

Pearson Edexcel Level 3 NVQ Diploma in Pharmacy Service Skills

Specification

Competence-based qualification
For first registration September 2010

Issue 2

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 3 NVQ Diploma 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 3 NVQ Diploma in Pharmacy Service Skills specification 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	All
Definition of TQT added	4
Definition of sizes of qualifications aligned to TQT	4
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	5
TQT value added	5
QCF references removed from unit titles and unit levels in all units	14-140
Guided learning definition updated	11

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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Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Diploma in Pharmacy Service Skills

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 3 NVQ Diploma in Pharmacy Service Skills	500/9578/X	01/06/10

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. You should use the Qualification 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 3 NVQ Diploma in Pharmacy Service Skills

This qualification:

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

The Pearson EDEXCEL Level 3 NVQ Diploma 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 qualifications should:

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

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

This qualification provides part of the qualification required for registration as a pharmacy technician. The qualification can be taken as a stand alone qualification or as part of the Level 3 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 (RPSGB). 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 Technician
- Pharmacy Assistant.

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

This qualification will form part of the requirements for registration as a pharmacy technician. Learners usually study this qualification with the Pearson Edexcel BTEC Level 3 Diploma in Pharmaceutical Science

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies 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.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma - a qualification with a TQT value of 370 or more

What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma 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.

Learners must complete all fourteen units in Group A (Mandatory Units) plus three units from Group B (Optional Units). A minimum of 75 credits is required for this qualification. TQT 750 Hours. Guided Learning 344 hours.

Three additional units (Group C) are available for the purposes of Continuous Professional Development (CPD). The units in Group C do not form part of the main qualification structure.

A – Mandatory Units

Mandatory Units

Credit Value required: Minimum 68, Maximum 68.

- Unit 1 – Ensure your own Actions Reduce risks to Health and Safety
- Unit 2 – Provide an effective and responsive pharmacy service
- Unit 3 – Process pharmaceutical queries
- Unit 4 – Reflect on and develop your practice
- Unit 5 – Receive prescriptions from individuals
- Unit 6 – Confirm prescription validity
- Unit 7 – Assemble prescribed items
- Unit 8 – Issue prescribed items
- Unit 9 – Prepare extemporaneous medicines for individual use
- Unit 10 – Order Pharmaceutical Stock
- Unit 11 – Receive Pharmaceutical Stock
- Unit 12 – Maintain pharmaceutical stock
- Unit 13 – Issue Pharmaceutical Stock
- Unit 14 – Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

B – Optional Units

Optional Units

Credit Value required: Minimum 7.

- Unit 15 – Contribute to the effectiveness of teams
- Unit 16 – Assist in the sale of medicines and products
- Unit 17 – Prepare documentation, materials, components and other items for the preparation of aseptic products
- Unit 18 – Provide advice on symptoms and the actions and uses of medicines
- Unit 19 – Manufacture and assembly of medicinal products
- Unit 20 – Prepare aseptic products and carry out in-process checking
- Unit 21 – Prepare documentation, materials and other items for manufacture and assembly of medicinal products
- Unit 22 – Check documentation, starting materials, components and other consumables for the production of aseptic products
- Unit 23 – Provide an effective service in a setting outside of the pharmacy
- Unit 24 – Assist in the supply of pharmaceutical appliances
- Unit 25 – Process prescriptions for payment
- Unit 26 – Prepare to conduct a review of an individual's medicines
- Unit 27 – Enable learning through demonstrations and instructions

C – Additional Units

Additional Units

- Unit 28 – Determine the suitability of an individual's own medicines for use
- Unit 29 – Undertake the final accuracy check of dispensed medicines and products
- Unit 30 – Take a medication history from an individual

How is the qualification graded and assessed?

The overall grade for each 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.

What do you need to offer this qualification?

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 to deliver this qualification?

The qualification is designed to support learners working in the Pharmacy Services 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.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate
Unit reference number:					This code is a unique reference number for the unit.
Level:					Level All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: 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 2: Provide an effective and responsive pharmacy service

Unit reference number: L/601/3461

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

The aim of this unit is to enable learners to provide an effective and responsive pharmacy service by identifying and responding to individuals' needs.

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 individuals' needs	1.1 deal with individuals promptly, politely and professionally 1.2 gather and interpret information from individuals about issues or concerns 1.3 ask appropriate questions to check your understanding of the issues or concerns 1.4 use knowledge of relevant products and services, for which information and/or advice is required.			
2 Identify and agree options	2.1 identify options available to resolve services issues or concerns 2.2 identify the advantages and the disadvantages of each option for the individuals and the organisation 2.3 select the best option for the individual and the organisation.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Resolve individuals' issues and concerns	3.1 suggest to the individuals ways in which issues and concerns may be resolved if you are unable to help 3.2 agree the proposed option for resolving the issues or concerns with the individuals 3.3 keep individuals fully informed of the process to resolve their issues or concerns 3.4 check with individuals to ensure that issues or concerns have been resolved to their satisfaction.			
4 Resolve potential conflict	4.1 work independently and with others to identify issues with systems and procedures in order to minimise potential conflict 4.2 explain to individuals when issues or concerns cannot be resolved 4.3 refer the issues or concerns to the relevant person when resolving it is beyond the limit of your responsibility 4.4 show empathy to the individual 4.5 manage conflict and/or angry individuals.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	5.1 understand the basics of current legislation and regulations that affect the delivery of products and services to the individuals 5.2 apply current legislation to their job role and responsibilities 5.3 apply knowledge of industry, organisational, professional codes of practice and ethical standards within their job roles to the delivery of products and services to the individuals 5.4 apply knowledge of standard operating procedures (SOPs) adhering to them at all times.			
6 Operate within the limitations of the job role	6.1 demonstrate how to work within the limits of their own competence and authority 6.2 explain limitations when delivering products and services to individuals 6.3 identify where to get assistance from if they cannot provide information or advice to individuals 6.4 identify different sources of information or advice to individuals that can be accessed by the Pharmacist.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3:	Process pharmaceutical queries
Unit reference number:	Y/601/3463
Level:	3
Credit value:	5
Guided learning hours:	25

Unit summary

The aim of the unit is to highlight the importance of keeping clear and accurate documentation, while maintaining confidentiality. It also deals with how queries should be redirected to an appropriate person.

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 Obtain and record all details relevant to the enquiry	1.1 establish the identity of the enquirer 1.2 identify what information is required 1.3 explain why the information is needed 1.4 record the receipt of the request accurately and clearly in accordance with SOPs 1.5 treat the enquirer in a courteous manner and in a way that is sensitive to their needs 1.6 check the enquirer's understanding and repeat critical information 1.7 agree a timescale and format for the response.			
2 Compile and evaluate a response	2.1 identify the relevant source of information and document clearly 2.2 seek approval to access information when necessary 2.3 access relevant information and evaluate to confirm it meets the needs of the enquirer 2.4 prepare a response in a structured format that meets the needs of the enquirer 2.5 confirm the response is relevant to the needs of the enquirer with an appropriate person.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Respond in a way which meets the enquirers' needs	3.1 ensure that the information and/or advice offered is accurate and relevant with an appropriate person 3.2 respond to the enquirer within the agreed timescale or give them an update on the progress made 3.3 confirm with the enquirer that the response has met their needs 3.4 complete all relevant documentation storing appropriately.			
4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1 understand the basics of current legislation and regulations that affect the delivery of products and services to the individuals 4.2 use knowledge of industry, organisational, professional codes of practice, ethical standards and standard operating procedures (SOPs) within their job roles to the delivery service to the individual.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Operate within the limitations of the job role	5.1 demonstrate how to work within the limits of their own competence and authority 5.2 explain limitations when delivering the service to individuals 5.3 identify where to get assistance from if they cannot provide information or advice to individuals.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Reflect on and develop your practice

Unit reference number: H/601/3465

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit introduces learners with the knowledge and skills required to reflect on, evaluate and improve personal and professional practice.

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 the competence requirements of the job role	1.1 identify what is required for competent, effective and safe practice 1.2 provide active support for individuals and key people.			
2 Reflect on own performance	2.1 regularly review performance in the job role 2.2 use constructive feedback from individuals to develop practice 2.3 identify supervision and support required.			
3 Implement a plan to improve performance	3.1 identify any actions needed to improve practice 3.2 prioritise aspects of practice that need to be enhanced 3.3 prepare SMART objectives using available resources 3.4 utilise development opportunities.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Evaluate the effectiveness of the development plan	4.1 reflect on practice following implementation of the plan 4.2 demonstrate improvement in practice 4.3 regularly review the impact of the plan on working practice 4.4 implement identified development opportunities.			
5	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	5.1 work in accordance with the standard operating procedures (SOPs) at all times 5.2 demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times 5.3 keep up to date records of your personal and professional development.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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 procedures.			

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 6: Confirm prescription validity

Unit reference number: M/601/3470

Level: 3

Credit value: 14

Guided learning hours: 60

Unit summary

This unit introduces learners to the process of receiving a prescription, assessing if it is appropriate for the patient and meets all legal requirements.

The aim of this unit is to provide the learner with the technical skills and knowledge to assess the validity of a prescription before it is dispensed.

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 Confirm prescriptions meet legal requirements	1.1 check the prescription details using appropriate reference sources 1.2 confirm that the prescriber has used the correct prescription form 1.3 confirm that the declaration on the prescription has been completed if required 1.4 confirm that prescription is valid 1.5 confirm that the individual has been given the relevant information.			
2 Confirm prescribed items are intended for the individual	2.1 interpret prescribing conventions and abbreviations 2.2 interpret the use of common proprietary and generic names 2.3 ensure that the correct dosage form appropriate for the individual is prescribed 2.4 ensure that the individual's special needs are met 2.5 understand different strengths, doses and quantities of medicines and why they are used.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Confirm prescribed items are appropriate to the individual	3.1 understand the basic principles of modern medicines management 3.2 understand how and when to use different reference sources 3.3 understand how medicines are administered, their use on basic human physiology.			
4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1 apply basic principles of modern medicines management 4.2 understand how medicines are administered, their use and the effect they have on basic human physiology 4.3 understand the actions and uses of different drugs 4.4 complete the required dispensary records in accordance with standard operating procedures (SOPs) 4.5 use patient medication records to record information.			
5 Operate within the limitations of the job role	5.1 work within the limitations of the job role 5.2 explain limitations when delivering pharmacy services to individuals 5.3 identify when to refer to an appropriate person.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Assemble prescribed items

Unit reference number: A/601/3472

Level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit introduces learners to activities to be carried out when assembling prescribed items. It emphasises the need to work accurately and neatly, using the correct equipment within the constraints of the occupational role.

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 Dispense prescribed items	1.1 use of Patient Medication Records 1.2 explain different strengths, dose and calculating quantities of medicines 1.3 generate a correct label including all cautionary and additional labels 1.4 confirm the medicine or product: <ul style="list-style-type: none"> - matches the prescription/requisition including strength and form - will remain in date for the course of the treatment - is fit for purpose 1.5 take the appropriate action where there are inconsistencies with the medicine or product 1.6 correctly prepare the medicine or product using the correct equipment 1.7 accurately reconstitute the medicine or product as necessary.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Pack and label prescribed items	2.1 minimise risk by safely handling and storing of hazardous materials 2.2 label the medicine or product correctly, checking it against the prescription/requisition 2.3 pack the medicine or product in the correct packaging 2.4 select relevant medicine devices/sundry items as necessary to accompany the medicine or product 2.5 annotate the prescription/requisition appropriately 2.6 complete dispensing records legibly and accurately 2.7 forward the prescription and assembled items for checking as identified in the Standard Operating Procedures.			
3 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	3.1 work in accordance with the standard operating procedures (SOPs) at all times 3.2 comply with legal, professional and organisational requirements, guidelines and confidentiality at all times 3.3 apply knowledge of factors that cause deterioration of stock 3.4 explain the use of national prescribing conventions.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Operate within the limitations of the job role	4.1 work within the scope of own responsibility and practice in accordance with SOPs at all times 4.2 demonstrate an understanding of the limitations of your scope of practice and when to refer to others.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Issue prescribed items

Unit reference number: L/601/3475

Level: 3

Credit value: 10

Guided learning hours: 60

Unit summary

This unit introduces learners to the process of issuing prescribed items to an individual. The aim of this unit is to provide the learner with the technical skills and knowledge to safely issue a prescription after it is dispensed.

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 Evaluate the individual's needs when issuing prescribed items	1.1 confirm the individual's identity and that it correctly matches the prescription 1.2 identify if the individual has previously used the medication or product 1.3 establish if the individual is taking any other medication, either prescribed or non-prescribed 1.4 identify if the patient has any special or additional needs.			
2 Issue the prescribed items	2.1 check that medicines or products match the prescription 2.2 provide all the necessary devices/sundry items and ensure packaging is appropriate 2.3 provide advice and appropriate information to the individual relating to the use of the prescribed medicine or product clearly and accurately 2.4 provide information in the most appropriate format to the individual 2.5 confirm the individuals understanding of any advice or information given 2.6 complete all records clearly and accurately.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	3.1 maintain the individual's confidentiality at all times 3.2 work in accordance with the standard operating procedures (SOPs) at all times 3.3 comply with legal, professional and organisational requirements, guidelines and confidentiality at all times 3.4 select required information in order to counsel individuals regarding their medication.			
4 Operate within the limitations of the job role	4.1 confirm that issuing the prescription is within the limits of own occupational role 4.2 identify when the individual needs further advice or information 4.3 refer the individual to an appropriate person in a polite manner, passing on all the relevant information 4.4 work within the scope of own responsibility and practice in accordance with Standard Operating Procedures at all times.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Prepare extemporaneous medicines for individual use

Unit reference number: A/600/9373

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit enables the learner to safely and accurately prepare extemporaneous products that are fit for purpose.

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 follow current legislation when making extemporaneous medicines	1.1 follow current legislation requirements or Standard Operating Procedures when making medicines 1.2 recognise inconsistencies and unusual events when making medicines 1.3 report inconsistencies unusual events, or near misses to the appropriate person.			
2	Be able to prepare to make extemporaneous medicines	2.1 interpret a request for an extemporaneous medicine 2.2 select the correct formula in respect of the prescription or order using available reference source 2.3 collect materials required for preparation of an extemporaneous medicine 2.4 ensure work area and equipment are clean and ready to use.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to make extemporaneous medicines	3.1 carry out accurate calculations 3.2 weigh and measure raw materials 3.3 request checks when required, following local procedures 3.4 prepare the extemporaneous medicine 3.5 pack and label the medicine the learner has prepared.			
4 Be able to complete the extemporaneous preparation process	4.1 clean and tidy the work area and equipment 4.2 dispose of waste materials safely 4.3 complete all relevant documentation including PMR (Patient Medication Records) 4.4 explain the purpose of documentation used.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Order pharmaceutical stock

Unit reference number: F/600/9374

Level: 3

Credit value: 3

Guided learning hours: 13

Unit summary

This unit covers stock control requirements, including ordering stock from the correct supplier and dealing with complex orders such as seasonal variations.

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 for item formulations, strength and quantity 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 deal with complex orders	2.1 consider seasonal variations when placing an order 2.2 take into account any special order requirements.			
3 Be able to process orders	3.1 request checks on orders when required 3.2 correctly process orders 3.3 demonstrate knowledge of the health and safety requirements related to the ordering of pharmaceutical stock.			
4 Be able to complete the ordering process	4.1 maintain all documentation 4.2 monitor the progress of outstanding orders 4.3 take appropriate action regarding outstanding orders.			

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 demonstrate working in accordance with the Standard Operating Procedures at all times 5.2 explain the importance of following SOPs when ordering stock 5.3 demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times.			
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 11:	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 12: 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 13: Issue pharmaceutical stock

Unit reference number: A/600/9387

Level: 3

Credit value: 4

Guided learning hours: 4

Unit summary

This unit will enable the learner to issue pharmaceutical stock and understand why stock must be issued correctly.

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 assemble stock for issue	1.1 produce a requisition when appropriate 1.2 select the correct products for issue 1.3 confirm that the product selected is a) the correct drug, appliance or device b) the correct quantity c) the correct pack size d) within the expiry date e) of intact packaging 1.4 explain the different formulation of drugs and why it is important to issue sufficient quantities of the correct formulation and strength 1.5 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 3.5 explain which products need special packaging and transportation and why it is important to adhere to these special requirements.			
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.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 14: 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 15: 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 16: 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 17: 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 18: **Provide advice on symptoms and the actions and uses of medicines**

Unit reference number: M/600/9368

Level: 3

Credit value: 7

Guided learning hours: 10

Unit summary

To enable the learner to provide up to date information and advice on healthcare and medicines.

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 individuals' needs	1.1 acknowledge requests for information and advice 1.2 respect the individual's privacy, dignity and confidentiality 1.3 gather information from the individual using the appropriate questioning technique 1.4 refer the individual to a pharmacist or pharmacy technician if the request for information is beyond own competence and capability 1.5 explain to the individual why you have to refer them to a pharmacist or pharmacy technician 1.6 collate the information gathered and pass on to the pharmacist or pharmacy technician.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to provide information and advice	2.1 provide relevant, complete and up to date information consistent with Standard Operating Procedures 2.2 ensure that the information is at an appropriate level for the individual 2.3 ensure that the information is in the individual's preferred format 2.4 confirm with the individual that they have understood the information 2.5 confirm with the individual that the information provided meets their requirements.			
3 Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	3.1 describe the type of information they are permitted to provide 3.2 outline the main actions, interactions and side effects of most commonly used medicines 3.3 apply knowledge of different classes of medicines 3.4 demonstrate working in accordance with the Standards Operating Procedures at all times 3.5 demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to operate within the limitations of the job role	4.1 work within the limitations of own authority 4.2 report any problems to the appropriate person.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Prepare environment, equipment and ingredients for assembly or manufacture of medicinal products</p>	<p>1.1 ensure that the correct worksheet, labels, raw materials, equipment and consumables are available and ready for use</p> <p>1.2 put on the appropriate protective clothing following the correct gowning procedure</p> <p>1.3 ensure the environmental areas are clean and prepared using the correct materials</p> <p>1.4 ensure all environmental monitoring has been completed</p> <p>1.5 explain possible sources of contamination.</p>			
<p>2 Prepare and process medicinal products</p>	<p>2.1 use correct process and equipment to prepare products in accordance to batch sheet</p> <p>2.2 undertake all process checks at the relevant stages</p> <p>2.3 complete necessary sterilisation processes to meet quality assurance requirements</p> <p>2.4 label and pack products including secondary packaging</p> <p>2.5 prepare quality assurance samples</p> <p>2.6 complete all necessary reconciliation calculations for the product and the labels.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete the assembly and manufacturing process of medicinal products	3.1 complete all documentation clearly and accurately, ready for checking 3.2 quarantine product following the final check by the appropriate person 3.3 ensure that the environmental areas are cleaned and decontaminated using the correct cleaning method 3.4 ensure that all equipment is dismantled, cleaned, decontaminated and correctly stored or disposed of correctly. 3.5 ensure waste is disposed of correctly.			
4 Comply with standard operating procedures, health and safety and environmental monitoring policies	4.1 work within the relevant standard operating procedure (SOPs) including the relevant health and safety and COSHH procedures 4.2 monitor relevant environmental parameters a) prior to preparation b) during preparation c) following completion of preparation 4.3 take appropriate action if the environmental parameters are outside the set limits.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Operate within the limitations of the job role	5.1 report any defects to an appropriate person 5.2 record and report any out of specification results/unusual events where appropriate 5.3 record and report any near misses or errors to colleagues 5.4 explain the importance of reporting near misses or errors 5.5 take appropriate action following an unusual event, within the limits of own authority.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Prepare aseptic products and carry out in-process checking

Unit reference number: D/601/3478

Level: 3

Credit value: 12

Guided learning hours: 60

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 ensure that environmental parameters are within set limits 1.3 take appropriate action if the environmental parameters are outside the set limits 1.4 explain possible sources of contamination.			
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 and 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 or dispose of waste materials in accordance with legal requirements.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Complete documentation accurately	<p>3.1 complete all necessary reconciliation calculations correctly and accurately on all the relevant documentation</p> <p>3.2 make clear and accurate entries on all the relevant documentation.</p>			
4	Prepare a range of aseptic products	<p>4.1 prepare the product using the correct processes and equipment according to worksheet and standard operating procedures (SOPs)</p> <p>4.2 undertake all quality, accuracy and safety checks, calculations and formulae</p> <p>4.3 correctly store and/or transport the product</p> <p>4.4 explain the importance of maintaining the cold chain.</p>			
5	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	<p>5.1 work within relevant SOPs including the relevant health and safety and COSHH procedures and within own limits of responsibility</p> <p>5.2 apply current legislation to their job role and responsibilities</p> <p>5.3 apply knowledge of industry, organisational, professional codes of practice and ethical standards within their job role to the delivery of products and services.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Operate within the limits of own responsibility	6.1 take the corrective action within limits of own responsibility in the event of an accident/incident/error during the preparation 6.2 complete the required documentation in case of an accident/incident/error 6.3 report to the appropriate person any problems outside your area of responsibility 6.4 feedback any near misses or errors to colleagues to minimise future errors.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Prepare documentation, materials and other items for manufacture and assembly of medicinal products

Unit reference number: D/601/3481

Level: 3

Credit value: 12

Guided learning hours: 60

Unit summary

The aim of this unit is to provide the learner with the skills and knowledge needed to prepare documentation, materials and other items 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 understanding of health and safety 1.2 operate in accordance with standard operating procedures (SOPs) 1.3 demonstrate an understanding of COSHH procedures.			
2	Prepare work area	2.1 select appropriate protective clothing for entry into the work area 2.2 follow appropriate gowning procedures 2.3 identify sources of contamination 2.4 deal with sources of contamination appropriately 2.5 clean the environmental areas using correct materials 2.6 dispose of waste material appropriately 2.7 monitor and record environmental parameters 2.8 ensure that environmental parameters are within set limits.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Prepare and complete appropriate documentation	3.1 choose the correct worksheet for product 3.2 complete any calculations 3.3 allocate batch number and expiry date for product 3.4 make clear and accurate entries on documentation.			
4 Generate accurate labels	4.1 produce appropriate labels for the product 4.2 explain the importance of producing appropriate labels.			
5 Identify and accurately select raw materials for preparation of products	5.1 select correct materials, consumables/equipment for product 5.2 confirm materials are fit for purpose 5.3 ensure there are sufficient quantities of materials completing calculations when necessary 5.4 ensure the first check is conducted by an appropriate person 5.5 prepare raw materials, consumables and equipment and transfer to work area.			
6 Operate within the limitations of the job role	6.1 take appropriate action following an unusual event 6.2 understand the importance of working within the limitations of the job role 6.3 refer to an appropriate person following an unusual event.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: **Check documentation, starting materials, components and other consumables for the production of aseptic products**

Unit reference number: A/601/3486

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit will provide learners with the knowledge and skills needed in order to check documentation, starting materials, components and other consumables needed for the production 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 Check worksheets and other relevant documentation for the product	1.1 check that you have the correct worksheets for the product 1.2 check that the transcriptions, calculations, batch numbers and expiry dates are all correct 1.3 check the allocated batch number and expiry date for the product 1.4 make clear and accurate entries on all relevant documentation.			
2 Check and reconcile labels	2.1 check that all entries on labels and worksheets are correct 2.2 check the labels which carry the individuals' details against the worksheet 2.3 check that the labels generated are correct, complete, accurate and legible 2.4 ensure that the correct environmental area is being used for the product to be made.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Check accuracy and integrity of raw materials, equipment and other consumables	3.1 ensure that the starting materials have been collected correctly and are ready for the aseptic process 3.2 ensure the correct raw materials and equipment/consumables have been assembled for the product 3.3 ensure that the relevant information has been recorded on the worksheet 3.4 check the raw materials and equipment/consumables are fit for purpose.			
4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1 work within the relevant standard operating procedures, including the relevant health and safety and COSHH procedures and within own limits of responsibility 4.2 feedback any near misses or errors to colleagues 4.3 explain the importance of recording near misses or errors 4.4 report any problems outside your own area of responsibility to an appropriate person.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand about health, hygiene and quality assurance standards	5.1 explain the basic principles of quality assurance 5.2 explain basic hygiene principles 5.3 explain the importance of maintaining a clean working environment 5.4 explain the importance of personal hygiene and the correct use of protective/clean room clothing 5.5 explain sources of contamination.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Provide an effective service in a setting outside of the pharmacy

Unit reference number: F/600/9388

Level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

The aim of this unit is to enable a learner to assist in the provision of pharmacy services to clients who are unable to visit the pharmacy.

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 prepare to deliver a service to individuals unable to visit the pharmacy according to Standard Operating Procedures	1.1 identify the needs of service users 1.2 plan a visit to service users 1.3 review the guidance for service provision in the MEP and within Standard Operating Procedures 1.4 make all necessary preparations prior to visit.			
2 Be able to provide information to the recipient of the service and respond to their queries	2.1 obtain necessary signatures from recipients of the service 2.2 respect individuals' privacy, dignity, wishes and beliefs, minimising any unnecessary discomfort 2.3 work within the parameters of own job role.			
3 Be able to respond to queries relating to the service provided	3.1 provide information suitable for the needs of the recipients 3.2 check the individual understands instructions given by the learner.			
4 Be able to maintain the security and safety of self and products whilst delivering a service	4.1 demonstrate how to maintain the security of products in transit 4.2 deliver the service whilst maintaining health and safety.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to complete all relevant records accurately and clearly in accordance with Standard Operating Procedures	5.1 complete all necessary records accurately and clearly 5.2 report any issues to the appropriate person in accordance with Standard Operating Procedures.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Assist in the supply of pharmaceutical appliances

Unit reference number: A/600/9390

Level: 3

Credit value: 2

Guided learning hours: 17

Unit summary

This unit will enable the learners to demonstrate their competence in the selection and supply of appliances.

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 complete all the preparations necessary to supply an appliance	1.1 select a suitable setting for the consultation 1.2 respect the individual's privacy, dignity and confidentiality while minimising any unnecessary discomfort 1.3 confirm the individual understands the consultation process.			
2	Be able to match the appliance to the requirements of the individual	2.1 confirm the appliance prescribed matches the drug tariff criteria 2.2 conduct all operations which involve physical contact in a polite manner, putting the individual at ease 2.3 take measurements when appropriate to ensure the appliance will fit 2.4 confirm the appliance supplied matches the request.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to supply the appliance	3.1 check that the appliance can be used appropriately, making any necessary adjustments 3.2 confirm that the individual can fit and use the appliance correctly 3.3 provide all relevant information in a manner that is clear and at an appropriate level for the individual 3.4 complete required records and receipts.			
4 Understand the procedures and techniques involved in the supply of appliances	4.1 explain how to use the drug tariff, the classifications of appliances and the criteria for payment 4.2 explain the importance of the correct use and maintenance of appliances 4.3 explain the correct methods for measuring individuals for appliances.			
5 Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	5.1 demonstrate a working knowledge of the current ethical and legal requirements that govern the issuing of appliances 5.2 confirm that issuing the prescribed items is within the limit of own responsibility.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: **Process prescriptions for payment**

Unit reference number: J/600/9392

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit covers endorsing prescriptions in readiness for payment by the pricing authority.

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 process prescriptions for payment	1.1 confirm items are allowed on prescription 1.2 check endorsements on prescriptions are correct 1.3 complete all necessary documentation 1.4 recognise when to refer to an appropriate person 1.5 clarify any missing information with the appropriate person 1.6 make accurate and appropriate endorsements on prescriptions, following Standard Operating Procedures at all times.			
2 Be able to complete the submission process	2.1 record the number of prescription forms, items and charges 2.2 complete accurate end of month documentation, including prescriptions for resubmission 2.3 complete end of month submission to the pricing authority.			
3 Understand procedures for processing prescriptions for payment	3.1 explain the importance of following the end of month submission procedures 3.2 list reasons for the return of items by pricing authority.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Prepare to conduct a review of an individual's medicines

Unit reference number: M/600/9399

Level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit enables the learner to prepare an individual or the carer for a medicine's review. This will involve explaining the review process, making the individual comfortable and obtaining basic information ready for the review.

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 make preparations prior to review	1.1 arrange and document appointment for medication review 1.2 ensure individuals are aware of the purpose of the review 1.3 collect relevant patient records 1.4 provide a safe, clean and confidential environment for the discussion 1.5 collect appropriate pharmacy documentation.			
2 Be able to obtain information from an individual or carer	2.1 demonstrate obtaining valid consent from an individual 2.2 check personal details of the individual 2.3 encourage individual to discuss their needs and understanding of their medicines, and encourage them to ask questions 2.4 adapt communication style to meet the needs of the individual 2.5 demonstrate they can respect an individual's privacy, dignity, wishes and beliefs.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to complete all documentation accurately	3.1 ensure all documentation is completed legibly 3.2 identify and record all medicines taken by the individual 3.3 mark the individual's Patient Medication Record (PMR) with date and other appropriate information.			
4 Be able to comply with current legislation, policy, good practice and ethical standards	4.1 ensure they work in accordance with the Standard Operating Procedures and within the scope of their responsibility and practice at all times 4.2 comply with legal, professional and organisational policies at all times.			
5 Be able to operate within the limitations of the job role	5.1 report any problems to the appropriate person 5.2 explain the limits of their own authority.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Enable learning through demonstrations and instructions

Unit reference number: M/600/9726

Level: 3

Credit value: 3

Guided learning hours: 13

Unit summary

This unit enables the learner to plan, deliver and review training. This includes demonstration skills and giving instruction to others.

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 plan for an learner's training needs	1.1 write a training needs analysis for an individual 1.2 plan for any barriers to learning 1.3 design a realistic training programme to meet the individual's needs and which ensures health and safety.			
2 Be able to deliver the appropriate training	2.1 instruct the learner, following the designed training programme 2.2 carry out training in an appropriate environment 2.3 respond to the needs of the individuals during learning 2.4 encourage the learner to ask questions during the demonstration.			
3 Be able to review the training delivered, to ensure that it meets the learner's needs	3.1 give constructive feedback to the learner on their progress 3.2 provide extra support if identified during feedback 3.3 analyse the effectiveness of the training.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: **Determine the suitability of an individual's own medicines for use**

Unit reference number: D/601/3500

Level: 3

Credit value: 5

Guided learning hours: 15

Unit summary

The aim of this unit is to provide learners with the knowledge and skills needed to ensure that the medicines match correctly all the information on an individual's prescription chart or medication record. It also focuses the identification of any discrepancies and dealing with any problems appropriately.

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 Confirm the process for using individual's own medicines	1.1 explain the purpose of checking the individual's own medicines 1.2 answer any questions related to the process 1.3 obtain appropriate information about the individual's medicines 1.4 obtain valid consent from the individual or their carer for use, removal or destruction of the individual's own medicines 1.5 apply knowledge of patient issues that may effect medicines and how they are taken 1.6 apply an in-depth knowledge of different forms of medicines and use of compliance aids.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Appraise individual's own medicines for use	2.1 assess the individual's own medicines to ensure they are fit for purpose 2.2 complete appropriate documentation accurately and legibly 2.3 identify any discrepancies between the individual's own medicines and prescribed items 2.4 report any discrepancies and other issues identified between the individual's own medicines and prescribed items to an appropriate person 2.5 apply an in-depth understanding of factors which affect the storage of medication including expiry date.			
3 Review individual's own medicines for relabeling and new supply	3.1 identify unlabelled medicines that are appropriate for use and label according to Standard Operating Procedures (SOPs) 3.2 arrange for medicines to be re-labelled according to current labelling legislation where appropriate 3.3 arrange for any new medicines required to be issued in accordance with SOPs.			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Manage individual's own medicines if unsuitable for use	<p>4.1 check that the unlabelled medicines that are not re-labelled are suitable for removal and/or destruction with an appropriate person</p> <p>4.2 arrange for medicines not appropriate for use to be removed and/destroyed in accordance with SOPs</p> <p>4.3 record any medicines destroyed in accordance with SOPs.</p>			
5	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	<p>5.1 refer any unidentifiable medicines or products to an appropriate person</p> <p>5.2 demonstrate working in accordance with the SOPs at all times</p> <p>5.3 demonstrate compliance with legal, professional and organisational requirements, local guidelines, policies and confidentiality at all times.</p>			
6	Operate within the limitations of the job role	<p>6.1 demonstrate working within the scope of own responsibility</p> <p>6.2 Identify when to refer to an appropriate person.</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Undertake the final accuracy check of dispensed medicines and products

Unit reference number: H/600/9397

Level: 4

Credit value: 12

Guided learning hours: 55

Unit summary

The aim of this unit is to enable learners to undertake the final accuracy check of dispensed prescriptions, prior to being given to the patient or representative.

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
<p>1 Apply the requirements for a valid prescription</p>	<p>1.1 ensure that a prescription has been clinically checked</p> <p>1.2 confirm the prescription is legal, valid, appropriate to the patient and correctly written.</p> <p>1.3 demonstrate an understanding of current legislation and procedures relating to different types of medicines supply and the validity of prescriptions.</p>			
<p>2 Be able to check accuracy of dispensed work against prescriptions</p>	<p>2.1 perform an accuracy check on each of the dispensed medicines or products</p> <ul style="list-style-type: none"> - check that the correct item has been dispensed in the correct form and correct strength - check that the correct quantity has been dispensed or arrangements made for further future supply as indicated on the prescription - check that the label on the item matches the dispensed product and the prescription requirements, including the form and strength - check that the assembled items are fit for purpose - check appropriate packaging has been used - check appropriate selection of medicine devices or sundry items to accompany the medicine or product 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.2 check that the packaging is fit for purpose and includes devices and sundry items 2.3 record any dispensing errors and near misses in the correct documentation format 2.4 demonstrate an understanding of the packaging and labelling requirements for medicines and products.			
3 Be able to communicate dispensing errors and near misses	3.1 inform the dispensers of the dispensing error or near misses as necessary 3.2 describe the communication skills required when performing a final accuracy check on a prescription 3.3 describe when and why Patient Medication Records (PMR's) are used.			
4 Understand the process for avoiding dispensing errors on prescriptions	4.1 annotate prescriptions and other dispensary records 4.2 place medicines and products in appropriate packaging 4.3 demonstrate an understanding of causes and consequences of near misses and dispensing errors 4.4 explain how dispensing errors would be rectified.			

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 work in accordance with Standard Operating Procedures at all times 5.2 comply with current ethical and legal and professional requirements that govern the dispensing and checking of a prescription 5.3 understand the Standard Operating Procedures and the importance of adhering to them at all times 5.4 demonstrate an understanding of basic principles of medicines management.			
6 Be able to operate within the limitations of the job role	6.1 work within the limits of own role 6.2 refer any queries to an appropriate person.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: Take a medication history from an individual

Unit reference number: T/601/3499

Level: 4

Credit value: 12

Guided learning hours: 60

Unit summary

This unit will provide the learner with the knowledge and skill necessary to identify the prescribed and/or purchased medicines and other substances taken by an individual.

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 Provide a safe and confidential environment for communication	1.1 establish that environment is suitable for open and confidential discussion with the individual or their carer about their medication 1.2 confirm that all reasonable steps have been taken to minimise any health and safety risks in the environment prior to commencing a discussion with the individual or their carer 1.3 obtain valid consent from the individual or their carer in accordance with standard operating procedures (SOPs) 1.4 apply knowledge of the actions to take if valid consent is not obtained.			
2 Modify communication to meet individuals' needs	2.1 use all aspects of communication to fully engage the individual or their carer in assessment of their medication 2.2 adapt communication styles according to needs of the individual or their carer 2.3 actively listen to the individual or their carer and use questioning skills 2.4 develop a rapport and encourage the individual or their carer to ask questions, seek information and advice.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Establish details of the individual and their medication	3.1 obtain personal details from the individual, their carer or appropriate sources 3.2 determine what medicines and other substances the individual is taking and why 3.3 obtain appropriate information from the individual or their carer about their medicines 3.4 identify any issues with individuals' non compliance with their medication 3.5 ask the individual or their carer if they have experienced any problems or difficulties with their medication 3.6 apply a working knowledge of medicines and issues that may affect how they are taken.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Analyse the use of individuals' medication	4.1 identify from appropriate sources when and how the medicines and other substances are being taken by the individual 4.2 use appropriate sources to identify details of medicines and other substances that have been <ul style="list-style-type: none"> - started recently - stopped - changed - used regularly - used occasionally - swapped or shared between individuals or their family and friends 4.3 apply an in-depth understanding of the routes of administering medicines.			
5 Report on the individuals' medication use	5.1 maintain clear, accurate and legible records in accordance with SOPs, organisational policies and within the scope of your responsibility and practice 5.2 convey information obtained from the individual or their carer to an appropriate person and record outcomes in accordance with SOPs 5.3 apply an in-depth understanding of the importance of maintaining confidentiality of an individual and their medication records.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	6.1 demonstrate working in accordance with the SOPs at all times 6.2 demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times 6.3 apply an in-depth understanding of the basic principles of medicines management.			
7 Operate within the limitations of the job role	7.1 report any problems or adverse reactions that the individual may have experienced from their medication in line with SOPs 7.2 demonstrate working in within the scope of own responsibility and practice in accordance with SOPs at all times 7.3 demonstrate a critical understanding of 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)

Further information

Useful publications

Pearson publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Pearson website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

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 (<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1>). You can request customised training through the website or by contacting one of our advisers in the Training from 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.

Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice.

To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

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 and Special Considerations for BTEC and Edexcel NVQ 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 and Level 3 Certificate/ Diploma in Pharmacy Services Skills (NVQ) at Level 2 and 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 SVQs / 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.

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