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Pearson Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills

Specification

Competence-based qualification

For first registration September 2010

Issue 2

Pearson

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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Summary of Pearson Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 1
TQT value added	Page 4
QCF references removed from unit titles and unit levels in all units	Page 10
Guided learning definition updated	Page 10

Earlier issue(s) show(s) previous changes.
If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.
NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.
NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.
Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.
TQT and credit values are assigned after consultation with users of the qualifications.
NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills	500/9351/4	01/06/10

You should use the Qualifications Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills

This qualification:

- is nationally recognised
- is based on the Pharmacy National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Skills for Health.

The Pearson Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills has been approved as a component required for the Pharmacy Apprenticeship framework.

What is the purpose of this qualification?

This qualification has been designed for those working in a pharmacy setting, either in the community or in a hospital. The qualification is based upon newly developed National Occupational Standards for Pharmacy and as such it meets the needs of the pharmacy sector and related sector regulators and the requirements for endorsement of Skills for Health as the relevant Sector Skills Council for use in England, Wales and Northern Ireland.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

What are the benefits of this qualification to the learner and employer?

The qualification can be taken as a stand alone qualification or as part of the Level 2 Apprenticeship in Pharmacy Services. The qualification reflects recent changes in the NOS as developed by Skills for Health in consultation with key stakeholders, including the Royal Pharmaceutical Society of Great Britain. Other stakeholders have also been consulted for their input and support in the development of the qualification, including private sector companies and training providers.

What are the potential job roles for those working towards this qualification?

- Pharmacy Assistant.

What progression opportunities are available to learners who achieve this qualification?

Attainment of the qualification will confirm the learner's occupational competence in an occupational role to the standards required. Learners who attain this qualification will be able to progress on to the Pearson Edexcel Level 3 NVQ Diploma in Pharmacy Service Skills.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills?

Individual units can be found in the *Units* section. The level and credit value are given on the first page of each unit.

The minimum number of credits required for this qualification is of 20.

The Total Qualification Time (TQT) for this qualification is 200.

The Guided Learning Hours (GLH) for this qualification is 91.

Learners must complete all three units in Group A (Mandatory Units) plus four units from Group B (Optional Units).

A Mandatory Units

Mandatory Units
Credit Value required: Minimum 8, Maximum 8.

Unit 1 - Assist with the provision of a pharmacy service to meet individuals' needs

Unit 2 - Ensure your own Actions Reduce risks to Health and Safety

Unit 3 - Contribute to the effectiveness of teams

B Optional Units

Optional Units
Credit Value required: Minimum 12.

Unit 4 - Assist in the sale of medicines and products

Unit 5 - Assemble prescribed items

Unit 6 - Assist in the Issuing of Pharmaceutical Stock

Unit 7 - Assist in the manufacture and assembly of medicinal products

Unit 8 - Prepare aseptic products

Unit 9 - Prepare documentation, materials, components and other items for the preparation of aseptic products

Unit 10 Assist in the preparation of documentation, materials and other items for manufacture and assembly of medicinal products

Unit 11 Assist in the issuing of prescribed items

Unit 12 Receive prescriptions from individuals

Unit 13 Receive Pharmaceutical Stock

Unit 14 Maintain pharmaceutical stock

Unit 15 Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Unit 16 Order Routine Pharmaceutical Stock

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe C*. They have been developed by Skills for Health in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

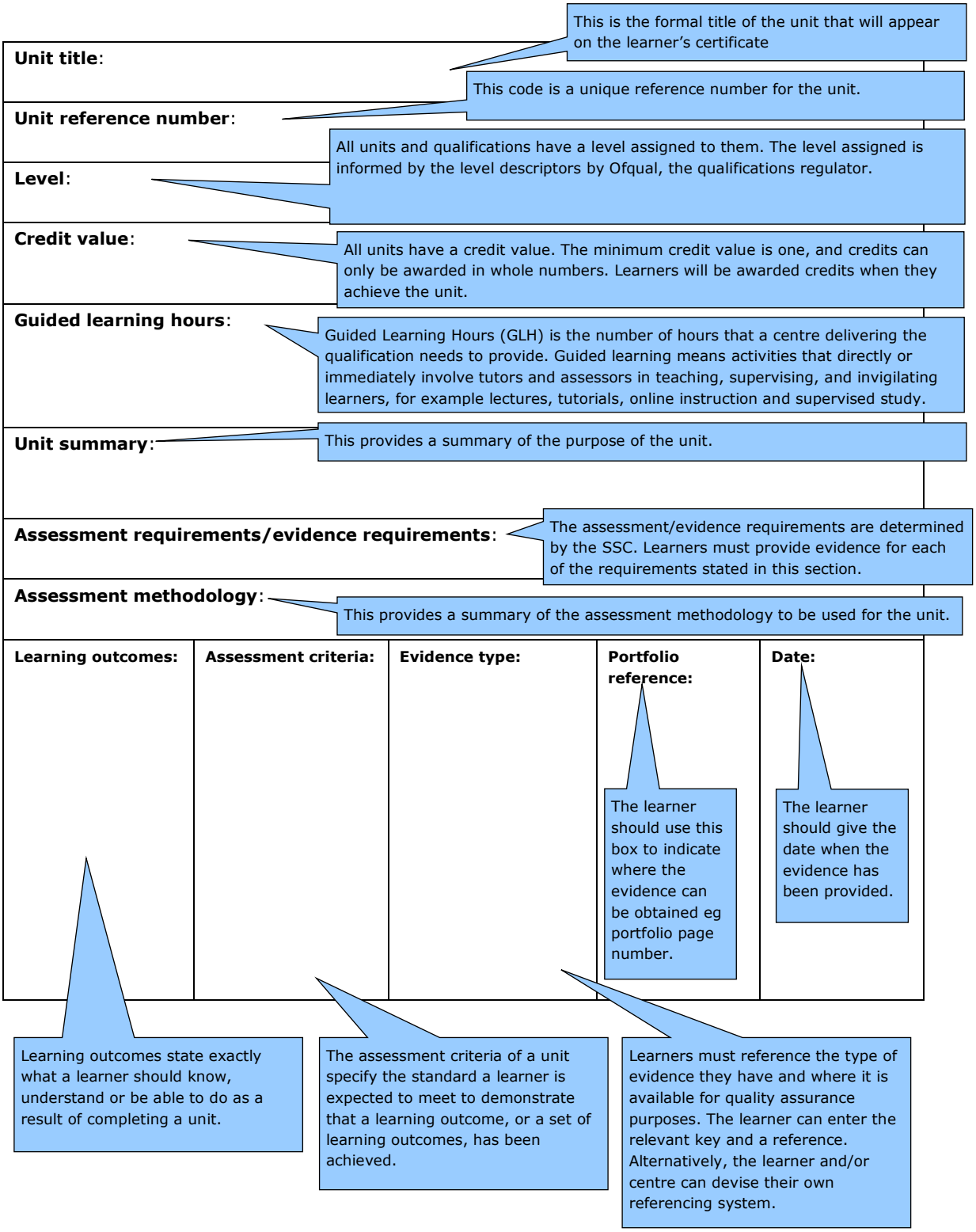
Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

This qualification is designed to support learners working in the Pharmacy sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.



Units

Unit 1: Assist with the provision of a pharmacy service to meet individuals' needs

Unit reference number: L/601/3394

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

The aim of this unit is to provide learners with the knowledge and skills needed to deal with individuals' needs and provide information and advice to satisfy their requirements. The unit also focuses on how to deal with instances of day-to-day complaints.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify individual's needs	1.1	deal with individuals promptly when working in different situations			
		1.2	respond to the verbal and non-verbal forms of communication offered by the individual			
		1.3	identify the needs of individuals accurately through questioning			
		1.4	confirm understanding of the individual's requirements			
		1.5	agree an outcome with the individual regarding delivery of products or services.			
2	Provide information which meets the requirements of the individual	2.1	respond to requests for information from individuals politely and promptly			
		2.2	provide relevant information in a format that the individual can understand			
		2.3	check that the information given meets the needs of the individual.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Resolve individual's issues and concerns	3.1	acknowledge receipt of a query or complaint			
		3.2	assess the action required to resolve the query or complaint			
		3.3	take action to resolve a query/complaint it in line with SOPs and organisational policies for customer service			
		3.4	explain when complaints should be referred to a higher authority			
		3.5	make a record of own actions, if appropriate, taking account of SOPs.			
4	Comply with organisational standard operating procedures, policies and procedures service	4.1	adhere to SOPs at all times			
		4.2	describe the importance of maintaining customer satisfaction, loyalty and confidence in the organisation			
		4.3	contribute to the organisation's policy on customer service.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Work within the limitations of the job role	5.1 refer the individual to an appropriate person when providing information and advice is outside the limits of own responsibility 5.2 explain to the individual the action/s taken and why 5.3 identify relevant sources of information individuals can access 5.4 state the types of information that can be given to individuals by themselves 5.5 state the types of information that should be given to individuals by the pharmacist.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 2: Ensure your own Actions Reduce risks to Health and Safety

Unit reference number: R/600/9413

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit is about health and safety in your day to day work. This includes identifying and dealing with risks and hazards in your workplace.

Assessment requirements/evidence requirements

Simulation is allowed in this unit in accordance with the assessment strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify the hazards in the workplace	1.1 identify which workplace procedures are relevant to your job 1.2 identify those working practices in your job which could harm you or others 1.3 identify those aspects of your workplace which could harm you or others 1.4 outline any differences between workplace legislation and supplier's or manufacturer's instructions.			
2 Be able to act upon hazards in the workplace	2.1 report hazards to the identified responsible person 2.2 demonstrate the ability to deal with hazards in the workplace.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to reduce the risks to health and safety in the workplace	3.1	carry out your work in accordance with workplace legislation or manufacturer's instructions			
		3.2	behave in a way that does not endanger the health and safety of yourself, others and materials in your workplace			
		3.3	contribute to health and safety improvements within your workplace.			
		3.4	follow guidelines for environmentally friendly working practices			
		3.5	ensure personal presentation protects the health and safety of you or others in line with instructions.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3: Contribute to the effectiveness of teams

Unit reference number: L/601/3430

Level: 2

Credit value: 3

Guided learning hours: 5

Unit summary

The aim of this unit is to introduce learners to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The unit also addresses time management, legislations and policies.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Explain the importance of own role and how it contributes to the team performance	1.1	describe the team's overall objectives and purpose			
		1.2	explain how own role and responsibilities contribute to team activities, objectives and purposes			
		1.3	identify other team members, their roles and responsibilities within the team			
		1.4	inform other members in the team of their activities and ideas.			
2	Use feedback to improve personal team performance	2.1	use feedback or suggestions from others to enable them to improve own practice within the team			
		2.2	propose suggestions or ideas to benefit team members and improve team working			
		2.3	agree, seek support and take responsibility for any development and learning that can help you to interact with the team more effectively.			
3	Manage time and commitments effectively	3.1	fulfil own commitments to other team members within agreed timescales and according to overall work priorities			
		3.2	inform appropriate team members when they cannot fulfil commitments within specified timescales.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Establish effective working relationships with all members of the team	4.1	behave towards other team members in a way that supports the effective functioning of the team			
		4.2	resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view			
		4.3	select appropriate advice and guidance in order to resolve issues with other team members			
		4.4	support other team members in the completion of activities or objectives.			
5	Comply with organisational, national and European legislation	5.1	comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities			
		5.2	comply with current local, UK and European legislation, and organisational requirements, procedures and practices			
		5.3	access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 4: Assist in the sale of medicines and products

Unit reference number: M/600/9371

Level: 2

Credit value: 8

Guided learning hours: 50

Unit summary

This unit enables the learners to competently sell over the counter medicines and products in a pharmacy setting.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify customers' needs	1.1	acknowledge customers promptly and politely			
		1.2	use appropriate questioning techniques to ascertain customer requirements.			
2	Be able to refer a customer to the appropriate authority	2.1	identify when to refer to an appropriate authority			
		2.2	refer customers who request medicines with the same active ingredient or with similar action to an appropriate authority			
		2.3	give relevant information to the appropriate person about the referral			
		2.4	describe how to deal with different individuals.			
3	Understand when the sale of OTC medicines cannot be completed	3.1	inform the pharmacist when a customer requests excessive or regular quantities of medicines that are liable to abuse or misuse			
		3.2	explain to the customer when the sale of medicines cannot be completed.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to sell medicines or products	4.1	offer customers a choice of medicines or products to meet their requirements			
		4.2	provide information and advice to the customer regarding the medicines or products			
		4.3	pack medicines or products appropriately			
		4.4	take payment according to organisational policies.			
5	Know the local policy, legislation and good practice for sale of medicines	5.1	list different sources of information suitable for customers			
		5.2	state why it is important that Standard Operating Procedures must be followed at all times			
		5.3	state why it is important that the pharmacy protocol is followed at all times.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 5: Assemble prescribed items

Unit reference number: Y/601/3432

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

The aim of this unit is to provide the learner with the skills needed to assemble prescribed items accurately and safely whilst applying knowledge of the legal, ethical and health and safety requirements that affect this activity.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to assemble prescribed items	1.1 follow the relevant health, hygiene and safety procedures 1.2 ensure that the preparation area and equipment are clean and maintained ready for use 1.3 produce the correct label 1.4 ensure that there is an adequate supply of items to assist in the supply of medicines.			
2 Select the prescribed item	2.1 confirm that the medicine or product is fit for purpose 2.2 confirm that the medicine or product matches the prescription 2.3 prepare medicine or product following standard operating procedures (SOPs) 2.4 refer to the appropriate person where there are inconsistencies in the medicine or product.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Label and package prescribed items	3.1	assemble prescribed items according to the correct instructions and reconstitute items as required			
		3.2	label the item correctly, checking it against the prescription			
		3.3	pack the medicine or product using appropriate packaging			
		3.4	select appropriate medicine devices/sundry items to accompany the medicine or product.			
4	Complete the assembly process	4.1	annotate the prescription/requisition appropriately			
		4.2	complete dispensary records legibly and accurately			
		4.3	forward the prescription and assembled items for checking as identified in the SOPs.			
5	Comply with current legal and ethical requirements, organisational standard operating procedures and relevant national and local guidelines and policies	5.1	understand the basics of current legal and ethical requirements that affect the assembly of prescribed items			
		5.2	apply knowledge of organisational SOPs when assembling prescribed items			
		5.3	apply knowledge of national and local guidelines and policies for assembling prescribed items			
		5.4	work within the limitations of your own role recognising when to refer to an appropriate person.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 6: Assist in the Issuing of Pharmaceutical Stock

Unit reference number: Y/600/9378

Level: 2

Credit value: 4

Guided learning hours: 5

Unit summary

This unit will enable the learner to assist with the issue of pharmaceutical stock and know why stock must be issued correctly.

Assessment requirements/evidence requirements

Simulation is allowed in this unit in accordance with the assessment strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assemble stock for issue	1.1 select the requisition of the orders 1.2 select the correct products for issue against a request 1.3 confirm that the product selected is – the correct drug, appliance or device – the correct quantity – the correct pack size – within the expiry date – of intact packaging 1.4 identify any stock that is not fit for purpose.			
2 Be able to issue stock	2.1 issue stock including special orders and urgent requests informing the appropriate person in line with stock rotation 2.2 issue stock fit for purpose 2.3 take appropriate action if stock is not available.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to complete the issuing process	3.1	place stock safely and securely within the appropriate packaging			
		3.2	label packaging correctly			
		3.3	issue stock to the correct destination			
		3.4	complete all paper and electronic documentation correctly.			
4	Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	comply with current legislation that applies to issuing pharmaceutical stock			
		4.2	describe own responsibilities under current legislation when issuing pharmaceutical stock			
		4.3	describe the importance of following SOPs related to issuing pharmaceutical stock			
		4.4	comply with health and safety requirements related to issuing pharmaceutical stock			
		4.5	describe the difference between branded and generic drugs			
		4.6	describe the importance of checking stock for issue against current drug alerts or recalls.			
5	Be able to operate within the limitations of the job role	5.1	work within the limits of own authority			
		5.2	refer to an appropriate person.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 7: Assist in the manufacture and assembly of medicinal products

Unit reference number: D/601/3433

Level: 2

Credit value: 7

Guided learning hours: 20

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills needed to assist in the manufacture and assembly of medicinal products.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare the environment, equipment, ingredients and self prior to assembly or manufacture of medicinal products	1.1 confirm that the correct worksheet, labels, raw materials, equipment and consumables are available and ready for use 1.2 put on the appropriate protective clothing 1.3 follow the correct gowning procedure 1.4 assist with cleaning and preparing the environmental area 1.5 use the correct materials for cleaning of the environmental areas.			
2 Assist with the preparation and processing medicinal products	2.1 assist with preparation of products in accordance with the batch sheet using the correct process and equipment 2.2 undertake all process checks at the relevant stages 2.3 take quality samples as appropriate 2.4 pack and label product 2.5 select and label secondary packaging 2.6 assist with the completion of all necessary reconciliation calculations for the product and labels 2.7 complete all documentation accurately			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 quarantine product following the final check by the appropriate person.			
3 Complete the assembly and manufacturing process of medicinal products	3.1 ensure that all equipment is dismantled, cleaned and decontaminated 3.2 store or dispose of equipment correctly 3.3 store or dispose of waste correctly 3.4 clean and decontaminate all environmental areas using the correct cleaning material.			
4 Operate within the limitations of the job role	4.1 report any defects to an appropriate person 4.2 report any out of specification results/unusual events in accordance with standard operating procedures (SOPs) 4.3 take appropriate action following an unusual event, within the limits of your authority.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with standard operating procedures, health and safety and environmental monitoring policies	5.1 work in accordance with SOPs 5.2 work according to health and safety and COSHH procedures and within own limits of responsibility 5.3 assist in undertaking relevant environmental monitoring checking that the parameters, where appropriate, are within the set limits: a prior to preparation b during preparation c following completion of preparation 5.4 inform the appropriate person if the environmental parameters are outside the set limits.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Prepare aseptic products

Unit reference number: M/601/3436

Level: 2

Credit value: 10

Guided learning hours: 40

Unit summary

This unit introduces learners to the legislation and policies around the preparation of aseptic products. The aim of this unit is to provide the learner with the skills needed for the preparation of aseptic for both dispensing and manufacturing.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Monitor the working environment	1.1 undertake relevant environmental monitoring 1.2 check that the parameters are within the set limits 1.3 take appropriate action if the environmental parameters (eg air pressure differentials are outside the set limits).			
2 Prepare and maintain suitable working environments	2.1 put on the appropriate clean room clothing following correct gowning procedure 2.2 clean and prepare the environmental areas using the correct materials 2.3 disinfect starting materials, equipment/consumables prior to introduction into and within the work area 2.4 clean and decontaminate all work areas using the correct cleaning method and removing all waste 2.5 store and dispose of waste materials in accordance with legal requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prepare a range of aseptic products	3.1	prepare the product using the correct process and equipment according to worksheet and standard operating procedures (SOPs)			
		3.2	label product, making all necessary accuracy checks and complete documentation in line with local policy.			
4	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	work within relevant SOPs including the relevant health and safety procedures and within own limits of responsibility			
		4.2	apply knowledge of SOPs within their job roles to the delivery of products and services.			
5	Operate within the limitations of the job role	5.1	take the corrective action within limits of own responsibility in the event of an accident/incident/error during the preparation			
		5.2	complete of required documentation in this case			
		5.3	report to the appropriate person any problems outside the area of responsibility			
		5.4	feedback any near misses or errors to appropriate person to minimise future errors.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 9: Prepare documentation, materials, components and other items for the preparation of aseptic products

Unit reference number: H/601/3448

Level: 2

Credit value: 6

Guided learning hours: 10

Unit summary

The aim of this unit is to provide the learner with the skills needed to ensure that documentation, materials and other items are correctly prepared prior to the preparation of aseptic products.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare, monitor and maintain suitable working environments	1.1 select and wear appropriate clothing 1.2 clean the appropriate environmental areas using the correct equipment and materials 1.3 keep the environmental work area clean and tidy 1.4 monitor relevant environmental parameters and ensure that where appropriate they are within set limits 1.5 apply knowledge of sources of contamination to ensure delivery of a quality product.			
2 Complete documentation accurately	2.1 generate worksheets according to local guidelines and protocols 2.2 select and confirm the correct worksheet for the product, completing any calculations as appropriate 2.3 allocate the batch number and expiry date for the product 2.4 make clear and accurate entries on all the relevant documentation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prepare starting materials for the preparation of aseptic products	3.1	generate complete, accurate and legible labels			
		3.2	ensure that all labels produced are accounted for			
		3.3	select the correct starting materials and consumables, for the product, recording the relevant information on the worksheet			
		3.4	confirm the starting materials and consumables are fit for purpose			
		3.5	disinfect the starting materials and consumables for transfer to the clean room.			
4	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	work within relevant standard operating procedures including the relevant health and safety and COSHH procedures			
		4.2	work using the correct prescription or order.			
5	Operate within the limitations of the job role	5.1	work within limits of own authority			
		5.2	report any problems outside own area of responsibility to an appropriate person			
		5.3	apply knowledge of industry, professional codes of practice and ethical standards within their job roles to the delivery of products and services.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 10: Assist in the preparation of documentation, materials and other items for manufacture and assembly of medicinal products

Unit reference number: D/601/3450

Level: 2

Credit value: 10

Guided learning hours: 40

Unit summary

The aim of this unit is to provide the learner with a basic understanding of health and safety procedures, including decontamination. The learner will acquire the skills needed to assist in the preparation of documentation and material for the manufacture and assembly of medicinal products.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Follow health and safety procedures in the work place	1.1	demonstrate an ability to work within standard operating procedures (SOPs)			
		1.2	explain the importance of following health and safety procedures			
		1.3	demonstrate an understanding of COSHH procedures.			
2	Assist in the preparation of the work area	2.1	ensure that appropriate clothing is worn at all times			
		2.2	identify different sources of contamination			
		2.3	deal with different sources of contamination appropriately			
		2.4	clean environmental areas using correct materials			
		2.5	monitor and record environmental parameters.			
3	Assist in the preparation and completion of the documentation and labels for the product	3.1	confirm that they have the correct worksheet and labels for product			
		3.2	confirm the batch number and expiry date for product			
		3.3	make clear and accurate entries on documentation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Select and prepare raw materials for the preparation of the product	4.1	select correct materials, consumables and equipment in sufficient quantities to prepare the product			
		4.2	confirm materials are fit for purpose			
		4.3	ensure that first check is carried out by an appropriate person			
		4.4	prepare raw materials, consumables and equipment for transfer to work area			
		4.5	transfer materials to work area.			
5	Work within the limitations of the job role	5.1	demonstrate how to work within limits of own responsibility			
		5.2	identify when to refer to an appropriate person.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 11: Assist in the issuing of prescribed items

Unit reference number: D/600/9379

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit will enable the learner to correctly issue prescribed items to individuals. The learner will work within current regulatory and ethical frameworks.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to confirm the identity of the individual	1.1	confirm the individual's identity correctly matches the prescription			
		1.2	maintain the confidentiality of the individual at all times.			
2	Be able to identify whether the individual is taking other medication	2.1	establish whether the individual has previously used this medication or product			
		2.2	establish whether the individual is taking other medication, either prescribed or non-prescribed			
		2.3	refer the individual to an appropriate person if needed.			
3	Be able to issue prescribed items	3.1	confirm the medicine or product matches the prescription			
		3.2	correctly issue the medicine or product			
		3.3	provide all relevant devices or sundry items			
		3.4	apply knowledge of how to deal with individuals with special needs			
		3.5	provide information on storage and maintenance of prescribed items.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to operate within the limitations of the job role at all times	4.1	confirm that issuing the prescribed items is within the limit of own responsibility			
		4.2	identify when the individual needs further advice or information			
		4.3	refer the individual to an appropriate person in a polite and courteous manner, passing on all the relevant information.			
5	Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	5.1	demonstrate working in accordance with the Standard Operating Procedures at all time			
		5.2	complete all relevant records in accordance with SOP			
		5.3	demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times			
		5.4	demonstrate a basic knowledge of the current ethical and legal requirements that govern the issuing of a prescription.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 12: Receive prescriptions from individuals

Unit reference number: T/601/3468

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

The aim of this unit is to provide the learner with skills and knowledge needed to effectively receive and process prescriptions that are presented at the pharmacy before they are passed on to the dispensing process.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Ensure that the prescription declaration is complete	1.1	greet the individual politely, promptly, maintaining privacy and confidentiality throughout			
		1.2	demonstrate how to deal with individuals with special needs			
		1.3	check that the patient details are clear, correct and complete			
		1.4	check that the patient declaration of the prescription has been completed			
		1.5	examine evidence of exemption where appropriate			
		1.6	state the different types of prescribers including the types of prescriptions used			
		1.7	check that the prescription is legally valid			
		1.8	issue a prescription receipt following local SOPs.			
2	Complete financial transaction procedures	2.1	explain exemption and appropriate prescription charge requirements			
		2.2	complete a financial transaction procedure.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Provide the individual with relevant information	3.1	manage individual's expectations for waiting or collection times			
		3.2	discuss potential product availability problems			
		3.3	discuss alternative delivery services			
		3.4	complete any required dispensary records			
		3.5	forward prescription for validation and dispensing.			
4	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	explain current ethical and legal requirements that affect prescriptions, including relating to clinical trials			
		4.2	operate in accordance with the standard operating procedures (SOPs) at all times			
		4.3	access relevant national and local guidelines and policies and procedures.			
5	Operate within the limitations of the job role	5.1	work within the scope of responsibility and practice			
		5.2	understand the limitations of your scope of practice and when to refer to an appropriate person.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 13: Receive Pharmaceutical Stock

Unit reference number: M/600/9385

Level: 3

Credit value: 3

Guided learning hours: 9

Unit summary

This unit enables learners to receive and store pharmaceutical stock. This unit requires learners to show that they understand current legislation and good practice when receiving pharmaceutical stock.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive stock	1.1 confirm deliveries against delivery notes and the original order 1.2 apply knowledge of the difference between branded and generic drugs 1.3 identify any discrepancies and delivery problems 1.4 take appropriate action to remedy any discrepancies and delivery problems including drug recalls 1.5 sign for received order when stock is fit for purpose.			
2 Be able to correctly store stock	2.1 store stock safely in correct storage location 2.2 identify special storage requirements for received stock 2.3 store stock according to stock rotation procedures 2.4 describe the importance of placing received stock in a safe storage environment.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to complete the receipt of stock	3.1	notify the appropriate person of the change in the availability of stock			
		3.2	complete all relevant documentation records accurately			
		3.3	process the documentation promptly.			
4	Know about the current legislation and good practice for receipt of stock	4.1	describe the importance of following Standard Operating Procedures related to receiving stock			
		4.2	state the different formulations, strengths and forms of medications available			
		4.3	discuss the differences between generic and branded medications			
		4.4	demonstrate knowledge of local ordering systems including sources and suppliers of stock			
		4.5	follow current health and safety legislation in relation to moving and handling received stock			
		4.6	demonstrate a working knowledge of local or regional pharmaceutical contracts.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	5.1	understand current legislation and own responsibilities that apply to the receipt of pharmaceutical stock			
		5.2	understand the importance of following SOPs related to receiving pharmaceutical stock			
		5.3	work in accordance with SOPs related to receiving pharmaceutical stock			
		5.4	demonstrate knowledge of the COSHH and health and safety requirements related to receipt of pharmaceutical stock.			
6	Be able to operate within the limitations of the job role	6.1	work within the limits of own authority			
		6.2	know when to refer to an appropriate person.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 14: Maintain pharmaceutical stock

Unit reference number: T/600/9386

Level: 3

Credit value: 3

Guided learning hours: 4

Unit summary

This unit enables learners to understand how to maintain pharmaceutical stock and storage areas. Learners will need to show that they can accurately carry out stock checks.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain a safe storage environment	1.1	carry out checks of storage conditions, ensuring they are fit for purpose			
		1.2	take the appropriate action in respect of problems with storage conditions.			
2	Be able to carry out stock checks	2.1	carry out stock checks, ensuring stock is fit for purpose			
		2.2	rotate stock to reduce wastage			
		2.3	check stock is available in sufficient formulations and quantity, including special orders			
		2.4	reconcile details of stock checks as required			
		2.5	describe the difference between branded and generic drugs.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to deal with stock related problems	3.1	take the appropriate action in respect of expired and damaged stock			
		3.2	take the appropriate action in respect of over-stock			
		3.3	promptly deal with any recalls or drug alerts, following agreed guidelines			
		3.4	describe the importance of maintaining a safe storage environment			
		3.5	describe own responsibilities in relation to current legislation and the maintenance of stock.			
4	Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	describe the importance of following SOPs related to maintaining stock			
		4.2	comply with the health and safety requirements related to maintaining pharmaceutical stock and disposing of outdated, damaged or decontaminated stock			
		4.3	understand the importance of good stock management, including the quantity of stock, taking account of seasonal variations.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to operate within the limitations of the job role	5.1 act within the limits of own authority when dealing with stock problems 5.2 refer to appropriate person 5.3 understand own responsibilities and current legislation that applies to maintaining pharmaceutical stock.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 15: Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Unit reference number: Y/600/9395

Level: 3

Credit value: 4

Guided learning hours: 11

Unit summary

This unit enables learners to have the skills to check their own dispensing work prior to the final accuracy check.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to confirm the prescription is suitable for dispensing	1.1	ensure that the prescription has been clinically screened and confirmed as suitable to dispense			
		1.2	check with the appropriate person to confirm that the prescription is valid.			
2	Be able to check dispensed items	2.1	check the correct item has been selected and is fit for purpose			
		2.2	check the correct strength, form and quantity of medicines have been dispensed			
		2.3	check the label against the prescription and ensure the contents and directions match the prescribed items			
		2.4	check that the assembled items are fit for purpose and appropriately packaged			
		2.5	check that appropriate devices and sundry items are included			
		2.6	check future supply arrangements are made when sufficient stock is not available			
		2.7	annotate and endorse the prescription or documentation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to resolve dispensing errors and near misses	3.1	identify any dispensing errors			
		3.2	rectify dispensing errors			
		3.3	record dispensing errors			
		3.4	understand the causes and consequences of near misses and dispensing errors.			
4	Be able to confirm an in-process accuracy check	4.1	pass the dispensed prescription on for a final accuracy check once the in-process accuracy check has been confirmed.			
5	Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	5.1	demonstrate working in accordance with the Standard Operating Procedures at all times			
		5.2	demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times			
		5.3	apply knowledge of the types of medicines and supply			
		5.4	apply knowledge of common proprietary and generic names			
		5.5	apply knowledge of how medicines are administered			
		5.6	explain when and why Patient Medication Records (PMR's) are used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.7 explain the importance of maintaining dispensary records.			
6 Be able to operate within the limitations of the job role	6.1 explain the limits of own authority 6.2 report any problems to the appropriate person.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 16: Order Routine Pharmaceutical Stock

Unit reference number: J/600/9375

Level: 2

Credit value: 3

Guided learning hours: 11

Unit summary

The learner will be able to identify ordering requirements, accurately completing all necessary documentation.

Assessment requirements/evidence requirements

This unit must be assessed in a real work environment in accordance with the Pharmacy Services Assessment Strategy.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to accurately order stock	1.1	accurately identify pharmaceutical stock requirements			
		1.2	place an order for identified stock			
		1.3	confirm order is correct			
		1.4	apply knowledge of the difference between branded and generic drugs.			
2	Be able to process orders	2.1	request checks on orders when required			
		2.2	correctly process orders			
		2.3	report any problems to the appropriate person.			
3	Be able to complete the ordering process	3.1	maintain all documentation appropriately			
		3.2	check the progress of outstanding orders.			
4	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	demonstrate working in accordance with the Standard Operating Procedures at all times			
		4.2	explain the importance of following SOPs, when ordering stock			
		4.3	demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Operate within the limitations of the job role	5.1 explain the limits of own authority 5.2 report any problems to the appropriate person.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

Skills for Health
(Head office)
2nd Floor
Goldsmiths House
Broad Plain
Bristol BS2 0JP

Telephone: 0117 922 1155
Fax: 0117 925 1800
Email: office@skillsforhealth.org.uk
www.skillsforhealth.org.uk

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details. qualifications.pearson.com

Annexe C: Assessment strategy

The qualification is internally assessed and verified and externally verified according to Pearson's quality control processes and in line with Skills for Health's Assessment strategy as set out in the Skills for health Assessment Strategy statement as follows:

Extract from the Assessment Strategy for the SVQ in Pharmacy Services Qualifications at Level 2 & Level 3 Certificate/Diploma in Pharmacy Services Skills (NVQ) at Level 2 & Level 3 (Note: this is an extract of relevant sections from Skills for Health's Assessment Strategy Document and the numbering of the sections below follows the numbering in the SFH Assessment Strategy Document. A full copy of the document is available on the Skills for Health website www.skillsforhealth.org.uk)

1 Introduction

This Assessment Strategy has been produced by Skills for Health in cooperation with the Royal Pharmaceutical Society of Great Britain (RPSGB), sector representatives, standard setting and awarding organisation partners. It relates to the assessment of the SVQ in Pharmacy Services at Level 2 and Level 3 and the Certificate/ Diploma in Pharmacy Services Skills (NVQ) at Level 2 and Level 3.

It deals with assessment, evidence and quality control under the following headings:

- Assessment
- Sources of Evidence
- External Quality Control.

Candidates will be expected to demonstrate competence in the required mandatory and selected optional units. They must also be able to perform to the required standard over a period of time. This strategy supersedes and replaces all previous assessment strategies and supplementary guidance.

2 Assessment

2.1 Access to Assessment

All candidates should have equal access to assessment regardless of geographical location, work setting and patterns of work.

- Candidates must be enabled and supported to undertake awards
- The awards must be delivered within the constraints of current legal practice
- The needs of under-represented groups should be addressed including those from ethnic minority communities, those experiencing disability, and those experiencing sensory impairment
- All individuals involved in the process (ie assessors, expert witnesses, verifiers) should clearly demonstrate their commitment to equality of opportunity.

2.2 Focus of Assessment

The SVQ's / qualifications are based on National Occupational Standards (NOS) and assess the application of skills, knowledge and understanding in a specific occupation to the standards required in the workplace. It is anticipated that much of the evidence for the assessment for SVQ/ qualifications will be gathered as candidates carry out their usual duties in support of the Pharmacy or GP Dispensing team.

2.3 Roles and Responsibilities in the Assessment Process

Those involved in the assessment and verification of the qualification should have the following occupational expertise.

2.3.1 Assessors

Assessors must:

- be a registered and practising Pharmacist or a practising Pharmacy Technician who is competent in the area of practice to which the NOS being assessed apply
- other than in Northern Ireland, pharmacy technicians must be registered or eligible to register. Within Great Britain, unregistered Pharmacy Technicians who are eligible to register can only act as assessors during the transitional registration period
- hold or be working towards the appropriate Assessor qualification. Assessors holding older qualifications must be able to demonstrate that they are assessing to current standards
- have credible experience which is clearly demonstrable through continuing learning and development.

2.3.2 Internal Verifiers

Internal Verifiers must:

- be a registered and practising Pharmacist or a practising Pharmacy Technician
- other than in Northern Ireland, pharmacy technicians must be registered or eligible to register. Within Great Britain, unregistered Pharmacy Technicians who are eligible to register can only act as verifiers during the transitional registration period
- It is crucial that internal verifiers understand the nature and context of the assessors' work and that of their candidates due to the critical nature of the work and the legal and other implications of the assessment process
- have a working knowledge of pharmacy and/or GP dispensing settings, the regulation, legislation and codes of practice for the service (where applicable), and the requirements of national standards at the time any assessment is taking place
- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal verification roles as defined by the relevant national occupational standard
- hold or be working towards the appropriate Internal Verifier qualification. Internal verifiers holding older qualifications must be able to demonstrate that they are assessing to current standards
- have undertaken the appropriate assessor qualification identified by the regulator and practised as an assessor prior to undertaking the IV role.

It is recognised that internal verifiers are expected to verify the assessment process and not reassess the evidence provided.

2.3.3 Expert Witnesses

The use of expert witnesses is encouraged as a contribution to the provision of performance evidence presented for assessment.

The role of the expert witness is to submit evidence to the assessor as to the competence of the candidate in meeting the NOS identified in any given unit. This evidence must directly relate to candidate's performance in the work place which has been seen by the expert witness.

The expert witness must be either:

- a registered and practising Pharmacist or a practising Pharmacy Technician who is competent in the area of practice to which the NOS being assessed apply
- other than in Northern Ireland, be registered or eligible to register. Within Great Britain, unregistered Pharmacy Technicians who are eligible to register can only act as expert witnesses during the transitional registration period.

The expert witness must have:

- a working knowledge of NOS for the competences on which their expertise is based
- credible experience which is clearly demonstrable through continuing learning and development.

All expert witnesses must be inducted by the centre so that they are familiar with the standards for those units for which they are to provide expert witness evidence. They must also understand the centre's recording requirements and will need guidance on the skills required to provide evidence for the NOS. It is not necessary for expert witnesses to hold an assessor qualification because the qualified assessor makes all assessment decisions about the acceptability of evidence regardless of source.

This would include expert witness evidence. Observations meeting the requirement in the qualification for observation of performance can only be undertaken by assessors and expert witnesses.

2.3.4 Co-ordinating Assessors and Lead Assessors

In order that the requirements for occupational competence of assessors and expert witnesses can be met while allowing flexibility of delivery, candidates may have more than one assessor or expert witness involved in the assessment process.

Where more than one assessor is involved in the qualification there must be a named assessor who is responsible for the overall co-ordination of the assessment for each candidate. This person will be responsible for integrating, planning and directing the assessment for the whole qualification. Where more than one assessor is involved in a unit, there must be named assessor who is responsible for the overall coordination of the assessment for that unit. The lead assessor must ensure that the best use is made of all available evidence and will make the final judgment of competence in each unit where other assessors have been involved. It is expected that all assessors will work closely with internal verifiers to ensure standardised practice and judgments within the assessment process.

2.3.5 Assessment Centres

Assessment Centres will be responsible for maintaining up-to-date information on assessors, internal verifiers and expert witnesses and for ensuring the currency of the competence of internal verifiers and all those involved in the assessment process.

3 Sources of Evidence

3.1 Assessment and Evidence Requirements

Evidence of candidates' performance will be drawn primarily from work activities that take place under normal working conditions in a normal work environment. Evidence of performance is expected in all Units of the qualification.

There is one main evidence requirement:

Observation of practice by:

- a qualified assessor or
- an expert witness

Other assessment methods may include:

- simulation (see below)
- direct questioning and assignments
- assessment of products
- APEL and APL
- Candidate's reflective accounts and personal statements
- Evidence by a witness testimony
- Professional Discussion.

3.2 Observation of Practice

Evidence should be gathered wherever possible from naturally occurring evidence collected in the work place. Knowledge to support performance should be based on practice evidence and reflection. Direct observation by an assessor and /or observation of practice by an expert witness is to be an evidence requirement for every unit. Where expert witness evidence has been used solely to evidence candidate performance in a unit the assessor must carry out a professional discussion to ensure the assessors' final assessment decision is robust.

3.3 Witness Testimony

The use of witnesses is encouraged as a contribution to the provision of performance evidence presented for assessment. Witnesses are an important source of performance evidence in the workplace. Witness Testimony is a statement or comment by someone who was present while the candidate was carrying out an activity (eg a colleague who does not have the necessary occupational competence to be classed as an expert witness). Evidence from witnesses must meet the tests of validity, reliability and authenticity.

The requirements of expert witnesses are distinct and set out in 2.3.3

3.4 Professional Discussion

It is a requirement that professional discussion, of which an auditable record has been made, between the assessor and the candidate must take place when direct observation by an assessor is not possible. Professional Discussion is a discussion which is planned and led by the assessor and must be recorded in such a way as to create an audit trail. It is not a question and answer session, but more of a chance for wider ranging discussions reflecting and evaluating on areas decided during the planning process. Professional discussion provides a holistic approach to assessing knowledge and understanding and is useful in determining not only what and how a candidate is performing, but also their analytical and decision-making abilities.

3.5 Simulations

The use of simulation is normally only permitted in the following 4 NOS but must not be the sole source of performance evidence in that particular unit:

- Pharm 11-Prepare extemporaneous medicines for individuals use
- Pharm 15- Issue pharmaceutical stock
- HSS1- Make sure your own actions reduces risks to health and safety
- HSS7 Make sure your own actions within the workplace aim to protect the environment.

The use of simulations in other units is only permitted in circumstances specified within unit guidance and should only be undertaken in the minority of cases, ie: where performance is critical and:

- where events either never or infrequently occur and yet a high degree of confidence is needed that the candidate would act appropriately for example:
  - (i) where there is a high risk of harm or abuse to the individuals, key people in their lives and others,
  - (ii) where events such as medical emergencies (such as cardiac arrest) occur and competence is vital to ensure best practice and results,
  - (iii) where cash is being handled when this does not happen routinely in the workplace or
- where events happen frequently but where there is risk of harm to the candidate or service user in a real situation, for example, dealing with aggressive or abusive situations (although evidence from direct observation should be used where possible).

Where simulations are used they must replicate working activities in realistic (but not necessarily actual) workplace environments and this must be agreed with the EV beforehand.

5.0 General

Skills for Health will work with all stakeholders to evaluate the effectiveness of the National Occupational Standards and review them as part of the overall management programme for the qualifications.

Annexe D: Mapping of Current NVQ qualifications to New NVQ Qualifications

Unit mapping overview

The Pearson Edexcel Level 2 NVQ in Pharmacy Services (specification end date 31/08/2010)/new Pearson Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills (specification start date 01/09/2010).

Old units / New units	Unit 2.01	Unit 2.02	Unit 2.03	Unit 2.04	Unit 2.05	Unit 2.06	Unit 2.07	Unit 2.08	Unit 2.09	Unit 2.10	Unit 2.11
Unit 1	F										
Unit 2		F									
Unit 3											
Unit 4				F							
Unit 5						F					
Unit 6								P			
Unit 7										F	
Unit 8									P		
Unit 9											
Unit 10											
Unit 11					P						
Unit 12					P						
Unit 13							P				
Unit 14								P			
Unit 15											
Unit 16							P				

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Unit mapping in depth

The Pearson Edexcel Level 2 NVQ in Pharmacy Services (specification end date 31/08/2010)/new Pearson Edexcel Level 2 NVQ Certificate in Pharmacy Service Skills (specification start date 01/09/2010).

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 1	Assist with the provision of a pharmacy service to meet individuals' needs	**2.01**	Assist with the provision of a pharmacy customer service	Covers vast majority of the performance criteria from unit 2.01
Unit 2	Ensure your own actions reduce risks to health and safety	**2.02**	Ensure your own actions reduce the risk to health and safety	Covers most of the performance criteria from unit 2.02
Unit 3	Contribute to the effectiveness of teams			New assessment criteria added to those in previous 2.03 unit
Unit 4	Assist in the sale of medicines and products	**2.04**	Assist in the sale of OTC medicines and provide information to customers on symptoms and products	Covers much of performance criteria for unit 2.04
Unit 5	Assemble prescribed items	**2.06**	Assist with the assembly of prescribed items	Covers vast majority of the performance criteria from unit 2.06
Unit 6	Assist in the issuing of pharmaceutical stock	**2.08**	Assist with the supply of pharmaceutical stock	Covers most of the performance criteria for 2.08.2

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 7	Assist in the manufacture and assembly of medicinal products	**2.10**	Assist with the manufacture and assembly of medicinal products	Covers many of the performance criteria across unit 2.10
Unit 8	Prepare aseptic products	**2.09**	Prepare to make pharmaceutical products	Covers some of the performance criteria for 2.09.1
Unit 9	Prepare documentation, materials, components and other items for the preparation of aseptic products			This is a new unit
Unit 10	Assist in the preparation of documentation, materials and other items for manufacture and assembly of medicinal products			This is a new unit
Unit 11	Assist in the issuing of prescribed items	**2.05**	Assist in the supply of prescribed items	Covers vast majority of the performance criteria for 2.05.2
Unit 12	Receive prescriptions from individuals	**2.05**	Assist in the supply of prescribed items	Covers all the performance criteria for 2.05.1
Unit 13	Receive pharmaceutical stock	**2.07**	Order, receive and store pharmaceutical stock	Covers most of the performance criteria for 2.07.2 and 2.07.3
Unit 14	Maintain pharmaceutical stock	**2.08**	Assist with the supply of pharmaceutical stock	Covers many of the performance criteria for 2.08.1

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 15	Undertaken an in-process accuracy check of assembled prescribed items prior to the final accuracy check			This is a new unit
Unit 16	Order Routine Pharmaceutical Stock	**2.07**	Order, receive and store pharmaceutical stock	Covers all the performance criteria for 2.07.1

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