



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

South East Technological University (SETU)

October 2025

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Introduction

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

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

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

The onsite accreditation visit took place at the Department of Pharmacy at SETU on the 10th and 11th June 2025, with a preparatory meeting of the accreditation team taking place on 9th June 2025. The full agenda for the onsite accreditation visit is available in Appendix 2.

Accreditation Team

Name	Role	Affiliation
Prof Chris Langley	Chairperson (and Subject Matter Expert)	Professor of Pharmacy Law and Practice, Deputy Dean (Engagement and Development), College of Health and Life Sciences, Aston University.
Billy Kelly	Quality Assurance Expert	Former Deputy Registrar and Dean of Teaching & Learning, Dublin City University)
Dr Helen Hull	Subject Matter Expert	Programme Lead (Pharmacy Education), University of Portsmouth
Dr Ilona Obara	Subject Matter Expert	Reader in Pain Pharmacology and Neuroscience and Director of Research in the School of Pharmacy at the Newcastle University
Prof. Amira Guirguis	Subject Matter Expert	Professor of Pharmacy, MPharm Programme Director, Deputy Pro Vice Chancellor (EDIB), Swansea University Medical School, Swansea University

The accreditation team was supported by:

Name	Role	Affiliation
Cora O’Connell	Support to the accreditation team	Professional Standards Manager
Ciara Dooley	Support to the accreditation team	Professional Standards Coordinator, PSI
Dr Deirdre Stritch	Rapporteur	Independent Education & QA Consultant

Declarations

No declarations were made by accreditation team members.

Recommendation of the Accreditation Team to the PSI Council

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

Summary of Commendations

The accreditation team commends:

1. The deliberative and inclusive approach adopted by the programme team to curriculum development, and welcome the university's plans to extend this approach to the next phase of programme development and implementation.
2. The spirit of collegiality that contributed to the development of the MPharm programme and its associated documents, and which was evident in meetings throughout the onsite accreditation visit.
3. The quality of the application documentation, which was both clear and accessible throughout.
4. The embedding of the new MPharm programme within a faculty with a strong and well-established research culture, and the opportunities that this provides for future pharmacy students.

Summary of Recommendations

The accreditation team makes the following recommendations:

1. SETU should consider the benefits of reviewing membership of the Pharmacy Professional Advisory Committee for completeness, for example, to consider representation from patients and recently registered pharmacists.
2. Owing to the format of student placements in the second year, and in order to support contingency planning around APPEL, the accreditation team recommends that a Practice Educator be appointed in advance of year 2 of the programme.

3. SETU is encouraged to take steps to ensure that the approved Fitness to Practise and the Code of Conduct for Pharmacy Students policies are clearly communicated. These should be introduced during student orientation, included in the course handbook, made accessible on the MPharm webpage, and regularly reinforced through Canvas and relevant pharmacy practice modules.
4. Once delivery of the programme is underway, the assessment strategy should be reviewed and further consideration given to the integration of assessment, especially within the latter stages of the programme.
5. The use of patients, carers, and the public in learning experiences undertaken in the university be reviewed, with a view to expanding and bringing greater clarity and detail to relevant plans.
6. SETU consider the benefits of establishing a personal tutor process within the Department of Pharmacy to address the pastoral care needs of students across all years of the programme.

Summary of Conditions

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

1. SETU must ensure that the Department's Strategic Plan is approved by an appropriate unit of governance in the university. This is to meet Standard 1 of the PSI Standards.
2. SETU must confirm and provide details of the persons recruited and appointed to the roles of Head of Department, Programme Director and the senior registered pharmacist within the Department, as described under Standard 2 of the PSI Accreditation Standards, and as outlined in the applicant documentation. This condition must be satisfied prior to the enrolment of students on to the programme. This is to meet Standard 2 of the PSI Accreditation Standards.
3. SETU must confirm and provide details of the full complement of staff for Year 2 of the MPharm programme by April of the first year of the programme. This is to meet Standard 3 of the PSI Accreditation Standards.
4. Work must continue as proposed on estate plans to support the delivery of the MPharm programme. Estate plans will be examined at the time of the compliance visit. Any delays on progress with the new building must be reported in advance of the visit. This is to meet Standard 3 of the PSI Accreditation Standards.
5. SETU must confirm that it is an equal partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or provide details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation Standards by April of the first year of the programme. This is to meet Standards 3, 4 and 7 of the PSI Accreditation Standards.
6. SETU must confirm that the following policies have been approved and adopted by the appropriate unit of governance within the university, and provide details of same: Fitness to

Practise procedures; Open Disclosure Policy and Code of Conduct for Students. This is to meet Standards 4 and 7 of the PSI Accreditation Standards.

7. SETU must develop a detailed plan for inter-professional learning (IPL) activities, which identifies concrete arrangements for the first two years of the programme, and which outlines plans for the remainder of the programme. The IPL plan must explore opportunities for IPL activities in conjunction with medical students, and must be submitted in advance of students being enrolled on the programme. This is to meet Standard 5 of the PSI Accreditation Standards.

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

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

Standard 1: Strategy	Accreditation Team's Commentary
<p>1. The Professional Degree Programme Provider (or Higher Education Institution (HEI)) must have a current strategy that underpins the programme's objectives.</p> <p>1) The strategy and the objectives thereunder should:</p> <ul style="list-style-type: none"> a) Promote professional behaviour among students, staff and all those contributing to the Professional Degree Programme. b) Be committed to the development of graduates who satisfy the requirements of the Core Competency Framework for Pharmacists. c) Respect and support the needs of diverse stakeholders, the public, students, staff and all those contributing to the Professional Degree Programme. <p>2) There should be evidence that the strategy and its objectives are subject to regular review and validated by the Higher Education Institution.</p> <p>3) The implementation of the strategy must include but need not be limited to:</p> <ul style="list-style-type: none"> a) The objectives of the Professional Degree Programme Provider in relation to the 	<p>The proposed Master of Pharmacy (MPharm) programme is a new departure for South East Technological University (SETU), which was established in 2022 following a merger of the former Institute of Technology Carlow and Waterford Institute of Technology. SETU operates across three main campuses. The university has an established track record in delivering undergraduate and postgraduate pharmaceutical science, biosciences, healthcare, pharmacy technician and pharmacy dispensary assistant programmes. The proposed MPharm programme was developed on foot of a successful response to the Higher Education Authority's call to identify additional educational capacity in pharmacy and other healthcare professions in 2022/23. It was approved (validated) internally by SETU's Academic Council on 8th April 2025, with programme delivery proposed to commence in the 2026/27 academic year. The programme will be delivered at the SETU Waterford campus.</p> <p>The vision and strategy for the new Department of Pharmacy at SETU are clearly articulated and well presented in the Department's Strategic Plan: 2025-2031.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><i>The Department of Pharmacy will deliver modern, person centred, and innovative pharmacy education, ensuring safe and effective pharmacy care, aligned with transformative, collaborative research, working together to support regional, national, and global healthcare needs. Dept. of Pharmacy Vision</i></p> </div> <p>The Plan was developed with input from the VP for Strategy, the Head of Faculty of Science and Computing, and the programme development team, and was reviewed by the SETU Pharmacy Professional Advisory Committee and by the university President. To ensure full compliance with Standard 1.2, SETU must ensure that the Department's Strategic Plan is</p>

<p>Professional Degree Programme.</p> <p>b) The implementation of the strategy must ensure that it:</p> <ul style="list-style-type: none"> i) Assures that graduates will be prepared for entry to the profession of pharmacy including patient-centred practice in line with the current Core Competency Framework for Pharmacists, as updated by the PSI Council from time to time. ii) Prepares graduates for practice as pharmacy professionals who will be equipped with the skills for lifelong learning. iii) Provides structured experience of interprofessional learning to facilitate teamwork in enhancing patient care. <p>c) A commitment to excellence in teaching and learning methods.</p> <p>d) A vision for leadership in practice, research and other scholarly activity and educational activities.</p> <p>4) For a newly planned and/or recently established programme, the Professional Degree Programme Provider must provide a comprehensive strategy outlining the planning, development and implementation phases of the programme.</p>	<p>approved by an appropriate unit of governance in the university. Implementation of the Plan will be reviewed twice per year, in June and December. The Head of Department is responsible for ensuring that actions supporting KPIs are implemented.</p> <p>The Department of Pharmacy Strategic Plan is aligned with the University Strategic Plan, in particular with Objective 4 to develop new programmes to meet regional needs. The Department Plan expresses a commitment to excellence in teaching and learning, a student-centred ethos, professionalism, patient safety and person-centred care. The strategic goals and related actions identified are clear and address the requirements of Standard 1. KPIs have been developed based on sectoral feedback and identified skills needs, and have been aligned with the accreditation requirements of the PSI, which include standards around professional behaviour and conduct. Commentary on the implementation of strategic goals suggests a structured, reflective approach, which encompasses and supports professional behaviour. The accreditation team further finds that the current structure, and involvement of relevant stakeholders, is appropriate and thoughtfully planned.</p> <p>The university's track record in delivering cognate pharmaceutical and other regulated healthcare programmes is emphasised in SETU's self-assessment report (SAR), as is its strong research performance in the technological higher education sector. Specific examples of strategic, internationally benchmarked, and industry-relevant research are highlighted; for example, the Pharmaceutical and Molecular Biotechnology Research Centre (PMBRC) leads on pharmacy-related research, collaborating with international institutions and industry partners, and is the only Enterprise Ireland Gateway Centre focused solely on the pharmaceutical sector. The SAR states that <i>"The establishment of a Department of Pharmacy within SETU with additional pharmacist staff, clinical/community practitioners and associated collaborators allows the development of further research themes and significant research expansion."</i>(p. 15). The SAR further emphasises a commitment to sustainability in accordance with the Pharmaceutical Group of the European Union's Best Practice Paper of Green and Sustainable Pharmacy in Europe and the UN Sustainable Development Goals. It further emphasises alignment with the WHO's One Health approach in the delivery of the MPharm programme. The accreditation team was assured that this emphasis will be</p>
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	<p>reinforced through collaboration and connection with the newly-established Department of Veterinary Medicine at the university.</p> <p>The SAR details the development of the programme to date, detailing a broad, deliberative, external and internal consultative and collegial process and steps to ensure compliance with the Core Competency Framework for Pharmacists (CCF) and accreditation standards. Programme development activity has been led by a cross-campus, development group, which includes members from pharmaceutical science, bioscience, pharmacy practice, nursing and health science, research, extended campus and quality promotion staff. A Pharmacy Professional Advisory Committee, with academic, community, hospital and industry membership, was established to engage with the professional sector. Whilst acknowledging the important role of this Advisory Group, the accreditation team recommends that SETU reviews its membership for completeness, for example, to consider representation from patients and recently registered pharmacists.</p> <p>To support module design, six programme development working groups were established, each covering key themes across the pharmacy field, from scientific foundations to professional practice. These themes reflected stakeholder input, strategic goals, emerging priorities, and SETU's research strengths. Each theme was mapped to the PSI Accreditation Standards, and members were selected for their subject-matter expertise in teaching, research, or pharmaceutical industry. To guide the integration of content, each group received an indicative credit allocation. Working group leads, who were also part of the broader programme development team and subject-matter experts, played a key role in sharing core principles, coordinating regular team meetings, collaborating with pharmacy professional advisors, and guiding the development and integration of modules aligned with each theme. Every module was either revised or newly created to maintain a clear focus on pharmacy. The accreditation team also heard evidence at the onsite accreditation visit that consideration has been given to the evolving professional role of pharmacists, for example in relation to prescribing for minor ailments.</p> <p>SETU also submitted an implementation plan for the new MPharm programme. This document includes plans and associated timelines for the recruitment of staff and the</p>
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	development and completion of core capital resources necessary to support delivery of the programme.
Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the condition below is fulfilled.</i>
Commendations Recommendations Conditions	<p>Commendations: The accreditation team commends:</p> <ul style="list-style-type: none"> • The deliberative and inclusive approach adopted by the programme team to curriculum development, and welcome the university's plans to extend this approach to the next phase of programme development and implementation. • The spirit of collegiality that contributed to the development of the MPharm programme and its associated documents, and which was evident in meetings throughout the onsite accreditation visit. • The quality of the application documentation, which was both clear and accessible throughout. • The embedding of the new MPharm programme within a faculty with a strong and well-established research culture, and the opportunities that this provides for future pharmacy students. <p>Recommendation:</p> <ul style="list-style-type: none"> • The accreditation team recommends that SETU should consider the benefits of reviewing membership of the Pharmacy Professional Advisory Committee for completeness, for example, to consider representation from patients and recently registered pharmacists. <p>Condition:</p> <ul style="list-style-type: none"> • SETU must ensure that the Department's Strategic Plan is approved by an appropriate unit of governance in the university. This is to meet Standard 1 of the PSI Standards.

Standard 2: Leadership, Organisation and Governance	Accreditation Team's Commentary
<p>2. There must be clear management structures for the Professional Degree Programme with a schedule of roles and responsibilities, and a defined structure and process to show lines of accountability and authority for all those involved in the delivery of the Professional Degree Programme.</p> <p>1) The Professional Degree Programme must be planned and delivered by an identifiable organisational unit, preferably a School or Faculty of Pharmacy, which has responsibility for the Professional Degree Programme and associated appropriate resources. Furthermore, the Professional Degree Programme must be planned and maintained through transparent processes and must clearly identify who is responsible for what at each stage.</p> <p>2) The Head of the School must demonstrate leadership in pharmacy professional education, research and scholarly activities, and so be able to influence the HEI and the School policy in relation to pharmacy. In the event that the Head is not a pharmacist registered in Ireland, there must be an identified pharmacist registered in Ireland who can provide leadership in the practice and profession of pharmacy. This person must be at a senior level within the School and be registered in the Register of Pharmacists and thereby be familiar with, and subject to, the PSI statutory Code of Conduct.</p> <p>3) The HEI must support the development of suitable relationships between the School and other</p>	<p>The MPharm programme will be situated in a new Department of Pharmacy within the existing Faculty of Science and Computing, based at SETU's Waterford campus. The Faculty currently has approximately 4000 students and 142 staff. The MPharm is the only programme in the Department of Pharmacy, which is one of five departments in the Faculty at the Waterford campus, including Science, Land Sciences, Computing and Maths, and Veterinary Medicine. It will be led by a Head of Department with administrative and technical support. Staff outlined, to the accreditation team, the benefits of locating the new Department in a mature faculty with an existing committee structure, where development and implementation activity, including programme delivery, can be adequately monitored. The Faculty also co-ordinates the activities of the European University for Smart Urban Coastal Sustainability, EU-CONEXUS, of which SETU is a full partner.</p> <p>In line with the University Quality Assurance Framework, activities within the Faculty are overseen by a Faculty Board which is responsible for academic strategy and monitoring the implementation of agreed quality assurance procedures. Board membership will comprise the Head of Faculty, the five Heads of Department, academic representatives from the departments, an administrator representative, and student representatives. Each programme is governed by a Programme Board responsible for monitoring programme design and delivery, learners' academic performance, and the programme's overall academic standards. The Board considers learner feedback, external examiner and professional body feedback, retention and attrition rates, and examination results, and reports to the Faculty Board and, annually, to Academic Council. Membership of the Programme Board comprises the Programme Director, the Head of Department, academic staff involved in programme delivery and student representatives.</p> <p>The Faculty also has a number of other standing committees that support its functions: a Programme Directors Committee, a T&L Committee, Industry Boards, Research Programme Boards, a Research Ethics Committee, an Academic Integrity Group, a Faculty Data Group Committee, and the Faculty Health & Safety Committee. Reports from all of these committees feed into Academic Council. The accreditation team was advised that the Pharmacy Professional Advisory Committee will be maintained and meet every six weeks (during the academic year) for the first two years, so that feedback from that committee will</p>

<p>academic and service units of the HEI for instruction, research, practice-based and interprofessional learning.</p> <p>4) External relationships or collaborations with the pharmacy profession must be facilitated to foster the School's teaching, learning and research capabilities. The School should have access to, and arrangements with HEI affiliated and other healthcare facilities in support of the practice-based and interprofessional learning needs of the Professional Degree Programme. Wherever possible, collaborative approaches to practice-based placements must be used in conjunction with other HEIs in the State offering a pharmacy degree programme.</p> <p>5) The Professional Degree Programme must be based on and promote the principles of equality, diversity and fairness and meet all the requirements of National and European law as it relates to the education, training and qualification required for registration as pharmacists and must be delivered in such a way that the diverse needs of all students are met.</p> <p>6) As part of the statutory annual reporting process to the PSI, the School must submit data on student intake, student numbers, student achievement and progression through the Professional Degree Programme and Fitness to Practise cases. Key issues, including any changes in resources that are pertinent to the delivery of the Professional Degree Programme and any equality and diversity issues</p>	<p>continue to inform programme delivery. Student feedback will be obtained through a dedicated student feedback session held at the end of each year and which will inform a further planning meeting. Additionally, a Faculty Management Team, comprising the Head of Faculty, the five Heads of Department and a senior administrator, will meet monthly to update on key issues and activities arising from the Executive Management Team and Academic Council meetings.</p> <p>The SAR outlines a complement of nine staff for the Department. Three of the nine staff, all registered pharmacists (see discussion under Standard 3 below), have already been recruited, while the accreditation team was advised that interviews for the Head of Department role would take place in the week following the onsite accreditation visit. The Head of Department is responsible for the MPharm programme. The Programme Director role is also yet to be filled. The SAR states that this role will be filled by an appointed senior academic teaching on the course, and that: "The Department HOD or Programme Director will be a qualified and experienced Pharmacist, registered with the PSI, with experience in the delivery of pharmacy education and research, who can ensure the programme is delivered and managed in accordance with PSI Accreditation Guidelines." (SAR, p. 34). The accreditation team finds that SETU must confirm and provide details of the persons recruited and appointed to the roles of Head of Department, Programme Director and the senior registered pharmacists within the Department, as described under Standard 2 of the PSI Accreditation Standards, and as outlined in the applicant documentation. This condition must be satisfied prior to the enrolment of students on to the programme.</p> <p>It is intended that the cross-university approach to MPharm programme development (see discussion under Standard 1 above) will be retained in the programme delivery phase. The SAR indicates that the Faculty of Science and Computing promotes a collaborative ethos across teaching, research, and cross-campus initiatives, with Faculty members working together on a wide range of activities, including the Science and Land Science Careers Fair, the Great Agri-Food Debate, outreach events like 'Try' programmes, Transition Year initiatives, and projects, such as the SATLE-funded video collection for laboratories. Interprofessional learning (IPL) activities will be facilitated with students on other healthcare programmes at the university, including nursing, public health and health promotion, applied social care, pharmacy technician and veterinary medicine courses. The accreditation team</p>
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<p>which could have an impact on students, should be included with the School's commentary and analysis. The School must maintain a reliable, accurate and workable management information system in support of this.</p> <p>7) The Head of School has an obligation to report to the PSI:</p> <p>a) At the point of graduation, a confirmation that each graduate has met the competencies in the CCF.</p> <p>b) Any 'fitness to practise' matters and/or any other matters that could have a material impact on future fitness to practise when the student/graduate is practising as a pharmacist.</p>	<p>was advised that the MPharm programme will leverage these connections to deliver meaningful IPL activities with learning outcomes focused on patient safety. A strategic alignment process was initiated early on to look at areas in the curriculum, and across other healthcare programmes, where IPL activities could be meaningfully developed. Funding through SATLE has been sought to form an IPL network to expand activities beyond traditional health care to include veterinary medicine, land sciences, and other 'One Health' related fields. Staff indicated to the accreditation team that they would like to introduce an annual One Health event, such as an anti-microbial resistance week, but emphasised that these efforts would not detract focus from the importance of patient-centred care in the curriculum. Planned arrangements with APPEL, if realised, will provide students with high-quality experiential learning opportunities in practice settings, further reinforcing expectations around professionalism in real-world contexts. Owing to the format of student placements in the second year, and in order to support contingency planning around APPEL, the accreditation team recommends that a Practice Educator be appointed in advance of Year 2 of the programme.</p> <p>Plans to build and maintain relationships with external stakeholders were also outlined in both the SAR and at the onsite accreditation visit. Key strengths include very strong external collaborations, both with national industry partners and internationally, which model and reinforce high standards of professional conduct. The accreditation team finds that the programme demonstrates robust engagement with pharmaceutical sciences research, providing a strong professional and scientific foundation for students. The SAR also sets out clear evidence of external relationships with hospitals, the profession, supplemented with relevant research plans. SETU has established a strong, practice-focused collaboration with the pharmacy sector with input informing programme and curriculum development. Practicing and clinical pharmacists from University Hospital Waterford (UHW) played a significant role in shaping modules. The Pharmacy Professional Advisory Committee includes international experts from the UK and Spain, ensuring alignment with EU and UK professional standards and facilitating graduate mobility. Further engagement is reflected in demonstrable support from professional associations, hospital and community pharmacists, and industry partners who participated in SETU networking events and offered future collaboration and student placement opportunities.</p>
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	<p>The accreditation team further finds that principles of equality, diversity and inclusion are appropriately embedded in the programme; of particular note is the use of an EDI Toolkit, which reflects a thoughtful and structured approach to embedding professional behaviours and values. SETU has an existing system in place to collect and evaluate relevant student data demonstrating a proactive and sustained commitment to maintaining and enhancing professional standards across the programme. The new Department has a comprehensive draft Fitness to Practise policy with a specific principle focussing on patient safety. The draft policy outlines an appropriate commitment to necessary reporting requirements.</p> <p>Finally, to support professional conduct and regulatory compliance, the accreditation team recommends that the approved Fitness to Practise and the Code of Conduct for Pharmacy Students policies are clearly communicated. These should be introduced during student orientation, included in the course handbook, made accessible on the MPharm webpage, and regularly reinforced through Canvas and relevant pharmacy practice modules. This will ensure that students are consistently reminded of their responsibilities and the expectations regarding professional behaviour throughout the programme.</p>
Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the condition below is fulfilled.</i>
Commendations Recommendations Conditions	<p>Recommendations:</p> <ul style="list-style-type: none"> • Owing to the format of student placements in the second year, and in order to support contingency planning around APPEL, the accreditation team recommends that a Practice Educator be appointed in advance of Year 2 of the programme. • SETU is encouraged to take steps to ensure that the approved Fitness to Practise and the Code of Conduct for Pharmacy Students policies are clearly communicated. These should be introduced during student orientation, included in the course handbook, made accessible on the MPharm webpage, and regularly reinforced through Canvas and relevant pharmacy practice modules. <p>Condition:</p> <ul style="list-style-type: none"> • SETU must confirm and provide details of the persons recruited and appointed to the roles of Head of Department, Programme Director and the senior registered pharmacists within the Department, as described under Standard 2 of the PSI Accreditation Standards, and as outlined in the applicant documentation. This

	condition must be satisfied prior to the enrolment of students on to the programme. This is to meet Standard 2 of the PSI Accreditation Standards.
Standard 3: Resources	Accreditation Team's Commentary
<p>3. The School must have sufficient academic staff, practice educators, external experts, support staff as well as tutor pharmacists, infrastructure and financial resources in order to ensure the effective delivery of a Professional Degree Programme.</p> <p>1) Academic Staff</p> <p>The School must have a sufficient number of core academic staff and other teaching staff appropriately qualified, experienced and expert in pharmaceutical sciences and pharmacy practice. Policy within the School must be developed to facilitate input from staff and external experts with contemporary experience of practice, to curriculum design and development, assessment design and development, and course management and coordination activities.</p> <p>This staff, full-time and part-time, must:</p> <p>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.</p>	<p>It was clear to the accreditation team from both the submission documentation and discussions at the onsite visit, that the successful accreditation of an MPharm programme is a strategic priority for SETU, which has the full backing and commitment of university leadership, including SETU's president. The university's strategic plan calls out pharmacy specifically, while pharmacy is also included in the senior staffing plan.</p> <p>In its SAR, SETU reported that it had conducted a mapping exercise of teaching capacity in relation to the MPharm programme, which confirmed that the university has a sufficient number of qualified academic staff in (bio)pharmaceutical sciences and within the Faculty of Health Science, and the Pharmacy Technician programme to support teaching in drug product, drug substance, regulatory areas, and additional areas as needed. However, to expand pharmacy-specific expertise, the need for several new roles was identified and partially filled, including a Pharmacy Programme Development Lead (from within the existing staff, and the first role funded through the HEA). Outstanding roles still to be filled include a Head of Department, a Programme Director, a Placement Coordinator, a technical officer, and administrative staff. It is intended that the programme will have five practising pharmacists from various sectors (community, hospital, industry) to enhance clinical and pharmacy practice teaching. Three of these roles have already been filled. The accreditation team was advised that the roles of Head of Department and Programme Director will be appointed imminently with the Head of Department role expected to be in place by 1st September 2025 to support programme commencement in September 2026. The Department is planning a staged recruitment process of other roles over the coming twelve-month period. Outside of these roles, SETU plans for staged recruitment of staff over a number of years, including recruitment of support technical roles and recruitment of a Practice Educator in Year 3 of the programme (see Discussion and Recommendation under Standard 2 above). The accreditation team was advised that the majority, though not all, of the remaining six positions will be filled by pharmacists. Specifically, the SETU Executive Management Team (EMT) approved four additional lecturing posts to strengthen academic capacity in science, healthcare and pharmacy, with the aim of achieving and maintaining a</p>

<p>b) provide the academic direction for all teaching and learning support or assessment provided by individuals from outside the School.</p> <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>student-to-staff ratio of 18:1 (FTE) by Year 5. A total of 11 academic FTEs will support the programme, primarily delivering teaching and learning. External experts will also contribute in advisory and adjunct roles, ensuring alignment with professional standards and competencies. Acknowledging these plans, the accreditation team finds that SETU must confirm and provide details of the full complement of staff for Year 2 of the MPharm programme by April of the first year of the programme.</p> <p>Additional teaching will be provided by experts from other departments and schools as needed, with a structured approach to integrating this “service teaching.” The university stated that it recognises that there are external experts in the clinical and hospital environment that can add value to the MPharm programme and its delivery. SETU outlined that a policy to support this is currently advancing through the policy development framework. The Programme Director and module coordinators will collaborate with subject matter experts to ensure that pharmacy context and professional standards are upheld across all modules. Each module will have co-coordinators, one pharmacist (where possible)/member of the Department of Pharmacy with relevant expertise and one with relevant subject matter/technical expert. Two pharmacist staff with subject matter expertise will act as co-module coordinators for all specialised pharmacy practice modules, pharmacy law, ethics and practice, from Years 1-5. The Programme Director will work closely with module coordinators, and will have oversight of delivery and assessment, ensuring modules have an appropriate pharmacy focus. An assessment report on each module will be compiled annually. Research supervisors and advisors will be members of the Programme Board. The MPharm programme team will act as a sub-committee of the Department of Pharmacy and will be responsible for academic design, delivery, monitoring, reviewing, collecting student and other stakeholder feedback making recommendations on the development of the programme.</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>As noted in discussion under Standard 2, plans are in place to recruit a practice educator, which the accreditation team recommends be brought forward so that they are in place in advance of Year 2 of the programme. A technical officer and an administrator will be appointed in advance of programme commencement. The technical officer will support preparation of laboratory practice sessions and project work. Training will be provided to staff in specialist software, technical skills and health and safety.</p>

<p>who will provide support to the students on placement and to their tutors.</p> <p>3) External Experts</p> <p>The School should ensure that relevant input from external specialist lecturers is provided to enhance the students' contextual understanding of specific areas.</p> <p>4) Support Staff</p> <p>The School must have a sufficient number of support staff suitably qualified/trained and experienced to support its operation. This staff must have access to development opportunities.</p> <p>Technical staff should be suitably qualified and should take an active role in the preparation and delivery of laboratory practice sessions and projects.</p> <p>5) Tutor pharmacists</p> <p>Pharmacists acting as tutors for the practice-placement elements of the programme must be of sufficient number, appropriately qualified and experienced and be professional role models with the knowledge, skills, attitudes and behaviours to effectively mentor, monitor and evaluate students. The orientation, support and enhancement of the tutor pharmacist role should be demonstrated.</p> <p>6) Infrastructure and Financial Resources</p>	<p>The Department Strategy commits 1.95% of non-pay Department budget to staff training. Staff will receive instrumentation training in the PMBRC, as well as training in the use of relevant software, as needed. Staff may undertake a Master's in Teaching and Learning which may be taken one module at a time. The new Department of Pharmacy will further enhance research through dedicated infrastructure, and staff expansion. The SETU library and research office provide webinars, information and support documents for staff on a range of areas, including on research opportunities, and supervision, as well as management and policy requirements. Staff may also avail of the range of quantitative and qualitative research skills modules offered through the structured PhD programme. Additionally, SETU offers funding for conference attendance and research career development through the Vice President's Research, Innovation and Impact Strategic Fund. The Faculty itself hosts regular research seminars, where faculty and postgraduate researchers present their work. The university's established Research Support Office helps ensure that staff are encouraged and supported to engage in their own research and/or support research activity; for example, the accreditation team was advised that the teaching load is reduced in relation to the number of postgraduate students being supervised. The Department Strategic Plan also outlines a range of planned initiatives, including seminars and conferences to support research, collaboration and insight into best practice.</p> <p>A commitment to research-led teaching in the MPharm programme was apparent to the accreditation team in both the submission documentation and conversations at the onsite visit; SETU's Faculty of Science and Computing hosts three research centres, in which staff involved in teaching also lead research projects. The accreditation team was advised that the university is exploring opportunities to align research interests and connections across the MPharm and cognate programmes, for example in relation to sustainability, with the intention to build on, and complement, interdisciplinary links. Staff advised that they anticipate that teaching will "organically build out from faculty members' research interests and opportunities". Opportunities for interdisciplinary research are emerging, particularly in relation to the new Department of Veterinary Medicine, through the One Health approach, linking human, animal, and environmental health.</p>
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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>The accreditation team noted the strengths of the arrangements in place to support staff development, which includes an induction programme for new staff offered twice per year. Staff advised the accreditation team that they have opportunities to undertake structured CPD in multiple areas, as well as modules in the Master's in Education programme, and that there is a clear timetable associated with such CPD. The university's Teaching and Learning Centre provides accredited and unaccredited training in academic practice, while the Faculty of Education offers opportunities ranging from a ten-credit module up to a full MSc in Education: Teaching and Learning. Short, online initiatives available to staff include the National Forum digital badges in Sustainability and Universal Design for Learning, N-TUTORR resources and other CPD opportunities, such as webinars and one-to-one consultations run by the Centre for Technology Enhanced Learning (CTEL) on the Waterford campus. There are additional CPD offerings available through the EU-CONEXUS European University Alliance Structure, including a work package focusing on the teaching academy and active learning. A 'train the trainer' model is employed whereby one or two staff members participate in the CPD activity and then disseminate the knowledge acquired to colleagues in their home institution. Faculty staff are also involved with the SETU STEM engagement centre, CALMAST.</p> <p>SETU staff described plans to avail of, and the accreditation team viewed, existing infrastructure and physical resources to support programme delivery, including pharmaceutical synthesis, formulation, natural product extraction, characterisation and analysis facilities, biomedical and pathogen laboratories, and a molecular biology facility with DNA sequencing capabilities in the PMBRC. Existing infrastructure also includes a new simulation suite, which will be used collaboratively with nursing students until new facilities are available. The Department will also have access to the simulation suite and team at University Hospital Waterford. The accreditation team was advised that SETU has looked at the needs of the entire programme and that this mapping has informed the transition from now through completion of work on a new building on the site of the 'Glassworks' building, to Year 5 and the enrolment of up to 200 students across the programme. The HEA has encouraged SETU to ensure that the new facilities allow for an increase in programme size to an annual intake of 80 students. There are contingencies in place to address any delays in the new building. Acknowledging work completed to date, the accreditation team finds that work must continue as proposed on estate plans to support the delivery of the MPharm</p>
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	<p>programme. Estate plans will be examined at the time of the compliance visit. Any delays on progress with the new building must be reported in advance of the visit.</p> <p>The Department of Pharmacy intends that the mandatory practice placements in Years 4 and 5 will be completed in conjunction with the joint Schools of Pharmacy consortium, the Affiliation for Pharmacy Practice Experiential Learning (APPEL). SETU will appoint a practice educator (see discussion above), who will coordinate the workplace learning units completed by students while on placement. A letter of support from APPEL was included with the submission documentation. The Department is developing contingency plans in the event that APPEL membership does not progress for any reason; staff are identifying placements regionally and have developed guidance documents for such placements. The Department is currently developing relevant procedures, and will apply current practice from the nursing and science programmes to develop placements in time for Year 2 of the programme. SETU has allowed itself one year ahead of commencement of the programme to ensure all structures and arrangements are fully in place to support programme delivery, including those related to placements. Whilst assured by this approach, the accreditation team finds that SETU must confirm that it is an equal partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or provide details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation Standards by April of the first year of the programme.</p>
Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the conditions below are fulfilled.</i>
Commendations Recommendations Conditions	<p>Conditions:</p> <ul style="list-style-type: none"> • SETU must confirm and provide details of the full complement of staff for Year 2 of the MPharm programme by April of the first year of the programme. This is to meet Standard 3 of the PSI Accreditation Standards. • Work must continue as proposed on estate plans to support the delivery of the MPharm programme. Estate plans will be examined at the time of the compliance

	<p>visit. Any delays on progress with the new building must be reported in advance of the visit. This is to meet Standard 3 of the PSI Accreditation Standards.</p> <ul style="list-style-type: none"> • SETU must confirm that it is an equal partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or provide details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation Standards by April of the first year of the programme. This is to meet Standards 3, 4, and 7 of the PSI Accreditation Standards.
Standard 4: Curriculum: Structure and Evaluation	Accreditation Team's Commentary
<p>4. The curriculum must be planned to deliver an integrated experience that combines and coordinates all teaching, learning and assessment components in a logical and cohesive manner with clearly articulated linkages within years and between years. The Professional Degree Programme must be planned and regularly evaluated as a whole to deliver graduates who have the knowledge, skills, attitudes and behaviours to meet the Core Competency Framework for Pharmacists necessary for entry to the profession of pharmacy and to assure the accountability of the profession to society.</p> <p>1) The curriculum should embrace the scope of contemporary pharmacy practice responsibilities to patient-centred care as well as the emerging roles of the pharmacist within the context of societal and professional changes occurring and contemplated. The curriculum must be designed, delivered and regularly reviewed to keep abreast of advances</p>	<p>SETU's application documentation includes a clear mapping of programme learning outcomes to the CCF and to Miller's Pyramid of Clinical Competence. As noted under Standard 1, six development working groups were established to design the curriculum and ensure that it meets the needs of the full spectrum of pharmacy practice, the CCF, the accreditation standards and best practice in education. The working group themes now translate to six strands of the curriculum:</p> <ul style="list-style-type: none"> • (Bio)Pharmaceutical Science; • Clinical Biochemistry, Pharmacology and Therapeutics; • Integrated Learning – Body Systems; • Pharmacy Professionalism, Public Health, Practice and Patient Care; • Research, Development and Evidence-based Pharmacy; and • Leadership, Management, Professional and Personal Development. <p>The working groups sought to ensure that the curriculum is integrated, and balances practice and clinical aspects effectively, and that it is critically informed by key concepts from pharmacy and medical educational literature. The accreditation team acknowledged this as an excellent process for curriculum development, which appropriately incorporated multiple necessary elements in module and programme design, for example, universal design for learning (UDL), Miller's pyramid, equality, diversity and inclusion (EDI). The Pharmacy Professional Advisory Committee has also had a significant role in development of the programme. Sectoral feedback was sought and incorporated from regional, national, and</p>

<p>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 Council from time to time and that they can practise safely and effectively according to the statutory Code of Conduct for pharmacists, and any other guidance and requirements as approved by the PSI Council from time to time.</p> <p>3) The curriculum should enable students to form an appropriate ethical and professional approach to practice. This should begin early in the first year. From the beginning, the Professional Degree Programme must be delivered in an environment which places study in a professional and academic context and requires students to conduct themselves professionally.</p> <p>4) The curriculum must be designed, delivered and reviewed by interdisciplinary teams in order that the subject matter of the degree is integrated and delivered in a patient-focused manner. The scientific base of the curriculum must be of adequate depth,</p>	<p>international academics, as well as from pharmacists in practice and from the wider pharmaceutical industry. As noted under Standard 1, curriculum development has also appropriately anticipated future pharmacist prescribing and the need to build students' critical skills for such a future role. Building on this collaborative and consultative approach, approval has been gained from the SETU Research Ethics Committee to establish a project involving Patient Advocacy Group Representatives in the next phase of programme implementation to ensure that the programme continues to meet the needs of patients and remains person-centred. This project will incorporate case-design, review and feedback.</p> <p>An external examiner process is in place, alongside an institutional process for regular programme review. Each module will be reviewed by the module coordinating team in relation to performance, assessment and relevance to ensure student, patient and sectoral needs continue to be met. Module review outcomes will be included in the annual programme board report, which is submitted to Academic Council for review (see discussions under Standards 2 and 6).</p> <p>Teaching and learning approaches are pharmacy-focused across modules, including in scientific domains to prepare students for real-life practice. Consultation, counselling and communication skills are reinforced through case-based elements, practicals and workshops. In developing the programme, staff mapped the curriculum to other MPharm programmes in the Irish system, where horizontal and vertical integration pathways are spiralled. As previously discussed, the curriculum comprises a number of thematic areas developed by working groups. The development team made the decision to keep the Year 1 modules discipline specific to account for the needs of students coming from the school system. The first level of integration, therefore, is through themes in subject-specific areas; for example, minor ailment considerations are introduced as a theme in a 10 credit in biochemistry module. Horizontally and vertically integrated themes primarily relate to body systems, including physiology, pathophysiology, pharmacology, pharmaceuticals and formulation, and pharmacy care. Modules, such as Body Systems: Nervous, Sensory and Musculoskeletal or Body Systems: Endocrine and Reproductive, will maintain a scientific basis while being related to practice. Integration is further supported through a pharmacy practice module</p>
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¹ The indicative syllabus exists as a general guide to the scope of curriculum content for the Professional Degree Programme.

<p>scope and quality and sequenced appropriately to support the intellectual and clinical aspects of the Professional Degree Programme.</p> <p>5) The curriculum must be designed to ensure that, from the early stages of the Professional Degree Programme through to the advanced practice experiences, students are encouraged to assume and are assisted in assuming, responsibility for their own learning, including assessment of their learning needs.</p> <p>6) The curriculum must provide appropriately comprehensive training in research methods applicable to scientific, health and practice research in order to meet the CCF. In addition, the Professional Degree Programme must include a significant research component that meets the requirements of a level-9 degree programme on the National Framework of Qualifications.</p> <p>7) There must be a continuum of structured and quality assured practice-placement experiences throughout the curriculum from introductory to advanced, and across the main practice settings of community, hospital and industry, that are of adequate scope, intensity, structure and duration to support achievement of the CCF competencies. The structure of these practice-placement experiences must meet the PSI Council policy as approved from time to time. These experiences must integrate, apply, reinforce and advance the knowledge, skills, attitudes and</p>	<p>each semester which builds on these themes, and includes systems' case studies from surrounding modular themes within the same year. The weighting for this module increases from 5 to 10 credits in later years. To further increase integration, case and problem-based learning is incorporated into many modules within the same semester/year to incorporate aspects of pharmacy care within traditionally science-based domains. The curriculum includes specific elements, which "spiral" through the programme, with horizontal and vertical integration. These areas and themes are introduced at an introductory level and are then revisited with increasing complexity throughout the programme. Themes addressed in this way include professionalism, regulation, health and health promotion, sustainability, research, reflection and CPD.</p> <p>Pharmacy Practice modules in each year of the programme develop ethical and professional approaches. Professionalism is supported by a Professional Code of Conduct for Pharmacy Students, a Fitness to Practise Policy, and Open Disclosure Policy. As these documents were in draft form at the time of the onsite visit, the accreditation team finds that SETU must confirm that they have been approved and adopted by the appropriate unit of governance in the university, and provide details of the approved policies to the PSI. All policies will be available in the programme handbook and on the VLE information page, along with a training support FAQ document. Students must accept these policies, as well as the APPEL placement Code of Conduct, and academic integrity and health and safety requirements.</p> <p>Pharmacy professional modules are in place from the first semester in Year 1. These modules are led by pharmacists to ensure that students develop an understanding of the role of a professional pharmacist. As previously noted, these modules expand in number and credit weighting up to Year 5. These modules emphasise the development of key professional, practical and person-centred skills and behaviours, and are aligned to the elements taught within each semester. Patient safety education is embedded throughout the curriculum, which also emphasises communication, counselling skills, person-centred care, advocacy, ethics and clinical skills to ensure the programme meets the needs of the sector. In line with the WHO Patient Safety Curriculum Guide, a range of teaching approaches will be implemented in the delivery of patient safety education, including case studies, problem-based learning, simulation, lectures, and role-play. Discussions on open disclosure will emphasise that it is both an ethical and legal obligation, while equipping students with the</p>
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<p>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> <ul style="list-style-type: none"> a) by fitness to practice procedures that address causes for concern raised about students b) by robust and transparent appeals processes that are fully documented and communicated to students c) underpinned by a clear and realistic student code of conduct that is explained, communicated and enforced to assure professional behaviour. <p>10) The curriculum must comply with the various minimum legal requirements at national and European level (see Appendix B)². The curriculum must take account of the recommendations of the Advisory Committee on Pharmaceutical Training (European Commission, 1995)³.</p>	<p>skills to act as designated persons for managing patient communications, clarifications, and follow-up during the open disclosure process. Finally, professionalism and module-specific skills will be assessed through OSCEs each year.</p> <p>All patient-facing activities will be directly supervised by a pharmacy lecturer, teacher practitioner or preceptor. Where there are Fitness to Practise concerns relating to students, they will be restricted from participating in placements, site visits, or any activities involving patients, the public, or confidential data. Reflecting the role of attendance in academic success, a formal attendance procedure has been developed to reflect the clinical focus of the programme and the importance of patient safety. This procedure, aligned with the Code of Conduct, requires 100% attendance for placements and 80% attendance for pharmacy practice modules and active learning components in other modules. The procedure includes a three-stage process to address attendance-related pastoral and compliance issues. Attendance expectations will be clearly communicated to students annually and reinforced throughout the programme.</p> <p>Students begin using an ePortfolio in Year 1 to support reflective practice, mirroring expectations post-graduation. They are guided to explore self-directed learning topics such as the UN Sustainable Development Goals, EDI, digital skills, and academic integrity, with digital badges available in some cases. Opportunities to earn 10-credit Special Purpose Awards (SPAs) in areas like peer mentoring, social activism, and voluntary placement further support personal growth. The ePortfolio helps students track their progress, reflect on learning, and demonstrate CPD cycles and how they have integrated feedback. It is reviewed throughout the programme to promote self-assessment and responsibility. Practical learning environments, including labs and workshops, reinforce theoretical knowledge and foster critical thinking, preparing students for professional practice and lifelong learning.</p> <p>SETU staff described the new MPharm programme as entailing a research-led and embedded curriculum, with ethics and sustainability as a core ethos. Research methods are introduced in the curriculum in Year 1 and are delivered across all subsequent years. Training entails an emphasis on scientific research, particularly through the involvement of the PMBRC. Students engage in research throughout the five-year programme via dedicated modules and integrated activities, culminating in substantial research projects in Years 4 and 5. Research</p>
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	<p>projects will be assessed through the Faculty Research Ethics Screening programme, while evidence-based practice is emphasised in pharmacy professional skills modules. Students are encouraged to avail of opportunities to disseminate their research at national conferences. Research activities are also embedded into individual modules such as Infection and Immunology, Veterinary Medicine and One Health.</p> <p>As discussed under Standard 3, SETU plans to manage and quality assure mandatory placements in conjunction with APPEL. Contingency plans are being developed further in the event that APPEL membership does not proceed as planned or is withdrawn for any reason in future.</p> <p>The MPharm programme is aligned with SETU Award Standards for a Professional Master's Degree programme, and the SETU Academic Regulations for Taught Programmes 2024-2025. The MPharm Assessment Strategy, University Academic Regulations and Policies, and Fitness to Practise procedures will ensure professional standards are met by graduates. The programme curriculum is also compliant with all relevant legislation, including S.I. No. 377/2014 - Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules, Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications (Article 44 and Annex V.6. – section 5.6.1), Directive 2001/82/EC of the European Parliament and of the Council of 6 November 2001 on the Community Code relating to veterinary medicinal products (Article 53), and Directive 2001/83/EC of the European Parliament and of the Council of 6 November 2001 on the Community Code relating to Medicinal Products for Human Use (Article 49).</p>
Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the conditions below are fulfilled.</i>
Commendations Recommendations Conditions	<p>Conditions:</p> <ul style="list-style-type: none"> • SETU must confirm that the following policies have been approved and adopted by the appropriate unit of governance in the university, and provide details of same: Fitness to Practise procedures; Open Disclosure Policy and Code of Conduct for Students. • SETU must confirm that it is an equal partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or provide details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation Standards by

	April of the first year of the programme. This is to meet Standards 3, 4, and 7 of the PSI Accreditation Standards.
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²To include the Schedule of the Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules 2014 (S.I. No. 377 of 2014)

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

Standard 5: Curriculum: Teaching, Learning and Assessment	Accreditation Team's Commentary
<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 	<p>SETU application documentation includes a competency mapping, module mapping, and Teaching, Learning and Assessment Strategies, which clearly demonstrate alignment between the programme learning outcomes, module learning outcomes, assessment and the CCF. The learning outcomes within each module are designed to progressively develop students' knowledge, practical skills, and professional behaviours throughout the programme, reflecting its professional focus. These outcomes support the acquisition of knowledge and competencies aligned with the overall programme learning outcomes and the graduate attributes expected of a pharmacist. During the programme design phase, both module and programme learning outcomes were mapped to the CCF to ensure comprehensive development of required competencies. Where appropriate, assessments are aligned with Miller's Pyramid of Clinical Competence from Year 1 onward. The articulation of the graduate attributes and the guiding principles underpinning teaching, learning, and assessment was positively noted by the accreditation team.</p>

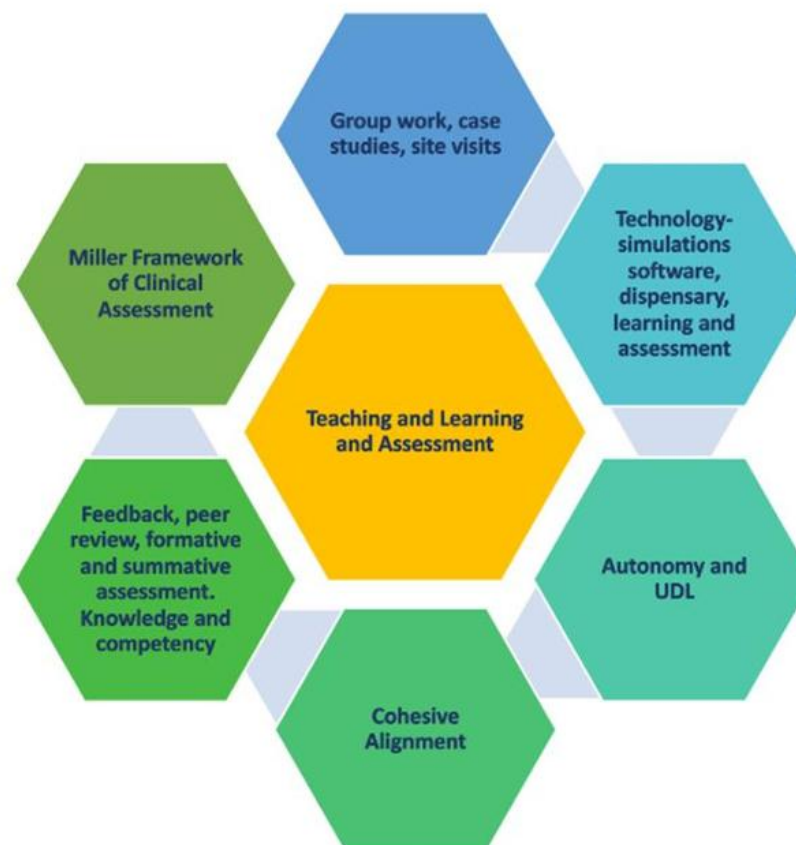
culture of professionalism in which all teaching staff can lead by example.

c) support the development of:

- i) independent learning skills, both within the Professional Degree Programme and as a basis for later continuing professional development
- ii) consultation, counselling and communication skills, underpinned by social and behavioural science content in the Professional Degree Programme
- iii) leadership skills, problem-solving skills, and rational decision-making skills that promote patient safety and enhance patient well-being
- iv) peer review and assessment skills
- v) critical, analytical skills, and an understanding of research methods to support evidence-based decision-making and practice.

d) deliver:

- i) a fully integrated and balanced experience of science and practice, and of university based and practice-based learning
- ii) interprofessional collaboration with students of other healthcare professions in all stages of the Professional Degree Programme
- iii) meaningful practical experience of working with patients, carers and the public. The intellectual and professional



Guiding principles for the Master of Pharmacy programme associated with Teaching, Learning and Assessment.

The accreditation team further noted that the inclusion of the Year 1 curriculum map, and that the examples provided of system-derived integrated modules and horizontally integrated modules, including indicative content are well described.

<p>demands of the practice experience should increase as the student 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> <ul style="list-style-type: none"> i) a progression through the hierarchy of knowledge and skills development through the five years of the programme, such as the model proposed by Miller⁴. ii) a range of methods at each level of study, and appropriate to assess the progressive attainment of all competencies set out in the CCF iii) clearly defined marking criteria reflecting safe and effective practice. All assessments must take account of patient safety iv) assessments that are placed in a pharmacy context, reflecting contemporary practice v) diagnostic and formative assessment opportunities vi) effective and timely feedback 	<p>The structured placement experiences embedded across the programme are an important element supporting integration, allowing students to learn, and demonstrate their knowledge and competencies in pharmacy settings. This is reinforced through assessment undertaken during structured placement activities. The accreditation team noted that the plan for placements is well thought out and appropriately structured. As discussed under Standard 4, the SETU MPharm programme includes other elements of horizontal, vertical and spiral integration. A horizontal theme of minor ailments and treatments connects subjects across Year 1. Horizontal integration will continue to be developed in each year, beginning with integration of disciplines within each thematic area. Additionally, specific multidisciplinary modules, primarily related to body systems, will be introduced to strengthen the connection between science and practice. A dedicated pharmacy practice module will further support this integration by incorporating thematic content and system-based case studies. This module will expand in scope and credit value from 5 to 10 credits in later years to include more core topics and critical care elements. Case-based and problem-based learning approaches are used to progressively build and connect concepts across the curriculum, including within science modules. The highest level of integration, transdisciplinary learning, is achieved through experiential placements in Years 2, 4, and 5. These placements allow students to apply their knowledge in real-world settings, develop professional skills, and engage with patients, caregivers, and healthcare teams.</p> <p>The MPharm Teaching and Learning Strategy places a strong emphasis on staff and student professionalism. This professionalism is underpinned by SETU's institutional policies, including the Code of Conduct for Employees, Academic Regulations for Taught Programmes, the Student Charter, and the Professional Code of Conduct for Pharmacy Students. Pharmacy professional modules, led by pharmacists, are in place from the first semester of Year 1. Professionalism is then reinforced throughout the remainder of the programme. Practising pharmacists will model professional behaviour in line with their own Code of Conduct, and serve as role models for students.</p>
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⁴ Miller, G. E. (1990). The assessment of clinical skills/competence/performance. Academic Medicine, 65(9).

<p>vii) clear guidance to students relating to assessment of learning outcomes, with objective reporting on assessments.</p> <p>b) include assessment of:</p> <ul style="list-style-type: none"> i) professionalism throughout the Professional Degree Programme ii) consultation, counselling and communication skills iii) problem-solving skills, and rational decision-making skills iv) research and critical analytical skills v) interprofessional teamworking and leadership skills. <p>c) include examination of:</p> <ul style="list-style-type: none"> i) pharmacy law, including within the statutory professional examination at the end of Year five ii) pharmaceutical calculations, to include assessment of competency prior to the Year four practice placement iii) professional competence, via a summative objective structured clinical examination (OSCE), as part of the statutory professional examination at the end of Year five iv) professional competence, by the tutor pharmacist at the end of Year five. 	<p>Simulation-based training also forms a key part of the curriculum and the development of relevant pharmacy skills. Key elements of the teaching environment will include a dispensary, simulation suite and consultation room, supported by relevant digital tools. As the programme is implemented, the team will explore the potential of virtual and augmented reality (VR and AR) to enhance student learning. This exploration has already begun through collaboration between pharmacy practice lecturers, nursing faculty, and VR education specialists at SETU to assess the feasibility and educational impact of these technologies.</p> <p>Leadership development is embedded in later-stage modules and in all Pharmacy Practice modules, with a focus on patient safety and wellbeing. Specialised modules, informed by sectoral feedback, are strategically scheduled in advance of experiential placements to ensure students are well-prepared. These modules use role-plays, audits, projects, and presentations to help students practise and demonstrate leadership and collaborative skills. Interprofessional learning is also a key component, involving collaboration with students from disciplines such as veterinary medicine, nursing, health promotion, and medical sciences. While acknowledging the range of planned, potential IPL activities, many of which were discussed at the onsite visit, the accreditation team notes that these plans have yet to be solidified in many instances. Additionally, there are, as yet, no confirmed IPL activities with medical doctors or in hospital environments, though some possibilities, including online activities, were discussed. Consequently, the accreditation team finds that SETU must develop a detailed plan for IPL activities, which identifies concrete arrangements for the first two years of the programme, and which outlines plans for the remainder of the programme. The IPL plan must explore opportunities for IPL activities in conjunction with medical students, and must be submitted in advance of students being enrolled on the programme.</p> <p>The programme supports the development of peer review and assessment skills through formative feedback and peer assessment, which are used to enhance students' reflective, analytical, and written and oral communication skills. These elements are integrated across both science and practice modules, including Pharmacy Practice 1, Introduction to Research Methods, and Clinical Biochemistry and Nutrition, among others. The Teaching and Learning Strategy also supports the development of research and evidence-based decision-making skills. Active learning methods such as case studies and small group work are used to reinforce these skills. A validated elective 5-credit summer module in Year 3 offers students the opportunity to engage in additional work placement, research, or professional</p>
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	<p>development in a research setting. Throughout the programme, students have multiple opportunities to participate in research, and SETU actively encourages them to share their work at national research events and conferences.</p> <p>The curriculum is designed to ensure that students are provided with meaningful, progressively challenging practical experiences involving patients, carers, and the public. To complement this, the programme includes a dedicated module on Management and Leadership Skills for Pharmacists in Year 3. This module focuses on developing students' understanding of leadership behaviours, communication, and management strategies within a patient-facing context. It includes content such as patient journey mapping and analysis of healthcare challenges such as hospital overcrowding, high-volume dispensing and medication errors. Students engage in collaborative problem-solving to identify improvements in care delivery, including the use of technology and enhanced counselling skills. Through a combination of tutorials, case studies, and digital learning tools, students gain insight into the intellectual and professional demands of pharmacy practice.</p> <p>The SETU MPharm Assessment Strategy supports a clear progression through the hierarchy of knowledge and skills, as outlined in Miller's Pyramid of Clinical Competence. Assessments are structured to enable students to progress from foundational knowledge ("knows") to applied competence ("knows how"), performance ("shows how"), and real-world practice ("does"). Whilst this progression is embedded across all modules and years of the programme, the accreditation team recommends that once delivery of the programme is underway, the assessment strategy should be reviewed and further consideration given to the integration of assessment, especially within the latter stages of the programme. A wide range of assessment methods is employed at each level of study, including written exams, practical assessments, peer review, and reflective assignments, all mapped to the CCF. Patient safety is clearly and appropriately considered in the design and marking of assessments. Clear marking criteria are used to evaluate safe and effective practice, and assessments are contextualised within contemporary pharmacy settings. Diagnostic and formative assessments are integrated throughout the programme to support student development, with timely and constructive feedback provided to encourage reflective learning and self-directed improvement. Students are given clear guidance on assessment expectations, and objective reporting mechanisms are in place to ensure transparency and fairness.</p>
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	<p>The assessment strategy also ensures that key professional competencies are evaluated throughout the programme. Professionalism is assessed continuously, including during experiential placements. Communication, consultation, and counselling skills are developed and assessed through simulations, role-plays, and practice-based modules. In line with statutory requirements, the assessment strategy includes specific evaluations of pharmacy law, pharmaceutical calculations, and professional competence. Pharmacy law is assessed throughout the programme and forms part of the statutory professional registration examination (PRE) in Year 5. Competency in pharmaceutical calculations is assessed prior to the Year 4 placement to ensure readiness for practice. A summative OSCE is conducted as part of the PRE, and tutor pharmacists assess professional competence at the end of the final placement.</p> <p>The MPharm Assessment Strategy includes clearly defined marking criteria that prioritise patient safety and professional competence. A minimum pass mark of 50% is required for all modules. This requirement is applied across all assessments and is clearly communicated through module descriptors. Compensation is allowed in Years 2 and 3 within a limited number of specified modules, provided the student has achieved the required marks in the remaining credits to maintain an overall pass. In contrast, no compensation is permitted in Years 4 and 5.</p> <p>Patient safety is embedded throughout the assessment strategy. The programme integrates the WHO Patient Safety Curriculum Guide and ensures that safety-related skills and behaviours are assessed across all five years. This includes the use of rubrics that explicitly evaluate consultation skills, ethical conduct, and evidence-based practice. These criteria are shared with students in advance to support understanding and preparedness. Module coordinators, in collaboration with the Programme Director and teaching teams, ensure that assessments reflect real-world scenarios and current professional standards. This includes the use of clinical assessments, OSCEs, and placement-based evaluations that span the full scope of pharmacy practice. The OSCE component begins in Year 1 and increases in complexity and scope throughout the programme, culminating in the statutory professional registration examination (PRE) in Year 5. To ensure the quality and consistency of OSCEs, a dedicated committee will oversee their design, delivery, and benchmarking. This includes</p>
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	<p>setting minimum competency standards, training assessors, and applying best practices from international guidance, such as that provided by the Association for Medical Education in Europe (AMEE). Feedback mechanisms are also in place, including debriefs and student evaluations, to support continuous improvement. SETU has developed a policy regarding best practice for standardised patient educators. The accreditation team was advised that within the OSCE structure, an examiner will be present for interactive stations. The use of a 'standardised patient' is considered key to incorporating the skills required for the OSCE scenario, as well as the accuracy of replication across students, the provision of feedback, and for improving the process. Staff stated that they will have clear structures in place for training 'standardised patients' and for incorporating them into the assessment structure. While the accreditation team is satisfied that the overall approach adopted within the Strategy is sound, it recommends that the use of patients, carers, and the public in learning experiences undertaken in the university be reviewed, with a view to expanding and bringing greater clarity and detail to relevant plans.</p> <p>Problem-solving and rational decision-making skills are assessed across both science-based and integrated modules. These competencies are developed through case studies, clinical applications, and simulated scenarios, such as medicines reconciliation and patient management problems. Interprofessional teamworking and leadership skills are assessed through role-plays, simulations, reflective exercises, and strategy development tasks. These assessments are designed to evaluate students' ability to collaborate effectively and demonstrate leadership within healthcare environments, aligning with the broader goals of the MPharm programme.</p>
Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the condition below is fulfilled.</i>
Commendations Recommendations Conditions	<p>Recommendations:</p> <ul style="list-style-type: none"> Once delivery of the programme is underway, the accreditation team recommends the assessment strategy should be reviewed and further consideration given to the integration of assessment, especially within the latter stages of the programme.

	<ul style="list-style-type: none"> The accreditation team recommends the use of patients, carers and the public in learning experiences undertaken in the university be reviewed, with a view to expanding and bringing greater clarity and detail to relevant plans. <p>Condition:</p> <ul style="list-style-type: none"> SETU must develop a detailed plan for IPL activities, which identifies concrete arrangements for the first two years of the programme, and which outlines plans for the remainder of the programme. The IPL plan must explore opportunities for IPL activities in conjunction with medical students, and must be submitted in advance of students being enrolled on the programme. This is to meet Standard 5 of the PSI Accreditation Standards.
Standard 6: Quality Assurance and Enhancement	Accreditation Team's Commentary
<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</p>	<p>The SETU submission outlines clear quality assurance and enhancement processes within the university, which will apply to the proposed MPharm programme. The accreditation team finds that these policies and procedures are appropriate and in line with those in other similar HEIs in Ireland. Submission documentation and discussions with SETU staff indicate that there is a comprehensive committee structure in place within the Faculty of Science and Computing (see discussion under Standard 2). The accreditation team recognises the benefits of establishing the new Department of Pharmacy within a mature Faculty with governance structures and mechanisms that can support, monitor and review both programme development and implementation.</p> <p>Once appointed, the Head of Department, in conjunction with the Head of Faculty, will draft an implementation plan for the Department of Pharmacy Strategic Plan. Implementation of the plan will be reviewed by the Faculty management team twice per year (December and June), leading to a report submitted to the Faculty Committee. The team will use this opportunity to address and plan for development needs.</p> <p>SETU's Quality Framework provides an overarching framework for all aspects of university activity across all units, departments, and functions. It requires the regular monitoring and review of all university programmes to ensure they meet their objectives. The Quality Promotion Office also promotes continuous quality improvement by supporting review processes across all academic and administrative units. Programme reviews take place</p>

<p>programme. This must include examination, feedback, views and experiences from a range of stakeholders including students and the public.</p> <p>3) Each student's proficiency over the period of the Professional Degree Programme must be tracked. This must include proficiency in practice placements and robust evidence of each student's performance over the whole period. Fitness to practise mechanisms for students must be in operation and routinely reviewed.</p> <p>4) All proposed material changes to the Professional Degree Programme must be reported to the PSI in accordance with legislative requirements.</p> <p>5) There must be a quality improvement strategy and quality mechanisms in place for this component to assure and enhance the quality of all practice placements to provide a meaningful learning experience, including but not limited to:</p> <ul style="list-style-type: none"> 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 	<p>annually, while reviews of other units follow longer timeframes. Structured feedback on programme delivery will be collated and reviewed annually by the Programme Board, which is responsible for ensuring that the MPharm programme meets key milestones, and for identifying gaps to be addressed (see discussion under Standard 2). An annual Programme Board report is submitted to Academic Council for review. This report, which is prepared by the Programme Director, will include a detailed analysis of examination performance and feedback from all stakeholders, including external examiners. The accreditation team was advised that the Pharmacy Professional Advisory Committee will be maintained and meet regularly so that its feedback and insights continue to inform programme delivery. Student feedback will be obtained in a number of ways, including through a dedicated student feedback session held at the end of each year and which will inform a further planning meeting.</p> <p>Student performance on the MPharm programme will be monitored through a combination of academic assessments and regular OSCEs, placement competence assessed by APPEL preceptors, and fitness to practise mechanism, all of which are recorded using the University's Banner system and the Department of Pharmacy's internal recording system. Academic proficiency is assessed through all modules in accordance with the programme's assessment strategy (see discussion under Standard 5), grading profiles, and institutional Marks and Standards policy. This includes a variety of assessment types such as written exams, projects, CPD portfolios, and other methods outlined in module descriptors. External examiners are involved in validating assessment standards, and in ensuring consistency and quality. All students are required to accept and adhere to the SETU Master of Pharmacy Professional Code of Conduct for Student Pharmacists, the APPEL Code of Conduct, and the Student Fitness to Practise Policy and Procedure for programmes in Pharmacy in the Faculty of Science and Computing, which includes a clear communication, investigation and reporting process. Students who do not accept these policies are not permitted to continue in the programme.</p> <p>SETU confirmed in its SAR that all proposed programme changes will be reported to the PSI. Under SETU Regulations, all planned minor and major changes to programme module and programme content must be validated in advance through Academic Council and quality</p>
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<p>f) organisational support for the tutoring process including when to raise concerns</p> <p>g) the allocation of students to training establishments</p> <p>h) student support whilst on placement, including clarity around expectations of role and role development</p> <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>	<p>assurance processes. Proposed changes and amendments must be justified to Academic Council; a panel assessment is required for major changes.</p> <p>As noted under previous standards, SETU plans to work with APPEL to ensure that all placement requirements are met and appropriately quality assured. A contingency plan is being advanced in the event that APPEL membership is not forthcoming, is delayed or is withdrawn for any reason.</p> <p>There are dedicated Faculty structures and an associated Faculty Management Committee with responsibility for monitoring resources. The Senior Technical Officer, working with the Head of Department, will monitor requirements and resource needs relating to capital equipment. The programme team and Programme Director will liaise with the Head of Department to monitor and identify other resource requirements, which are included in the Programme Board Report each year. The Head of Department will work with the Head of Faculty in ensuring that resource requirements are met and that non-pay budget is allocated appropriately. The Faculty Management Committee is responsible for managing infrastructure, with any issues being discussed at Faculty Management level. The Head of Faculty has oversight on resourcing within the Faculty.</p>
Compliance with Standard:	<i>The accreditation team is satisfied that this standard has been met.</i>
Commendations Recommendations Conditions	
Standard 7: Students	Accreditation Team's Commentary
7. There must be processes at the HEI and School level to assist students in the Professional Degree Programme (both prospective and enrolled), in understanding the expectations of them, as well as the support available to develop as future practising professionals. This includes the practice placement	<p>The SETU submission documentation clearly outlines the information and support available to students on the proposed MPharm programme. The accreditation team finds that these are appropriate and in line with supports in place in other Irish and UK HEIs.</p> <p>Admission to the MPharm programme will primarily be through the national Central Applications Office (CAO) process, and will include dedicated places for HEAR and DARE</p>

<p>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 c) incorporate a fair and just complaints and appeals process with regard to progression on the Professional Degree Programme d) specify how professional requirements, including fitness for practise, appropriate for the professional programme are met. <p>2) Student Support</p>	<p>scheme applicants. The university also has a number of schemes and access routes which will apply to any new course. The accreditation team was advised at the onsite visit that the university has a strong track record in attracting further education and training (FET) students, and has partnership agreements with local FE colleges. SETU also has a high number of first generation students and operates special entry routes for students who come through care routes. The accreditation team was further advised that SETU operates a number of scholarship schemes including University of Sanctuary Scholarships. Department of Pharmacy staff articulated that they are committed to developing scholarships for the MPharm programme, and have commenced exploratory work in that regard. Pharmacy students will also have access to the Pharmacy Benevolent Fund.</p> <p>All MPharm students must uphold the SETU Master of Pharmacy Professional Code of Conduct for Student Pharmacists, and are subject to Fitness to Practise requirements and attendance procedures within the Department of Pharmacy (see discussion under previous standards). Students are also subject to Garda vetting, information on which is provided at registration. All MPharm students will also be required to complete a medical declaration and medical screening process, including vaccination. Students who decline vaccination or cannot achieve adequate immunity will undergo a Health & Safety risk assessment. Based on the outcomes of this assessment, a determination will be made regarding the student's suitability to participate in experiential learning placements, which are essential to achieving the competencies required to complete the programme. If it is determined that an applicant does not meet the admission requirements, or if the necessary supports cannot be provided by SETU, particularly in workplace settings, the university commits to communicating this transparently to the applicant. In such cases, SETU will make efforts to guide the applicant toward a more suitable programme, if available. Any sensitive information collected during this process, such as medical certifications or declarations related to physical, mental, or cognitive health, will be handled in accordance with SETU's data protection policies. This data will be securely stored and retained only for as long as necessary to assess and support the applicant's ability to meet academic and professional standards. Where health-related concerns or fitness to practise issues are disclosed, applicants may be asked to provide supporting documentation, which will be reviewed confidentially.</p>
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<p>Appropriate and timely support must be in place for students in all learning and training environments on the Professional Degree Programme including:</p> <ul style="list-style-type: none"> a) Orientation b) identification of individual support needs c) provision of support for personal, academic, general welfare and careers matters d) support for the in-practice placements within the Professional Degree Programme to ensure a good learning experience e) access to pharmacy professionals throughout the programme who are able to act as role models f) a student complaints policy and procedures. <p>3) Student Guidance</p> <p>Students are expected to actively engage with the Professional Degree Programme recognising the primacy of patient safety whilst also their role in developing as professionals.</p> <p>This includes guidance on:</p> <ul style="list-style-type: none"> a) student personal and professional development through support structures that encourage active engagement in relevant or appropriate extra-curricular activities, travel and/or volunteer work/paid work b) citizenship through encouragement of active engagement with relevant pharmaceutical students' representative associations at HEI, 	<p>SETU has an orientation and induction process to support students in their transition into university life. Recognising the importance of the first-year experience, SETU has developed targeted initiatives such as peer mentoring, tutor structures, and rolling induction programmes to foster resilience and a sense of belonging. For science-based programmes, including the MPharm, a mandatory health and safety training session is conducted. This includes presentations on laboratory safety, emergency procedures, and a tour of lab facilities, followed by a test to confirm students' understanding. MPharm students also receive a tailored induction session covering professionalism, the Code of Conduct, and fitness to practise requirements specific to pharmacy education. This session includes opportunities for engagement with peer mentors, pharmacy professionals, and fellow students. In addition, students complete mandatory academic integrity training and an induction on sustainable laboratory practices. Tutors play an active role in monitoring student progression, presenting findings to programme boards, and coordinating appropriate supports and interventions in collaboration with students. Tutors also play a key role in identifying students at risk of withdrawal or non-progression and in identifying appropriate supports to best facilitate engagement/learning. In the MPharm programme, the work of tutors is supported by the CPD Advisor, the Programme Director and academic staff. The programme team, including lecturers, Year Programme Directors, supervisors and the overall Programme Director, collectively work to support students, and monitor student progression, which is considered at programme boards. The Programme Director(s) and Head of Department work with the student support team to ensure students receive both academic and pastoral support. Support initiatives include tutor support, workshops, peer-to-peer mentoring, first year retention scheme and initiatives. Attendance procedures entail first providing pastoral support to the student. Whilst acknowledging the strengths of the current support systems and structures, the accreditation team recommends that SETU consider the benefits of establishing a personal tutor process within the Department of Pharmacy to address the pastoral care needs of students across all years of the programme.</p> <p>In addition to the tutor system, SETU operates a number of other structured student support services, including:</p> <ul style="list-style-type: none"> • Library resources • Teaching and Learning Centre • Centre for Technology Enhanced Learning
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<p>national and international levels, and other groups and committees which may be external to pharmacy.</p>	<ul style="list-style-type: none"> • Computer services • Virtual learning (Moodle) support • Computing and Maths Learning Centre support • SETU Research Support Unit • Access support • Retention Office • International Office <p>The Computing and Maths Learning Centre, along with the First Year Retention Scheme, offers additional academic support to students in chemistry, physics, and mathematics. These supports complement structured module tutorials and typically provide students with 4–5 hours of extra help from a postgraduate tutor in areas where they may be struggling.</p> <p>As discussed under Standards 2 and 3, a specific Pharmacy Placement Coordinator will be appointed to serve as a practice educator in the programme. They will work closely with students (and APPEL, should the SETU membership be accepted) throughout their placements, including in the preparation phase. This approach is already in place on other programmes in SETU. Students will be supported through a structured pre-placement process in which they will receive a pre-placement checklist and be guided through relevant content in the Pharmacy Practice modules. It is planned that the Practice Educator will be the primary liaison between students and APPEL, with the Programme Director also available to provide support when needed. During placement, each student will be assigned a supervisor from their training establishment who oversees their experience and addresses any concerns. If issues arise that cannot be resolved by the supervisor, students are directed to contact the Practice Educator or the APPEL team. These support pathways are clearly outlined in the placement handbook.</p> <p>Members of the public who wish to raise concerns about a student are advised to contact the student's preceptor, the Practice Educator, or the Programme Director. Additionally, formal complaints can be submitted through the SETU Complaints Resolution Officer, as outlined in the university's Code of Conduct, Student Expected Behaviour Policy, and Disciplinary Procedure.</p>
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Compliance with Standard:	<i>The accreditation team is satisfied that this standard will be met, when the conditions below are fulfilled.</i>
Commendations Recommendations Conditions	Recommendation: <ul style="list-style-type: none"> The accreditation team recommends that SETU consider the benefits of establishing a personal tutor process within the Department of Pharmacy to address the pastoral care needs of students across all years of the programme. Conditions: <ul style="list-style-type: none"> SETU must confirm that the following policies have been approved and adopted by the Governing Authority, and provide details of same: Fitness to Practise procedures; Open Disclosure Policy and Code of Conduct for Students. This is to meet Standards 4 and 7 of the PSI Accreditation Standards. SETU must confirm that it is an equal partner in the consortium agreement for the Affiliation for Pharmacy Practice Experiential Learning (APPEL), as is proposed, or provide details of an alternative infrastructure in place to deliver and quality assure experiential learning placements, as required by the PSI Accreditation Standards by April of the first year of the programme. This is to meet Standards 3, 4, and 7 of the PSI Accreditation Standards.


Figure 1: Guiding principles for the Master of Pharmacy programme associated with Teaching, Learning and Assessment.

Additional Commentary

The accreditation team commends the new Department of Pharmacy at South East Technological University (SETU) for the high quality and thoroughness of the documentation submitted as part of the PSI accreditation process. The team also appreciated the open and constructive engagement of university, faculty and departmental staff during the onsite visit. Notably, the Department has demonstrated a commendable approach to the implementation of the MPharm programme by allowing sufficient time to develop and refine its plans for programme delivery carefully before enrolling students, thereby ensuring a strong foundation for successful implementation and a high-quality student experience. The accreditation team concludes that SETU will meet the PSI accreditation standards when the conditions outlined in this report are fulfilled. Consequently, the accreditation team recommends that the programme be granted accreditation for five years.

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

The accreditation team is satisfied that appropriate arrangements are in place for the implementation of requirements under the National Open Disclosure Framework. SETU provided a commitment that all pharmacy practice lecturers, practice educators, the programme director, the Head of Department, as well as students will undertake open disclosure training for programme via the two modules in HSELand. Students will also receive training on open disclosure in relevant programme modules. The Department will shortly develop a yearly seminar in this area for all staff. This training will be initiated in 2025/2026 ahead of first intake and details will be provided in the yearly report to the PSI.

Signed:  _____

(Chairperson)

Date: 9 September 2025

Appendix 1: Summary of Application Documentation Submitted by SETU

Documentation Submitted with Application (Alphabetised)

- Academic Calendar 2024 2025
- Academic Integrity Training Programme
- Academic Regulations for Taught Programmes 2024 – 2025
- Appel Letter of Support
- AQR SETU 2023 – 2024
- Assessors Report CE2 Master of Pharmacy
- Code of Conduct for Employees Policy
- Common First Science Induction Programme
- Curriculum Map MPharm
- Data Protection Policy V1.1
- Data Protection Procedures V2 Oct 23
- Dept of Pharmacy Strategic Plan
- DIT Toolkit
- DOS_ DOLS H&S Induction Schedule
- Draft Policies for MPharm Programme FTP Policies
- Draft SETU EDI Pharmacy Statement
- Draft SETU MPharm Open Disclosure Policy and Procedure for Review SAR
- Example Induction for Pharmacy Prog
- Expert Taskforce to Support the Expansion of Pharmacy Report
- Generic Awards Standards
- H&S Awareness Schedule
- HSE Patient Safety Strategy
- IPL in the MPharm Programme
- Letter of Support Mulligans Pharmacy
- Master of Pharmacy SETU
- Master of Pharmacy SETU Implementation Plan
- MPharm Competency Mapping
- MPharm Draft Policies and Procedures Fitness to Practice
- MPharm Implementation Plan
- MPharm Module Mapping
- Newsletter 24.03.2025
- Patient Safety (Notifiable Incidents and Open Disclosure) Act 2023
- Policy Management Framework
- Risk Management Policy
- Risk Register
- Safety Statement V3 Sept 2024
- Sample Application Guidelines for Non-Standard Entry
- Sample Support Material

- School Response Template SETU – Waterford MPharm
- SE PEM Letter
- Sept of Science Safety Handbook
- SETU 2nd Year Workbook Draft Student Copy
- SETU Admission to Programmes of Study
- SETU AQR 2025 Report
- SETU Charter
- SETU Cinnnte Report
- SETU CPD Week Schedule
- SETU Draft MPharm Open Disclosure Policy
- SETU Equipment List
- SETU Generic Award Standards
- SETU MPharm CV of Staff Development and Programme Board Team
- SETU MPharm Policies and Procedures
- SETU Pharmacy Education & Networking Event Agenda
- SETU Policy Management Framework
- SETU Protected Disclosure Policy V3
- SETU Quality Framework
- SETU Research Ethics Approval Letter
- SETU Research Ethics Committee Approval-Patient Advocacy Group
- SETU Strategic Plan
- SETU Student Charter
- Student Academic Misconduct Policy
- Student Expected Behaviour Policy
- Student Expected Behaviour Policy and Disciplinary Procedure
- Supplementary Assessors Report
- Supporting and Determining Students Fitness to Continue in Study Policy
- Table Demonstration of Alignment to Legal Requirements for MPharm
- Terms of Reference Pharmacy Professional Advisory Committee
- WHO Global Patient Safety Action Plan
- WHO Patient Safety Curriculum Guide

Documentation Shared at Onsite Accreditation visit (Alphabetised)

- Assessors' Report CE2 Master of Pharmacy
- CE2 New Programme School Response dated 15/03/2025
- CE2 New Programme School Response dated 26/01/2025
- Internal email confirming decisions of the Taught Studies Programmes, Teaching & Learning Committee meeting of 25 March 2025
- Job description for the new Head of the Department of Pharmacy (SL 2) post
- Memo to SETU Academic Council from the Faculty of Science and Computing, Master of Pharmacy Programme Development Team containing at Table outlining the proposed Programme and module regulations for the 5 Year Master of Pharmacy
- Memo to SETU Academic Council from the Faculty of Science and Computing, Master of Pharmacy Programme Development Team re revised policy documents
- Minutes of SETU Academic Council Meeting, 8 April 2025
- SETU Department of Pharmacy fitness to practice draft for consultation April 2025

- SETU Draft Master of Pharmacy Open Disclosure Policy & Procedure – For consultation April 2025
- SETU Master of Pharmacy Code of Conduct for Student Pharmacists – draft for HR consultation April 2025
- Supplementary Assessors' Report CE2 Master of Pharmacy
- TPC Decisions 25/03/25

Appendix 2: Schedule for Onsite Accreditation Visit

Accreditation Visit for the Proposed Five-Year Fully Integrated Master's Degree Programme in Pharmacy to be provided by the South-East Technological University (SETU)

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

AGENDA

Monday, 9th June – Wednesday, 11th June 2025

		Day One: Monday, 9 June 2025: Dooley's Hotel, Waterford	
Agenda No	Time	AGENDA ITEM	OWNER
1.	13:30-14:30	Lunch	All
3.	14:30-17:30	<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 SETU Agreement on questions/issues to be addressed. Plan for proposed approach. 	All
4.	17:30-18:00	Teleconference/Meeting with Head of School (or equivalent, if needed).	<i>Chair of team: Chris Langley</i>

Day Two: Tuesday, 10 th June 2025			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS

1.	8:30 – 9:00	<p>Private meeting of the Accreditation Team</p> <p>Location A02, Cork Road Campus, Waterford. This will be the main location room for both days.</p> <p>Day 2 location for morning sessions will be G19 within SETU O’Connell Bianconi Nursing Education Building, returning to A02 for the afternoon.</p>	
2.	9:00 – 11:00	<p>Meeting with Head of School/Department or equivalent, and Team responsible for the programme</p> <ul style="list-style-type: none"> • Welcome and introductions • Presentation by the Head of School/Department or other (30 mins max.) • Overview of programme developments to further evaluate additional progress and developments since the submission by SETU. • Overview of the strategic plan for the College/School/Department <p>SETU Representatives:</p> <p>Prof Veronica Campbell, President of SETU</p> <p>Dr Richard Hayes, Vice President Strategy</p> <p>Prof Peter McLoughlin, Head of Faculty (Waterford) of Science and Computing</p> <p>Dr Claire Lennon, Pharmacy Programme Development Lead, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Dr Niall O’Reilly, Centre Manager of the Pharmaceutical and Molecular Biotechnology Research Centre</p> <p>Dr Laurence Fitzhenry, PI Ocular Therapeutics Research Group, Faculty (Waterford) of Science and Computing</p> <p>Prof Helen Hughes, Academic-Enterprise Liaison for Eco-Innovation, Faculty (Waterford) of Science and Computing</p> <p>Prof Michael Harrison, Head of Department of Sport and Exercise Science, Faculty (Waterford) of Health Science</p> <p>Dr David Scanlon, Programme Leader Molecular Biology with Biopharmaceutical Science, Faculty (Waterford) of Science and Computing</p>	1-8 (particular focus on standard 1)

		<p>Dr David Phelan, Head of Department of Applied Science, Faculty (Carlow) of Science and Computing</p> <p>Prof Martina Gooney, Lecturer, Department of Nursing and Healthcare, Faculty (Waterford) of Health Science</p> <p>Dr Aisling Croke MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Ms Nicola Cantwell MPSI, Assistant Lecturer and Work-placement Coordinator, Higher Certificate in Science in Pharmacy Technician Studies, Department of Applied Science, Faculty (Carlow) of Science and Computing</p> <p>Ms Sarah Brown MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Ms Dearbhla Walsh MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Ms Fiona Leonard MPSI, Lecturer, Higher Certificate in Science in Pharmacy Technician Studies, Department of Applied Science, Faculty (Carlow) of Science and Computing</p>	
3.	11.00 – 11:15	Private meeting of accreditation team	
4.	11:15 – 12:15	<p>Meeting with SETU representatives involved in Leadership, Organisation and Governance</p> <p>SETU Representatives:</p> <p>Prof Peter McLoughlin, Head of Faculty (Waterford) of Science and Computing</p> <p>Dr Richard Hayes, Vice President Strategy</p> <p>Ms Elaine Sheridan, Vice President Governance/University Secretary</p> <p>Ms Kathryn Kiely, Vice President External Affairs</p> <p>Dr Claire Lennon, Pharmacy Programme Development Lead, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Dr Laurence Fitzhenry, PI Ocular Therapeutics Research Group, Faculty (Waterford) of Science and Computing</p> <p>Dr Niall O'Reilly, Centre Manager of the Pharmaceutical and Molecular Biotechnology Research Centre</p> <p>Dr Sinead O'Halloran, Head of Department of Science, Faculty (Waterford) of Science and Computing</p>	Standard 2

		<p>Ms Eleanor Kent, Head of Department of Land Sciences, Faculty (Waterford) of Science and Computing</p> <p>Prof Michael Harrison, Head of Department of Sport and Exercise Science, Faculty (Waterford) of Health Science</p> <p>Ms Susan Greene, Risk and Compliance Officer</p> <p>Dr Victoria McDonagh, Head of Department of Social Care & Early Childhood, Faculty (Waterford) of Arts and Humanities</p> <p>Dr Paul O’Leary, Head of Quality Promotion and Policy Development</p> <p>Ms Sarah Brown MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Ms Nicola Cantwell MPSI, Assistant Lecturer and Work-placement Coordinator, Higher Certificate in Science in Pharmacy Technician Studies, Department of Applied Science, Faculty (Carlow) of Science and Computing</p> <p>Mr James Carr, MPSI, Director of Pharmacy, UPMC Ireland (member of the SETU Pharmacy Professional Advisory Committee)</p> <p>Mr Daragh Connolly, MPSI, Superintendent Pharmacist and Chair Board of Pharmaceutical Practice, FIP, (member of the SETU Pharmacy Professional Advisory Committee)</p>	
5.	12:15 – 12:30	Private meeting of accreditation team	
6.	12:30 – 13:30	Lunch	
7.	13:30 – 14:15	<p>Tour of School/Department of Pharmacy/College</p> <p>SETU Representatives:</p> <p>Dr Niall O’Reilly, Centre Manager of the Pharmaceutical and Molecular Biotechnology Research Centre</p> <p>Dr Claire Lennon, Pharmacy Programme Development Lead, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Prof Martina Gooney, Lecturer, Department of Nursing and Healthcare, Faculty (Waterford) of Health Science</p> <p>Prof Peter McLoughlin, Head of Faculty (Waterford) of Science and Computing</p>	
8.	14:15 – 15:15	Meeting with SETU representatives involved in Resources	Standard 3

		<p>SETU Representatives:</p> <p>Dr Claire Lennon, Pharmacy Programme Development Lead, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Prof Peter McLoughlin, Head of Faculty (Waterford) of Science and Computing</p> <p>Ms Shauna Whyte, Vice President People, Culture & EDI</p> <p>Mr Keith Williams, Director of Capital Projects, SETU</p> <p>Dr Sinead O'Halloran, Head of Department of Science, Faculty (Waterford) of Science and Computing</p> <p>Dr Alan Davy, Head of Department of Computing and Maths, Faculty (Waterford) of Science and Computing</p> <p>Dr Niall O'Reilly, Centre Manager of the Pharmaceutical and Molecular Biotechnology Research Centre</p> <p>Dr Mike Kinsella, Academic Lead EU-CONEXUS</p> <p>Prof Michael Harrison, Head of Department of Sport and Exercise Science, Faculty (Waterford) of Health Science</p> <p>Dr Aisling Croke MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Ms Dearbhla Walsh MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p>	
9.	15:15 – 15:30	Private meeting of accreditation team	
10.	15:30 – 16:30	<p>Meeting with relevant staff who will be involved in coordination and quality assurance of practice placements with APPEL.</p> <p>SETU Representatives:</p> <p>Dr Claire Lennon, Pharmacy Programme Development Lead, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Ms Dearbhla Walsh MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Dr Mary-Kate Burke, Veterinary Medicine Lead, Faculty (Waterford) of Science and Computing</p> <p>Prof Helen Hughes, Academic-Enterprise Liaison for Eco-Innovation, Faculty (Waterford) of Science and Computing</p>	

		<p>Prof Martina Gooney, Lecturer, Department of Nursing and Healthcare, Faculty (Waterford) of Health Science</p> <p>Dr Paul O’Leary, Head of Quality Promotion and Policy Development</p> <p>Ms Nicola Cantwell MPSI, Assistant Lecturer and Work-placement Coordinator, Higher Certificate in Science in Pharmacy Technician Studies, Department of Applied Science, Faculty (Carlow) of Science and Computing</p> <p>SETU Representatives: Ms Katherine Morrow, Director and National Coordinator of APPEL</p>	
11.	16:30 – 17:00	Private meeting of accreditation team	

Day Three: Wednesday, 11 th June 2025			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
1.	8:45 – 9:00	<p>Private meeting of the Accreditation Team</p> <p>Location G19 O’Connell Bianconi Nursing Building, Cork Road Campus, Waterford for morning sessions.</p> <p>Return to A02 post lunch time for final sessions</p>	
2.	9:00 – 10:00	<p>Meeting with SETU representatives involved in Curriculum: Structure and Evaluation</p> <p>SETU Representatives: Dr Claire Lennon, Pharmacy Programme Development Lead, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Dr Laurence Fitzhenry, PI Ocular Therapeutics Research Group, Faculty (Waterford) of Science and Computing</p> <p>Prof Helen Hughes, Academic-Enterprise Liaison for Eco-Innovation, Faculty (Waterford) of Science and Computing</p> <p>Dr Orla O’Donovan, Academic Integration Lead (CORDA)</p> <p>Dr Paul O’Leary, Head of Quality Promotion and Policy Development</p>	<p>Standard 4</p> <p><i>G19</i></p>

		<p>Dr Aisling Croke MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Ms Sarah Brown MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Ms Dearbhla Walsh MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Ms Fiona Leonard MPSI, Lecturer, Higher Certificate in Science in Pharmacy Technician Studies, Department of Applied Science, Faculty (Carlow) of Science and Health and Computing</p> <p>Dr Frances Finn, Lecturer in Nursing, Department of Nursing and Healthcare</p> <p>Dr David Scanlon; Programme Leader Molecular Biology with Biopharmaceutical Science, Faculty (Waterford) of Science and Computing</p>	
3.	10.00 - 10.15	Private meeting of the Accreditation Team	
4.	10:15 – 11.15	<p>Meeting with SETU representatives involved in the Curriculum: Teaching, Learning and Assessment</p> <p>SETU Attendees: Faculty of Science and Computing (Waterford). Department of Pharmacy: Dr Claire Lennon Dr Aisling Croke MPSI Ms Sarah Brown MPSI Dearbhla Walsh MPSI</p> <p>Department of Science: Dr Laurence Fitzhenry Dr Richie Ryan Dr Tracey Coady Dr Wayne Cummins Prof Helen Hughes Dr Nasser Al-Hajj Dr Ann Donegan Dr Eleanor Owens Dr Sean Roche Dr Madhuri Dandamundi Dr David Scanlon Dr Lee Coffey Dr Edel McNeela Dr Nabla Kennedy Dr Graece Tan Dr Sweta Rani</p>	Standard 5

		<p>Dr Mike Kinsella</p> <p>Department of Land Science: Ms Rachel O'Dowd Dr Elaine Duggan Dr Pippa Haughton</p> <p>Department of Veterinary Medicine: Dr Mary Kate Burke</p> <p>Faculty of Business (Waterford): Dr Gillian Curran</p> <p>Faculty of Health Science (Waterford): Department of Sport and Exercise Science Mr Aubrey Storey Dr Aisling McGrath Dr Evan Matthews</p> <p>Department of Nursing and Healthcare: Dr Frances Finn</p>	
5.	11:15 – 11:30	Private meeting of accreditation team	
6.	11:30 – 12:30	<p>Meeting with SETU representatives involved in Quality Assurance and Enhancement</p> <p>SETU Attendees: Dr Derek O'Byrne, Vice President Academic Affairs, Teaching & Learning</p> <p>Dr Colette Maloney, Assistant Registrar</p> <p>Dr Paul O'Leary, Head of Quality Promotion and Policy Development</p> <p>Dr Claire Lennon, Pharmacy Programme Development Lead, Department of Pharmacy, Faculty (Waterford) of Science and Computing</p> <p>Dr Sinead O'Halloran, Head of Department of Science, Faculty (Waterford) of Science and Computing</p> <p>Dr David Scanlon, Programme Leader Molecular Biology with Biopharmaceutical Science, Faculty (Waterford) of Science and Computing</p> <p>Dr Chris O'Riordan, Office of the Registrar (Waterford)</p>	Standard 6

7.	12:30 – 13:30	Lunch	
8.	13:30 – 14:30	<p>Meeting with SETU representatives involved in Students</p> <p>SETU Representatives: Dr Allison Kenneally, Vice President Equality, Diversity & Inclusion Mr Michael Mullan, Head of Student Recruitment and Admissions Dr Laura Keane, Head of Student Life and Learning, Waterford Ms Ann Marie Quigley, Head of Student Counselling Service Ms Laura Hartrey, Disability Officer Waterford Dr Evelyn Landers, Programme Director B.Sc. & BSc. (Hons) Science (common entry), Common First Science Coordinator Dr Claire Lennon, Pharmacy Programme Development Lead, Department of Pharmacy, Faculty (Waterford) of Science and Computing Mr. Conor Phelan: SETU Student Experience Coordinator Dr Nabla Kennedy, Programme Director BSc(Hons) in Molecular Biology with Biopharmaceutical Science, Department of Science, Faculty (Waterford) of Science and Computing Ms Sarah Brown MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing Ms Dearbhla Walsh MPSI, Lecturer in Pharmacy, Department of Pharmacy, Faculty (Waterford) of Science and Computing Dr Sinead O'Halloran, Head of Department of Science, Faculty (Waterford) of Science and Computing Ms Eleanor Kent, Head of Department of Land Science, Faculty (Waterford) of Science and Computing Ms Nicola Cantwell MPSI, Assistant Lecturer and Work-placement Coordinator, Higher Certificate in Science in Pharmacy Technician Studies, Department of Applied Science, Faculty (Carlow) of Science and Computing</p>	<p>Standard 7</p> <p>A02</p>
9.	14:30 – 14:45	Private meeting of the accreditation team	

11.	14:45 – 15:45	Meeting with SETU representatives to get further clarifications (if required). SETU Representatives	
12.	15:45 – 16:15	Private meeting of the accreditation team	
13.	16:15 – 16:45	Meeting with SETU representatives to convey recommendation of the accreditation team. SETU Representatives	