

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

Trinity College Dublin (TCD)

June 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 Council approved PSI [accreditation standards](#).

This report records the outcomes of an application for continued accreditation of a five-year, fully integrated Master of Pharmacy (MPharm) degree programme delivered by the School of Pharmacy and Pharmaceutical Sciences at Trinity College Dublin (TCD). On successful completion of the programme, graduates obtain a MPharm award and confirmation from TCD 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 School of Pharmacy and Pharmaceutical Sciences at TCD 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 are detailed in Appendix 1 of this report.

The onsite accreditation visit took place at the School of Pharmacy and Pharmaceutical Sciences at TCD on the 11th and 12th February 2025, with a preparatory meeting of the accreditation team taking place on 10th February 2025. The full agenda for the onsite accreditation visit is available in Appendix 2.

Accreditation Team

Name	Role	Affiliation
Prof Anthony Cox	Chairperson	Head of School of Pharmacy, Professor of Clinical Pharmacy and Drug safety, University of Birmingham.
Elizabeth Noonan	Quality Assurance Expert	Director Of Quality Enhancement, University College Cork (UCC)
Dr Ilona Obara	Subject Matter Expert	Reader in Pain Pharmacology and Neuroscience and Director of Research, Newcastle University.
Prof Michael Tunney	Subject Matter Expert	Professor of Clinical Pharmacy, Queens University Belfast

The accreditation team was supported by:

Name	Role	Affiliation
Andrea Boland	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

Continue to grant its recognition and approval for the Masters Degree Programme in Pharmacy at Trinity College Dublin for a period of five years.

Summary of Commendations

1. The accreditation team found the direct engagement of students, in particular 5th years students with people with lived experience (patients) to be exemplary.
2. The accreditation team commends the School's methodological approach to reflecting upon and ensuring that the learnings generated through Covid adaptations have continued to inform current approaches to teaching and learning. Supported by a systematic programme review, the School harnessed such learning to make long-term changes for the benefit of both staff and students.
3. The accreditation team commends the range and depth of IPL experiences afforded to students across all stages of the programme. The benefits of the approach to IPL were noted in discussions with students.
4. The accreditation team was particularly impressed by the extent to which students are provided the opportunity to undertake research projects in Year 4 abroad; the management of this process and the supports for students, especially financial supports for students, is exemplary.

Summary of Recommendations

The accreditation team makes the following recommendations:

1. The team notes the ongoing efforts by the School to establish a fair and equitable workload allocation model and encourage the School to complete that process as soon as possible.
2. Students undertaking interviews in advance of placements be accommodated with alternative ways of engaging with lectures or other course requirements which they unavoidably miss when engaged in interviews.
3. The School take steps with other accredited Schools of Pharmacy to ensure the accuracy of information in APPEL in relation to whether student placements are paid.

Summary of Conditions

No conditions were specified.

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> <ol style="list-style-type: none"> Promote professional behaviour among students, staff and all those contributing to the Professional Degree Programme. Be committed to the development of graduates who satisfy the requirements of the Core Competency Framework for Pharmacists. 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> <ol style="list-style-type: none"> The objectives of the Professional Degree Programme Provider in relation to the Professional Degree Programme. 	<p>The School of Pharmacy and Pharmaceutical Sciences at Trinity College Dublin (TCD) introduced a new strategic plan, The School of Pharmacy and Pharmaceutical Sciences Strategic Plan 2022-2027, in 2023, following consultation with staff, alumni, stakeholders, and national and international experts in pharmacy and pharmaceutical sciences. The plan is consistent with TCD's current strategic plan, Towards 2025: Community and Connection, and articulates the School's purpose and values, which are aligned with the university's vision and values:</p> <ul style="list-style-type: none"> Our Purpose: We educate and train pharmacists and pharmaceutical scientists; we exercise leadership in the development and advancement of pharmacy and pharmaceutical sciences, through world class teaching, research and engagement; to impact policy and healthcare nationally and internationally. Our Values: Excellence, Equity, Advocacy, Ethics, Diversity. Trinity Vision: We are a globally connected community of learning, research, and scholarship, inspiring future generations to tackle the challenges ahead. Trinity Values: Inquisitive, Pioneering, Responsible, Inclusive, Collaborative. <p>The plan, which was approved by the university's governance structures, identifies six strategic priority goals for the School, which reflect the university strategic plan's 'CORE' headings: civic, organisation, research and education. The accreditation team was advised at the onsite accreditation visit that the plan and associated actions are reviewed each February by the executive team: at last review, more than 60% of actions identified were complete. The overall strategy is typically reviewed every three years.</p> <p>The Joint Schools of Pharmacy Code of Conduct and Fitness to Practice policies, which outline the expected behaviours on campus, during placements, and in students' personal time, play</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. No 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>an important role in developing professional behaviour on the programme. Students are introduced to these policies at the start of year 1, and are reminded of their commitment annually by year coordinators, module coordinators and practice educators. Additionally, students must sign an Affiliation for Pharmacy Practice Experiential Learning (APPEL) Student Placement Agreement before going on placement, which outlines that students will be supervised when carrying out activities that impact on patient safety and the need to report incidents affecting safety. The School has a policy to record breaches of the Code of Conduct. When a student's behaviour does not meet professional standards, it is reported to the Head of School who decides on actions ranging from supportive measures to aid the development of professional behaviours to referral to disciplinary and/or fitness-to-practise committees. The breaches are reviewed annually. Concerns about a student's fitness must be reported in writing with supporting evidence to the relevant Director of Teaching and Learning in the School (undergraduate or postgraduate). Finally, in order to graduate and apply for registration as a pharmacist, students must successfully complete the programme's academic and placement requirements, have complied with the Code of Conduct, and satisfy the criteria outlined by the Pharmaceutical Society of Ireland.</p> <p>The accreditation team is satisfied that the requirements of the Core Competency Framework (CCF) for Pharmacists are embedded throughout the MPharm programme. Staff confirmed that some aspects of the later years of the programme, including learning outcomes, were reviewed and remodelled to align with the revised CCF in preparation for September 2023. The Programme Management Committee (PMC) oversees input from an array of stakeholders throughout the programme, including community and hospital pharmacists, patient and public representatives, patients with lived experience, and representatives from clinical services, regulatory, research and industrial partners, and other healthcare professionals.</p> <p>The School strategy and related documentation reviewed by the accreditation team clearly outline the university's objectives in relation to the MPharm programme:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>To produce graduates capable of practising pharmacy responsibly and effectively in the community, in hospitals, in industry, in regulatory and other</i></p> </div>
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	<div data-bbox="987 193 1944 483" style="border: 1px solid black; padding: 5px; background-color: #e0f2f1;"> <p><i>Role Emerging Practice roles. To achieve this through an accredited programme by successful engagement with the national framework for accreditation of pharmacy programmes.</i></p> <p><i>To produce graduates possessing the Trinity Graduate Attributes¹.</i></p> <p><i>To produce graduates able to achieve the academic norms of a European pharmacy university education and having the necessary technical and intellectual skills to follow a higher degree by research in pharmacy practice or in the pharmaceutical sciences.</i></p> </div> <p>The current School strategic plan was informed by a structured review of the programme which was conducted between 2021-2023. Staff informed the accreditation team that the review emphatically confirmed the current programme model. Alumni strongly agreed that the programme equipped them for practice and were supportive of the programme maintaining a broad base, thus enabling progression of graduates to all areas of practice, including both industry and clinical professional roles. A number of teaching and learning strategies are employed by the School to ensure that graduates are prepared for successful entry to the profession, and ensure they are prepared for the pharmacy profession. From Year 1, students engage in reflective practice using a CPD e-portfolio on PebblePad, promoting lifelong learning. Interprofessional Learning (IPL) is integrated throughout the programme and is aligned with the Core Competencies for Interprofessional Collaborative Practice developed by the Interprofessional Education Collaborative and is supported by the School's partnerships with Tallaght University Hospital and St James's Hospital (discussed further under Standards 2 and 3). Faculty members participate in continuing professional development activities to enhance teaching methods and are encouraged to participate in conferences, such as the Irish Network of Healthcare Educators, the All-Ireland Pharmacy Conference, the Health Services Research in Pharmacy Practice conference, and the Pharmacy Education Conference. Peer learning is supported by the School's internal Education Forum where staff share teaching methods, insights, and reflections on new approaches. External specialists are invited to contribute to discussions on topics like AI in teaching and ethics in research. Teaching excellence is recognized through TCD teaching awards, with a number of faculty in the School having achieved Trinity Excellence in Teaching Awards/Provost's Teaching Awards.</p>
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	<p>The strategy affirms the School's commitment to patient-centred care. The panel heard that this is reflected in programme delivery and were provided with a number of examples, including patients giving lectures to 5th year about their conditions and their experiences of access to pharmacy care.</p> <p>The School strategy articulates a broad ambition to improve the quality of the student and staff experience. A significant step taken to realise that ambition was the move to maintain one day per week (currently Mondays) free from teaching. Staff may use that time to focus on enhancements to their teaching practice or on research and the School can hold meetings on that day, which has improved attendance. The accreditation team was advised at the onsite accreditation visit that this move has also been transformative for students allowing more time for students to 'digest' what they are learning (see further discussion under Standard 7). A further related action entailed the reduction of teaching and assessment by 20% on all modules. The accreditation team was advised that the School achieved this objective by removing a lot of the repetition resulting in a more cohesive programme. The School has also increased the focus on self-directed learning by students informed by the Covid-19 experience. The pandemic and related restrictions required the programme team to identify those teaching approaches needed to achieve the learning outcomes and then supplement these with student self-directed learning. That exercise informed the 20% reduction in teaching contact time. The accreditation team commends the School's efforts to build on the learnings from the Covid-19 pandemic to make long-term changes for the benefit of staff and students by removing any redundancy in the programme in the form of unnecessary repetition. In particular, the accreditation team notes the move in this academic year to allow second-year MPharm students take a five-credit module from outside of the core curriculum, as part of the Trinity Elective programme.</p> <p>Finally, the School strategy confirms the School's commitment to excellence in pharmacy research. Over 90% of academic staff were research-active in 2024, as classified by the Faculty of Health Sciences. Staff research has garnered significant external funding and recognition. Also in 2024, six academic staff were named in the Elsevier/Stanford University list of the World's Top 2% of Scientists, demonstrating the high calibre of research conducted at the School. The School also emphasises research engagement for students, offering opportunities to participate in research projects internationally. A key metric for the School is</p>
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	the number of new PhD students, due to their contribution to the School's research mission and undergraduate teaching. The School tracks its performance in international rankings, particularly the QS rankings, which reflect research output, reputation, and employer recognition.
Compliance with Standard:	The accreditation team is satisfied that this standard has been met.
Commendations Recommendations Conditions	Commendations: <ul style="list-style-type: none"> • The accreditation team found the direct engagement of students, in particular 5th years students with people with lived experience (patients) to be exemplary. • The accreditation team commends the School's methodological approach to reflecting upon and ensuring that the learnings generated through Covid adaptations have continued to inform current approaches to teaching and learning. Supported by a systematic programme review, the School harnessed such learning to make long-term changes for the benefit of both staff and students.

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 is planned and delivered by an identifiable organisational unit - the School of Pharmacy and Pharmaceutical Sciences at TCD. There is clear evidence of governance and organisational structures in the School with clarity around associated roles and responsibilities. The School is led by a Head of School, supported by the School Executive Committee (SEC), which is comprised of senior academic staff members and both undergraduate and postgraduate student representatives. The main roles of the SEC include fostering academic excellence across all aspects of the School's activities; cultivating a supportive and collaborative environment for research, scholarship, and learning; serving as a platform for discussions on school-related matters, reviewing reports from SEC members and addressing coordination issues, providing guidance when needed, and contributing to quality assessments and other review processes. The SEC is chaired by the Head of School. A Programme Management Committee (PMC) has oversight of the MPharm programme. Its membership is as follows:</p> <ul style="list-style-type: none"> • Head of School • Director of Teaching and Learning (Postgraduate) • Director of Undergraduate Teaching and Learning • Pharmacy (Integrated) programme Director • Year Coordinators of Y1-Y5 inclusive • Practice Educator • Secretary to the committee • Student Convenor <p>The Head of School, who is appointed by, and is accountable to, the Board of TCD, should be Associate Professor (Senior Lecturer) level or above with (usually) more than ten years academic/institutional experience. This role has ultimate responsibility for the MPharm programme and associated resources. The accreditation team finds that there is evidence of strong leadership from the current Head of School, who is highly experienced in pharmacy professional education, research and related scholarly activity. There is also evidence of the Head of School's engagement with the previous MPharm accreditation, ongoing monitoring and annual reporting to the PSI as required. The team was advised at the accreditation visit that all academic faculty (approximately 30 academics) report to the Head of School, who has an annual conversation with staff about their career development plans. The Head of</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>School line manages close to 30 academic staff. The accreditation team was further advised that the School is in the process of reviewing a staff workload allocation model and conversations are ongoing in that regard. A new Head of School will be appointed in 2025. The accreditation team finds that the criteria in place for this role are adequate to assure that this standard will continue to be met by the new role holder. The accreditation team was advised that training is provided when the Head of School is first appointed. It was noted, however, that the Head of School's responsibilities when combined with teaching and research responsibilities appeared onerous.</p> <p>The team was advised at the accreditation visit, that in addition to the Head of School, the Programme Director is an operational role with responsibility for the high-level academic oversight of the whole programme and ensuring that the curriculum meets the CCF. The current director is a registered pharmacist who provides guidance and advice to the Head of School and School Manager on the practice and profession of pharmacy, as well as on issues related to student conduct and Fitness to Practise. The Directors of Teaching and Learning (Undergraduate and Postgraduate) have a more operational role with responsibility for day-to-day matters. The Director of Postgraduate Teaching and Learning is the programme lead for the 5th year of the programme.</p> <p>The School of Pharmacy and Pharmaceutical Sciences is located within the Faculty of Health Sciences. Service teaching on the MPharm programme by staff from other departments within the faculty has been significantly reduced with relevant chemistry and physics content now being taught by School staff such that it is integrated to the pharmacy context. This move is to help ensure that content is appropriately contextualised and integrated at the module level. The accreditation team notes that from the 2024/25 academic year, physiology for pharmacy is also being delivered internally by pharmacy academics who have appropriate backgrounds in academic medicine, pharmacology, and physiology. This is important for the sustainability and quality of this element of the programme. Ongoing service teaching continues mainly in biochemistry by staff from the Schools of Biochemistry & Immunology and Genetics & Microbiology. Despite this reduction in service teaching, there continues to be significant collaboration, including with other Schools in the university, to support IPL (see discussion under Standards 4 and 5). To that end, the four schools within the Faculty of Health Sciences in TCD have appointed an IPL coordinator for the faculty.</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>A strong academic relationship is maintained with the School of Medicine, with the two schools recently appointing a joint full professor to a new Chair of Personalised Therapeutics (2024). The School also has a joint Professor-in appointment with the School of Biochemistry and Immunology and a secondment/joint appointment at chair level in Cellular Therapeutics with the National Institute for Bioprocess Research and Training (NIBRT). The School maintains a research presence in the Trinity Biomedical Sciences Institute and the Trinity College Institute of Neuroscience and at the Trinity Translational Medicine Institute, which facilitates strong research relationships with staff in related disciplines. The accreditation team finds that there is evidence of developed expertise within the School for the delivery of customised scientific content for pharmacy students, as well as evidence of effective research links with other related cognate areas within the Faculty of Health Sciences and the wider university.</p> <p>TCD in conjunction with University College Cork (UCC) and the Royal College of Surgeons in Ireland (RCSI) co-founded APPEL, which manages pharmacy experiential learning placements. The School signed a second APPEL agreement (2022-27) and is committed to a further five-year extension of this agreement in 2027. Each of the three participating Schools support APPEL in recruiting placement opportunities in community, hospital, industry and emerging practice role settings. Additionally, the School works closely with hospitals, including St James's Hospital, Tallaght University Hospital; St. Vincent's University Hospital, St. Patrick's Hospital, Our Lady's Hospice and Care Services, and Bloomfield Mental Health Services, Peamount Hospital; community pharmacies, such as Boots; the pharmaceutical industry and government agencies to offer extensive learning and research opportunities, particularly in pharmacy practice and IPL. The School also offers students the chance to undertake research projects in Year 4 with partner universities in France, Germany, Austria, the UK, the USA, and Japan, some through the ERASMUS exchange programme, and some at institutions outside the ERASMUS area that TCD has a Memorandum of Understanding (MoU) with. These opportunities contribute to the School's goal of having 45% of MPharm students experiencing study abroad during their studies. The accreditation team was advised at the accreditation visit that, TCD had offered enough placements abroad for 60% of the third year class and that 60% of the class had applied to undertake a research project abroad in Year 4, which is significantly in excess of the college average; an achievement commended by the accreditation team. The School assists students with funding, where necessary. To that end,</p>
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	<p>students are advised to come forward and have a conversation if they are facing severe hardships to mitigate this as a potential obstacle for students.</p> <p>The School reports that its commitment to equality, diversity and fairness is reflected in the diversity of its student population on the MPharm programme. The School operates inclusive learner pathways through the HEAR and DARE schemes and the Trinity Access Programme (TAP), as well as mature student entry routes and also serves international students. The School recognises the need to support all students on their journey through the programme. To support the learning journey, each student in the School is assigned a College Tutor, who is a member of academic staff in the university. The tutor is a first point of contact at any stage of enrolment where confidential help and advice on personal or academic matters is needed. Tutors may also defend the student in interactions with the college, for example, in examination outcome appeals.</p> <p>To further ensure equality, diversity and fairness, the School reports that it has adopted a variety of flexible teaching and assessment methods (lectures, tutorials, group work, practicals, e-learning, PBL, OSCEs, site visits), material (including handouts, text books) and assessment methods (written examinations, written assignments, lab reports, reflective journal, blogs, presentations, clinical pharmacology/practice of pharmacy case studies, group projects via PBL, etc.). The School utilises appropriate college administration systems for student data and records and other registry processes and submits returns to the Higher Education Authority (HEA), as required.</p> <p>The accreditation team is satisfied that there is evidence that 'fitness to practice' is being operated to the standard expected of a professional programme. The accreditation team heard how the five fitness to practise cases that have arisen since the previous accreditation were managed and was assured that the School policy and procedures are robust and effective.</p>
Compliance with Standard:	The accreditation team is satisfied that this standard has been met.
Commendations Recommendations Conditions	Commendation:

	<ul style="list-style-type: none">• The accreditation team was particularly impressed by the extent to which students are provided the opportunity to undertake research projects in Year 4 abroad; the management of this process and the supports for students, especially financial supports for students, is exemplary. <p>Recommendation</p> <ul style="list-style-type: none">• The accreditation team notes the ongoing efforts by the School to establish a fair and equitable workload allocation model and encourage the School to complete that process as soon as possible.
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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> <ul style="list-style-type: none"> a) provide most of the teaching and learning support for the Professional Degree Programme; however, where 'service-teaching' is identified as required for a small part of the programme, there shall be a robust means of managing its integration into the Professional Degree Programme. b) provide the academic direction for all teaching and learning support or assessment provided by individuals from outside the School. 	<p>The accreditation team finds that the School is well resourced with the appropriate level and mix of staff who provide the majority of teaching on the programme. The School has a staff: student ratio of 16:1. A complete list of School staff and their CVs were provided to the accreditation team. School faculty are supported in the delivery of the programme by staff from cognate disciplines and guest lecturers, though the School has increasingly moved away from service teaching within large multidisciplinary groups, and towards modules customized to the pharmacy context (see discussion under Standard 2 above). When co-teaching occurs, the curricula are not always identical. For example, pharmacy students study biochemistry alongside medical students in year 1 (PHU11BI1: Biochemistry) and year 2 (PHU22118: Pharmaceutical Biochemistry and Biotechnology), but each cohort has customized learning outcomes, specific lectures, and assessments. A clear distinction is made between foundational knowledge and profession-specific content, which is tailored specifically for pharmacy students.</p> <p>The Programme Management Committee (PMC) provides oversight of the overall MPharm programme and of module design and assessment and ensures that module learning outcomes are mapped to programme outcomes. Seven members of the PMC are registered pharmacists on the PSI Register (MPSI), thus ensuring that every module has oversight from registered pharmacists. Each module is overseen by a module coordinator and comprises a combination of lectures, tutorials, seminars, workshops, and practical classes as appropriate. The PMC reviews all module learning outcomes and content to ensure their appropriateness to an MPharm programme context. PSI registered staff members teach pharmacy, law, ethics, professionalism and pharmacy practice. Some part-time staff also have practice commitments in a range of settings providing students with exposure to national experts. External contributors are appointed and their roles are assigned during the module development phase and they are supported by the module coordinators and academic staff responsible for particular elements of the module throughout.</p> <p>The programme staff appear to have more than adequate support in terms of research and scholarship to ensure that they can maintain and advance their knowledge at the leading edge of their subject area and inform delivery of the programme. In addition to extensive</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>library and IT services, these include the Trinity Research, Training and Conference Travel Scheme which offsets expenses to the amount of €700 per annum incurred “for purposes of importance to teaching and/or research, including advanced courses, lecture tours and travel for collecting material which is essential or important for teaching or research, or for carrying out some part of a staff member’s research which cannot be done well in Dublin.” Trinity Research provides support for staff to engage in research and scholarship, including support to plan and find funding for that research, as well as training and information sessions focused on, for example, grant writing processes and identifying emergent funding priorities. School staff publish in a number of highly cited publications and have been successful in achieving grant funding from both national and international sources, both metrics which have contributed to TCD’s rank of 26th in the world for Pharmacy and Pharmacology in the QS World University Rankings by Subject 2024. Four of the five indicators on which the rankings are based are directly related to research.</p> <p>The School, in its SAR, provided examples of continuing professional development (CPD) undertaken by staff since the previous PSI accreditation, much of which has been provided by the Human Resources Learning and Organisation Development Unit. Staff also availed of professional development programmes offered by the Centre for Academic Practice, Trinity Teaching & Learning and TCD’s IT service, as well as opportunities offered outside of the university. All registered pharmacists also undertake the PSI-required CPD to maintain registration.</p>
<p>2) Practice Educators</p> <p>The School must have a sufficient number of Practice Educators who will provide the specialised teaching on the interface between the learning within the schools and that within the practice placement and who will provide support to the students on placement and to their tutors.</p>	<p>The School provided the accreditation team with a list of external specialists who contribute to the MPharm programme both on-campus and during experiential placements. A significant number of these external specialists come from institutions with whom TCD has partnership agreements, including Tallaght University Hospital, St. James’s Hospital, St. Vincent’s University Hospital, St. Patrick’s Mental Health Services, Our Lady’s Hospice and Care Services, and Boots Ireland. External specialists are not directly involved in assessment but may contribute to the content of assessment and oversight of model answers. Additionally, the School has 7 FTE administrative staff, including a School Manager and administrative and executive officers who are responsible for timetabling and examination administration, and 8.5 FTE technical staff, including a Chief Technical Officer (CTO). This role oversees the delivery of laboratory practical classes and provides administrative, financial,</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>a) The School must have the financial resources necessary for delivery of its strategic objectives.</p>	<p>and technical support to principal investigators in their research activities, ensuring that technical resources are appropriately allocated to both teaching and research laboratories. The CTO reports to the Head of School, and leads the hiring process and manages the technical staff team in line with College regulations and procedures.</p> <p>All practice placements (which take place in Years 2, 4 and 5) are managed by APPEL. There is 1.0 FTE Practice Educator in place in the School, who supports both students on placements, and preceptors in placement sites, and serves as the key liaison between APPEL, the School, placement sites and students. APPEL also manages the tutor pharmacist list, with all tutors being MPSI and undertaking the required annual CPD training. Tutors receive annual training both from APPEL and the School's practice educator.</p> <p>The accreditation team finds that the School also has the requisite facilities for the effective delivery of an MPharm programme, including dedicated space in the Panoz Institute and shared space in the Trinity Biomedical Sciences Institute. The School also has access to further facilities, including the Trinity Simulation Suite in St. James's Hospital for teaching purposes, particularly IPL. Staff advised the accreditation team that the simulation suite, which belongs to the School of Nursing and Midwifery, is used by the School for IPL in year 3 with physiotherapy students involving a case study of a COPD patient. The School also has a model pharmacy which is set up for video observation. In addition to state tuition fees for CAO students, the School receives annual funding from College based income from EU and non-EU student tuition fees. This is subsidized by tuition fees from the School's postgraduate programme offerings. The School states that while this model is undesirable, it is inevitable in the current funding climate and the overall income is adequate to continue delivering the MPharm programme. The School has contingency plans to cover any potential deficiencies in resources which are aligned to the College Risk Management Policy. The School has its own risk register which is managed by the Head of School and the School Manager and is reviewed at least quarterly by the School Executive. A review of space utilization is currently being conducted across the College to which the School has detailed priority areas for replacement and upgrading.</p>
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<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>Compliance with Standard:</p>	<p>The accreditation team is satisfied that this standard has been met.</p>
<p>Commendations Recommendations Conditions</p>	

Standard 4: Curriculum: Structure and Evaluation	Accreditation Team's Commentary
<p>4. The curriculum must be planned to deliver an integrated experience that combines and coordinates all teaching, learning and assessment components in a logical and cohesive manner with clearly articulated linkages within years and between years. The Professional Degree Programme must be planned and regularly evaluated as a whole to deliver graduates who have the knowledge, skills, attitudes and behaviours to meet the Core Competency Framework for Pharmacists necessary for entry to the profession of pharmacy and to assure the accountability of the profession to society.</p> <p>1) The curriculum should embrace the scope of contemporary pharmacy practice responsibilities to patient-centred care as well as the emerging roles of the pharmacist within the context of societal and professional changes occurring and contemplated. The curriculum must be designed, delivered and regularly reviewed to keep abreast of advances arising from policy, and research and development, 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</p>	<p>The MPharm programme at TCD is a comprehensive 5-year course now in its 9th year. The curriculum is designed to ensure graduates meet the requirements of the CCF and can register as a pharmacist with the PSI as well as achieving a Level 9 qualification on the National Framework of Qualifications (NFQ). There is a focus on patient-centred care throughout all years.</p> <p>The accreditation team finds that the School's SAR was extensive and well written, and that the MPharm curriculum is well conceived and suitable for training pharmacy students to become excellent professionals and to enter into the many areas of pharmacy practice. The accreditation team was provided with a list of modules and a curriculum map, and evidence of curriculum review and update.</p> <p>Assessments in multiple modules emphasize practical pharmacy skills, communication, and IPL. A key component is the integration of contemporary issues in pharmacy practice, ensuring students are prepared for the evolving role of pharmacists.</p> <p>The curriculum is delivered through research-led teaching, and is integrated through five themes, at least one of which is reflected in each module. The five themes are:: Safe and Rational use of Medicines; Pathologies, Patients and Populations; Professionalism and Communications; Medicines Sourcing, Production and Use; Leaders and Learners; of which the first three are of particular relevance to patient-centred care. The accreditation team was advised that every module has been assigned an integration level, the lowest being level 3, 'harmonisation', on Hardens Integration Ladder, and extend to level 11, 'trans-disciplinary', on the ladder. All placement modules are at level 11. There are a range of integration levels in each programme stage.</p> <p>There is evidence of progressive academic practice and transversal skills development and IPL through the integrated curriculum structure. The accreditation team is satisfied that there is good integration and relevance to clinical practice with a focus on patients, further reflected in the recent appointment of an Associate Director of Patient and Public Involvement who is leading on the development of guidance for involving patients in research, teaching and learning activities. The teaching and assessment as described meets all the key aspects in Standard 4.</p>

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

<p>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) deferring consideration until further confirmation and clarity of plans in this area The curriculum should enable students to form an appropriate ethical and professional approach to practice. This should begin early in the first year. From the beginning, the Professional Degree Programme must be delivered in an environment which places study in a professional and academic context and requires students to conduct themselves professionally.</p> <p>4) The curriculum must be designed, delivered and reviewed by interdisciplinary teams in order that the subject matter of the degree is integrated and delivered in a patient-focused manner. The scientific base of the curriculum must be of adequate depth, scope and quality and sequenced appropriately to 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</p>	<p>Students progress from introductory core science modules in year 1 through to the application of knowledge and skills as a student practitioner in a patient-facing environment in year 5. An integrative approach to teaching and learning is adopted across the programme, through the five curricular themes. Achievement of learning outcomes is assured through assessment and module learning outcomes are mapped to programme learning outcomes, which are also mapped to the CCF. On graduation, students have not only met the requirements of the CFF, but have developed a reflective approach to learning necessary to maintain and further develop their core competencies during professional practice. Active learning is progressively nurtured from years 1 to 5, becoming more advanced in both scope and depth each year. In year 1, students are expected to begin applying critical thinking and problem-solving skills at a foundational level, with these abilities being further refined in subsequent years. The assessment methods are designed to support the development of these skills throughout the programme.</p> <p>Ethics and professionalism are addressed in specific components in the pharmacy practice modules, throughout all five years of the programme, including direct instruction on professionalism and ethics, communication skills and demonstration of professional and ethical behaviour in dispensing practice and OSCE examinations, and integration of pharmacy skills in year 5. For example, Module PHU11106: Practice of Pharmacy I, delivered in the first semester of year 1, introduces the characteristics of a profession, professionalism, and frameworks for decision-making in professional dilemmas. Students are supported as they work through dilemma scenarios in a structured way, following the model of the PSI's Ethical Decision-Making Tool. They write a professional identity essay, which is a key step in developing their professional identity. Additionally, students participate in group reviews of various case studies that reflect the activities of pharmacy students and pharmacists. They must identify legal, ethical, and professional issues in these cases and, through discussion, reach a consensus on how to respond to the questions raised. This includes making recommendations for actions and providing justifications for their decisions. Students are eligible to participate in the annual Code of Conduct Commitment Ceremony for first-year students only after they have successfully completed both individual and group activities, with the option to undertake remedial work if needed. There is also a strong focus on ethical and professional practice in the experiential learning placements in years 4 and 5 and</p>
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<p>learning, including assessment of their learning needs.</p> <p>6) The curriculum must provide appropriately comprehensive training in research methods applicable to scientific, health and practice research in order to meet the CCF. In addition, the Professional Degree Programme must include a significant research component that meets the requirements of a level-9 degree programme on the National Framework of Qualifications.</p> <p>7) There must be a continuum of structured and quality assured practice-placement experiences throughout the curriculum from introductory to advanced, and across the main practice settings of community, hospital and industry, that are of adequate scope, intensity, structure and duration to support achievement of the CCF competencies. The structure of these practice-placement experiences must meet the PSI Council policy as approved from time to time. These experiences must integrate, apply, reinforce and advance the knowledge, skills, attitudes and behaviours developed through the other components of the curriculum.</p> <p>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</p>	<p>associated online academic modules which address and assess ethical and professional concepts.</p> <p>The accreditation team finds that there is a robust process for curriculum review and modification under the oversight of the PMC. To that end, a full review of the programme was completed in 2024 and work is ongoing to review and revise the credit weighting and taught element of the year 4 placement modules. The curriculum has been updated to incorporate the new CCF, which was approved by the PSI in 2022. As agreed with the PSI, the 5th year of the programme for the 2024-25 academic year will still follow the previous CCF to ensure consistent assessment of competency for current year 5 students, who have been assessed using the same CCF for both years 4 and 5. However, year 4 students are being taught updated content based on the new (2022) CCF, and the entire curriculum will be revised to align with the new CCF by the 2025-26 academic year.</p> <p>Many of the academic staff in the School are pharmacists with experience in community, hospital, and industrial pharmacy settings, as well as in academic practice. In addition, the teaching team includes medical doctors, pharmacologists, and chemists. This diverse range of expertise provides an interdisciplinary approach to the curriculum. Furthermore, students engage with professionals from fields such as physiotherapy, psychology, dentistry, medicine, nursing, occupational therapy, clinical speech and language studies, and human nutrition and dietetics through various applied clinical case-based scenarios and other IPL activities. Additionally, students gain an understanding of the roles of other healthcare professionals within the multidisciplinary team in several modules, including in pharmaceutical industry roles covered in PHP55101 (Industrial Pharmacy).</p> <p>Students complete a 15 ECTS 'Senior Sophister Capstone Research Project' (PHU44112) in year 4 and a 30 ECTS 'Pharmacy Practice Research Project' (PHP55400) in year 5. The capstone project involves 5 ECTS training in research skills and research methods which has both continuous assessment and a written exam. In this module, students gain an understanding of the statistical ideas and methods found in different pharmaceutical areas, e.g., community surveys, clinical trials, epidemiological trials and basic science, as well as the various methodologies used in undertaking research projects from development of project</p>
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<p>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>aims and obtaining data to data analysis, report writing and presentation of scientific findings. The year 5 module aims to enable students to develop research questions, devise investigations, and manage a research project. Each student has an academic supervisor for their research project and, if necessary, ethical approval for the research may be sought from the School's Research Ethics Committee.</p> <p>The curriculum is designed to align with, and meet, Irish and European legal requirements for the training of pharmacists. The panel was provided with a mapping of the programme modules to the 'Minimum Training Requirements' as outlined in Article 44 of the Commission Delegated Directive (EU) 2024/782 regarding the minimum training standards for pharmacists, and the 'Minimum Competencies' specified in Statutory Instrument SI No 377 of 2014 – Pharmaceutical Society of Ireland (Education and Training) (Integrated Course). A mapping was also provided of each module to the Indicative Syllabus published by the PSI in the Accreditation Standards.</p>
<p>Compliance with Standard:</p>	<p>The accreditation team is satisfied that this standard has been met.</p>
<p>Commendations Recommendations Conditions</p>	<p>Commendation</p> <ul style="list-style-type: none"> • The accreditation team commends the range and depth of IPL experiences afforded to students across all stages of the programme. The benefits of the approach to IPL were noted in discussions with students.

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> <ol style="list-style-type: none"> be based upon well-evidenced pedagogic principles. promote collegiality, civility and respect among students and staff, and underpin a culture of professionalism in which all teaching staff can lead by example. support the development of: <ol style="list-style-type: none"> independent learning skills, both within the Professional Degree Programme and 	<p>The accreditation team finds that the curriculum documentation submitted is well articulated and meets the standard. The Teaching and learning strategy utilises a number of pedagogic frameworks, including Harden's integration ladder and Miller's pyramid of clinical competence, and emphasises reflective practice. Accordingly, modules are integrated both vertically and horizontally, with module coordinators evaluating a module's level of integration according to Harden's integration ladder, listing other key modules with which their module is integrated and outlining how this is achieved in the integration schematics for the programme.</p> <p>There is evidence of development of 'learning to learn' and lifelong learning skills in students through the use of reflective practice in a number of ways, including reflection in action (used in workshops and practicals where students explain the rationale for their actions); reflection on action (students reflect on their own and their peers' past action to see what did and did not work well); and critical reflection (for example, the reflective CPD e-portfolio maintained by students throughout the programme which develops their ability to identify their learning needs and plan to address same). As students progress through the programme, they are expected to take on more personal responsibility for their learning. In years 2 and 3, a significant portion of the grades in Pharmacology and Therapeutics modules comes from continuous assessments. The research project in year 4 (Senior Sophister Capstone Research Project) is an independent task, and by fifth year, students lead their Pharmacy Practice Research Project with academic staff acting as mentors rather than managers. As students move through the programme, activities shift from a uniform teaching environment to more individualized, workplace-specific tasks in Principal Professional Placement (PPP) modules, where students use self-generated examples.</p>

<p>as a basis for later continuing professional development</p> <p>ii) consultation, counselling and communication skills, underpinned by social and behavioural science content in the Professional Degree Programme</p> <p>iii) leadership skills, problem-solving skills, and rational decision-making skills that promote patient safety and enhance patient well-being</p> <p>iv) peer review and assessment skills</p> <p>v) critical, analytical skills, and an understanding of research methods to support evidence-based decision-making and practice.</p> <p>d) deliver:</p> <p>i) a fully integrated and balanced experience of science and practice, and of university based and practice-based learning</p> <p>ii) interprofessional collaboration with students of other healthcare professions in all stages of the Professional Degree Programme</p> <p>iii) meaningful practical experience of working with patients, carers and the public. The intellectual and professional demands of the practice experience should increase as the student progresses through the Professional Degree Programme</p>	<p>Additionally, a new initiative introduced in 2022/23 allows students one day per week dedicated to self-directed learning, reducing contact time while supporting independent learning, which has received positive feedback from students. The accreditation team was advised that leadership skills are systematically developed across all students through group work where students are designated 'captains' and assigned to lead on various sections of a project. Student debates are also held.</p> <p>The accreditation team is satisfied that students are presented with a variety of opportunities to develop their consultation, counselling and communication skills throughout the programme, while all modules actively promote the development of problem-solving skills. Documentation viewed by the accreditation team indicates that peer review and peer assessment are integral throughout the entire pharmacy programme. In the early years, students focus on peer review, such as double-checking each other's labels and providing feedback on counselling on clinical scenarios using OSCE-style checklists. In group work, students review and assess each other's contributions and provide feedback. As students advance to the Sophister years, peer review continues in activities like poster presentations and case study group work, where students assess each other's contributions. Peer assessment is also part of OSCE preparation, where students evaluate each other's performance in role-play scenarios. In the final year, during the Pharmacy Practice Research Project, students peer assess each other's group poster presentations, and this contributes to their final grades. Research skills are developed in several dedicated modules and research projects (as discussed under Standard 4).</p> <p>The programme integrates science and pharmacy practice modules to progressively build students' knowledge and skills, with professional placements linking learning to real-world contexts. Pharmacology is taught alongside therapeutics and clinical pharmacy throughout the programme. Modules like PHU11104 combine mathematical methods, pharmaceutical calculations, and formulation, emphasizing their relevance in both clinical and non-clinical pharmacy settings. Other modules, such as PHP55108 (Addiction Pharmacy) and PHU44102 (Advanced Pharmaceutical Chemistry), integrate various aspects of pharmacy practice, from drug chemistry to patient counselling. Case studies in pharmacy practice use material from pharmaceutical science modules, and OSCEs assess students on multiple topics. The</p>
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<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 vii) clear guidance to students relating to assessment of learning outcomes, with objective reporting on assessments. <p>b) include assessment of:</p>	<p>programme ensures vertical integration of content, where foundational material in early years supports more complex learning in later years.</p> <p>The programme provides students with structured and direct pharmacy practice experience throughout their studies, involving interactions with patients, carers, and the public. Early modules (PHU11106, PHU22106, PHU33106) progressively develop skills from simple tasks to complex problem-solving. Students learn to engage with patients and professionals, starting with observation and advancing to self-assessment and independent practice. Key activities include communication skills training, dispensing and patient care practices, clinical skills exercises, and community pharmacy visits. Throughout the programme, students engage in case-based learning, online discussions, and seminars with patient support groups. OSCEs and professional placements in years 4 and 5 further assess and develop students' competencies.</p> <p>The accreditation team finds that the assessment strategy is appropriately differentiated from year 1 to Year 5 with a wide range of assessment modalities evident. Miller's pyramid of clinical competence serves as the central framework for developing and assessing competencies in the programme. The professional placements allow students to initially observe and later demonstrate competencies in the workplace. Additionally, the programme assesses students' knowledge through quizzes and worksheets before practical placements, while competency development is evaluated through practical tests, OSCEs, and workplace-based assessments during the 4 and 8-month principal professional placements. There are clear marking criteria in place and separate criteria for progression between years, including attendance requirements and passing each module. All component pass marks are at least 50%. The pass mark in dispensing/medicines provision practical components is 60%, and the pass mark for the Pharmaceutical Calculations tests in PHU11104 (Introduction to Pharmaceutics and Formulation, including Mathematical Methods and Pharmaceutical Calculations) and PHU33106 (Practice of Pharmacy III) is 70%. Compensation is not permitted in Practice of Pharmacy modules at any level in the programme.</p>
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⁴ Miller, G. E. (1990). The assessment of clinical skills/competence/performance. Academic Medicine, 65(9).

<p>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> <p>c) include examination of:</p> <p>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>	<p>The accreditation team was advised that learning outcomes in IPL are assessed in a variety of ways across the modules. Students are involved in eight learning units, with assessment varying from unit to unit. In year one, participation in IPL exercises is reviewed and there are preparatory questions which are shared on a discussion board and students are given a summative mark with very minor weighting. Learning outcomes are captured in the workshop and in the post workshop reflection.</p> <p>Students are provided with feedback within 20 days of submitting coursework. Feedback is also given on end of year exams. The accreditation team was advised that students can make an appointment to come and see staff to review scripts in person and receive detailed feedback on their performance. At the end of each semester, a student survey is conducted which includes a question on whether students have received timely feedback on assessment which helps track the School's success in meeting the 20-day obligation.</p> <p>Students must have satisfactorily completed all components in the 5th year of the MPharm programme in order to be eligible to sit the Professional Registration Examination (PRE). A preliminary Court of Examiners considers students' results from modules undertaken to determine a candidate's eligibility to sit the PRE. The Director of Teaching & Learning (Postgraduate) convenes the final Court of Examiners, which is attended by the course co-ordinator, internal examiners, the practice educator and the external examiner. Final marks and grades for the 5th year of the MPharm programme are confirmed at this Court. In TCD, the PRE forms part of the Experiential Learning and Professional Registration Examination module (PHP55500), and includes an OSCE, which is mapped to the competency domains of the PSI Core Competency Framework.</p>
<p>Compliance with Standard:</p>	<p>The accreditation team is satisfied that this standard has been met.</p>
<p>Commendations Recommendations Conditions</p>	

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 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>The accreditation team finds that the quality assurance arrangements in place are typical of the Irish higher education sector and meet the PSI accreditation standards. The arrangements described align with required national approaches for quality, including the operation of an internal process for periodic review every seven years.</p> <p>The PMC is responsible for the quality assurance and enhancement of the programme and must approve any significant curriculum changes, after which approval must be attained from the School Executive and University Council. The accreditation team was advised that the PMC monitors the curriculum regularly; implements national and international developments; and evaluates assessment and implementation of the assessment strategy and the delivery of the MPharm programme. In line with university policy, the school as a whole is reviewed every seven years. At module level, the module coordinators are responsible for summarising the outcomes of student surveys, student performance and comparisons with previous years. This information is channelled through the year coordinators and submitted to the PMC for discussion. The accreditation team was further advised that the School has moved away from KPIs but, in line with the strategic plan, is focused on ensuring progression rates above 90%; at least 70 students reaching year 5 of the programme; and a close to 100% eligibility rate for year 5 graduates to apply for PSI registration.</p> <p>Student satisfaction is monitored throughout the programme. There is a class representative system in place, module feedback is collected and all these measures feed into university-wide processes. TCD policy mandates that every module is surveyed annually for student feedback, both formal and informal. Feedback is collected through various channels, such as student meetings, surveys, focus groups, and staff-student meetings. For the MPharm programme, module data (e.g. contact hours, assessment forms, exam results etc.), including student feedback, are reviewed by the Year Coordinators and then analysed by the PMC to identify improvements in syllabus, delivery, and assessment. Students are informed of changes made based on their feedback at the start of each academic year, ensuring a closed feedback loop. Each year, every school in TCD is provided with a school report with outputs from student evaluation. Staff advised the accreditation team that the School has carried out a substantial number of enhancements based on student feedback. Additionally, feedback on</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 f) organisational support for the tutoring process including when to raise concerns g) the allocation of students to training establishments h) student support whilst on placement, including clarity around expectations of role and role development i) feedback from all stakeholders. <p>Where practice placements are delivered through a partnership between a School and other Schools of Pharmacy in the State, there must be information about the collaboration,</p>	<p>practice placements is collected through evaluations administered by APPEL, with results shared in biannual School Committee meetings. The practice educator ensures continuous quality improvement by addressing placement concerns and implementing quality assurance processes.</p> <p>The School is one of the few in TCD with an active Strategic Advisory Board (SAB), which is primarily composed of non-academic members. The SAB provides support across various areas, including the MPharm programme, offering guidance on aspects such as APPEL, expansion, and strategic staffing. In line with a strategic planning goal, the School has recently introduced the role of Associate Director of Public Patient Involvement (PPI). This position aims to enhance the School's engagement with the public, focusing on communication and supporting the involvement of patients and the public in research and education.</p> <p>External examiners play a key role in ensuring the quality of the programme by providing independent feedback on degree standards, student achievement, and the programme's alignment with similar programmes in other institutions. They are required to assess student outcomes and integration of teaching and assessment methods. Additionally, in years 4 and 5, a dedicated external examiner is in place in respect of assessment undertaken in the online learning modules; the assessment of competence by workplace preceptors and the terminal pre-registration exam. External examiner feedback is shared through reports that are reviewed and discussed at the PMC and actions are taken as appropriate based on their recommendations. The external examiners are informed of any actions and decisions taken by the School on foot of their recommendations and a list of all recommendations is considered annually by the Senior Lecturer/Dean of Graduate Studies.</p> <p>Students are expected to uphold high professional and ethical standards during placements and academic activities. The Code of Conduct (discussed under previous standards) outlines the principles students must follow, focusing on patient safety, health, and wellbeing. This code is introduced during induction sessions and is available in the student handbook and on the School's website. Any breaches during placements are recorded and reported through specific APPEL procedures, with the practice educator ensuring issues are brought to the attention of the Head of School. Additionally, the School has a Fitness to Practice Policy, to</p>
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<p>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>which students are introduced early in first year and which is also available in the handbook and online.</p> <p>APPEL (discussed under previous standards) facilitates and coordinates the quality assurance of experiential learning placements in years 2, 4 and 5 of the programme. APPEL has developed policies and procedures to select, assess, accredit, appoint and refuse/withdraw trainers and training establishments for practice placements. It also trains trainers and approves training establishments.</p>
Compliance with Standard:	The accreditation team is satisfied that this standard has been met.
Commendations Recommendations Conditions	

Standard 7: Students	Accreditation Team's Commentary
<p>7. There must be processes at the HEI and School level to assist students in the Professional Degree Programme (both prospective and enrolled), in understanding the expectations of them, as well as the support available to develop as future practising professionals. This includes the practice placement elements of the Professional Degree Programme. Students are expected to actively engage with the Professional Degree Programme recognising the primacy of patient safety and to be supported in developing their role as professionals.</p> <p>1) Admission to, and progression on the Professional Degree Programme</p> <p>Policies and procedures must be in place and regularly assessed and these must:</p> <ol style="list-style-type: none"> be open, fair and available to prospective applicants and enrolled students ensuring non-discrimination 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 incorporate a fair and just complaints and appeals process with regard to progression on the Professional Degree Programme 	<p>The accreditation team reviewed evidence of a comprehensive student registry, and robust systems for information and service provision to students. A description of the MPharm programme and curriculum overview is available on the School website, while further information on the School and programme are available in the MPharm Student Handbook, which includes a full description of: each module on the programme, the examination regulations, examination guidelines, guidelines to marking, and the student Code of Conduct and Fitness to Practise policies. The Handbook outlines what is expected of students and highlights the academic and personal supports available. Any changes are notified to students by email.</p> <p>The School has a quota system in place for admissions:</p> <ul style="list-style-type: none"> 80 CAO school leavers including access/mature students; A maximum of 5 graduate entry; A maximum of 10 non-EU; <p>Most students enter directly from secondary school through the CAO system. Mature, advanced and graduate entry candidates are invited for interview as part of the admission selection process. A number of visiting Erasmus pharmacy students join the Junior Sophister class each year. The School strives to accommodate students with disabilities: in 2023-24, 64 undergraduate students were registered with the Disability Service, of whom 60 were recognised as having significant support-needs by means of a Learning Educational Needs Summary report (LENS) report. Accommodations provided include lecture handouts, annotated reading material and additional examination accommodations, such as access to assistive technology, extra time and individual set exam accommodations.</p> <p>On their first day at Trinity, all incoming students attend an orientation day, which takes place before formal classes begin. The day includes talks, meetings, and tours, introducing students to the academic and professional aspects of the programme. Students meet academic staff, tour laboratory facilities, and receive presentations from various faculty members and health services. They are informed about the Pharmacy Student Code of Conduct, Fitness to Practise Procedures, and College regulations, and are introduced to available support systems. Additionally, students may meet with their personal tutors during</p>

<p>d) specify how professional requirements, including fitness for practise, appropriate for the professional programme are met.</p> <p>2) Student Support 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 yes- recommendation 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 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 	<p>Freshers' Week, who guide them through available support services. The Dean of Students coordinates the policies and programmes that support student development, including free services such as Careers Advisory, Counselling, Disability Support, and Student Health. Special support for mature students and those involved in the Trinity Access Programmes (TAP) is also available. The College Day Nursery offers childcare services for students and staff, and the Centre for Academic Practice provides services, including academic writing workshops.</p> <p>The principal professional placements (PPP) in years 4 and 5 are managed through APPEL, which oversees formal placements, engages with students and preceptors, and provides quality assurance oversight. Students are matched with suitable preceptors and receive support from the practice educator, who facilitate communication between the student, preceptor, and the School. Students are encouraged to seek additional work experience in various professional settings, including community, hospital, and industrial environments, throughout the programme. The accreditation team was advised in discussions with staff and students that not all placements are paid. Students informed the accreditation team that in their experience, it is not always clear from the information provided within the APPEL system whether payment will form part of a placement, or that sometimes incorrect information is provided regarding payment, thus compelling students to make decisions in the absence of all relevant information. Students also advised the accreditation team that they must take time out from the regular class schedule to attend interviews for placement; however, no allowance is made for these missed classes (such as access to class recordings), which can have an impact if a student undertakes a large number of interviews. (One student advised that he undertook seven interviews). Consequently, the accreditation team recommends that students undertaking interviews in advance of placements be accommodated with alternative ways of engaging with lectures or other course requirements which they have unavoidably missed as part of the preparation for placement process and that the School take steps with other accredited Schools of Pharmacy to ensure the accuracy of information in APPEL in relation to whether student placements are paid.</p> <p>Practical training in dispensing, patient care, and clinical skills is integrated into the curriculum. Students are assessed through practical exams, OSCEs, and communication skills</p>
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<p>appropriate extra-curricular activities, travel and/or volunteer work/paid work</p> <p>b) citizenship through encouragement of active engagement with relevant pharmaceutical students' representative associations at HEI, national and international levels, and other groups and committees which may be external to pharmacy.</p>	<p>workshops. In Year 2, students must complete a patient-facing placement, while Year 3 introduces interactive teaching with real patients. Throughout the programme, students have access to pharmacy professionals who serve as role models and provide guidance during both academic and practice-based learning.</p> <p>Finally, the accreditation team heard from students at the accreditation visit that staff in the School listen to their feedback and that they receive adequate information and feedback on assessments. Students spoke very positively about the recent reduction in contact hours (see more detailed discussion under Standard 1 and outlined in the School's SAR), and all mentioned that they have good contact with tutors.</p>
Compliance with Standard:	The accreditation team is satisfied that this standard has been met.
Commendations Recommendations Conditions	<p>Recommendations:</p> <p>The accreditation team recommends that:</p> <ul style="list-style-type: none"> • students undertaking interviews in advance of placements be accommodated with alternative ways of engaging with lectures or other course requirements which they have unavoidably missed as part of the preparation for placement process. • the School take steps with other accredited Schools of Pharmacy to ensure the accuracy of information in APPEL in relation to whether student placements are paid.

Additional Commentary

The accreditation team notes the high quality and detailed nature of the documentation it received from the School of Pharmacy and Pharmaceutical Sciences at Trinity College Dublin (TCD) as part of the PSI accreditation process, and appreciates the open and frank manner with which staff and students engaged with the team in multiple discussions at the onsite accreditation visit. The accreditation team is satisfied that the School of Pharmacy and Pharmaceutical Sciences at TCD meets the PSI accreditation standards in full and is happy to recommend continued accreditation for a further five years to the PSI Council.

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. TCD staff informed the team that students undertake an online module on open disclosure as part of Year 5 placements. Students are referred to the HSE requirements and have to describe an appropriate approach to open disclosure. Students receive training on the APPEL policy on open disclosure, while the ethical principles that underpin open disclosure are embedded and integrated into teaching throughout the programme.

Final Comment



Signed: _____

(Chairperson)

Date: ____28/05/2025____

Appendix 1: Summary of Application Documentation Submitted by TCD

Documentation Submitted with Application in December 2024

Appendix 1

- 1.1 School of Pharmacy and Pharmaceutical Sciences Strategic Plan
- 1.2 MPharm Student Handbook 2024-25
- 1.3 Pharmacy Programme Outcomes
- 1.4 Student Placement Agreement
- 1.5 Policy and procedures in respect of Log of Concerns
- 1.6 Trinity College Dublin Code of Governance 2021
- 1.7 Code of Governance for Irish Universities 2019

Appendix 2

- 2.1 Institutionnel Management Structures <https://www.tcd.ie/secretary/college-governance/>
- 2.2 Governance of the School of Pharmacy and Pharmaceutical Sciences
- 2.3 Dignity and Respect Policy
- 2.4 Academic Registry Website <https://www.tcd.ie/academicregistry/>
- 2.5 Academic Registry Enhancement Programme
<https://www.tcd.ie/academicregistry/projects/>

Appendix 3

- 3.1 Curricula Vitae for all staff
- 3.2 External Contributors to the School
- 3.3 Submission from APPEL
- 3.4 School of Pharmacy and Pharmaceutical Sciences Financial Position
- 3.5 Accommodation Detail, Equipment and Laboratory Facilities
- 3.6 Risk Register

Appendix 4

- 4.1 Programme Timetables
- 4.2 List of Modules
- 4.3 Curriculum Map
- 4.4 Narrative Curriculum and Assessment Summary
- 4.5 Mapping new Programme Outcomes to Module Learning Outcomes
- 4.6 Core Competency Framework – Learning Outcomes – Assessment Map
- 4.7 Compliance with Legislation Mapping (EU and PSI)
- 4.8 Compliance with Legislation Mapping – indicative syllabus
- 4.9 Integrative Teaching and Learning
- 4.10 Interprofessional Learning Activities Narrative
- 4.11 Draft PHU44100 Module Descriptor 2025
- 4.12 Module Timetables
- 4.13 Programme Review Report 2024
- 4.14 University of Dublin Calendar Part II General Regulations (page 33, section 28)
- 4.15 Core Competency Framework for Pharmacists 2022

Appendix 5

- 5.1 Student Publications
- 5.2 Student Charter
- 5.3 JF Orientation Session
- 5.4 Peer Counselling Feedback Sheet
- 5.5 Guidelines on how to assess 4th year research projects.
- 5.6 PHP55400 Year 5 Research Project Handbook
- 5.7 Formative Assessment Strategies
- 5.8 Policy on return of coursework
- 5.9 University of Dublin Calendar <https://www.tcd.ie/calendar/>
- 5.10 Rubrics for module PHU44300
- 5.11 Course materials showing activities and assessments in clinical skills

Appendix 6

- 6.1 Irish Higher Education Quality Network <https://www.iheqn.ie/home/default.asp?NCID=1>
- 6.2 Quality and Qualifications Ireland <https://www.qqi.ie/>
- 6.3 Quality Reviews of Schools TCD <https://www.tcd.ie/teaching-learning/quality/quality-assurance/reviews/information/school.php>
- 6.4 General Review Procedures for Quality Reviews of Schools TCD
<https://www.tcd.ie/teachinglearning/quality/assets/pdf/GeneralReviewProcedures2022.pdf>
- 6.5 Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision
- 6.6 TCD External Examiner Policy (Taught Programmes) August 2023
- 6.7 TCD External Examiner Annual Report Form
- 6.8 Student surveys (template) JF, SF, JS and SS years, 2023/24
- 6.9 Module Review Template 2023/24
- 6.10 APPEL documentation associated with workplace-based training
<https://www.appel.ie/resources/>
- 6.11 Summary of TCD Policies for Staff and Students <https://www.tcd.ie/about/policies/>
- 6.12 TCD Student Complaints Procedure
- 6.13 APPEL policies and Procedures
- 6.14 Sample TCD SoPPS staff publication relating to assessment practices
- 6.15 Standards for APPEL Experiential Learning Placements
- 6.16 Supervisor Handbook 2nd year placements
- 6.17 Preceptor Handbook 4th year placements
- 6.18 Senior Preceptor Handbook 5th year placements
- 6.19 Student handbook 2nd year placements
- 6.20 Student handbook 4th year placements
- 6.21 Student handbook 5th year placements
- 6.22 APPEL guidance on CV and cover letter

Appendix 7

- 7.1 TCD Prospectus
- 7.2 Training to become a Pharmacist in Ireland <https://www.psi.ie/education-andtraining/training-become-pharmacist-ireland>

- 7.3 PSI accreditation reports <https://www.psi.ie/education-and-training/training-becomepharmacist-ireland/accreditation-and-standards/accreditation>
- 7.4 TCD Admission Requirements <https://www.tcd.ie/study/apply/admission-requirements/>
- 7.5 Trinity Access Programmes <https://www.tcd.ie/trinityaccess/>
- 7.6 Study at Trinity website <https://www.tcd.ie/study/>
- 7.7 PSI (Education and Training) (Integrated course) Rules 2014 (S.I. No. 377 of 2014)
- 7.8 Senior Lecturer's Annual Reports <https://www.tcd.ie/teaching-learning/reports/slar.php>
- 7.9 Trinity College Dublin Fitness to Practise Policy
- 7.10 SoPPS Examination Regulations
- 7.11 SoPPS Guidance Document for MPharm students on reporting concerns
- 7.12 Trinity Teaching and Learning Academic Integrity Website <https://www.tcd.ie/teachinglearning/academic-affairs/academic-integrity/>
- 7.13 Student Supports Webpage <https://www.tcd.ie/students/supports-services/>
- 7.14 Dean of Students Website https://www.tcd.ie/dean_students/
- 7.15 Student Learning Development website <https://www.tcd.ie/sld/>
- 7.16 TCD Day Nursery website <https://www.tcd.ie/daynursery/>
- 7.17 Centre for Academic Practice, Trinity Teaching and Learning <https://www.tcd.ie/academicpractice/>
- 7.18 Student Counselling Website <https://www.tcd.ie/studentcounselling/>
- 7.19 S2S Peer Support website <https://www.tcd.ie/student2student/>
- 7.20 Trinity disability Service website <https://www.tcd.ie/disability/>
- 7.21 College Health Service website <https://www.tcd.ie/collegehealth/>
- 7.22 Chaplaincy <https://www.tcd.ie/Chaplaincy/>
- 7.23 Senior Tutor and Tutorial Service website <https://www.tcd.ie/seniortutor/>
- 7.24 Trinity Careers Service <https://www.tcd.ie/Careers/>
- 7.25 Civic Engagement website <https://www.tcd.ie/civicengagement/>
- 7.26 Laidlaw Programme Website <https://www.tcd.ie/Careers/students/awards/laidlaw/>
- 7.27 DUPSA site https://www.instagram.com/dupsa_rx/
- 7.28 Irish Pharmaceutical Students Association <https://www.facebook.com/IrishPharmStudents/>

Appendix 2: Schedule for Onsite Accreditation Visit

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

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

AGENDA

Monday, 10 February – Wednesday, 12 February 2025

		Day One: Monday, 10 February at the PSI House, 15-19 Fenian Street, Dublin 2	
Agenda No	Time	AGENDA ITEM	OWNER
1.	12:30-13:30	Lunch	All
3.	13:30-17:00	<i>Commencement of Meeting with Accreditation Team and Introductions.</i> <ul style="list-style-type: none"> • Review initial impressions and areas identified for further clarification. • Consideration of additional documentation submitted by TCD. • Agreement on questions/issues to be addressed. • Plan for proposed approach. 	All
4.	17:00-17:30	Teleconference/Meeting with Head of School (or equivalent, if needed).	<i>Chair of team: Anthony Cox</i>

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

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

AGENDA

Tuesday, 11 February – Wednesday, 12 February 2025

Day Two: Tuesday, 11 February 2025			
TCD			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
1.	8:30 – 9:00	Private meeting of the Accreditation Team.	
2.	9:00 – 10.30	<p>Meeting with Head of School and Team responsible for the programme</p> <ul style="list-style-type: none"> • Welcome and introductions. • Presentation by the Head of School (15 mins max). • Overview of programme developments since the last accreditation visit. • Overview of the strategic plan for the College and School. <p>TCD Attendees: Professor John Gilmer, Head of School Professor Cristín Ryan, MPharm Programme Director Associate Professor Cathal Cadogan, Director of Teaching and Learning, Postgraduate, Y5 coordinator Associate Professor Deirdre D’Arcy, Director of Teaching and Learning Undergraduate (DUTL), BSc Pharm Course Coordinator</p>	1-8 (particular focus on standard 1)
3.	10.30 – 10:45	Private meeting of accreditation team.	
4.	10:45 – 11.45	<p>Meeting with TCD representatives involved in Leadership, Organisation and Governance.</p> <p>TCD Attendees: Professor John Gilmer, Head of School Ms Helen Thornbury, School Manager Associate Professor Astrid Sasse</p>	Standard 2

5.	11:45 – 12:00	Private meeting of accreditation team.	
6.	12:00 – 12:30	Tour of School of Pharmacy. Dr Carolina Garcierena, Chief Technical Officer Two x members of academic staff	
7.	12.30 - 13.30	Lunch	
8.	13:30 – 14:30	Meeting with TCD representatives involved in Resources. TCD Attendees: Professor John Gilmer, Head of School Professor Cristín Ryan, Programme Director Professor Anne Marie Healy (Director of Research) Helen Thornbury, School Manager	Standard 3
9.	14:30 – 14:45	Private meeting of accreditation team.	
10.	14:45 – 15:45	Meeting with relevant staff who will be involved in coordination and quality assurance of practice placements with APPEL. TCD Attendees: APPEL Representatives: Katherine Morrow, Director National Coordinator, APPEL Asst Prof James Quinn, Practice Educator	
11.	15:45 – 16:00	Private meeting of accreditation team	
12.	16:00 – 17:00	Meeting with TCD representatives involved in Curriculum: Structure and Evaluation TCD Attendees: Associate Professor Astrid Sasse Associate Professor Deirdre D’Arcy, DUTL Asst Professor Theo Ryan, Teacher Practitioner	Standard 4
13.	17:00 – 17:15	Private meeting of accreditation team.	

Day Three: Wednesday, 12 February 2025			
TCD			
Agenda No	Time/Venue	AGENDA ITEM	STANDARDS
1.	8:45 – 9:00	Private meeting of the Accreditation Team.	
2.	9:00 – 10:00	<p>Meeting with TCD representatives involved in Curriculum: Teaching, Learning and Assessment.</p> <p>TCD Attendees: Professor Lidia Tajber Associate Professor Sheila Ryder Associate Professor Niamh O’Boyle, Associate Director of Undergraduate Teaching and Learning Dr Emer McGowan, Faculty Health Sciences, Asst Professor in Interprofessional Education</p>	Standard 5
3.	10.00 - 10.15	Private meeting of the Accreditation Team.	
4.	10:15 – 11.15	<p>Meeting with TCD representatives involved in the Quality Assurance and Enhancement.</p> <p>TCD attendees: Associate Professor Carlos Medina Associate Professor Tamasine Grimes, Associate Director, PPI Associate Professor Maria Santos Member of College Quality Office TBC</p>	Standard 6
5.	11:15 – 11:30	Private meeting of accreditation team.	
6.	11:30 – 12.30	<p>Meeting with TCD representatives involved in Students.</p> <p>TCD Attendees: Associate Professor John Walsh Associate Professor Fabio Boylan (Y3 Coordinator and Director of Global Affairs) Asst Prof Juliette O’Connell (Y1 Coordinator) Helen Thornbury, School Manager</p>	Standard 7
7.	12:30 – 13:30	Lunch	
8.	13:30 – 14:30	Meeting with a representative cohort of current MPharm students: To include students from all years of the programme, different Access routes (including mature learners) and international students.	

		Attendees: TBC at time of visit	
9.	14:30 – 14:45	Private meeting of the accreditation team.	
11.	14:45 – 15:45	Meeting with TCD representatives to get further clarifications (if required). TCD Attendees: John Gilmer, Helen Thornbury and Cristín Ryan	
12.	15:45 – 16:30	Private meeting of the accreditation team.	
13.	16:30 – 16:45	Meeting with TCD representatives to convey recommendation of the accreditation team. TCD Attendees: TBC	