schweizerische agentur für akkreditierung und qualitätssicherung

agence suisse d'accréditation et d'assurance qualité

agenzia svizzera di accreditamento e garanzia della qualità

swiss agency of accreditation and quality assurance

Accreditation pursuant to HEdA and MedPA
Study programme in pharmaceutical sciences, University of Geneva

External evaluation report | 27. September 2019

Content:

Part A

Decision of the Swiss Accreditation Council

27. September 2019

SCHWEIZERISCHER AKKREDITIERUNGSRAT
CONSEIL SUISSE D'ACCRÉDITATION
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SWISS ACCREDITATION COUNCIL

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Décision

du Conseil suisse d'accréditation

Accréditation de la filière d'études en sciences pharmaceutiques de l'Université de Genève

I. Sources juridiques

- Loi fédérale du 30 septembre 2011 sur l'encouragement des hautes écoles et la coordination dans le domaine suisse des hautes écoles (loi sur l'encouragement et la coordination des hautes écoles, LEHE), RS 414.20;
- Loi fédérale du 23 juin 2006 sur les professions médicales universitaires (loi sur les professions médicales (LPMéd), RS 811.11;
- Ordonnance du Conseil des hautes écoles du 28 mai 2015 pour l'accréditation dans le domaine des hautes écoles (ordonnance d'accréditation LEHE), RS 414.205.3;
- Règlement du 12 mars 2015 relatif à l'organisation du Conseil suisse d'accréditation (OReg-CSA).

II. Faits

- L'Université de Genève a adressé à l'Agence suisse d'accréditation et d'assurance qualité (AAQ) une demande d'accréditation selon la loi sur l'encouragement et la coordination des hautes écoles (LEHE) et la loi sur les professions médicales (LPMéd) pour sa filière d'études en sciences pharmaceutiques, datée du 21 décembre 2017.
- Après en avoir informé le Conseil suisse d'accréditation, l'AAQ a tenu avec l'Ecole de Pharmacie Genève-Lausanne (EPGL) – rattachée à l'Université de Genève proposant la filière d'études – la séance d'ouverture de la procédure le 30 janvier 2018.
- La filière d'études a remis le 22 novembre 2018 son rapport d'autoévaluation à l'AAQ.
- Sur la base du rapport d'autoévaluation et de la visite sur place ayant eu lieu auprès de la EPGL du 26 au 27 février 2019, le groupe d'experts mandaté et constitué par l'AAQ a vérifié si les standards de qualité découlant de la LEHE et la LPMéd aux bases légales de la LEHE étaient respectés et a rédigé un rapport visant à rendre compte de cette vérification (rapport du groupe d'experts daté du 26 avril 2019 – section C du rapport d'évaluation externe).
- L'EPGL a pris position le 6 juin 2019 sur le rapport du groupe d'experts et sur la proposition d'accréditation de l'AAQ qui lui ont été envoyés le 26 avril 2019.

– Par son courrier daté du 29 août 2019, l'AAQ a adressé au Conseil d'accréditation le rapport des experts et sa propre proposition d'accréditation.

III. Considérants

1. *Évaluation du groupe d'experts*

Sur la base de l'analyse de l'ensemble des standards visés par la LEHE et la LPMéd, le groupe d'experts établit dans son rapport un bilan entièrement positif pour la filière d'études faisant l'objet de la procédure d'accréditation.

Le groupe d'experts souligne différentes forces de la filière d'études. Parmi celles-ci, figurent notamment le fait que le programme d'études répond clairement à tous les objectifs de la profession de pharmacien que ce soit pour des postes dans des pharmacies communautaires ou hospitalières, ou encore dans l'industrie. Le groupe d'experts mentionne encore comme force l'interprofessionnalité. A ce sujet, il relève la nomination récente d'un professeur spécialisé dans l'interprofessionnalité et l'adhésion du patient, ce qui consolide d'autant plus les disciplines centrées sur le patient. En outre, le groupe d'experts a été impressionné par les efforts réalisés en matière de cours interprofessionnel et la mise sur pied du centre de formation interprofessionnel. Les excellents progrès réalisés au niveau de l'internationalisation et l'approche innovante pour accroître l'attractivité de l'enseignement des sciences de base en impliquant les étudiants dès les premiers stades des projets de recherche constituent encore deux forces mentionnées par le groupe d'experts.

Deux faiblesses sont signalées par le groupe d'experts. La première consiste dans le manque de contrôle des stages en pharmacies en raison que le contrôle de qualité d'une partie de la deuxième année du Master faisant partie de la filière d'études n'est pas assuré par l'EGPL. La seconde faiblesse concerne des problèmes organisationnels rencontrés au niveau de l'EGPL et de la Faculté des Sciences.

En outre, les experts ont relevé une menace consistant dans le manque de ressources pédagogiques pour les nouvelles compétences requises dans le cadre de la révision de l'attribution des compétences dans le système suisse de santé.

Sur la base de son analyse de la filière d'études au moyen de l'ensemble des standards selon la LEHE et la LPMéd, le groupe d'experts n'a constaté aucune lacune nécessitant une correction par la mise en œuvre de condition. Toutefois le groupe d'experts formule 11 recommandations visant à soutenir le développement de la filière d'études.

2. *Prise de position de l'EPGL*

Le 6 juin 2019, l'EPGL a pris position sur le rapport du groupe d'experts et sur la proposition d'accréditation à l'intention du Conseil d'accréditation. Dans sa prise de position, l'EPGL se félicite des conclusions du groupe d'experts et des forces qu'il a identifiées. L'EPGL saisit l'opportunité de sa prise de position pour s'exprimer par rapport aux deux faiblesses mentionnées par le groupe d'experts. Pour toutes deux, des mesures destinées à corriger les lacunes détectées ont été mises en place. L'EPGL indique également avoir pris connaissance du risque pointé par les experts dans le cadre de leur rapport et déployé un plan ad hoc afin d'éviter la survenance du risque.

3. *Proposition d'accréditation de l'AAQ*

Par son courrier daté du 29 août 2019, l'AAQ a transmis au Conseil d'accréditation le rapport d'évaluation externe relatif à la procédure d'accréditation de la filière d'études. La section B du rapport d'évaluation externe (p. 4) contient la proposition d'accréditation de l'AAQ.

L'AAQ indique que le groupe d'experts a analysé et évalué de façon exhaustive tous les standards. Elle estime que l'analyse démontre l'inexistence de faiblesse substantielle tout en délivrant des recommandations visant à pérenniser la filière d'études.

En tenant compte:

- du rapport d'autoévaluation de la filière d'études;
- du rapport du groupe d'experts;
- de la prise de position de de la filière d'études;

l'AAQ propose de prononcer l'accréditation de la filière d'études sans condition.

4. *Prise de position de la Commission des professions médicales*

Dans sa prise de position du 23 août 2019, la Commission des professions médicales (MEBEKO), section formation universitaire, a constaté que la procédure d'accréditation de la filière d'études de l'Université de Genève a été menée conformément aux bases légales et aux standards en vigueur. Par ailleurs, elle a indiqué avoir pris connaissance du rapport d'évaluation. Dans ce cadre, la mention du danger relatif au manque de ressources pédagogiques soulevé par le groupe d'experts a retenu l'attention de la commission fédérale qui exprime sa préoccupation pour l'implémentation complète du catalogue suisse des objectifs, notamment au point de vue de la vaccination. Le choix des experts de ne formuler à ce sujet qu'une recommandation au lieu de formuler une condition est peu compréhensible pour la MEBEKO qui estime que la mesure proposée devrait être coercitive. Malgré cette évaluation, la MEBEKO renonce à requérir une condition en raison de l'empressement de l'EPGL à corriger la situation. La commission fédérale demande à l'agence de contribuer à l'équité de traitement entre les différentes procédures.

5. *Appréciation du Conseil suisse d'accréditation*

Le rapport du groupe d'experts permet au Conseil d'accréditation de prendre une décision.

Sur la base de la proposition d'accréditation du groupe d'experts et de l'AAQ, il est raisonnable d'admettre que la filière d'études présente un degré de conformité suffisant aux standards définis par la LEHE et la LPMéd pour prononcer une accréditation sans condition.

Le Conseil suisse d'accréditation estime que la requête d'accréditation de l'agence est cohérente avec l'évaluation du groupe d'experts.

IV. Décision

Vu ce qui précède, le Conseil suisse d'accréditation décide:

1. La filière d'études en sciences pharmaceutiques de l'Université de Genève est accréditée sans condition.
2. La décision d'accréditation entre en vigueur ce jour.
3. L'accréditation est accordée pour une durée de sept ans.
4. L'information relative à la décision d'accréditation est publiée sous forme électronique sur www.akkreditierungsrat.ch.
5. L'Ecole de Pharmacie Genève-Lausanne de l'Université de Genève reçoit un certificat (en deux exemplaires), attestant que sa filière d'études en sciences pharmaceutiques est accréditée pour une durée de sept ans selon les dispositions légales en vigueur.
6. L'Ecole de Pharmacie Genève-Lausanne de l'Université de Genève et l'Agence suisse d'accréditation sont informées de la décision du Conseil suisse d'accréditation.
7. Le label «Filière d'études accréditées selon la LEHE & LPMéd 2019-2026» est décerné à l'Ecole de Pharmacie Genève-Lausanne de l'Université de Genève.

Berne, le 27 septembre 2019

Pour le Conseil suisse d'accréditation

Anja Schuler, Vice-présidente

Voies de recours

La décision d'accréditation n'est pas sujette à recours conformément à l'art. 65, alinéa 2 de la LEHE.

La filière d'études a la possibilité d'adresser une demande de réexamen justifiée au Conseil d'accréditation dans un délai de 30 jours (art. 13, al. 14 OReg-CSA). Le Conseil d'accréditation soumet la demande de réexamen à la Commission pour prise de position. La Commission évalue la demande par écrit (« sur dossier ») sans instructions supplémentaires. En tenant compte de la prise de position, le Conseil d'accréditation prend une décision définitive à propos de la demande de réexamen.

Part B

Accreditation pursuant to HEdA and MedPA and accreditation proposal of AAQ

02 July 2019

Content

1 Legal principles, objective and object of accreditation

Medical training is regulated by the Medical Professions Act (MedPA). In order for a study programme to lead to a Swiss federal diploma (Art. 24 MedPA), it must be accredited in accordance with Art. 31 Higher Education Act (HEdA). Upon registration for the federal exam, candidates must produce evidence of accreditation for the completed study programme. Accreditation in the university medical professions is carried out within the framework of programme accreditation pursuant to HEdA, whereby the HEdA quality standards are supplemented by the MedPA quality standards.

HEdA and MedPA differ in terms of the object of accreditation. HEdA focuses on Bologna-compliant programmes of study; i.e. Bachelor's and Master's degrees are considered individually. MedPA focuses on the six-year training for a medical profession pursuant to Art. 2 MedPA; i.e. study programmes pursuant to MedPA. As MedPA insists on the accreditation of university medical training courses, the term 'study programme' is used in the following sections.

As a prerequisite for accreditation, MedPA stipulates that graduates of the study programme must attain all the objectives set out by MedPA and thus qualify for postgraduate education (Art. 24 (1) MedPA). All the objectives – i.e. the general objectives, the objectives specific to the profession and the qualification for postgraduate education – cannot be assumed to have been attained until the six-year training course has been completed. It is not possible within the framework of accreditation to extrapolate sub-objectives for, for example, the first three years (Bachelor's programme) from the criteria for accreditation pursuant to MedPA. Programme accreditation pursuant to HEdA and MedPA covers the entire six-year training course leading to a Swiss federal diploma (Art. 23 (1) MedPA) (study programme as defined by MedPA).

The object of the accreditation procedure is the combination of Bachelor's and Master's programmes within the framework of which the training for a medical profession pursuant to Art. 2 MedPA is carried out. The starting point for accreditation is the respective Master's programme of the university that awards the title. As part of the accreditation procedure (self-evaluation of the quality standards in the self-assessment report), the university awarding the title must explain how it ensures that students meet the criteria for admission at the beginning of a study programme (i.e. duly qualified Bachelor's degree holders) under the terms of Art. 24 (1) MedPA.

2 Procedure

This procedure was conducted in order to prepare for the accreditation of the study programme in pharmaceutical sciences at the University of Geneva.

2.1 Expert panel (in alphabetical order)

- MSc Olivia Bolli, MSc ETH Pharmaceutical Sciences, Frauenfeld, Switzerland
- Prof. Dr. Claus-Michael Lehr Head of the Drug Delivery department, Helmholtz Institute for Pharmaceutical Research Saarland, Germany (peer leader)
- Prof., PhD (Pharm) Hanne Mørck Nielsen, Director of the Center for Biopharmaceuticals and Biobarriers in Drug Delivery, University of Copenhagen, Denmark
- Prof. Dr. pharm. Katja Taxis, Faculty of Science and Engineering, University of Groningen, The Netherlands

2.2 Calendar

12.01.2018	Date of admission
30.01.2018	Opening meeting of the accreditation procedure
13.06.2018	Planning meeting for the on-site visit
22.11.2018	Closing date self-evaluation report
26-27.02.2019	On-site visit
26.04.2019	First version of experts' report and accreditation proposal of AAQ
06.06.2019	Statement of the University of Geneva
02.07.2019	Final version of experts' report and accreditation proposal of AAQ
23.08.2019	Hearing of the Commission for Medical Professions
27.09.2019	Decision by the Swiss Accreditation Council
27.09.2019	Publication of the external evaluation report

2.3 Self-assessment report

The self-assessment report (S-AR) describes the status of the curriculum at 30 January 2018. More details of planned developments during the Bachelor reforms running from 2018 until 2021 are described in chapter 5 of the S-AR (Action plan for the continuous improvement of the study programme), and summarised in chapter 1, Part C, of this report.

The S-AR was submitted on 22 November 2018 with 61 appendixes, available on-line and on a memory stick.

2.4 On-site visit

The on-site visit as part of the HEdA accreditation procedure took place on 26-27 February 2019 at the School of Pharmaceutical Sciences, located in the University Medical Centre of the University of Geneva. The expert group met for a preparatory discussion on the afternoon of 26 February. During the on-site visit, the expert group talked to all relevant stakeholder groups of the study programme.

The experts were happy with the openness of the interview partners. They were able to ask open questions and the stakeholders were able to mention those aspects they wished to be considered by the expert group during the accreditation process.

The on-site visit was concluded with a debriefing session, where the expert group shared its general impression of the study programme with the School of Pharmaceutical Sciences.

2.5 Experts' report

The analysis of the expert panel refers to all aspects of the quality standards. The conclusions are duly documented. The report of the expert group was handed in on time and submitted to the School of Pharmaceutical Sciences in order to give it the opportunity to comment.

2.6 Statement of the University of Geneva

The University of Geneva has given a statement on the 6th of June 2019, in which the School of Pharmaceutical Sciences declares that they agree with the conclusions drawn in the expert report (see statement of the School of Pharmaceutical Sciences in part D).

3 Accreditation proposal of the Swiss Agency of Accreditation and Quality Assurance

Background

In 2003, the Ecole de Pharmacie Genève-Lausanne (EPGL) was founded by transfer of the Pharmacy section of the University of Lausanne to the Faculty of Science at the University of Geneva. The EPGL convention contains the details of the transfer and is valid until July 2019. At the time of the accreditation procedure, the negotiations for its renewal were underway. The School of Pharmaceutical Sciences (SPS) at EPGL offers the study programme in pharmacy, which comprises the three-year Bachelor in Pharmaceutical Sciences and the two-year Master of Pharmacy. The University of Geneva awards the Master's diploma and is therefore responsible for the study programme.

The first year of the Bachelor's programme is offered at the University of Geneva, the University of Lausanne and the University of Neuchâtel. The *Triangle Azur* convention sets the terms of the collaboration between the three universities.

Basic natural, biomedical and pharmaceutical sciences are taught in the Bachelor's programme. Additionally, students must undergo a four-week internship in a community pharmacy before completing their Bachelor's degree. The Master's programme consists of advanced pharmaceutical sciences in the first year, and an individual research project and practical training in a community or clinical pharmacy in the second year of study. Students then write their Master's thesis. With the introduction of 'capsules', the broad topics 'Drugs & Diseases' and 'Drugs & Society' will be taught in thematic longitudinal modules from the first year of the Bachelor's programme until the first year of the Master's programme.

The School of Pharmaceutical Sciences at the University of Geneva is applying for reaccreditation of the study programme in pharmacy for another seven years.

Considerations

The expert panel highlights in particular the recent appointment of a professor in interprofessionalism and patient adherence, the interprofessional simulation centre (CiS) in Geneva and the innovative approach to teaching basic sciences. Furthermore, the expert panel sees the strategy for staff development and the strategic plans 2019-2022 as an opportunity for the study programme to develop young talent and continuously modernise the curriculum. To sum up, the expert panel states that the study programme meets all the objectives of the pharmaceutical profession.

The expert panel notes that the internships are organised by pharmaSuisse, which is also in charge of their quality control. This is not only the case for EPGL, but for all study programmes in pharmacy in Switzerland.

Due to a revision of MedPA, new competencies have been assigned to pharmacists in the Swiss healthcare system. The expert panel makes the criticism that these competencies are not taught in the study programme due to a lack of resources.

The expert panel makes recommendations concerning, inter alia, interprofessional learning, non-drug therapies, examination scheduling, the financing of teaching staff, the training of competencies in health promotion and disease prevention, the quality of internships and the feedback from external stakeholders.

The expert panel's analysis refers to all aspects of the quality standards. The conclusions are duly documented.

Proposal

On the basis of the self-assessment report of the University of Geneva dated 16 November 2018, the experts' report of 26 April 2019, the statement of the University of Geneva of 06 June 2019 and the above considerations, the Swiss Agency of Accreditation and Quality Assurance (AAQ) proposes that accreditation of the study programme in pharmaceutical sciences of the University of Geneva is granted unconditionally.

Part C
Expert report

26 April 2019

Content

1 Study programme in pharmaceutical sciences of the University of Geneva

The School of Pharmaceutical Sciences (SPS) is part of the Ecole de Pharmacie Genève-Lausanne (EPGL), which is a unique intercantonal academic structure that came into existence on 8 July 2003 after transfer of the Pharmacy section of the University of Lausanne (UNIL) to the Faculty of Science at the University of Geneva (UNIGE). According to standard 1.03, the responsibility for the quality and accreditation of the study programme lies with the institution that awards the Master's diploma; i.e. UNIGE and SPS.

A convention details the terms of the transfer of the Pharmacy section from the Faculty of Science at UNIL to UNIGE and its integration into SPS (EPGL Convention). This convention runs until July 2019 and its renewal is currently under negotiation. Since 2016, one of the milestones of the convention has been achieved with the move of SPS into a new building on the University Medical Centre campus.

Students enrolled in the Bachelor of Sciences in the pharmaceutical sciences programme can follow the first year of their studies (BPharm-1) at UNIGE, UNIL or the University of Neuchâtel (UNINE). The terms of the collaboration between UNIGE, UNIL and UNINE are defined in the *Triangle Azur* convention.

In accordance with the Bologna declaration, the study programme is divided into two periods: the Bachelor in Pharmaceutical Sciences (BPharm, three years of study), centred on basic natural, biomedical and pharmaceutical sciences, and the Master of Pharmacy (MPharm, two years), comprising mainly horizontal teaching in advanced pharmaceutical sciences (during MPharm-1), and an individual research project and training in community and clinical pharmacies (MPharm-2). During MPharm-2, the individual scientific research work serves the students as preparation for the Master's thesis.

Some teaching units, e.g. patient-oriented pharmaceutical sciences, have been reorganised as thematic longitudinal modules ('capsules'): These were introduced for BPharm-1 in 2018 as supplementary lectures in pharmaceutical sciences. The next modifications will affect BPharm-2 in 2019, BPharm-3 in 2020 and MPharm-1 in 2021. The broad topics of these capsules are 'Drugs & Diseases' and 'Drugs & Society'. They integrate coordinated lectures during the Bachelor and case study-based lectures at the Master level, along with transversal topics. Scientific and clinical knowledge and soft skills (e.g. communication) will be taught over the whole curriculum.

Since academic year 2017-2018, the first year of the Master's curriculum (MPharm-1) has combined all teaching in advanced and interdisciplinary pharmaceutical sciences and in clinical pharmaceutical sciences/pharmacy practice. The second year (MPharm-2) includes a compulsory internship in a community pharmacy (20 weeks), a placement in a hospital pharmacy (one week), an individual research project (20 weeks) and an internship (five weeks, *stage à options*) in either a community or clinical pharmacy, or in research.

In order to make students aware of the relationship with patients and other healthcare professionals, a four-week internship in a community pharmacy is performed earlier during the course and must be completed before the examination for the Bachelor's degree. An interprofessional module of 2 ECTS will become a mandatory part of BPharm-2, organised by the interprofessional simulation centre (CiS) in Geneva, and will offer a broad view of the Swiss healthcare system and provide collaborative tools.

Admission of students to the programme

BPharm-1 can be followed on three sites, namely Geneva (UNIGE), Lausanne (UNIL) and Neuchâtel (UNINE). The study programme of these three sites is coordinated by SPS. No formal selection of students takes place before their study. Admission in BPharm-1 is governed independently by the regulations of each of the three partner universities, which also cover transfer from BPharm-1 to BPharm-2, for which the ECTS number is harmonised. Usually, students follow the rest of the curriculum at UNIGE.

In the last decade, between 60 and 90 students started BPharm-1 in Geneva, 50 to 60 in Lausanne and 15 to 20 in Neuchâtel. Between 84 and 112 students went on with BPharm-2 in Geneva. An increasing number of students passed the second year, with 103 in 2017. The drop-off rates are estimated at about 40% in the first year and 10% in second year. The number of Master's diplomas increased between 2011 and 2017 from 51 to 72.

Follow-up on the results of previous procedures

SPS identified the accreditation of 2011 as previous procedure. The expert group identified many strengths of the study programme that the S-AR reports to be still valid in the current curriculum. The programme was accredited with three conditions concerning the mission statement of EPGL, the representation of students and the programme evaluation system of SPS. The three conditions were addressed within a year, and fulfilment was recognised by the accreditation agency in 2012.

During the accreditation of 2011, the experts also recognised some opportunities of the curriculum, such as the collaboration between Geneva, Lausanne and Neuchâtel, and the obviously well-developed collaboration with external stakeholders. In addition to the three conditions, SPS also took into consideration all the constructive recommendations made by the expert panel in order to further improve the quality of the curriculum.

According to these recommendations, SPS has clarified and intensified access to outgoing mobility for students. The S-AR reports under standard 3.02 that SPS opened up the opportunity for science internships abroad during the last year of study (MPharm-2). This allows mobility periods of up to 25 weeks, in addition to the mandatory internships of 21 weeks. In recent years, up to a third of students have done their research internship elsewhere in Switzerland, and 10% to 15% abroad. The opportunity to prepare the Master's thesis in a foreign country has clearly increased.

The development of patient-oriented courses and the increase in opportunities for transdisciplinary interaction with other health professions were also recommended in 2011. These aspects are part of the study reform currently underway, which is not only tackling the recommendations of 2011, but is also a consequence of the revised law (MedPA) and the reformulated learning objectives in the Swiss Catalogue of Learning Objectives for Undergraduate Medical Training (SCLO) of 2016.

2 Analysis of the conformity of the study programme with the quality standards

Area 1: Educational objectives

Standard 1.01:
The study programme has clear objectives, clarifying its special features and complying with national and international requirements.

Description

SPS trains students for the broad pharmaceutical field, enabling them to aim for positions in a community or clinical pharmacy, in industry, etc. The scientific background is set during the Bachelor cycle, ending with the BSc Pharmaceutical Sciences. The Master cycle (MPharm, two years), comprising mainly horizontal teaching in advanced pharmaceutical sciences, an individual research project and training in a community or clinical pharmacy, leads to the MSc Pharmacy and gives access to the federal exam.

The programme fulfils all the objectives of SCLO, considered by SPS as minimum requirements. SPS is integrated in the networks of academic and healthcare institutions, meets international requirements with its curriculum, and is in contact with the relevant leading international organisations.

Analysis

The expert group understands that the curriculum has clear objectives in preparation for the different pharmaceutical professions. According to recent figures, 60% of the graduate students hold a position in community pharmacies, 30% in a hospital and 10% in industry.

Some years ago, UNIGE offered two Master's degrees, one in Pharmaceutical Sciences and the other in Pharmacy. The two tracks were stopped, as the number of students on the Sciences track was too low for it to feasibly continue. Due to the lack of pharmaceutical industry in the area, students focused mostly on pharmacies. The two-track programme was replaced by the current I-shaped curriculum. The experts invite SPS to evaluate whether the sequence of a Bachelor in pharmaceutical sciences followed by a Master in pharmacy sends the desired signal to students and the job market, and corresponds to the proper objectives; i.e. the terminology should be considered.

The experts encourage SPS to keep the strong scientific orientation of the curriculum. Nevertheless, contacts with pharmaceutical companies in the region could be strengthened in terms of future job opportunities for students in the industry. The site visit showed that the *Arc lémanique* has several companies, mainly active in life sciences and biotech, with a potential interest in a pharmaceutical profile. SPS offers immersion days at pharmacy companies, and has arranged that the Master's thesis in MPharm-2 can be written there, giving a clearer pathway to a first job position.

The expert panel rates quality standard 1.01 as largely fulfilled.

Standard 1.02:
The study programme pursues educational objectives in line with the mission and strategic planning of the higher education institution or other institution within the higher education sector.

Description

The study reforms planned at Bachelor level and already implemented at Master level follow the revised MedPA requirements and SCLO, which has been adapted consequently. The resources

required in terms of manpower and infrastructure were set out by SPS in its strategic planning for 2015-2018 and 2019-2022, discussed and accepted by the Faculty of Science and the UNIGE rectorate. The plans have also been discussed within EPGL and *Triangle Azur*.

Analysis

The expert group comes to the conclusion that the educational objectives are in line with the mission and strategic planning of UNIGE and other institutions participating in the study programme.

The expert panel rates quality standard 1.02 as completely fulfilled.

Standard 1.03:
The tertiary-level type A institution, if applicable the institutions, regulate the study programme for earning a federal diploma in accordance with the objectives set out in the Medical Professions Act. The responsibility for the quality as well as the accreditation of the study programme lies with the institution that awards the master diploma.

The study programme enables the graduates – at the appropriate level over the course of their university medical education – to:

a) provide comprehensive, individual and high-quality treatment to patients;

Description and analysis

The S-AR shows in detail how the curriculum enables pharmacy students to acquire a strong knowledge in various aspects of medication use. On this basis, the experts found only little exposure to pharmacology and pharmacotherapy at the Bachelor level (see standard 2.04a). The first is taught during BPharm-3 and the second during MPharm-1. An optional course in Pharmacovigilance, organised by the Medical School, is taken by a high percentage of pharmacy students. The case studies, role-play and use of objective structured clinical examination (OSCE) stations made a very good impression on the expert group.

The expert panel rates quality standard 1.03a as completely fulfilled.

Standard 1.03b) address questions with scientifically recognised methods and in consideration of ethical and economic aspects, and make appropriate decisions on that basis;

Description and analysis

Problem-based learning introduced in MPharm-1 in the form of work in small groups on a specific transversal pharmaceutical subject offers students the opportunity to acquire clinical decision-making methods, with a consideration of ethical and economic aspects.

During MPharm-1, the students follow three specific modules corresponding to the different phases of drug development from bench to bedside, namely Drug Discovery & Conception, Drug Development and Drugs & Disease. According to the experts, pharmaceutical compounding is covered only to some extent in the theoretical and practical courses on Drug Development. Production is addressed mainly in relation to community and hospital pharmacy use, and is not related to industry settings. This should be considered if the target is to train students for jobs in the pharmaceutical industry (see also standard 2.04a).

In MPharm-2, the students undertake an individual research project, worth 30 ECTS credits, under the supervision of a professor. This project is experimental in nature and constitutes a first individual research project.

The expert panel rates quality standard 1.03b as completely fulfilled.

Standard 1.03c) communicate with patients and other involved parties in a professional and direct manner;

Description

In 2019, the optional module on interprofessional working tools taught in the CiS will become a compulsory part of BPharm-2. SPS also plans to set a mandatory module taught during MPharm-2, now an optional module, on interprofessional learning with simulated patients during a half-day workshop, and to increase exposure of students to this topic. The education at the CiS involves mixed student groups with programmes in medicine, pharmacy, nursing, physiotherapy, midwifery, dietetics and radiology.

According to this plan, soft skills such as interprofessional communication will be taught during the whole curriculum.

Analysis

In the experts' understanding, the standard is not fully covered, but reasonable plans to implement it at a high level are on track. The form of examination does not appear to be completely in line with the aim of improvement of communication skills.

The expert panel rates quality standard 1.03c as largely fulfilled.

Recommendation 1:

The expert group recommends that the School of Pharmaceutical Sciences makes the interprofessional module taught at the Master level a compulsory (and not merely optional) element of the curriculum, and to better adapt the form of examination.

Standard 1.03d) assume responsibility in the healthcare system, in particular in the field of primary medical care, and in their chosen profession in society;

Description and analysis

As noted, the optional module on interprofessional working tools taught in the CiS will become a compulsory part of BPharm-2 in 2019. The module addresses the particular features of the Swiss healthcare system and provides collaborative tools. The appointment of the chair in medication adherence and interprofessionalism, who took up her position as professor in the second half of 2018, will strengthen this area.

The expert group supports reinforcement of this area through implementation of the curriculum reform as planned.

The expert panel rates quality standard 1.03d as largely fulfilled.

Standard 1.03e) perform organisational and management tasks within the context of their profession;

Description and analysis

The study programme enables performance of these tasks, in particular through modules taught during MPharm-1 and the compulsory internship in a community pharmacy (20 weeks). However, the experts could not find out exactly how the required skills were evaluated. Students complete an ad hoc list of 'cases' they were able to go through during the internship. This issue is addressed by standard 2.07, namely evaluation of the student and the internship host.

The expert panel rates quality standard 1.03e as largely fulfilled,

Recommendation 2 (same recommendation as standard 2.07 and extended for standard 3.02):

The expert panel recommends that the School of Pharmaceutical Sciences, together with the relevant stakeholders, in particular pharmaSuisse and the other Swiss schools of pharmacy, ensures the quality of the internship.

Standard 1.03f) respect the competencies of other recognised healthcare professions;

Description

In 2019, the optional module on interprofessional working tools taught in the CiS will become a compulsory part of BPharm-2 (see standard 1.03c). Respect for the competencies of other recognised healthcare professions will be taught there.

Analysis

In the experts' understanding, the standard was not fully covered at the time of the site visit, but reasonable plans to implement it at a high standard are on track.

The expert panel rates quality standard 1.03f as largely fulfilled.

Standard 1.03g) remain competitive on an international level.

Description and analysis

The experts noted that the study programme enables graduates to remain competitive at an international level. All parts of the programme are presented in French. Textbooks are available either in French or English, and 50% of students write their Master's thesis in English.

The experts encourage SPS to widen contacts with industry and academia in other parts of Switzerland and internationally.

The expert panel rates quality standard 1.03g as completely fulfilled.

Area 2: Conception, architecture and structure of the study programme

Standard 2.01: The study programme implements the respective learning objectives in a manner that allows the graduates to attain their educational objectives in accordance with MedPA.

Description

The study programme implements the learning outcomes by increasing the intensity of practical pharmacy training and requiring more responsibility from students. The workload appears to be well balanced during the five study years, since the intensity in the laboratories and during the internships differs from that of lectures.

Learning objectives are defined for each course, and general learning objectives for each teaching module are presented at the beginning of each academic year (*séance intro*). These learning objectives are organised along the whole curriculum following the cognitive progression of students according to Bloom, and set in a way that meets the general learning objectives as defined in MedPA.

Analysis

Based on the documentation and the interviews, the expert group concluded that the learning objectives are well implemented in the programme. They asked for the true study duration and learned that 40%-50% of students accomplish the programme within five years. Under certain

conditions, students can start the internship in MPharm-2 before they have passed all the MPharm-1 exams.

The expert panel rates quality standard 2.01 as completely fulfilled.

Standard 2.02: Graduates of the study programme must demonstrate the following knowledge, skills and capabilities (adjusted in accordance with MedPA Art. 6): a) possession of the scientific foundations required to perform preventive, diagnostic, therapeutic, palliative and rehabilitative care;

Description

The entire curriculum at SPS is science-based. Students are provided with an essential knowledge in the semiology, physiopathology and pharmacotherapy of the main pathologies encountered in general and internal medicine. Students become familiar with other health fields related to the profession of pharmacist.

Analysis

The experts learned at the site visit that chemistry and mathematics are taught up to a level considered to be useful for pharmacists.

Pharmacotherapy and more patient-oriented disciplines could be more visible in the curriculum. The current curriculum reform introduces these in thematic longitudinal modules (‘capsules’).

The expert panel rates quality standard 2.02a as largely fulfilled.

Recommendation 3:

The experts recommend that the School of Pharmaceutical Sciences fully implements the ‘capsule’ approach through introduction of thematic longitudinal modules in the curriculum.

Standard 2.02b) an understanding of the principles and methods of scientific research;

Description and analysis

The principles and methods of scientific research are introduced through science and research-driven teaching. Basic science teaching is made more attractive to students by involving them in research projects at an early stage (an excellent example being the Leishmaniasis project). Understanding of research grows in a progression from the introduction to the translational and interdisciplinary aspects of pharmaceutical research through the laboratory courses of BPharm-3 and the individual theoretical work of the interdisciplinary project in MPharm-1 to the individual research project and the Master’s thesis in MPharm-2.

For all students, the curriculum creates an awareness of the importance of research in pharmaceutical sciences. From the beginning, students have access to English literature and the Master’s thesis can be written in English. Before starting the laboratory courses, students attend an introductory lecture on safety and complete a questionnaire.

The expert panel rates quality standard 2.02b as completely fulfilled.

Standard 2.02c) a recognition of the factors needed to maintain good health, the ability to evaluate and consider them in a professional capacity;

Description and analysis

During MPharm-1, students follow courses on disease prevention in public health, addiction prevention, health promotion, health economics, health policy and ethics. Following the current curriculum reform, these skills will be taught in the thematic longitudinal modules ('capsules').

The expert panel rates quality standard 2.02c as completely fulfilled.

Standard 2.02d) the ability to advise, assist and support patients in cooperation with members of other professions;

Description and analysis

During the curriculum, students are trained to work in collaboration with other healthcare professionals during interprofessionality modules. The optional module on interprofessional working tools taught in the CiS will become a compulsory part of BPharm-2 in 2019. The module addresses the particular features of the Swiss healthcare system and provides collaborative tools.

The expert group supports reinforcement of this ability through implementation of the curriculum reform as planned.

The expert panel rates quality standard 2.02d as largely fulfilled.

Standard 2.02e) the ability to analyse medical information and research results and make a critical assessment and application in the professional capacity;

Description and analysis

The students receive training in the use of bibliographic tools used mainly in scientific and clinical research. The interdisciplinary project module taught during MPharm-1 emphasises analytical and critical thinking. The students critically assess scientific articles on public/community health issues. The module includes an oral presentation and the preparation of an abstract.

Following the current curriculum reform, these skills will be taught in the thematic longitudinal modules ('capsules').

The expert panel rates quality standard 2.02e as largely fulfilled.

Standard 2.02f) the capacity to learn how to work in inter-professional collaboration with members of other professions;

Description and analysis

This capacity is built up during interprofessionality modules and the internship in a hospital or community pharmacy. The optional module on interprofessional working tools taught in the CiS will become a compulsory part of BPharm-2 in 2019.

The expert group supports reinforcement of this capacity through implementation of the curriculum reform as planned.

The expert panel rates quality standard 2.02f as largely fulfilled.

Standard 2.02g) a knowledge of the legal framework of the Swiss social insurance and healthcare systems and ability to apply that knowledge in a professional capacity;

Description and analysis

Courses in 'Drugs & Disease' and 'Drugs & Society', which are already taught in BPharm-1 in the supplementary lectures, will be gradually introduced as capsules in the coming years up to MPharm-1.

The interprofessional module taught in the CiS addresses the particular features of the Swiss healthcare system and provides collaborative tools. This module will become a compulsory part of BPharm-2 in 2019.

The expert group supports reinforcement of this knowledge through implementation of the curriculum reform as planned.

The expert panel rates quality standard 2.02g as largely fulfilled.

Standard 2.02h) the ability to assess the effectiveness, appropriateness and economic efficiency of their services and conduct themselves accordingly;

Description and analysis

Courses on health economics, economic evaluation in healthcare, pharmacoeconomic evaluation methods and types of analysis, etc., will be integrated in the thematic longitudinal module (capsule) 'Drugs & Society' during the current curriculum reform.

The expert group supports reinforcement of this knowledge through implementation of the curriculum reform as planned.

The expert panel rates quality standard 2.02h as largely fulfilled.

Standard 2.02i) an understanding of the relationship between the national economy and the healthcare system and its various care provision structures;

Description and analysis

The interprofessional module, which will become a compulsory part of BPharm-2 in 2019, addresses the particular features of the Swiss healthcare system. An understanding of its relationship with the national economy will be introduced in the capsule 'Drugs & Society'.

The expert group supports reinforcement of the understanding of this relationship through implementation of the curriculum reform as planned.

The expert panel rates quality standard 2.02i as largely fulfilled.

Standard 2.02j) an ability to apply their knowledge, skills and capabilities in a professional capacity and continuously build upon them.

Description and analysis

During their last year (MPharm-2), students are guided towards professional capacities. They do internships in community and hospital pharmacies, complete an individual research project and have the opportunity to participate in a humanitarian mission through the global pharmacy programmes.

SPS offers a postgraduate programme for pharmacists in collaboration with pharmaSuisse and the association of pharmacists in canton Geneva. Enrolled undergraduate students are encouraged to attend this programme's courses since they are free of charge.

The expert panel rates quality standard 2.02j as completely fulfilled.

Standard 2.03:
The study programme supports the development of social competence and students' character with a view to enabling them to meet the requirements of their future profession.

In particular, the study programme prepares students to:

a) recognise and respect the limits of the medical profession as well as their own strengths and weaknesses;

Description and analysis

Several courses during MPharm-1 and the internships during MPharm-2 prepare students to respect limits and to recognise their strengths and weaknesses. The reorganisation in a thematic longitudinal module (capsule) 'Drugs & Society' will better integrate this recognition during MPharm-1. The experts add that the interprofessional module will help students develop their social skills and character related to the requirements of their future profession.

The expert group supports reinforcement of this development through implementation of the curriculum reform as planned.

The expert panel rates quality standard 2.03a as largely fulfilled.

Standard 2.03b) understand the ethical dimension of their professional conduct and appreciate their responsibility towards individuals, society and the environment;

Description and analysis

The study programme supports this understanding with courses on medical ethics. The contribution of behavioural and social sciences, medical ethics and humanities are adapted to scientific progress in pharmacy, the changing demographic and cultural contexts, and the health needs of society.

The expert panel rates quality standard 2.03b as completely fulfilled.

Standard 2.03c) uphold patients' rights of self-determination in the course of their treatment.

Description and analysis

During the curriculum, the topic of patient's right of self-determination is taught in the course entitled *Communication en santé et éthique* in MPharm-1. In order to prepare students, the programme reform that introduces the capsule 'Drugs & Society' must be fully implemented.

The expert group adds here that specific learning outcomes acquired during the internship in a community pharmacy may also help to fulfil this standard (see standard 2.07).

The expert panel rates quality standard 2.03c as largely fulfilled.

Recommendation 4:

The experts recommend that the School of Pharmaceutical Sciences fully implements the 'capsule' approach through introduction of thematic longitudinal modules in the curriculum.

Standard 2.04:
The study programme sets the following educational objectives:

Graduates will

a) know and understand the scientific basis for the production, supply, distribution, documentation and disposal of pharmaceutical products and pharmaceutical excipients and the applicable legal provisions;

Description and analysis

Preparation of drugs in small quantities is an important topic in the federal exam and students are trained in these skills through theoretical and practical courses. Pharmaceutical compounding is practised mostly in the preparation of small quantities of compounds. If the training of students for jobs in the pharmaceutical industry in future is pursued to a larger extent, then production, etc. related to industry settings should be included in the curriculum.

Students are trained in the laboratory where they are taught in small groups how to compound all the galenic forms (tablets, capsules, suppositories, creams, gels, etc). The laboratories are modern and spacious, with easy access to office facilities, and teaching support is available.

An important part of the scientific basis is taught during BPharm-1 at the three universities in preparation for BPharm-2. At the on-site visit, some examples were mentioned, such as chemistry courses adapted to the specific needs of pharmacy students at UNINE, and a course on medicinal plants as part of the programme at UNIL.

As pointed out under standard 1.03a, experts found only little exposure to pharmacology and pharmacotherapy at the Bachelor level. Here, the current reform of the study programme allows the restructuring of pharmacology at BSc level and gives more hours to pharmacotherapy. In order to do this, pharmacological education has been increased through recruitment of a new professor and the avoidance of redundancies that appeared through reorganisation of the curriculum in capsules. The study reform implies reinforcement of scientific education in clinical matters and a reduction in pure science teaching.

The expert panel rates quality standard 2.04a as completely fulfilled,

Standard 2.04b) understand the interaction of a pharmaceutical product with its environment;

Description and analysis

The expert group interprets this standard in an ecological sense, where drug residue can act as a micropollutant, causing, for instance, endocrine disruption. These educational objectives are addressed during the courses taught at Bachelor level (analytical pharmaceutical chemistry, biopharmacy, pharmacokinetics) and in the interdisciplinary projects during MPharm-1.

The expert panel rates quality standard 2.04b as completely fulfilled.

Standard 2.04c) possess thorough knowledge of the use, effect, application and risks of pharmaceutical products and of the medical products that are of importance to their profession;

Description and analysis

The study programme sets this educational objective. Use, effect, application and risks of pharmaceutical and medical products are taught during BPharm-3 (general and clinical pharmacology), during MPharm-1 (Drugs & Diseases) and MPharm-2 (*Suivi pharmaceutique ambulatoire*). A thematic longitudinal module (‘capsule’) with the broad topic ‘Drugs & Diseases’ will be introduced in the next few years.

The risks, side-effects, and potential interactions with other drugs are explained in a qualitative manner. The general pharmacology course is closely linked to the course in therapeutic chemistry, which teaches the relation between the chemical structure of a drug and its activity.

The expert panel rates quality standard 2.04c as completely fulfilled.

Standard 2.04d) know the most important non-drug therapies for humans and animals;

Description and analysis

The study programme sets this educational objective. The students follow courses on non-drug therapies and alternative medicine for humans, but not for animals. During the academic year 2018-2019, a module will be introduced in MPharm-1 taught by practitioners (pharmacists and medical doctors) experienced in various aspects of complementary medicine. This will provide students with a more general overview of non-drug therapies.

The experts recommend that value should be attached to knowledge of the most important non-drug therapies for humans, such as physiotherapy, diet, lifestyle, etc – for example, to address sleep problems – during MPharm-1. Furthermore, some basic knowledge of the most important non-drug therapies for animals should be provided.

The expert panel rates quality standard 2.04d as largely fulfilled.

Recommendation 5:

The expert group recommends that the School of Pharmaceutical Sciences attaches value to knowledge about non-drug therapies for humans in capsules organised by diseases.

Standard 2.04e) have the capacity to provide pharmaceutical advice to members of other healthcare professions and contribute to advising patients on health-related issues;

Description and analysis

The study programme includes this capacity among its educational objectives. It is built up during interprofessionality modules and the internships in hospital and community pharmacies. The optional module on interprofessional working tools taught in the CiS will become a compulsory part of BPharm-2 in 2019. During MPharm-1, students follow courses on disease prevention in public health, addiction prevention, etc.

The expert group supports reinforcement of this capacity through implementation of the curriculum reform as planned.

The expert panel rates quality standard 2.04e as largely fulfilled.

Standard 2.04f) perform tasks for health promotion and maintenance as well as disease prevention, and acquire the corresponding competencies, particularly with respect to vaccinations;

Description and analysis

Competencies in vaccination are among the new objectives of MedPA at undergraduate level, and the theoretical background of health promotion and vaccination are taught. However, there is no provision for teaching the practical aspects of vaccine administration at SPS. It plans an implementation of the practical aspects in the near future in collaboration with the CiS at UNIGE.

Following the current curriculum reform, other aspects of health promotion and disease prevention – for example, weight reduction – will be taught during thematic longitudinal modules

('capsules'). In order to fully acquire the corresponding competencies, in particular practical training in vaccine administration, plans for interaction with nurses should be put into practice.

The expert panel rates quality standard 2.04f as largely fulfilled.

Recommendation 6:

The experts recommend that the School of Pharmaceutical Sciences allocates adequate resources to train competencies in health promotion in a broad sense and disease prevention in respect to vaccinations, including practical training in vaccine administration.

Standard 2.04g) respect the dignity and autonomy of each person, have knowledge of the methods of ethical reasoning, be familiar with the ethical problems in the field of medicine, particularly with therapies with pharmaceutical products, and be guided in their professional and scientific activities by ethical principles that serve the common good in their professional and scientific activities;

Description and analysis

This essential competence is one of the educational objectives. It is explained and demonstrated throughout the curriculum. Its full implementation is made through the capsule 'Drugs & Society' and the teaching of interprofessional issues.

An internship of five weeks during MPharm-2 can be spent abroad in a humanitarian mission, in some cases together with medical internships, organised through the global pharmacy programmes.

The expert panel rates quality standard 2.04g as completely fulfilled.

Standard 2.04h) be familiar with the role of the various experts in the primary care setting;

Description and analysis

The study programme sets this educational objective. The optional module on interprofessional working tools taught in the CiS will become a compulsory part of BPharm-2 in 2019. The module addresses the primary care setting as a feature of the Swiss healthcare system. This aspect is also part of the internship in MPharm2.

The expert panel rates quality standard 2.04h as completely fulfilled.

Standard 2.04i) know and understand the principles and technical foundations for the production, supply, distribution, documentation and disposal of complementary medicines and the corresponding legal provisions;

Description and analysis

The study programme sets this educational objective. A course taught by a pharmacist practising in a community pharmacy and expert in homeopathy covers the use and limitations of different complementary medicines (classical homeopathy in particular) and therapies based on common medicinal plants (phytotherapy, gemmotherapy, spagyria, etc.).

In order to provide an understanding of the principles and technical foundations of complementary medicine and the corresponding legal provisions, the course is currently evolving toward a module taught by practitioners (pharmacists and medical doctors) experienced in various aspects of complementary medicine.

The expert panel rates quality standard 2.04i as completely fulfilled.

Standard 2.04j) have an appropriate basic knowledge of the diagnosis and treatment of common health problems and diseases.

Description and analysis

The study programme sets these educational objectives. This basic knowledge is obtained in the different courses at Bachelor level. The capsule 'Drugs & Diseases' puts it in the context of common health problems and diseases.

The expert panel rates quality standard 2.04j as completely fulfilled.

Standard 2.05:
The study programme is reviewed regularly to determine how the general objectives of MedPA are being implemented in light of new challenges and conditions in the professional field and how the requirements for the necessary training are being fulfilled.

Description

Modification of the programme based on modification of the SCLO is discussed regularly in the teaching committee. This provides an opportunity to address both the general organisation of the curriculum and the specific organisation of the lectures, laboratory courses and individual research projects. Results are reported to the managing body of SPS, *Collège des Professeurs*. At this level, the discussion serves to determine which objectives will be set in the undergraduate programme or in continuing education. In hospital pharmacy, for example, a one-week internship is mandatory, five additional weeks can be chosen during MPharm-2, and a two-month postgraduate internship in hospital pharmacy is offered after graduation.

Competencies in vaccination are among the new objectives of MedPA at undergraduate level (see standard 2.04f). However, no provision for teaching this at SPS is offered. SPS plans an implementation of the practical aspects in the near future in collaboration with the CiS at UNIGE. In Switzerland, pharmacists are able to participate in courses organised by pharmaSuisse.

Analysis

The experts believe that SPS should investigate new challenges and conditions in pharmaceutical companies, and implement the results in the study programme. At least, SPS offers immersion days in pharmacy companies in the region, and enables the Master's thesis in MPharm-2 to be written there with the objective of providing a clearer pathway to a first position in industry.

The group of experts also investigated whether it is still reasonable to offer the training in BPharm-1 at three institutions. Representatives of UNINE and UNIL showed that a local first study year attracts more students and upholds the potential to establish well-trained pharmacists in the region later on. UNIL clearly wants to stay involved in pharmacy education. Master's students return for their Master's thesis and some remain to start their doctorate. Currently, 15 doctoral students are in Lausanne.

Finally, the expert group wanted to know how the necessary training for fulfilment of new requirements is implemented. Members of the teaching committee reported that the study reform is consensus-based and that a reduction of contact hours with clear objectives is accepted by the professors concerned.

The expert panel rates quality standard 2.05 as completely fulfilled.

Standard 2.06:
It is documented that all applicable regulations in Switzerland for the professional qualifications of graduates are taken into consideration in the study programme.

Description and analysis

The curriculum at SPS trains the competencies cited in 2005/36/EC directive, Art. 44 and 45: it consists of four years of theoretical and practical training, completed by one year comprising internships of varying duration and a research project. The theoretical courses provided by SPS are well balanced with practical training sessions, and they exceed the minimum requirements of the directive.

The expert panel rates quality standard 2.06 as completely fulfilled

Standard 2.07:
The methods of assessing the performance of students is adapted to the learning objectives.

Description

SPS shows in the S-AR that various methods are used to assess the learning progress. Multiple choice questions (MCQs) are used essentially during the Bachelor phase. Written examinations with short answers allow development of more sophisticated concepts. Oral examinations on given disciplines are maintained, since this enables the examiners to interact directly with students under a certain amount of stress during the examination. Objective structured clinical examinations (OSCE) are exercises that test a particular pharmacy practice skill through the role-play of volunteers as 'simulated patients'.

Exam methods are chosen that best suit the learning objectives. This principle may deviate on occasion; for example, when a MCQ is used to examine competencies in communication. This shortcoming will be remedied by the mandatory module offered by the CiS. The length of written exams was discussed during the site visit (up to four hours in some courses). All students face identical conditions. Exams can be repeated once and one additional year of study is allowed.

The Master's thesis is evaluated by an SPS professor and two external examiners. If the thesis is prepared during an industry internship, the SPS professor visits the workplace. SPS mandates a professor to uphold general issues of contacts with industry. A procedure for cases of plagiarism is in place.

Analysis

The methods of assessment of student performance are a core feature of the conception, architecture and structure of the study programme. The experts agree with SPS that assessment methods are in agreement with the expected competencies. They investigated in detail the extent to which SPS is involved in the evaluation of the internships, and whether exam scheduling is adapted to the learning objectives.

The compulsory internship in a community pharmacy (20 weeks) is organised under the aegis of pharmaSuisse. An improvement of the evaluation of the learning outcomes of the internships by SPS is on the agenda. As of the academic year 2018-2019, a document defines the practical objectives to be achieved during the internship. The outcome of the internship is made transparent, since both the student and the pharmacist note whether and to which level the objectives are met.

In some cases, students reported that the teaching during the community pharmacy internship did not reach all the intended objectives. In these cases, SPS offers the missing parts to

students before the federal exam, and SPS professors prepare rehearsal training in hospital and community pharmacies.

PharmaSuisse took the initiative to improve the quality of the sites 'hosting' the student interns, together with the pharmacy schools in Basel, Zurich and Geneva. It is worth noting that pharmacies collaborate and host students on a voluntary basis. They have no financial incentives and the pharmacists involved do not receive any formal recognition from the universities or further education credits.

The experts noticed during the site visit that the scheduling of exams was an issue discussed by the students. They reported that only a very short period of time is available to prepare written exams during the June period, with several demanding written examinations scheduled within a single week.

All requirements on exam scheduling are collected by the student secretary of the Faculty of Sciences. The faculty secretariat is in charge of the teachers' presence at the exams and prepares the exam scheduling in close collaboration with SPS. Teachers reported as an example that the oral exam in pharmacognosy and phytochemistry required four consecutive days of examination.

According to the experts' analysis, oral exams with a high demand in terms of infrastructure and examiners, as shown in the example above, and written exams that require intensive preparation by students result in a conflict of interests when it comes to exam scheduling. It would be better to involve student representatives at an early stage in this process.

The expert panel rates quality standard 2.07 as largely fulfilled

Recommendation 2 (same recommendation on standard 1.03f and extended on standard 3.02):

The expert panel recommends that the School of Pharmaceutical Sciences, together with the relevant stakeholders, in particular pharmaSuisse and the other Swiss schools of pharmacy, ensures the quality of the internship.

Recommendation 7:

The expert group recommends that the School of Pharmaceutical Sciences and the Faculty of Science involve student representatives in examination scheduling.

Standard 2.08: The admission requirements and requirements for earning a qualification are regulated and published.

Description and analysis

The university and faculty regulations set the enrolment conditions in BPharm-1 at UNIGE. SPS regulations are complementary to the regulations of the Faculty of Science. These regulations also govern Bachelor's and Master's degrees. For the Master's thesis, an internal SPS regulation has been drafted. All relevant regulations are published on the respective websites.

Admission to BPharm-1 is governed by the regulations of UNIL and UNINE. Transfer from BPharm-1 to BPharm-2 at UNIGE is harmonised between the three partner institutions. Foreign students must meet the conditions established by the Lisbon Convention.

The expert panel rates quality standard 2.08 as completely fulfilled.

Area 3: Implementation

Standard 3.01: The study programme is offered regularly.

Description and analysis

The curriculum in pharmaceutical sciences is offered annually and begins with the autumn semester of the academic year at all participating institutions.

The expert panel rates quality standard 3.01 as completely fulfilled

Standard 3.02: The available resources (supervision and material resources) enable students to attain their learning objectives. The higher education institution describes how the number of students is determined in all phases of the curriculum and to what extent it is adjusted to meet the capacity of the training institution.

Description

The capacities for the Bachelor's and Master's courses at UNIGE were established on an empirical basis. Until now, no restrictions as to the number of students have been applied. This means that the facilities allow accommodation of 120 students in BPharm-2 and between 70 and 100 students in BPharm-3 and the Master cycle.

Since 2016, the infrastructure of SPS has been located in the University Medical Centre's new building. The expert group visited the laboratory space and the CiS during the on-site visit. The available laboratory space sets the capacity in terms of the student numbers indicated above. Implementation of the study programme in the CiS is currently growing, since the required space is available.

An electronic learning environment (moodle) is used throughout the curriculum.

No plans to increase the number of students in future have been presented. The staff of SPS clearly identified a lack of human resources as a main factor in the limitation of student numbers to the current figures, in particular in the clinical subjects, which have been strengthened in the curriculum reforms (capsules). According to the S-AR, student numbers have doubled over 10 years, while human resources have not entirely followed suit, in particular at the level of intermediate staff (teaching assistants, etc.). Currently, and as an urgent solution, some teaching staff are financed using research funding. In order to allocate resources where they are most needed, more assistants are present on starting days of a new laboratory item. A ratio of 5:1 for student supervision is maintained for safety reasons.

Analysis

The experts investigated plans to find resources for staff currently financed by research funding. The strategic planning 2019-2022 presented by SPS to the Faculty of Science estimates that a 10% increase in the payroll of teacher assistants is required to maintain the laboratory courses at the required quality and safety level. The plan 2019-2022 has been developed with a very broad view, and includes new chairs financed by UNIGE and UNIL as part of the EPGL intercantonal convention, which is currently being renegotiated.

Organisation and supervision of the different forms of internships during MPharm-2 is another infrastructure problem. Pharmacists have no financial incentives and development of collaboration with host laboratories in industry requires extra effort. Negotiations on federal funding for recognised teaching pharmacies that accept student interns should be launched.

The expert panel rates quality standard 3.02 as largely fulfilled

Recommendation 8:

The expert group recommends that the School of Pharmaceutical Sciences checks whether the required teaching staff for increased student numbers can be financed by allocated budgets.

Recommendation 9:

The expert panel recommends that the School of Pharmaceutical Sciences, together with the relevant stakeholders, in particular pharmaSuisse and the other Swiss schools of pharmacy, takes action on how to ensure the quality and number of qualified internship hosts.

Standard 3.03: The teaching staff possesses the competencies appropriate to the special features of the study programme and its objectives.

Description and analysis

The SPS has defined the criteria for staff selection, which take into account performance in science, teaching and/or patient-related activities. The professorial staff of SPS consist of full, associate and assistant professors. The intermediate body consists of lecturers and assistants. According to an internal SPS rule, all doctoral students and post-docs have teaching duties within SPS, primarily in laboratory courses and daily supervision of Master's theses.

A specific preparation for chemistry laboratories is presented to future teaching assistants during a three-day workshop, including competencies for giving feedback to students. At the beginning of a new laboratory course, students must show that they know the aim of the course by answering an ad hoc questionnaire. Practical training has changed significantly during the last few years, mainly due to new laboratory space in the campus building.

Teaching is evaluated regularly at UNIGE, but there is no formal way of obtaining a qualification in higher education. Professors are hired for a six-year term, and contract renewal depends on a review of their teaching and research record.

Finally, a long list of external experts is involved in teaching. External lecturers deliver a considerable part of teaching in pharmaceutical practice, estimated at 229 hours out of 604 hours delivered (38%). Overall, external teaching in the whole curriculum delivered at SPS does not exceed 12%.

Quality assessment of pharmacist training is the responsibility of pharmaSuisse, which sets the criteria. Pedagogical assistance to the participating pharmacists in the internship is provided through the regional surveillance committees nominated by pharmaSuisse.

The expert panel rates quality standard 3.03 as completely fulfilled.

Standard 3.04: The training institution pursues a long-term policy to promote young talent, which includes continuing education and training, development and assessment of the teaching staff. The criteria applied here takes into consideration research performance as well as teaching qualifications.

Description

As shown above, teaching duties are regulated in the recruitment conditions of doctoral students and post-docs, with the percentage of teaching regulated, thus ensuring that the main focus lies on research.

SPS professors are able to hire additional assistants or *professeurs boursiers* financed by the Swiss National Science Foundation (SNF professorship) or by other research funds. SNF funds are allocated to young professors chosen by competition for six years, with the possibility of tenure. Excellent post-docs can also be recruited and funded on a competitive basis. For both cases, matching funds are budgeted in the Faculty of Science.

Analysis

The experts find that instruments to promote young talent at EPGL exist, such as continuing education, career development opportunities and appropriate counselling. At the on-site visit, responsible staff reported that teaching as a criterion is considered more and more in the evaluation of young talent. However, the recruitment of future professors is not based on their teaching capabilities alone, but also on their research performance. The procedure for promotion should address both aspects and could be more structured, and the long-term policy made more visible.

Moreover, SPS will face several retirements in the coming years and has to think of this generation change among SPS teachers. It particularly needs to think about how to attract the next generation faculty; e.g. by creating mid-term appointments and seed grants. Applications by young scientists for national and European funding schemes (e.g. ERC starting grants) should be encouraged and supported, in order to retain motivated post-docs and tenure-track prospects.

The expert panel rates quality standard 3.04 as largely fulfilled.

Recommendation 10:

The experts recommend that the School of Pharmaceutical Sciences is proactive in attracting young talent from outside.

Area 4: Quality assurance

Standard 4.01: Managing the study programme takes into consideration the interests of the relevant interest groups and makes it possible to achieve the necessary developments.

Description

Two student representatives per study year are formal members of the teaching committee, concerned with the running and renewal of the Bachelor and Master cycles. They are also represented on supervising counsels at SPS and faculty level (*Conseil de section* and *Conseil participative de la Faculté*).

Student representatives may collect opinion among their colleagues and submit proposals directly to the curriculum responsible. For example, they made a successful suggestion that the anonymous rating of practical laboratories should proceed.

Assistants are also represented in the curriculum committee, along with all other internal stakeholders. When debates in this committee focus on a specific module or course, the teachers concerned are invited to participate.

Feedback from external stakeholders is taken into account when evaluating and developing the study programme. Regular contact is held with the health authorities (OFSP), professional organisations (pharmaSuisse and others) and industry.

In 2018, a general survey on the whole curricula was conducted by SPS. Student alumni (2011-2017) were asked to give their opinion on the curriculum and its impact on their professional

career. These results indicated widespread student satisfaction with the curriculum, the quality of teaching, student supervision and research at SPS, and the infrastructural quality.

Analysis

The expert group agrees that the relevant interest groups participate in some way to further develop the programme. However, the involvement of alumni and industry representatives could be made more visible. The conclusions of the alumni survey 2018 were drawn from raw data. No survey report was yet available.

The expert panel rates quality standard 4.01 as largely fulfilled.

Recommendation 11:

The expert group recommends that the School of Pharmaceutical Sciences strengthens the involvement of external stakeholders (industry, alumni) and obtains structured feedback.

Standard 4.02: The study programme is an integral component of the quality assurance system of the higher education institution or other institution within the higher education sector.

Description and analysis

A systematic evaluation procedure of study programmes has been established at UNIGE since 2009. The calendar of these evaluations is defined by the Dean's Office, with an evaluation of SPS during 2019. The current HEdA and MedPA accreditation procedure is recognised as equivalent to an UNIGE programme evaluation. The evaluation of research performance is addressed in another format of UNIGE's quality assurance system.

Teaching assessment is supervised by SPS, which establishes a turnover for evaluation of all curriculum courses. A new course is evaluated annually over three years and then every three years. If a problem is detected, an annual assessment is required by the SPS presidency for a period of three years.

Quality processes are also implemented at UNIL and UNINE; therefore, the quality of BPharm-1 is monitored continuously at the three partner universities.

The expert panel rates quality standard 4.02 as completely fulfilled.

Standard 4.03: The training institution reviews regularly the results of the students (including the federal examination) and documents the consequent implications for the study programme.

Description and analysis

Ex-post meetings of the exams committee are held after each exam session (three times a year) in order to analyse exam results and document the implications for the curriculum. The success rates after BPharm-2 have been analysed and found that no significant correlation can be observed between the success rate and the study location of the BPharm-1 year (UNIGE, UNIL or UNINE). UNIGE's student counselling service evaluates special cases based on feedback from the exams committee.

A formal analysis is made of the results at the federal exam in pharmacy. The success rate in Geneva of 94.3% is in line with the average national success rate of 95.5% (Basel 95.3% and Zurich 97%). SPS came to the conclusion that a 10% failure rate at the first attempt of the federal exam is too high. Therefore, rehearsal training during and at the end of MPharm-2 has been intensified. Since the failure rate has exceeded 10% in recent years, SPS will intensify the

specific training session for the Swiss federal examination: an additional week of specific training will be implemented from June 2019.

The expert panel rates quality standard 4.03 as completely fulfilled.

3 Overall appraisal and strengths/weaknesses profile of the study programme

In their overall appraisal, the experts summarise that all the quality standards are fulfilled, some to a very high level.

Strengths

The study programme, which is taught in an I-shaped curriculum, clearly meets all objectives of the pharmaceutical profession for positions in community or hospital pharmacies, and in industry.

A particular strength is the recent appointment of a professor in interprofessionalism and patient adherence, which has strengthened the patient-oriented disciplines. The group of experts was impressed by the efforts in interprofessional courses and the unique interprofessional simulation centre in Geneva.

The experts compliment the innovative approach to increasing the attractiveness of the teaching of basic sciences by involving students in research projects at an early stage (e.g. Leishmaniosis project).

The School of Pharmaceutical Sciences has made extremely good progress in internationalisation by offering global pharmacy programmes.

Weaknesses

The lack of control of internships in pharmacies appears as a weakness, since the quality control of a part of MPharm-2 is not governed by SPS.

Some organisational problems with the exam sessions have been recognised at the section and faculty level.

Opportunities

Current efforts to obtain resources should enable proper implementation and running of modules at the simulation centre and other courses in pharmacy practice.

A strategy for staff development, namely to develop young talent, is an opportunity to address the challenge of generation change among SPS teachers.

The strategic plans 2019-2022 show innovative plans to strengthen pharmaceutical sciences in SPS (e.g. establishment of a chair in Drug & Citizen Science). This will ensure continuous modernisation of the curriculum. Different ways of including alumni and industry representatives in the curriculum development could also have an effect here.

The inclusion of students from Neuchâtel and Lausanne seems to work smoothly.

Threat

The expert group felt that the lack of teaching resources for new competencies, required by revised responsibility assignments in the Swiss healthcare system (e.g. vaccination), should be considered a threat to the quality of the study programme.

4 Recommendations for development of the study programme

Educational objectives

Recommendation 1 (Standard 1.03c): The expert group recommends that the School of Pharmaceutical Sciences makes the interprofessional module taught at the Master level a compulsory (and not merely optional) element of the curriculum, and to better adapt the form of examination.

Recommendation 2 (Standards 1.03e, 2.07 and extended for 3.02): The expert panel recommends that the School of Pharmaceutical Sciences, together with the relevant stakeholders, in particular pharmaSuisse and the other Swiss schools of pharmacy, ensures the quality of the internship.

Conception, architecture and structure of the study programme

Recommendation 3 (Standard 2.02a): The experts recommend that the School of Pharmaceutical Sciences fully implements the 'capsule' approach through introduction of thematic longitudinal modules in the curriculum.

Recommendation 4 (Standard 2.03c): The experts recommend that the School of Pharmaceutical Sciences fully implements the 'capsule' approach through introduction of thematic longitudinal modules in the curriculum.

Recommendation 5 (Standard 2.04d): The expert group recommends that the School of Pharmaceutical Sciences attaches value to knowledge about non-drug therapies for humans in capsules organised by diseases.

Recommendation 6 (Standard 2.04f): The experts recommend that the School of Pharmaceutical Sciences allocates adequate resources to train competencies in health promotion in a broad sense and disease prevention in respect to vaccinations, including practical training in vaccine administration.

Recommendation 7 (Standard 2.07): The expert group recommends that the School of Pharmaceutical Sciences and the Faculty of Science involve student representatives in examination scheduling.

Implementation

Recommendation 8 (Standard 3.02): The expert group recommends that the School of Pharmaceutical Sciences checks whether the required teaching staff for increased student numbers can be financed by allocated budgets.

Recommendation 9 (Standard 3.02): The expert panel recommends that the School of Pharmaceutical Sciences, together with the relevant stakeholders, in particular pharmaSuisse and the other Swiss schools of pharmacy, takes action on how to ensure the quality and number of qualified internship hosts.

Recommendation 10 (Standard 3.04): The experts recommend that the School of Pharmaceutical Sciences is proactive in attracting young talent from outside.

Quality assurance

Recommendation 11 (Standard 4.01): The expert group recommends that the School of Pharmaceutical Sciences strengthens the involvement of external stakeholders (industry, alumni) and obtains structured feedback.

5 Accreditation proposal of the expert panel

On the basis of the self-assessment report of the study programme in pharmaceutical sciences at the University of Geneva dated 16 November 2018 and the on-site visit of 26 and 27 February 2019, the expert panel proposes that a formal pronouncement should be made to grant unconditional accreditation of the study programme in pharmaceutical sciences of the University of Geneva.

Part D

Statement of the University of Geneva

06 June 2019

UNIVERSITÉ DE GENÈVE
FACULTÉ DES SCIENCES
Section des sciences pharmaceutiques

CMU
Rue Michel Servet, 1
CH-1211 GENEVE 4

Ecole de Pharmacie EPGL Genève – Lausanne

UNIL | Université de Lausanne

Schweizerische Agentur für
Akkreditierung und
Qualitätssicherung - AAQ
A l'att. De M. Berchtold von Steiger
Effingerstrasse 15
Postfach
3001 Berne

Geneva, 6th June 2019

Concern : Response to the Accreditation pursuant to HEdA and MedPA and accreditation proposal of AAQ

Dear Mr. von Steiger,

We thank the expert panel for the report, as well as the AAQ for the recommendation.

We were pleased and proud to read that the AAQ proposal states that the accreditation of the study programme in pharmaceutical sciences of the University of Geneva is granted unconditionally. The School of Pharmaceutical Sciences (SPS) completely agrees with the accreditation proposal.

We appreciate the very positive remarks of the experts' report and the strengths that were highlighted.

The two weaknesses mentioned in the report were those that we also highlighted in our self-evaluation report and for which measures have already been taken to improve the situation.

- The objectives to be reached by the students during their internship in community pharmacy and the assessment of the students by the tutors has been set up as from 2018 (Appendix 60 'Liste des objectifs pour le stage en Officine'), which represents a first step towards the evaluation of the quality of this internship. Discussions with PharmaSuisse will be engaged in coordination with the other high institutions delivering the pharmaceutical sciences Master in Switzerland to organize how the SPS will be involved in the selection and evaluation of preceptors and practice sites, and to discuss how to obtain the necessary additional resources.

oaq accredited in Switzerland

Section des sciences pharmaceutiques
Faculté des sciences
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- Discussions are ongoing to resolve logistical issues related to the exam sessions. Every effort will be made to enable students to have the best conditions to show the level of education achieved.

The experts pointed out one threat related to the lack of teaching resources for new competencies, required by the revised responsibility assignments in the Swiss healthcare system (e.g. vaccination). SPS plans an implementation of the practical aspects in the near future in collaboration with the Centre de Simulation at UNIGE. To avoid this threat, the SPS will ask for additional resources at the University and, by way of the rectorate of the University, at the Federal level.

Regarding the recommendations for development of the study programme, the SPS thanks the experts for the detailed list provided. The recommendations reinforce the objectives of the SPS that are to deliver high quality education to the students in pharmaceutical sciences to be prepared for "les métiers du pharmacien". Many of the recommendations (1 to 7, and 9 to 11) are currently implemented in the reformed curriculum. Recommendation 8 addresses the need to increase the allocated budget to ensure the require teaching staff for the increasing number of students. This is a very important point for the SPS that needs to be highlighted. Discussions are initiated and need to be continued at the Faculty of sciences, at the University and Swiss federal authorities levels to solve this essential budget issue.

We thank the experts and the AAQ for the great constructive work and we believe that this accreditation will enable the SPS to continue fulfilling its role as centre of excellence for educating pharmaceutical scientists/pharmacists.

With our best regards

Eric Allémann
Président

Jean-Luc Wolfender
Président de la commission AAQ

Part E

Hearing of the Commission for Medical Professions

23. August 2019

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Eidgenössisches Departement des Innern EDI
Medizinalberufekommission MEBEKO
Ressort Ausbildung

CH-3003 Bern, BAG **A-Priority**

Schweizerische Agentur für Akkreditierung
und Qualitätssicherung (aaq)
Effingerstrasse 15
Postfach
3001 Bern

Referenz/Aktenzeichen:
Ihr Zeichen:
Unser Zeichen: Ne
Liebefeld, 23. August 2019

Akkreditierung des Studienganges Pharmazie an der Universität Genf

Sehr geehrte Damen und Herren

Im Namen der Medizinalberufekommission (MEBEKO), Ressort Ausbildung, wird wie folgt Stellung genommen:

1. Rechtsgrundlagen der Akkreditierung:
   - Nach Artikel 12 Absatz 1 Buchstabe b des Bundesgesetzes über die universitären Medizinalberufe (Medizinalberufegesetz, MedBG, SR 811.11) erhalten namentlich diejenigen Personen Zutritt zur eidgenössischen Prüfung einer der universitären Medizinalberufe, die einen nach dem MedBG akkreditierten Studiengang absolviert haben.
   - Die Artikel 23 und 24 MedBG regeln die Akkreditierungspflicht und die Akkreditierungskriterien. Die Studiengänge müssen nach den Anforderungen des Hochschulförderungs- und Koordinationsgesetz (HFKG, SR 414.20) und des MedBG akkreditiert sein. Die anzuwendenden Qualitätsstandards sind entsprechend eine Kombination der Anforderungen dieser beiden gesetzlichen Grundlagen. Das Verfahren richtet sich nach Artikel 32 HFKG. Nach Artikel 19 der Verordnung des Hochschulrates über die Akkreditierung im Hochschulbereich (Akkreditierungsverordnung HFKG, SR 414.205.3) gilt die Akkreditierung für sieben Jahre ab Akkreditierungsentscheid.

2. Aufgaben und Vorgehen der MEBEKO, Ressort Ausbildung, im Akkreditierungsprozess:
   - Nach Artikel 50 Absatz 1 MedBG kommen der MEBEKO im Bereich der Akkreditierung zwei Aufgaben zu. Sie berät verschiedene Gremien (darunter auch das Akkreditierungsorgan) in Fragen der Aus- und Weiterbildung (Buchstabe a). Die MEBEKO nimmt zudem Stellung zu Akkreditierungsanträgen im Bereich der Aus- und Weiterbildung (Buchstabe b). Das Ressort

Bundesamt für Gesundheit
Geschäftsstelle MEBEKO, Ressort Ausbildung
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Ausbildung der MEBEKO ist für die Akkreditierungsverfahren betreffend Ausbildungsgänge, das Ressort Weiterbildung der MEBEKO ist für diejenigen hinsichtlich Weiterbildungsgänge zuständig. Die Stellungnahme der MEBEKO, Ressort Ausbildung erfolgt nach Erhalt des Berichtsentwurfs des Akkreditierungsorgans, welcher auf der Beurteilung der Selbst- und Fremdevaluation beruht.

– Jeweils zwei Mitglieder der MEBEKO, Ressort Ausbildung, bereiten gestützt auf sämtliche Dokumente der Selbst- und Fremdevaluation (inklusive Expertenvisitation) sowie des Berichtsentwurfs des Akkreditierungsorgans die Diskussionen der Kommission vor. Sie berichten der Kommission schriftlich und mündlich und schlagen ihr eine Stellungnahme vor.

3. Die MEBEKO, Ressort Ausbildung, stellt fest, dass das Akkreditierungsverfahren des Studienganges Pharmazie an der Universität Genf korrekt nach den geltenden Rechtsgrundlagen und Standards durchgeführt worden ist.

4. Stellungnahme der MEBEKO, Ressort Ausbildung, bezüglich Akkreditierung des Studienganges Pharmazie an der Universität Genf:
   - Der Selbstevaluationsbericht und der Expertenbericht aaq werden zustimmend zur Kenntnis genommen.
   - Die Beurteilung des Studienganges Pharmazie an der Universität Genf durch die Experten ist angemessen und empfiehlt eine Akkreditierung ohne Auflagen.
   - Für die MEBEKO ist die vollumfängliche Umsetzung der Inhalte des aktuellen schweizerischen Lernzielkataloges - insbesondere Einführung der praktischen Ausbildung im Impfen - von grosser Bedeutung. Die Einstufung für die Umsetzung im Curriculum als Empfehlung durch die Experten und nicht als Auflage erscheint der MEBEKO für den Studiengang Pharmazie der Universität Genf nicht genügend zwingend und daher als wenig griffig. Insbesondere da die Umsetzung von Empfehlungen nicht in derselben Art und Weise zeitlich und inhaltlich überprüft werden kann wie diejenige der Auflagen. Die MEBEKO verzichtet jedoch angesichts des dargelegten Willens des Studiengangs Pharmazie an der Universität Genf, diese praktische Ausbildung so rasch als möglich einzuführen, auf einen Antrag, diese Empfehlung als Auflage zu formulieren. Die MEBEKO bittet die aaq, das ihre beizutragen, dass gleiche Sachverhalte in den verschiedenen Verfahren möglichst gleich sanktioniert werden.

Freundliche Grüsse

Medizinalberufekommission
Ressort Ausbildung
Die Leiterin

Frau Dr.med. Nathalie Koch

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