. This is an area that APPEL (who manages the placements) has remained silent on as any payment is seen as a separate contract between placement and student. The team considered that while the issue of pay was not a driving factor or key motivator in accepting placements, there does seem to be uncertainty relating to the payment of placements, indicating a lack of transparency, and as such, it seems difficult to be assured that this system does not impact on student equity. The accreditation team recommend that greater transparency in the information available to students when expressing preferences in relation to placements, and transparency in financial remuneration of students should be considered.</p> |
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| | <p>Curriculum compliance with national and European requirements</p> <p>The curriculum is compliant with the European Credit Transfer and Accumulation System (ECTS) and each of the years 1- 4 represent 60 ECTS and include a combination of 5 ECTS and 10 ECTS modules. The only exception to this credit range is for "Scientific Research Skills" (15 ECTS in Year 4) and "Clinical Research Skills" (30 ECTS in Year 5).</p> <p>The Bachelor of Science (Pharmacy) is a progression award with 240 ECTS and is at Level 8 in the NFQ. The Master of Pharmacy award adds a further 90 ECTS, totalling 330 ECTS.</p> <p>The curriculum complies with European Directive 2005/36/EC on the recognition of professional qualifications, as amended by Directive 2013/EE/EU. The five-year programme includes an eight-month period of training in a patient-facing placement (in the final year) and covers all activities listed in the Directive 2005/36/EC as amended.</p> <p>It also adheres to the Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules 2014, ensuring the structure of the programme, in-service practical training, and provision for the Professional Registration Examination.</p> <p>The curriculum follows the recommendations of the Advisory Committee on Pharmaceutical Training (European Commission, 1995), providing at least 3,000 hours of direct contact and directed study. The hours in each module are balanced to emphasise both practical and skill development, focusing on the actions, uses, and manufacture of medicines.</p> <p>Students can select optional modules in Year 2 to reflect their special interests. Options available are mapped to the RCSI Pharmacist Competency Framework and are likely to be expanded to accommodate growing student numbers.</p> |
| Compliance with Standard: | The accreditation team is satisfied that this standard has been met. |
| Commendations Recommendations Conditions | <p>The accreditation team commends RCSI in relation to:</p> <ul style="list-style-type: none"> the teamwork and collegiality evident in the design and delivery of the programme. the thorough evidence informed approach to the renewal and development of the curriculum. |

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| | <ul style="list-style-type: none">• The accreditation team recommends that consideration is given as to how transparency in information is made available to students when expressing preferences in relation to experiential learning placements, and consideration is given to information around transparency in financial remuneration of students. |
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| Standard 5: Curriculum: Teaching, Learning and Assessment | Accreditation Team's Commentary |
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| <p>5. The curriculum documentation must be guided by a Teaching and Learning Strategy and an Assessment Strategy. The Teaching and Learning Strategy must 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> <ul style="list-style-type: none"> a) be based upon well-evidenced pedagogic principles. b) promote collegiality, civility and respect among students and staff, and underpin a culture of professionalism in which all teaching staff can lead by example. c) support the development of: <ul style="list-style-type: none"> i) independent learning skills, both within the Professional Degree Programme and as a basis for later continuing professional development | <p>Learning, Teaching, Assessment and Feedback Strategy</p> <p>The curriculum documentation is guided by the Learning, Teaching, Assessment, and Feedback (LTAF) strategy (2024-2027), which helps students meet the CCF. The original MPharm Teaching and Learning Strategy was updated in 2024 and expanded to include assessment and feedback, ensuring better alignment within the programme. This single strategy document has emerged as particularly important for new staff, and following consultation, faculty agreed that close alignment with the new LTAF would facilitate important initiatives such as IPL and optimise feedback practices across the programme.</p> <ul style="list-style-type: none"> - Pedagogic principles <p>The LTAF strategy, built on the institutional, Learning, Teaching, and Assessment Strategy 2023-2027, is specifically tailored to the MPharm programme. It incorporates established curricular approaches such as integration, spiral curriculum, and case-based learning, which underpin the curriculum design.</p> <ul style="list-style-type: none"> - Culture of professionalism <p>RCSI highly values professionalism, understanding that becoming a healthcare professional requires developing values and behaviours that build professional relationships, instil public trust, and ensure patient safety. Professionalism is a core principle of the RCSI Pharmacist Competency Framework and a specific programme learning outcome, highlighting its central focus within the curriculum. It is also a core principle of the LTAF strategy emphasising the importance of professionalism and student support and is mapped throughout the programme.</p> <p>For example, the Professional Development module requires a 'must-pass' in each year and instils in students that professionalism is multifaceted and integrative, covering communication, collaboration, health advocacy, leadership, and scholarship from their first year. The longitudinal spiral integration of the module allows students to reflect on their professional identity, encompassing personal and professional development, reflection, self-assessment, communication, collaboration, compassion, honesty, integrity, and professional</p> |

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| <p>ii) consultation, counselling and communication skills, underpinned by social and behavioural science content in the Professional Degree Programme</p> <p>iii) leadership skills, problem-solving skills, and rational decision-making skills that promote patient safety and enhance patient well-being</p> <p>iv) peer review and assessment skills</p> <p>v) critical, analytical skills, and an understanding of research methods to support evidence-based decision-making and practice.</p> <p>d) deliver:</p> <p>i) a fully integrated and balanced experience of science and practice, and of university based and practice-based learning</p> <p>ii) interprofessional collaboration with students of other healthcare professions in all stages of the Professional Degree Programme</p> <p>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</p> | <p>identity growth. Essential skills such as self-management, teamwork, managing others, managing conflict, and leadership are formally taught in year 5 through the Leadership in Pharmacy module.</p> <p>Students are required to behave in a collegial, civil, and respectful manner, as outlined in a range of documents including the 'Student Agreement,' RCSI Fitness to Study Policy, RCSI Code of Conduct, Data Protection Policy, and RCSI Drug Alcohol Regulations for Students. They confirm their acceptance of these regulations at registration and renew their agreement annually. RCSI teaching staff must adhere to RCSI's General Competencies, with additional Leadership Competencies included for those in leadership roles. Staff are required to work collaboratively, treat others with dignity and respect, communicate effectively, and be willing to learn from others. Staff demonstrate these behaviours in their interactions with students and serve as role models when co-teaching with colleagues. Students can provide general feedback in end-of-semester surveys and are reminded of the complaints process procedure where they can raise concerns.</p> <p>- Supporting the development of independent learning skills</p> <p>A goal of the MPharm programme is to develop pharmacy practitioners who provide safe and effective care and commit to an education in lifelong learning, a key principle of the LTAF Strategy. As students advance through the programme, teaching and learning approaches become less instructive and teacher led, providing more opportunities for independent learning. Students are guided to engage with complex integrated cases, use self-directed study and peer learning, and self-assess their knowledge. Reflective learning skills are developed throughout the MPharm programme. This culminates in the requirement for students to self-identify individual learning needs based on experience from placements and complete CPD cycles based on a format used by the Irish Institute of Pharmacy. This is a mandatory requirement for the Professional Development module in year 5. Feedback is provided and students can repeat the module if required.</p> <p>- Consultation counselling and communication skills</p> <p>The curriculum and LTAF Strategy place a strong emphasis on consultation, counselling, and communication skills. These skills are integral to the RCSI Pharmacist Framework, with a specific programme learning outcome focused on effective, responsible, and ethical communication as a healthcare professional and leader. The curriculum progressively</p> |
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| <p>progresses through the Professional Degree Programme</p> <p>iv) teaching and learning experiences that take place alongside and with reference to research and other scholarly activities.</p> <p>2) The Assessment Strategy must:</p> <p>a) deliver:</p> <p>i) a progression through the hierarchy of knowledge and skills development through the five years of the programme, such as the model proposed by Miller².</p> <p>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</p> <p>iii) clearly defined marking criteria reflecting safe and effective practice. All assessments must take account of patient safety</p> <p>iv) assessments that are placed in a pharmacy context, reflecting contemporary practice</p> | <p>develops these skills using the evidence-based Calgary Cambridge Guide, which provides a systematic approach to patient interactions. Students enhance their communication and consultation skills through person-centred care laboratory practical classes, where they engage in simulated patient counselling and receive feedback. These skills are assessed through OSCEs in years 2, 3, and 5, and through alternative methods like presentations or direct observations in other years. The LTAF Strategy's principle of 'Experiential Education at the Core' is set out to ensure that students practice these skills in simulated settings before working with real patients under supervision during placements. Teaching is supported by social and behavioural science, covered by the Department of Health Psychology. The approach to learning and teaching communication skills is also research informed.</p> <p>- Leadership skills, problem solving skills and decision-making skills</p> <p>The RCSI Pharmacist Framework highlights the significance of leadership, with a specific programme learning outcome aimed at developing personal qualities that enhance team effectiveness, drive change, and improve service provision to meet health needs. The year 5 module, Leadership in Pharmacy, focuses on building leadership and management skills, including self-management, staff capacity, patient safety, quality improvement, and leading change. Throughout the programme, problem-solving and decision-making skills are supported through person-centred, case-based learning and project-based activities, in line with the LTAF Strategy principle of lifelong learning.</p> <p>- Peer review</p> <p>Peer review is employed in specific contexts to encourage students to reflect on their behaviours within a group, improve professional communication skills and contributions to team activities. Over the course of the MPharm, students engage in peer review of recorded patient communication sessions, develop skills in feedback and support, and participate in student-led OSCE examinations. They also take part in 'near-peer' teaching and assist in practical laboratory sessions, gaining a deeper understanding of assessment structures and improving their feedback delivery skills. It was reported that peer assessment is moderated and starts at the beginning of year 3. While group projects can be challenging, it is more evident that from those interviewed they are less keen on reviewing or grading peers. There</p> |
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² Miller, G. E. (1990). The assessment of clinical skills/competence/performance. Academic Medicine, 65(9).

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| <p>v) diagnostic and formative assessment opportunities</p> <p>vi) effective and timely feedback</p> <p>vii) clear guidance to students relating to assessment of learning outcomes, with objective reporting on assessments.</p> <p>b) include assessment of:</p> <p>i) professionalism throughout the Professional Degree Programme</p> <p>ii) consultation, counselling and communication skills</p> <p>iii) problem-solving skills, and rational decision-making skills</p> <p>iv) research and critical analytical skills</p> <p>v) interprofessional teamworking and leadership skills.</p> <p>c) include examination of:</p> <p>i) pharmacy law, including within the statutory professional examination at the end of Year five</p> <p>ii) pharmaceutical calculations, to include assessment of competency prior to the Year four practice placement</p> | <p>was more positive engagement and success through practice where there is peer support and all confirmed positivity in supporting each other. It was also reported by students that individual peer marking does not appear to be valued as they believed it had no impact on overall grade result or group mark. Based on this feedback, the accreditation team recommends that the School reviews the operation of peer review.</p> <p>- Critical appraisal, analytical skills and research methods The LTAF Strategy focuses on the development of critical appraisal, analytical skills, and research methods through the principle of lifelong learning. In their first semester, first year students are introduced to some of these skills covering research fundamentals, study design, data management, statistical methods and reading research papers. The focus on critical and analytical skills continues throughout the systems-based modules, with an emphasis on clinical guidelines and evidence-informed treatments.</p> <p>- Integrating science and practice The MPharm curriculum has an integrated and balanced experience of science and practice, following body systems and conceptual approaches. Placements are also integrated throughout the programme.</p> <p>- Working with patients, carers and the public Students are introduced to working with patients, carers, and the public in a phased manner that aligns with their learning stage and curriculum. This starts in year 1 with reviewing video-case patients followed by practice sessions in person-centred care labs where they receive feedback. In years 2 and 3, students continue to develop lab skills, simulation-based learning activities and engage with patients and the public through PPI sessions and completing a longitudinal pharmacy practice placement. In years 4 and 5, students undertake statutory placements. This phased approach, from observation to simulation and finally supervised practice, allows students to develop the necessary skills and confidence before working directly with patients, carers, and the public.</p> <p>- Research informed teaching The RCSI Pharmacist Competency Framework includes the principle of scholar and is reflected in the programme learning outcomes. Research-led teaching through the expertise of academics involved in world-leading research enhances the student experience. Research-</p> |
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| <p>iii) professional competence, via a summative objective structured clinical examination (OSCE), as part of the statutory professional examination at the end of Year five</p> <p>iv) professional competence, by the tutor pharmacist at the end of Year five.</p> | <p>informed and evidence-based approaches are embedded in the curriculum, using structured and spiral methods to expand student knowledge and skills throughout the programme. In later years, students can undertake significant science-based research at an international university through the Erasmus+ Programme. Final year students also conduct a practice-based research project under academic supervision while on placement. Students can also participate in the RCSI Research Summer School or complete an academic placement for their Year 4 APPEL placement to gain further research experience.</p> <p>Assessment Strategy</p> <p>The School holds assessments throughout all semesters of the programme, with critical summative assessments at the end of each semester. The type and number of assessments vary by module, ensuring a consistent and manageable workload for students. Miller's pyramid of competency evaluation is used to align the range of examinations. Early assessments focus on knowledge recall and understanding basic sciences and core pharmacy principles, while later assessments emphasise skill development and concept integration. Examinations like case presentations and critical writing facilitate interpretation and evaluation, while simulations and OSCEs demonstrate learning. MCQs are consistently used in each year with increasing complexity.</p> <p>The curriculum features a progressive schedule of practice-based learning activities, including supervised patient contact sessions and placements throughout the programme. It was noted that GenAI is also having an impact on teaching and assessment and RCSI is looking at how best to teach responsible use of AI. The university has a policy for GenAI, and clear instructions are provided to students on a module basis. The School consistently reviews assessment processes, looking for vulnerabilities and academic integrity training is compulsory for all students. It was noted that there have been cases of academic misconduct related to GenAI, and this remains a key priority. The accreditation team was also briefed on the challenges facing students regarding the weighting of some continuous assessment whereby there was a perception that smaller pieces of credit bearing work took a disproportionate amount of time to complete.</p> <p>- Assessment methods</p> |
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| | <p>The programme uses a variety of assessment methods to effectively evaluate module content. These include MCQs, written assessments, laboratory practical exams, projects, presentations, portfolios, reflections, and OSCEs. Students can submit laboratory write-ups, projects, and portfolio entries online via the VLE. End-of-module written exams are typically up to 3 hours. These exams usually combine multiple-choice and short-note sections.</p> <ul style="list-style-type: none"> - Marking criteria Examination blueprints, model answers, and correcting rubrics are provided by question setters and reviewed by external examiners. Each module is examined twice yearly upon completion along with skills-based examinations. Most end-of-module and lower-stakes exams have a pre-set standard of 50%, with patient care assessments requiring a 70% score. Standard-setting methodologies such as Angoff and Borderline Regression are incrementally applied in skill-based and higher-stakes exams, with a strong emphasis on patient safety. Patient safety issues are flagged with 'yellow cards' for analysis and action. Validated marking rubrics are used for projects and dissertations and provided to students in advance. Competency assessments during placements in years 4 and 5 are mapped to the CCF, with a focus on patient safety. Students cannot pass if there are safety concerns. - Assessments in a pharmacy context All end-of-module examination questions are aligned with the module's learning outcomes and mapped within the Practique online assessment environment to various levels, including discipline, keyword (topic), and module learning outcome. Short note items reflect a person-centred approach within the integrated delivery of the module. In addition to written exams, the curriculum includes practical and skills-based assessments that mirror the practice environment, such as OSCEs, case presentations, dispensing exams, prescription and Kardex reviews, medicines reconciliation exercises, and health promotion initiatives. Competency assessments during placements are conducted within the contemporary practice environment. - Formative assessment The curriculum incorporates various diagnostic and formative assessments tailored to each module's learning outcomes. These include formative MCQs with feedback, mock OSCEs in years 2 and 5, and recorded simulation-based exercises available for review on the LearningSpace portal. Students can also engage in self-assessment using sample short-note |
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| | <p>and MCQ questions from prior exams, with feedback provided by the module leader. Additionally, students undertake two mock Prescribing Safety Assessment (PSA) with feedback before the PSA in year 5. Self-assessment and formative assessment are also part of the competency assessment during placements.</p> <p>- Feedback</p> <p>Feedback is a core component of the programme, embedded using the Feedback Literacy Model. Clear communication about the nature and extent of feedback is provided at the programme, year, and module levels. Depending on the need, a blend of digital and in-person feedback is used. Group feedback is typically given for class activities and end-of-module exams, while small-group feedback has been introduced through a staff-student partnership project for case-based assessments in year 5. Faculty and students engage in individual feedback conversations during competency assessments, projects, dissertations, and with those repeating exams. Module Leads select student feedback on the experiences of students and use it to develop annual quality improvement plans.</p> <p>The accreditation team heard the concerns of some students in relation to feedback on formative assessment whereby there were incidences of results issued but difficulty in seeking appropriate feedback. In particular, it was noted that pharmacy students (unlike medical students) don't have access to past pharmacy papers and the introduction of this resource would be valued. The accreditation team heard more positive acknowledgement of summative feedback and a good reflection of the spiral curriculum where feedback was consistent and offered for all practice-based activities. Under the older curriculum the level of summative feedback had also been positive but more notably, the team was informed that there was also greater accessibility to past papers which does not appear to be the case under the new curriculum (notwithstanding any changes to curriculum or assessment). In order to support the School to address some of the concerns raised the accreditation team recommend that RCSI consider enhancements to feedback processes on formative and summative assessment that provide students with feedback that ordinarily addresses any individual learning gaps.</p> <p>- Assessment of learning outcomes</p> <p>Each module activity begins with a description of its learning outcomes, serving as a guide for how assessments align with the material being taught. All learning outcomes are mapped to</p> |
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| | <p>assessments in the MPharm Learning Outcomes Map. OSCE examinations are formally aligned with the competencies and behaviours outlined in the CCF. Students also receive guidance on assessing these competencies and behaviours during placements.</p> <ul style="list-style-type: none"> - Assessment of professionalism The Professional Development module, offered in years 1 to 5, is non-credit bearing and assessed on a pass/fail basis. These modules are separate from the credit-bearing portfolio components within individual placement modules. The emphasis is on reflection and all assessments across the years use the same rubric. - Assessment of communication skills The curriculum places a strong emphasis on developing communication skills throughout the programme. Consultation and counselling skills are integral components of all OSCE stations, evaluated using a structured framework that includes building supportive therapeutic relationships, exploring patient needs, establishing effective management plans, negotiating safety netting strategies, and demonstrating appropriate consultation behaviours. Students are assessed on their consultation, counselling, and communication skills during the PRE and placements, ensuring they are well-prepared for professional practice. - Assessment of research and critical analytical skills Research and critical analysis skills are integrated in modules throughout the programme and assessed as part of those modules. Two key modules featuring scientific and clinical research skills are undertaken in Years 4 and 5. - Assessment of interprofessional, team working and leadership skills Interprofessional and teamwork activities are integrated throughout the programme. These skills are formally assessed through continuous and end-of-module exams, including OSCEs. Teamwork assessment is a key component in team-based projects and is included in several modules throughout the programme. - Assessment of pharmacy law Pharmacy law and its assessment are blueprinted throughout the programme. Pharmacy law features in modules in each of the five years of the programme and is assessed as part of those modules. |
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| | <p>- Professional Registration Examination</p> <p>The Professional Registration Examination (PRE) is delivered in collaboration with the Pharmacy Schools in TCD and UCC. The examination is a 12-station, fully interactive OSCE, mapped to both the CCF and the Code of Conduct, assessing multiple behaviours at each station. It is also aligned to the clinical divisions of the British National Formulary. The PRE is conducted twice a year, and the content is independently reviewed by a peer-reviewed panel of pharmacists drawn from community, hospital, industry, and regulatory sectors.</p> <p>- Professional competence assessment</p> <p>During year 4 and year 5 placements, students undergo trainer-led assessments to evaluate their professional competencies. Both students and trainers assess performance based on designated competencies and use a supervision-based rating scale which describes the level of professional competency. By the end of year 5, students must be rated as ready for independent practice across all relevant competencies of the CCF to be eligible to sit for the PRE.</p> |
| Compliance with Standard: | The accreditation team is satisfied that this standard has been met. |
| Commendations Recommendations Conditions | <p>The accreditation team recommends:</p> <ul style="list-style-type: none"> • that the School reviews the operation of peer review. • that RCSI considers enhancements to feedback processes on formative and summative assessment that provide students with feedback that ordinarily addresses any individual learning gaps. |

| Standard 6: Quality Assurance and Enhancement | Accreditation Team's Commentary |
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| <p>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> <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>Assessing attainment of the strategy and improving the quality of outcomes</p> <p>The School has a clearly defined approach to quality assurance and enhancement which is represented by the following Quality Cycle.</p>  <p>Figure 6.1 PBS Quality Cycle (SAR, p.131)</p> <p>The Quality Cycle illustrates the interconnected relationship between student experience, quality improvement planning, curriculum review, Marks and Standards review, and the implementation of course delivery and assessment. The key stages are outlined as follows:</p> <ul style="list-style-type: none"> - Student Feedback <p>The Quality Enhancement Office (QEO) coordinates a standardised student feedback process, gathering data through end-of-semester surveys. These results, including quantitative responses and free-text comments, are analysed by the QEO. The School operates a standard and consistent process of analysing student survey data and closing the feedback loop.</p> |

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| <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"> 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 | <p>Each semester, Module Leaders receive a feedback pack that includes survey reports, a curriculum timetable, the module descriptor, and quality improvement plan (QIP) forms. They review feedback, identify consistent issues, and prepare responses based on feedback, discussions, and reports. These responses are sent to the Quality and Operations Manager (Q&O), who creates a QIP for the MPharm Programme with the Deputy Head (Education). The QIP details student-raised issues, responses, timelines, and persons responsible for its implementation. The QIP is also published and student representatives are invited to staff meetings and Staff-Student Liaison Committee meetings to discuss implementation.</p> <p style="text-align: center;">- NUI External Examination Processes</p> <p>External Examiners are appointed to both undergraduate and postgraduate taught programmes to enhance the quality and standard of teaching, examinations, and awards in RCSI. The Qualifications and Quality Assurance (Education and Training) Act 2012, has reinforced the relationship between RCSI and National University of Ireland (NUI). Under current arrangements, external examiners are identified by RCSI and appointments are made by NUI on behalf of the University.</p> <p>External examiners for undergraduate and taught postgraduate programmes are appointed for three years, with possible extensions subject to Academic Council approval. As part of an ongoing quality improvement effort, the university ensures that recommendations from previous years are considered and acted upon, with examiners required to comment on this in their annual reports.</p> <p>Modules co-delivered with other Schools while students are on Year 4 and Year 5 placements involve a collaborative process for external examinership; an academic with a particular interest in pharmacy education is appointed as external examiner for these modules and the PRE.</p> |
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| <p>i) feedback from all stakeholders.</p> <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> | <ul style="list-style-type: none"> - Quality Improvement Planning (QIP) An action plan is created based on feedback from local student surveys and external examiners, in collaboration with all academic contributors. This plan outlines quality improvement actions for the entire programme, specifying the owner of each initiative and the delivery timeframe. The formal document is shared publicly with staff and students. - Curriculum Review The curriculum undergoes an annual review and revision process. All changes are recorded and reported in the curriculum documentation published before the new academic year begins. This review is informed by the QIP from Student Feedback Surveys and external examiner feedback. The revised curriculum was introduced in the 2022/23 academic year following a comprehensive review and reform of the MPharm programme from 2019 to 2021. These changes were informed by feedback from various stakeholders, including staff, students, external examiners, the External Advisory Committee, other healthcare professionals, senior external academics, alumni, students, patients, and the public. The PSI Accreditation Report from 2020 also contributed to the review process. The proposed changes were submitted to the A&QC, NUI, and the PSI for approval. - Marks and Standards Marks and Standards for each year of the MPharm and other relevant programmes are reviewed annually before the next academic year begins. Any curriculum revisions that affect assessment mechanisms or marking are incorporated into the revised Marks and Standards document. This review process is informed by the agreed curriculum, the QIP, input from Module Leads, and oversight by the MPharm team. - Course Delivery and Assessment The programme is delivered according to the agreed curriculum documentation and assessed in line with Marks and Standards. Student feedback on course delivery and assessment is collected at the end of each semester through surveys. |
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| | <p>Quality Assurance Processes</p> <p>The QEO is proactive in the approach to quality assurance and coordinates these processes within the University, operating under the University's Quality Assurance Framework. The RCSI Quality Assurance Framework presents a comprehensive description of the structures, policies and procedures that have been implemented in the institution to assure and enhance the quality of its educational and training provision, and to demonstrate the quality to internal and external stakeholders. Three types of quality review are employed within the University:</p> <ol style="list-style-type: none"> 1. Statutory Institutional Reviews of the University are conducted periodically by independent international teams convened by the Quality and Qualifications of Ireland (QQI). QQI is responsible for approving RCSI's quality assurance policies and procedures and periodically reviewing their effectiveness. RCSI, as a designated awarding body (DAB) under the Qualifications and Quality Assurance (Education and Training) Act 2012, periodically undergoes institutional review by QQI. RCSI concluded its most recent review in 2023 where the review team commended the university's commitment to high-quality education, inclusivity, diversity, student engagement, and support. 2. Internal 'rolling' reviews of academic and non-academic (service) units within the University As a DAB, RCSI reviews the effectiveness of its internal quality assurance (QA) policies and procedures through cyclical reviews of Schools, Faculties, and professional support units, including international programmes and branch campuses. QA reviews are driven by self-assessment and a focus on quality enhancement, in line with relevant legislation and standards. The QEO conducts 'rolling' internal quality reviews (IQRs) under policies aligned with QQI guidance and the Standards and Guidelines for Quality Assurance in the European Higher Education Area. 3. Programmatic reviews undertaken by the A&QC of all programmes leading to the award of degrees. |
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| | <p>The A&QC is responsible for programmatic reviews of RCSI programmes that lead to awards/qualifications in the NFQ. These reviews are conducted jointly with the NUI and have been implemented on a stratified sampling basis since the 2013-2014 academic year. A Programme Review is a specialised exercise that focuses on the quality assurance arrangements for existing programmes in a specific discipline or subject areas, benchmarked to international best practices. The resulting report assesses whether the programme meets minimum standards and can also recommend improvements.</p> <p>Student, Trainer and Staff contribution to Quality Assurance</p> <p>A range of internal stakeholders including staff and students contribute to quality assurance and enhancement processes. The QEO office collects quality-related institutional data based on the feedback by a range of internal stakeholders including staff and students who contribute to quality assurance and enhancement processes.</p> <ul style="list-style-type: none"> • Students: a standardised student feedback process is arranged by QEO to capture data on all areas of the programme through end-of-semester surveys. The results, including quantitative responses and 'free-text' comments, are analysed and used to create an action plan for each module. These plans are compiled into a master QIP for implementation in the following academic year. • Quality Enhancement Repository: Since 2022/23, the QEO has implemented a repository to store QIPs from all academic units within RCSI. Each School is required to highlight three examples of good practice and enhancements introduced based on their QIPs. • Trainers: There is a recognised need for a robust feedback system for both students and trainers, particularly regarding experiential placements. APPEL has developed an evaluation tool administered to all students at the end of each Experiential Learning Placement. Trainer pharmacists also provide feedback on their training experience. This process is managed by the QEO on behalf of APPEL. Here, a Quality Improvement (QI) Log of feedback collected by Practice Educators during quality |
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| | <p>assurance contact is recorded. This helps identify best practices and areas of concern, enabling the implementation of QIPs and risk reduction.</p> <ul style="list-style-type: none"> • Academic staff play a key role in quality assurance processes. The role of Module Leaders in the analysis of student feedback surveys and module assessment results has been described earlier. Specific feedback from MPharm staff is reviewed and considered by the School. Staff meetings are held every six weeks during term time, where updates on various activities and issues are reported, and any concerns can be raised. Staff are also represented on the Leadership Team, with one elected member and one appointed by the Head of School, serving two-year terms. • Student Partnership: RCSI is dedicated to enhancing student partnership and has appointed a Deputy Dean for Student Engagement to lead this initiative. The establishment of a student engagement and partnership charter, developed with student involvement, demonstrates the importance of collaboration between students and staff in shaping education programmes and support systems. The charter is intended to ensure student involvement in committees, events, and other collaborations and to empower them as co-creators of their learning experience. The Students' Union (SU) ensures student representation and voice across the university and is part of the Student Engagement and Partnership Committee. The Postgraduate Student's Union (PGSU) also works to maintain good relations between postgraduate students and the university and is also represented on the Student Engagement and Partnership Committee. Both undergraduate and postgraduate students are represented at the Medicine and Health Science Board (MHSB), the governing authority on degree-awarding activities and the Academic Council, with the SU President and Education Officer included as ex-officio members. <p>Tracking student performance</p> <p>Student proficiency is continuously reviewed, recorded, and managed through ongoing assessments as outlined in the Marks and Standards. The Registry centrally tracks student</p> |
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| | <p>performance through Quercus. Core competencies are formally assessed by trainers in the workplace through a structured process (see Standard 5).</p> <p>Reporting changes to the PSI</p> <p>Any substantial changes to the curriculum are determined at the end of each academic year and are based on a QIP and any revisions to the Marks and Standards for the upcoming academic year. Revised Marks and Standards are submitted to the Academic Council for recommendation to the RCSI Medicine and Health Science Board. Any material academic and resourcing changes proposed are summarised in the Annual Report submitted by the Head of School to the PSI. Any significant curriculum changes are submitted to the PSI for approval before being introduced.</p> <p>Mechanisms to monitor resources</p> <p>The Head of School (HoS), supported by the Leadership Team (LT), is responsible for monitoring resources for programme development and delivery, including personnel, IT, and organisational structures. Reviews occur following significant leadership changes or recommendations from quality reviews. Resource requirements are managed through the annual business planning process, departmental development planning (DDP), and a five-year financial forecasting model. Proposals for additional resources or infrastructure are presented to the Senior Management Team (SMT) for approval.</p> <p>The HoS leads the implementation of actions from the business plan, with local implementation delegated to LT members.</p> <p>Monitoring Support Services</p> <p>The School relies on strong collaboration with university support service units to deliver the MPharm programme. Support service units also undergo Internal Quality Reviews (IQRs), where feedback is collected from the School to triangulate the quality and effectiveness of the services provided. Student feedback surveys also gather input on satisfaction with services and facilities.</p> |
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| | <p>Monitoring Information Technology</p> <p>The School has appropriate IT resources that function effectively, including hardware and software resources. All staff and students are provided with a laptop at the start of the programme, with no replacements available to promote sustainability. Key resources include Moodle (VLE) and Quercus (student records management system). During the Covid-19 pandemic, the university invested in software for interactive online teaching, such as Blackboard Collaborate, which remains available. Additionally, the university uses Practique for secure assessment delivery, enhancing the quality of written and OSCE examinations.</p> |
| Compliance with Standard: | The accreditation team is satisfied that this standard has been met. |
| Commendations Recommendations Conditions | The accreditation team commends RCSI in relation to the processes put in place to gather and address module and programme feedback issues. |

| Standard 7: Students | Accreditation Team's Commentary |
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| <p>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. 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 | <p>Admission and progression policies</p> <p>RCSI has developed equality, diversity, and fairness as core principles of its educational philosophy. The university aims to ensure that its educational programmes are accessible to all prospective applicants and maintain non-discriminatory policies and procedures. These policies (published on the RCSI website) are regularly reviewed to monitor the standards of equality, diversity, and fairness in the MPharm's entry and progression standards. It is noted that a commitment by the university to widen access and foster a more socially inclusive learning environment has led to a significant increase in the diversity of the MPharm student population since the last PSI accreditation.</p> <p>Requirements and student expectations for admission</p> <p>Information on access routes and entry requirements is available on the university's website.</p> <ul style="list-style-type: none"> • EU School Leavers apply through the CAO system, which allocates places based on school exit examination scores. The highest-scoring candidates receive offers first until all places are filled. Applicants eligible for HEAR or DARE also apply via the CAO system. • European Union Graduate / Mature and Pharmacy Technician Applicants to the School apply directly to RCSI and are processed by the Admissions Office. Competitive candidates are shortlisted and interviewed to assess their communication skills, commitment, and understanding of the pharmacy profession. After the interview, candidates may receive an unconditional offer, a conditional offer, a waitlist letter, or a regret letter. Unsuccessful candidates can seek feedback from the Admissions Office. <p>In June 2024, the PSI confirmed that it is permissible to recognise prior learning (RPL) and establish a pathway for advanced entry into Year 2 of the programme, in line with EU Directive 2005/36/EC. The RCSI regulations for RPL are currently under review to enable this advanced entry, supporting the framework to widen diversity. It is noted that RCSI plans to engage with the PSI once all necessary information is prepared to ensure compliance.</p> |

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| <p>c) incorporate a fair and just complaints and appeals process with regard to progression on the Professional Degree Programme</p> <p>d) specify how professional requirements, including fitness for practise, appropriate for the professional programme are met.</p> <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> <p>a) Orientation</p> <p>b) identification of individual support needs</p> <p>c) provision of support for personal, academic, general welfare and careers matters</p> <p>d) support for the in-practice placements within the Professional Degree Programme to ensure a good learning experience</p> <p>e) access to pharmacy professionals throughout the programme who are able to act as role models</p> <p>f) a student complaints policy and procedures.</p> <p>3) Student Guidance</p> | <p>Students are informed about all policies affecting their progression through the programme, including the requirements for successful completion in alignment with the CCF, prior to admission through the student agreement.</p> <p>Complaints and appeals processes</p> <p>RCSI operates a rigorous examinations process, which it considers as fair and transparent, including an objective appeals procedure. The criteria for progression and completion of the degree programme are detailed in the Marks and Standards document, available to students on the VLE.</p> <p>Examinations undergo internal moderation and external examiner review. Exceptional circumstances, defined as serious and extraordinary situations outside a student's control, may be considered by the examination board. Students can apply for consideration under the Exceptional Circumstances Policy, with applications assessed by an independent panel to maintain confidentiality. Students may appeal examination board decisions based on exceptional circumstances not known at the time or procedural irregularities, as outlined in the RCSI Appeals Policy. The university also has a Student Complaints Procedure.</p> <p>RCSI is committed to providing access and fair assessment for students with disabilities, who are advised to contact the Learning Access and Facilitation Service to ensure special arrangements or arrange reasonable accommodations.</p> <p>Professional requirements for admission and progression</p> <p>An offer of a place on an undergraduate programme at RCSI includes an Undergraduate Student Agreement (see Standard 5), requiring students to comply with all university regulations. Fitness to practice is managed through established policies and procedures included under Standard 1 and 2.</p> <p>Student Support</p> |
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| <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>The School provides a comprehensive Induction and Orientation Programme for new students over the first three days of the academic year. This includes presentations and organised activities to introduce various functions such as Health Services, Library Facilities, Societies and Sports, Student Support and Welfare, and Health & Safety. Students also receive instructions on using the VLE and Exam software, along with activities focused on time management, self-care, and wellbeing. Led by the HoS, the students are introduced to the key components and learning outcomes of the programme for the year. The programme is designed to help students transition to third-level education, adapt to new teaching styles, and manage their time effectively. Additional support is provided for students from different geographies who may face challenges adapting to a new culture. Core events are scheduled in students' calendars, supplemented with optional activities to promote networking across the university.</p> <p>Identification of individual support needs</p> <ul style="list-style-type: none"> • A Personal Mentor is assigned to each student from the academic staff. Personal mentors are expected to meet formally with their students once per semester to check on their progress, offer support and address any issues. Students can also request additional meetings as needed. The role of the personal mentor is to provide guidance on academic progress and support needs, acting as the first point of contact for both academic and pastoral matters. They may also refer students to specialist support services and provide references for professional aspirations. The role and responsibilities of personal mentors are detailed in a student/staff handbook, and the scheme includes regular faculty development. Based on some initial student feedback, the accreditation team found that engagement with personal mentors was mixed. For some it was very positive where the mentor would check in regularly but for others it was more sporadic. There was the sense that the level of engagement was at times personality driven and for some there was some confusion as to who their mentor was and what their expectations should be of staff in these roles. Based on this feedback from students, and conscious that there wasn't later opportunity to explore this feedback with the School representatives, the accreditation team recommends consistency in the operation of the |
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| | <p>personal mentor system and ensuring that the students are pro-actively supported, particularly in the first year.</p> <ul style="list-style-type: none"> - Academic support is provided by the academic staff leading and contributing to modules. Module Leaders are responsible for the academic direction and performance of their modules, including monitoring and addressing individual student attainment issues. Students can also be referred to academic development supports. - Provision of support for personal, academic, general welfare and careers matters RCSI supports student welfare and well-being, recognising the need for additional support and guidance throughout the five-year programme. It has established a student hub – CoMPPAS - that centralises and integrates student support and curricular development activities. This comprises a multidisciplinary team of specialists working together to help students achieve their personal, academic, and professional goals. The vision of CoMPPAS is to foster personalised student learning, well-being, and success in an inclusive environment, promoting leadership and community building. It aims to deliver an integrated and responsive student support experience, balancing confidential individual interventions with the development of personal and professional capacity, and highlighting the core competency of professional self-care. - An Academic Development Officer is responsible for creating an innovative, collaborative, and student-centred academic support system. This role has two main objectives: academic advising and academic development, aimed at helping students become self-sufficient in their learning. This includes a Peer Led Mentoring Team, consisting of circa. 90 students, which provides academic and clinical skills tutorials, fostering knowledge transfer and developing leadership and teaching skills among peer tutors. - Learning Access & Facilitation (Disability) Service (LAFS) offers confidential advice and practical support to students with disabilities, significant medical conditions, or learning difficulties. Their services and reasonable accommodations aim to eliminate |
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| | <p>substantial disadvantages or impairments to learning. LAFS actively participates in the DARE/HEAR practitioners' group and DAWN (Disability Advisors Working Network) to ensure best practices in supporting students. The School collaborates closely with LAFS to meet the individual needs of students, aligning with the strategic goal of increasing diversity. Students are also reminded of their responsibility for self-care, as outlined in the Code of Conduct, and are encouraged to self-identify if they need support.</p> <ul style="list-style-type: none"> - Student Welfare & Wellness Service Four Student Welfare Officers, who are central to an integrated student support framework, provide support to students. They provide direct confidential support, guidance, and referrals to specialist services and apply interventions to promote student well-being and effective engagement. A confidential database is also maintained to monitor service patterns and student needs, and they support RCSI regulatory processes such as Appeals, Exceptional Circumstances, Leave of Absences, and Professionalism procedures. <p>In terms of other services, all students have access to:</p> <ul style="list-style-type: none"> • Mercers GP Service: all students are provided with free general practice care • RCSI Counselling Service: a fully funded counselling service for students, managed by Clinical Psychology Service Ltd (CPSL). Confidentiality is strictly maintained, with no communication between the service and RCSI unless there is a safeguarding issue or a student requests additional support. Annual anonymised reports are provided on service usage and student needs, aiding in welfare planning. • RCSI Psychiatry Service: Psychiatric services are also provided, without cost, through two experienced university-hospital based consultant psychiatrists independent of RCSI. • Student Assistance Programme (CSAP) is a 24/7 confidential service providing specialist information, counselling, and personal development support. It offers quality information on various issues and provides access to free resources, online courses, and |
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| | <p>tools on topics like wellness, resilience, relationships, and more through the RCSI CSAP portal.</p> <ul style="list-style-type: none"> • Student Welfare Campaigns and Skills Development: The CoMPPAS Welfare team collaborates with various RCSI units, departments, and SU officers to develop and deliver initiatives promoting student well-being. Some of these include Health & Well-Being Week, the #Littlethings Campaign, Say No to Racism, Morale Boosters during exams, and the #RCSIWelfareBear Social Media Ambassador. They have facilitated safeTALK suicide awareness training and incorporated Mental Health First Aid Training into the MPharm programme. • Consent and Bystander Training: RCSI has a programme to promote positive sexual health and behaviour. All incoming students now complete online consent training and Bystander Intervention training during Orientation. • Financial Assistance is offered to students who face financial difficulties due to unforeseen events. The Student Services Office manages financial supports, including the Student Assistance Fund for full-time EU students, and the RCSI Hardship Fund for non-EU students, especially undergraduates with financial challenges. RCSI also advocates for students to receive SUSI grants and other awards. • Career Development: The Careerhub team help students build career goals that include personal and professional development. They collaborate with the School to tailor services to students' career journeys and provide career guidance through the Professional Development module in years 1-5. Supports are offered to students regarding CV workshops, interview workshops, one-on-one clinics, and mini-mock interviews. The team is available to students up to three years post-graduation. <p>Support for the in-practice placements within the Professional Degree Programme to ensure a good learning experience</p> <p>The in-practice placements for 2nd, 4th, and 5th year students are coordinated by APPEL and Practice Educators support students and trainers before, during, and after placements. Students attend lectures on the matching process, receive handbooks, and participate in pre-</p> |
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| | <p>placement preparation. Trainers complete training, and quality assurance calls are made during placements. Mid-placement check-ins and post-placement debriefs are conducted to gather feedback and improve the process. APPEL also has procedures for handling critical incidents during placements.</p> <p>During placements, Practice Educators conduct calls with students via MS Teams to ensure smooth progress and address any concerns. They also contact trainers for feedback on student progress. At the end of 2nd and 4th year placements, students attend a post-placement debrief to reflect on their experiences and share with classmates. These sessions, along with post-placement surveys, provide valuable feedback for Practice Educators to improve future placements. The APPEL Policy and Procedures outline how to record and notify the institution of any critical incidents impacting students during placements.</p> <p>Access to pharmacy professionals who are able to act as role models</p> <p>The School has grown significantly and has increasing student numbers. A strategic priority is to ensure there is sufficient access to pharmacy professionals throughout the programme who may act as role models. To this end there has been a significant number of additional pharmacy professionals and technicians recruited (see Standard 3). These professionals provide authentic teaching, placement, and research opportunities. Trainer pharmacists also play a crucial role in longitudinal community pharmacy placements, enhancing role modelling for students (see Standard 2).</p> <p>Student complaints policy and procedures</p> <p>RCSI has a formal complaints policy for students to address issues with peers, staff, supervisors, placements, projects, or procedures. The policy outlines in detail the proper handling of misconduct and breaches of regulations. The APPEL Complaints Policy and Procedure outlines the process for handling and resolving complaints related to placements.</p> |
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| | <p>Student Guidance on personal and professional development – extra-curricular activities, travel opportunities and work experience</p> <ul style="list-style-type: none"> - Student engagement in extra-curricular activities is promoted by the university in a wide range of extra-curricular activities, including 35 clubs, 50 societies, and various events like the interprofessional and student led, Teddy Bear Hospital. These activities foster relationships across different programmes and years, emphasising the importance of social learning highlighted in the RCSI IPL Strategy. - Travel opportunities are crucial for students' personal and professional growth. The RCSI Erasmus team has been actively working to re-establish these opportunities post-Covid-19, offering Erasmus+ placements in France, Italy, and Spain, as well as international opportunities in Qatar and Japan. - Summer Placement Work: The School supports students in obtaining valuable summer placements. Many students work in community pharmacies during holidays. Clinical partnerships enhance students' understanding of hospital pharmacists' roles. Year 4 students with industrial placements may extend their 4-month statutory placement to 6 months with additional holiday work. The Boots Summer Placement Programme is an 8-week paid opportunity for 1st, 2nd, and 3rd year pharmacy students. - Research Summer School: The RCSI Research Summer School aims to develop research skills in undergraduate students through two competitive programmes. The 4-week taught research skills programme includes lectures, workshops, practicals, and project work. The 8-week RSS Project programme allows students to complete a research project with a €2k stipend and consumable support. Projects can be in academic or clinical settings, with partnerships at various hospitals and regulatory sites. Students receive support from supervisors and are encouraged to engage in professional activities. The programme concludes with a final report and presentations at the International Conference for Healthcare and Medical Students (ICHAMS) and other conferences. |
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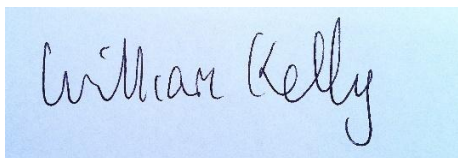
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| | <p>Citizenship</p> <p>In order to promote citizenship, pharmacy students are actively encouraged to engage with a wide range of representative associations, including:</p> <ul style="list-style-type: none"> - The Pharmacy Society is the representative body recognised by the School to represent the pharmacy student body at RCSI. The committee executive is composed of third-year students. The Pharmacy Society is aligned with the Irish Pharmaceutical Students Union and the European Pharmaceutical Students Association, encouraging students to join the latter. - RCSI Student Union is an annually elected body of 8 officers representing the collective student body. It acts as a bridge between faculty/administration and students, ensuring student voices are heard on various topics. The SU is generally interprofessional and affiliated with the Union of Students in Ireland. - International citizenship: International education is described as fostering understanding, respect, and engagement across cultures. RCSI has established the International Citizenship Award (ICA) Programme to enhance students' cultural experiences. This longitudinal programme encourages students to develop skills, values, and attitudes for working in diverse healthcare environments. Participants complete a portfolio of extracurricular activities and submit reflections on their development in areas like leadership, social engagement, and global concerns. - Volunteering: RCSI is dedicated to giving back to communities both locally in Ireland and abroad. Staff and students participate in various community and educational programmes, continuously seeking to further humanitarian goals and support student volunteers. An example of local community engagement is the REACH RCSI Programme, which promotes recreation, education, and community health. - The REACH RCSI Programme is a unique Community Outreach and Access initiative. It promotes recreation, education, and community health, aiming to enhance life chances for those underrepresented at third level, particularly from Dublin's South Inner City. The programme partners with DEIS schools, youth and community groups to deliver educational initiatives like Junior and Leaving Certificate Grinds Club, |
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| | Science Workshops, Sports and Health programmes, and an Education Information Service. RCSI student-volunteers play a crucial role in the programme's success. |
| Compliance with Standard: | The accreditation team is satisfied that this standard has been met. |
| Commendations Recommendations Conditions | The accreditation team recommends consistency in the operation of personal mentor system and ensuring that the students are pro-actively supported, particularly in the first year. |

Additional Commentary

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

During discussions, the accreditation team was satisfied that RCSI, in line with statutory and regulatory amendments, was well informed of the requirements to be implemented which are clear, mapped in the curriculum and focused on promoting a culture of patient safety. RCSI confirmed that an open disclosure working group had been established and will manage the drafting and rolling out of relevant policy, procedures and guidelines. It was also confirmed that mandatory training on the new regulations and legislative requirements would be rolled out for all stakeholders, with guidance from the PSI.



Signed: _____ Date: 26 May 2025

(Chairperson)

Appendices

Appendix 1

Documentation provided by Royal College of Surgeons in Ireland, School of Pharmacy and Biomolecular Sciences in support of the Self-Assessment Report, submitted for the purposes of PSI accreditation of the five-year fully integrated Master of Pharmacy degree.

A APPEL Report for RCSI

B Annual Reports

- B1 Faculty of Medicine Health Sciences Annual Report 2023-24
- B2 RCSI Annual Report 2023-24
- B3 RCSI Annual Report to PSI 2023
- B4 RCSI Annual Report PSI 2022
- B5 PBS Annual Report July 2023-2024

C Academic Promotions and Development

- C1 Master of Pharmacy Programme Roles and Responsibilities
- C2 PBS Faculty Development Programme Strategy Document
- C3 PBS Honorary Faculty 2023-24

D Admissions

- D1 Code of Conduct (postgraduate scholars) 2024-25
- D2 Joint Schools Undergraduate Code of Conduct 2024-25
- D3 EU Prospectus 2025
- D4 International Undergraduate Prospectus 2025
- D5 Undergraduate Admissions Policy
- D6 Undergraduate Admissions Complaints and Appeals Process
- D7 Fitness to Practice Information
- D8 RSA Undergraduate Student Agreement 2024-25
- D9 Statement of Infectious Diseases and General Health Procedures
- D10 Recognition of Prior Learning (RPL)
- D11 PSI Letter re Advanced Entry 2024

E Assessment

- E1 Exceptional Circumstances Policy (postgraduate students)
- E2 Exceptional Circumstances Policy (undergraduate students)
- E3 MPharm Learning, Teaching, Assessment and Feedback Strategy 2024-27
- E4 MPharm Student Progression Data
- E5 MPharm Marks And Standards Year 1-3 2024-25
- E6 MPharm Marks And Standards Year 4-5 2024-25
- E7 RCSI Learning Teaching and Assessment Strategy 2023-27

F Curriculum

- F1 MPharm Delivery Framework Curriculum Assessment 2024-25
- F2 MPharm Delivery Framework Curriculum Assessment 2025-26
- F3 MPharm Delivery Framework Experiential Learning 2024-25
- F4 MPharm Delivery Framework Experiential Learning 2025-26
- F5 MPharm years 1-3 Curriculum Document 2024-25
- F6 MPharm years 4-5 Curriculum Document 2024-25

- F7 RCSI Pharmacy Professionalism Definition
- F8 MPharm Learning Outcomes Map 2024
- F9 PSI Core Competency Framework
- F10 MHSB Approval for MPharm Major Changes
- F11 H.McCarthy - External review of revised MPharm changes
- F12 MPharm Academic Calendar Sample Timetable Y2 CV module
- F13 MPharm Academic Calendar Sample Timetable Y5 DMCC module
- F14 MPharm Academic Calendar Sample Timetable Y1 MP2
- F15 MPharm Academic Year Dates 2024-25

G CVs - Leadership Head and Deputy Heads

- G1 CV Prof Helena Kelly - Head of School
- G2 CV Prof B Kirby - Deputy Dean (ICPI, China)
- G3 CVS Dr B Ryan - Deputy Head (Programme Innovation)
- G4 CV Prof J Strawbridge - Deputy Director (Education)
- G5 CV Prof S Kerrigan - Deputy Director (Research)

H External Examiners

- H1 2024-25 External Examiner Registration Form
- H2 External Examiner Report Template 2023-24
- H3 Regulations for the Appointment of External Examiners Taught and Research (Nov '21)
- H4 NUI Policy on Extern Examiners
- H6 External Examiners Feedback
 - H6.1 2020-21 Catherine Tuleu – Pharmaceutics (Pharmacy)
 - H6.2 2020-21 Dai John (Pharmacy Practice)
 - H6.3 2020-21 David Wright (Pharmacy Practice)
 - H6.4 2020-21 Raj Thakur (Pharmaceutics)
 - H6.5 2020-21 Singridur Suman (Chemistry)
 - H6.6 2021-22 Claire Anderson (Pharmacy Practice)
 - H6.7 2021-22 Dai John (Pharmacy Practice)
 - H6.8 2021-22 Singridur Suman (Chemistry)
 - H6.9 2021-22 Raj Thakur (Pharmaceutics)
 - H6.10 2021-22 Catherine Tuleu – Pharmaceutics (Pharmacy)
 - H6.11 2021-22 David Wright (Pharmacy Practice)
 - H6.12 2022-23 Marie Boyd (Life Sciences)
 - H6.13 2022-23 Nikoletta Fotaki (Pharmaceutics)
 - H6.14 2022-23 Dai John (Pharmacy Practice)
 - H6.15 2022-23 Sharon Haughey (Pharmacy Practice)
 - H6.16 2022-23 Singridur Suman (Chemistry)
 - H6.17 2022-23 Raghu Thakur (Pharmaceutics)
 - H6.18 2022-23 Ruth Edwards (Pharmaceutics)

I HEI and School Strategy

- I1 PBS Strategic Plan 2019-2024
- I2 PBS KPIs Strategy 2019_2024
- I3 PBS Strategic Plan 2024-2028
- I4 RCSI Strategic Plan 2018-2022
- I5 RCSI KPIs 2018
- I6 RCSI Strategic Plan 2023-2027
- I7 IPL Strategy Update

J HEI Governance Documents

- J1 ToR A&QC and Membership (July 2024)
- J2 ToR Academic Council Membership (Sept 2024)
- J3 ToR Heads of Schools Committee (2024)
- J4 ToR Medicine and Health Science Board (Nov 2024)
- J5 ToR RCSI School of Medicine Executive

K Policies and Procedures

- K1 Appeals Regulations
- K2 APPEL Joint Schools Code of Conduct
- K3 Blood Borne Viruses (BBV) Policy
- K4 CCTV Policy
- K5 Data Protection Policy
- K6 Disability Policy
- K7 Disciplinary Regulations (Student)
- K8 Drug Alcohol Regulations for Students
- K9 Examinations and Assessment Regulations 2024
- K10 Independent Appeals Commissioner Policy
- K11 Infectious Diseases and General Health Policy
- K12 IT Acceptable Usage Policy
- K13 Leave of absence Policy
- K14 Library Policy
- K15 RCSI Fitness to Study Policy
- K16 Student Complaints Procedure
- K17 Student Dignity and Respect Policy
- K18 Student Vetting (Police clearance) Disclosures Policy

L Quality Process

- L1 A&QC Programmatic Review Guidelines
- L2 Quality Committee ToR
- L3 RCSI Quality Assurance Framework
- L4 RCSI Institutional Review Report 2024 (CINNTE)
- L5 RCSI Implementation Plan 2024 (CINNTE)
- L6 School of Pharmacy and Biomolecular Sciences Peer Review Group Report 2022
- L7 PBS Quality Improvement Plan 2022
- L9 SOP_009_Quality Improvement Planning Process
- L11 Quality Improvement Plan 2024/25
- L10 Student Survey Data
 - L10.1 y1_mpharm_dub_s1_2324_summary_quantitative
 - L10.2 y1_mpharm_dub_s2_2324_summary_quantitative
 - L10.3 y2_mpharm_dub_s1_2324_summary_quantitative
 - L10.4 y2_mpharm_dub_s2_2324_summary_quantitative
 - L10.5 y3_mpharm_dub_s1_2324_summary_quantitative
 - L10.6 y3_mpharm_dub_s2_2324_summary_quantitative
 - L10.7 y4_mpharm_dub_s1_2324_summary_quantitative
 - L10.8 y4_mpharm_dub_s2_2324_summary_quantitative
 - L10.9 y5_mpharm_dub_s1_2324_summary_quantitative

M School Governance Documents

- M1 ToR PBS MPharm team
- M2 ToR Leadership Committee

- M3 ToR PBS External Advisory Board
- M4 Head of School of Pharmacy Candidate Information pack
- M5 JD Deputy Head of School (Education)
- M6 JD Deputy Head of School (Research)
- M7 JD Deputy Head of School (Programme Innovation)
- M8 JD Head of Academic Operations
- M9 JD Quality and Operations Manager
- M10 JD Head of Laboratory Operations

N Student Support & Development

- N1 PBS Framework for Widening Participation and Diversity in Pharmacy Education 2024-2028
- N2 Learning Access & Facilitation Services
- N3 Orientation Schedule Undergrad Phys_Pharm_ATT_2024
- N4 Student Engagement and Partnership Agreement
- N5 PBS Sample publications with Students
- N6 Faculty Mentoring Student & Mentor's Guide 2023-2024
- N7 PBS MPharm and ATT Student Handbook

O Miscellaneous

- O1 School of PBS Equipment Inventory
- O2 PBS Education Research Publications

Appendix 2

Agenda of the Onsite Accreditation Visit to RCSI, February 2025

**Accreditation Visit for the Five-Year Fully Integrated Master's Degree
Programme in Pharmacy provided by the Royal College of Surgeons in
Ireland (RCSI)**

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

AGENDA

Tuesday, 4 February – Thursday, 6 February 2025

| | | | |
|----------------------|-------------|---|-----------------------------------|
| | | Day One: Tuesday, 4 February at the PSI House, 15-19 Fenian Street, Dublin 2 | |
| 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 the RCSI. 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: Billy Kelly</i> |

Day Two: Wednesday, 5 February 2025

RCSI

| Agenda No | Time/Venue | AGENDA ITEM | STANDARDS |
|-----------|---------------|---|---|
| 1. | 8:30 – 9:00 | Private meeting of the Accreditation Team. | |
| 2. | 9:00 – 10.30 | <p>Meeting with Head of School and Team responsible for the programme</p> <ul style="list-style-type: none"> Welcome and introductions. Presentation by the Head of School (15 mins max). Overview of programme developments since the last accreditation visit. Overview of the strategic plan for the College and School. <p>RCSI Attendees: Helena Kelly (Head of School), Judith Strawbridge (MPharm Programme Director), Shane Cullinan (MPharm Deputy Programme Director, Year 1 Lead), Damir Vareslija (Year 2 Lead), Stephanie Annett (Year 3 Lead), Matthew Lynch (Year 4 Lead), Michelle Flood (Deputy Programme Director), Frank Moriarty (Year 5 Lead), James Barlow (Programme Director for Assessment), Kevin Smith (Quality and Operations Manager)</p> | 1-8 (particular focus on standard 1) |
| 3. | 10.30 – 10:45 | Private meeting of accreditation team. | |
| 4. | 10:45 – 11.45 | <p>Meeting with RCSI representatives involved in Leadership, Organisation and Governance.</p> <p>RCSI Attendees: Tracy Robson (Deputy Vice Chancellor for Academic Affairs and SMT), Judith Gilroy (Associate Director for Academic Affairs) Barry Holmes (Director of Human Resources and SMT), Helena Kelly (Head of School), Aisling Reast (Head of Quality Enhancement Office), Dr Muirne Spooner (Academic Director of Admissions)</p> | Standard 2 |
| 5. | 11:45 – 12:00 | Private meeting of accreditation team. | |
| 6. | 12:00 – 12:30 | <p>Tour of School of Pharmacy.</p> <p>RCSI: Michelle Scott – No26, Science Lab (John O’Brien) KPL (Sheenagh McCarthy)</p> | |
| 7. | 12.30 - 13.30 | Lunch | |
| 8. | 13:30 – 14:30 | <p>Meeting with RCSI representatives involved in Resources.</p> <p>RCSI Attendees: Helena Kelly (Head of School), Mark O’Dea (PBS HR Partner), Collette Power (Head of Operations, Estates and Support Services), Shane Cullinan (Deputy Programme Director), John O’Brien (Head of Laboratory Operations), Graeme Sullivan (PBS Faculty Development Programme Liaison Officer), Michelle</p> | Standard 3 |

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| | | Scott (RCSI PPI in Education Lead), Kevin Smith (Quality and Operations Manager). | |
| 9. | 14:30 – 14:45 | Private meeting of accreditation team. | |
| 10. | 14:45 – 15:45 | Meeting with relevant staff who will be involved in coordination and quality assurance of practice placements with APPEL. RCSI Attendees: Anne Teresa Morgan (Practice Educator), James Horan (Practice Educator), Michelle Flood (Deputy Programme Director), Matthew Lynch (Year 4 Lead). APPEL Representatives: Katherine Morrow (Director of APPEL) | |
| 11. | 15:45 – 16:00 | Private meeting of accreditation team | |
| 12. | 16:00 – 17:00 | Meeting with RCSI representatives involved in Curriculum: Structure and Evaluation RCSI Attendees: Judith Strawbridge (Programme Director), Shane Cullinan (Deputy Programme Director Year 1 Lead), Damir Vareslija (Year 2 Lead), Frank Moriarty (Year 5 Lead). Steve Kerrigan (Deputy Head of School (Research)) | Standard 4 |
| 13. | 17:00 – 17:15 | Private meeting of accreditation team. | |

Day Three: Thursday, 6 February 2025

RCSI

| Agenda No | Time/Venue | AGENDA ITEM | STANDARDS |
|-----------|--------------|--|------------|
| 1. | 8:45 – 9:00 | Private meeting of the Accreditation Team. | |
| 2. | 9:00 – 10:00 | Meeting with RCSI representatives involved in Curriculum: Teaching, Learning and Assessment. RCSI Attendees: Michelle Flood (Deputy Programme Director), James Barlow (Academic Director for Assessment), Grainne Cousins (Associate Professor), Stephanie Annett (Year 3 Lead) Christine McAuliffe (PBS IPL Lead) John Hayden (Senior Lecturer) | Standard 5 |

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| 3. | 10.00 - 10.15 | Private meeting of the Accreditation Team. | |
| 4. | 10:15 – 11.15 | Meeting with RCSI representatives involved in the Quality Assurance and Enhancement. RCSI attendees: Aisling Reast (Head of Quality Enhancement Office), Richard Arnett (Director of Psychometrics) Judith Strawbridge (Programme Director) Matthew Lynch (Year 4 Lead) Kevin Smith (Quality and Operations Manager) | Standard 6 |
| 5. | 11:15 – 11:30 | Private meeting of accreditation team. | |
| 6. | 11:30 – 12.30 | Meeting with RCSI representatives involved in Students. RCSI Attendees: Noel O’Callaghan (Head of Student Development and Wellbeing), Philip Curtis (Director of Recruitment, Admissions and Student Services), Niamh Mullen (Head of Career Development Services) Ben Ryan (Deputy Head of School (Programmes Innovation)), John Hayden (Senior Lecturer) Anne Teresa Morgan (Practice Educator). | Standard 7 |
| 7. | 12:30 – 13:30 | Lunch | |
| 8. | 13:30 – 14:30 | Meeting with a representative cohort of current MPharm students: To include students from all years of the programme, different Access routes (including mature learners) and international students. Attendees: TBC | |
| 9. | 14:30 – 14:45 | Private meeting of the accreditation team. | |
| 11. | 14:45 – 15:45 | Meeting with RCSI representatives to get on further clarifications (if required). RCSI Attendees: As required | |
| 12. | 15:45 – 16:30 | Private meeting of the accreditation team. | |
| 13. | 16:30 – 16:45 | Meeting with RCSI representatives to convey recommendation of the accreditation team. RCSI Attendees: Helena Kelly (Head of School) Judith Strawbridge (MPharm Programme Director), Ben Ryan (Deputy Head Programme Innovation), Shane Cullinan (MPharm Deputy Programme Director, Year 1 Lead), Damir Vareslija (Year 2 Lead), Stephanie Annett (Year 3 Lead), Matthew Lynch (Year 4 Lead), Michelle Flood (Deputy Programme Director), James Barlow (Programme Director for Assessment), Kevin Smith (Quality and Operations Manager), Anne Teresa Morgan (Practice Educator). | |

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