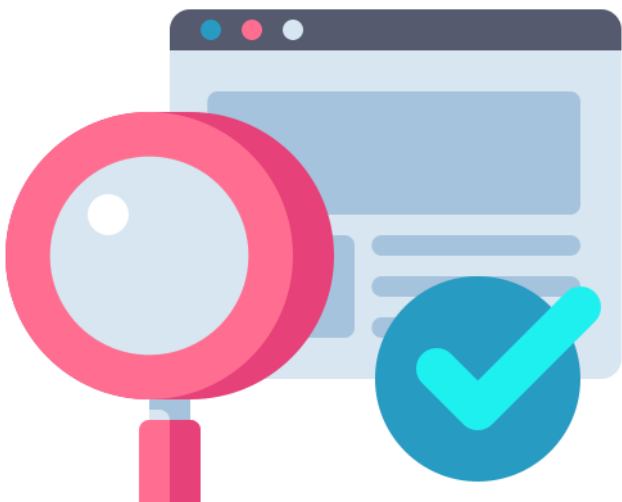




openawards

# EPA Handbook

## ST0300-Pharmacy Technician (Integrated)



EPA HANDBOOK

## Version history

<b>Version</b>	<b>Date</b>	<b>Change(s) made</b>	<b>Section(s)</b>	<b>Publication source(s)</b>
1.0	September 2021	New document.	All	
2.0	January 2022	Amended to reflect revised assessment plan (incl. special dispensation) to integrate EPA with qualification.	All	

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## About Open Awards

Set up in 1981 as Open College Network North West Region (OCNNWR) and now trading as Open Awards, we have been in business for 40 years. During that time, we have helped thousands of learners get started on the education ladder, return to learning, achieve qualifications to help their careers and progress into further and higher education.

We were the first awarding organisation to design qualifications and courses based on credit accumulation so that learners could achieve in “bite sized” chunks. We designed the units and qualifications that became the basis of the Qualification and Credit Framework (QCF).

We are more than just another Awarding Organisation. Uniquely, we have deep roots in the education sector as forward-thinking organisations, FE Colleges and Local Authorities, created Open College Networks (OCNs) to promote education and achievement. We have a governance structure, which is drawn from the people who use our services – our providers and centres – so that we can truly say we are “of the sector and for the sector”. Our purpose is to meet the needs of our provider organisations and their learners. We are a not for profit organisation and a registered charity and we use our funds to invest in our products and services to support the very organisations that use our products.

Open Awards qualifications are approved by the regulators (Ofqual in England and CCEA in Northern Ireland) and are designed to meet the needs of learners and employers. The range of qualifications we offer is designed to meet the aspirations of learners who are seeking a stepping stone to their career, returning to learning or wishing to progress and build their skills and experience. We are constantly adding to our qualification portfolio to ensure that it is fresh and up to date.

We are delighted to have expanded our scope, becoming an end-point assessment organisation (EPAO) for a growing number of apprenticeship standards in England approved by the Institute for Apprenticeships and Technical Education (IfATE). Our EPAO number is: **EPA0565**

## Occupational Overview

Pharmacy Technicians are registered professionals working within the regulatory standards for pharmacy, as set by the General Pharmaceutical Council (GPhC) Pharmacy Order 2010.

Pharmacy Technicians work in a wide range of settings, including (but not exclusively): registered pharmacies, community services, justice (the Prison Service), GP Practices, dispensing doctors' practices, care homes and clinical commissioning groups, hospitals, mental health, defence (HM Armed Services) and within the pharmaceutical industry

Pharmacy technicians manage the supply of medicines and devices in a pharmacy and assist pharmacists with advisory services. The actual work setting will determine the specific areas of activity that the Pharmacy Technician undertakes, but typically their role will include the following:

- providing safe and effective pharmacy services
- supply medicines and devices to patients, whether on prescription or over the counter
- achieving the best outcomes through a patient's medicines
- assemble medicines for prescriptions
- provide information to patients and other healthcare professionals.
- manage areas of medicines supply such as dispensaries
- supervise other pharmacy staff
- answering customers questions face to face or by phone
- pre-packing, assembling and labelling medicines
- referring problems or queries to the pharmacist

A Pharmacy Technician is responsible for carrying out both routine and specialist services, including highly complex activities requiring them to use their professional judgement. They are expected to work both individually and as part of a multi-disciplinary team. They are able to work with minimum supervision, with a high degree of autonomy, taking responsibility for the quality and accuracy of the work that they have undertaken and that of others.

Pharmacy Technicians are expected to communicate effectively with healthcare professionals, patients and the public, whilst respecting and maintaining confidentiality and privacy.

Further details on the duties, knowledge, skills and behaviours associated with the occupational standard are accessible on the IfATE website<sup>1</sup> and can also be found in Appendix 1.

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<sup>1</sup> <https://www.instituteforapprenticeships.org/>

## Standard information

**Level:** 3

**Reference:** ST0300

**Approved for delivery:** 3 July 2019

**Route:** Health and science

**Minimum duration to gateway:** 24 months (this does not include the EPA period)

**Regulated Standard:** This is a regulated occupation

**Regulator Body:** General Pharmaceuticals Council (GPhC)

**Employers involved in creating the standard:** Daleacre Ltd, Lincolnshire Co-Operative Ltd, PCT Healthcare , Leeds Teaching Hospital, Herefordshire CCG, Guy's and St Thomas' NHS Foundation Trust, Bristol NHS Foundation Trust, Boots UK, APTUK, Tesco UK, Superdrug UK, Celesio UK, National Pharmacy Association, Association of Pharmacy Technicians UK

**LARS code:** 471

**External Quality Assurance Provider:** National Skills Academy for Rail (NSAR)

## Entry requirements

Due to the level and content of the integrated qualification, you are required to have GCSE English at Grade C (or equivalent) and GCSE Maths at Grade C (or equivalent) as a minimum.

It would also be recommended that you have a Level 2 Science qualification (e.g. GCSE Science at Grade C); or a vocational qualification at Level 2 or above (preferably related to pharmacy).

Additional mandatory entry requirements include:

- Good character checks e.g. Disclosure and Barring Service
- Health checks to seek information about conditions that may affect an applicant's fitness to practise as a trainee and how any such conditions will be managed.

## Progression opportunities

Apprentices who successfully achieve this apprenticeship could progress into employment within the health care sector as a Pharmacy Technician, subject to successful registration with the GPhC. With experience, this could lead to a team leader or supervisor role, overseeing the work of other technicians.

## On-programme requirements

Pharmacy technician training involves completing both a knowledge qualification/course and a competence qualification or a combined competence and knowledge-based qualification/course, which is approved by and meets the registration requirements of the General Pharmaceutical Council (GPhC).

The ***Open Awards Level 3 Diploma in Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship)*** [603/6988/7] is a GPhC recognised combined qualification and, as the integrated apprenticeship version of the Open Awards Level 3 Diploma in Principles and Practice for Pharmacy Technicians, it is also a GPhC approved apprenticeship pathway. Current GPhC recognition period is valid until end of January 2026.

Further information on GPhC initial training requirements, standards for pharmacy professionals and the criteria for registration as a pharmacy technician in Great Britain is available from the GPhC website<sup>2</sup>.

All apprentices registered with Open Awards for end-point assessment for this Standard must be registered on the mandatory qualification, and must achieve the mandatory units in advance of gateway.

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<sup>2</sup> <https://www.pharmacyregulation.org/>



More information on the Open Awards Level 3 Diploma in Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship), including delivery, assessment and quality assurance arrangements, can be found on our website [here](#).

## Registration, Gateway and Booking

### Registration with Open Awards

Registration is the point at which an employer signals that it has selected Open Awards as their end-point assessment provider. End-point assessment must be completed by a GPhC approved independent End-point Assessment Organisation (EPAO) selected by the employer, such as Open Awards, from the ESFA's Register of End Point Assessment Organisations (RoEPAO).

Employers are encouraged to register their apprentices with Open Awards, through the training provider, as soon as possible. Registration for the integrated qualification and end-point assessment needs to be made at the start of the programme (within 6 weeks of the individual learner start date). By registering the apprentice on the Open Awards Level 3 Diploma in Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship), you are also registering the learner with Open Awards for their end-point assessment. You do not need to register the apprentice separately.

Registrations can be made by providers via the Qualifications Section of Open Awards' Secure Portal. Early registrations enable Open Awards to initiate early dialogue to ensure arrangements can be planned to ensure end-point assessment is delivered as smoothly as possible in a timescale that supports the employer's planned gateway date. It also enables the training provider to access a range of practice and preparation materials, so they and the employer can support the apprentice throughout their apprenticeship.

Please note that Open Awards are only able to accept registrations from training providers who are currently on the Register of Approved Training Providers (RoATP). In addition, as this is an integrated standard, providers must be approved by Open Awards to deliver the Open Awards Level 3 Diploma in Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship).

In line with the Education & Skills Funding Agency's (ESFA) requirements, the employer must inform Open Awards of the planned gateway and end-point assessment dates at least three (3) months in advance.

There are separate registration costs for the integrated qualification and end-point assessment component:

Qualification registration	Invoiced in full at the point of registration
End-point assessment	5% invoiced at the point of registrations
	95% invoiced when the learner enters Gateway

## Gateway

Gateway is the point at which the employer reviews their apprentice's knowledge, skills and behaviours, and formally confirms the apprentice has reached occupational competency, completed all the mandatory elements of their apprenticeship programme and are ready for end-point assessment. The training provider may support the employer in making this decision, but the decision is made by the employer, with the apprentice also confirming they are ready for end-point assessment.

As this end-point assessment is integrated with the mandatory qualification, there is no additional assessment burden at the point of end-point assessment. Instead, once the learner has completed the mandatory components of the on-programme delivery and achieved the Level 3 Diploma in Principles and Practices for Pharmacy Technicians (Integrated Apprenticeship), they enter gateway. Once gateway requirements have been confirmed, the apprentice will be presented to an Open Awards Final Awards Board who will review the evidence and make a decision as to the award of the end-point assessment.

The end-point assessment period should only start, and the end-point assessment arrangements confirmed, once the employer is satisfied that the apprentice is consistently working at or above the level of the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to Open Awards. For this standard, end-point assessment must be completed within a period lasting a maximum of one (1) month, beginning when the apprentice has met the end-point assessment gateway requirements.

### Gateway requirements

The training provider must provide Open Awards with all required evidence to enable Open Awards to undertake the necessary gateway checks. This evidence includes:

- Fully completed and signed Gateway agreement and authenticity form.
- Apprentices must achieve English and mathematics at Level 2. The ESFA maintains a list of current and prior qualifications accepted as meeting the minimum English and maths requirements for apprenticeships at Level 2 and above. The most current list can be found on the ESFA website<sup>3</sup>. For those apprentices with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.
- Apprentices must have completed the minimum apprenticeship on-programme duration (the 24-month minimum on-programme period is a requirement of the GPhC for the registration of Pharmacy Technicians).

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<sup>3</sup> <https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above>

- Apprentices must have completed all requirements for the Open Awards Level 3 Diploma in Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship) qualification with the exception of the additional end-point assessment component.

Open Awards cannot recommend apprentices to the Final Awards Board until the gateway checks have been satisfactorily completed, so failure to submit all the necessary information or evidence will delay this process. Open Awards will contact the training provider if the information or evidence is missing or insufficient, so that this can be rectified as quickly as possible. Open Awards aims to complete gateway checks **within five (5) working days** from receipt of the gateway declaration and authenticity form, subject to provision of all necessary information and ancillary evidence.

Once gateway checks have been successfully completed, Open Awards will confirm recommendations to the Final Awards Boards.

The last date for gateway submission is included in the calendar for each Final Awards Board date, as published on our website [here](#).

Please note, all required evidence must be fully completed and uploaded by this date in order to guarantee the apprentice will be presented to the Final Awards Board. Any gaps in required evidence may result in the apprentice being referred to the next Final Awards Board.

## Booking

As there is no additional assessment requirements for end-point assessment for this Standard, there is no requirement to book apprentices for Final Awards Boards. Instead, apprentices will be presented to the next scheduled Final Awards Board following confirmation of meeting all gateway requirements.

The dates for Final Awards Boards, along with the last date for submitting gateway documents, are published on our website [here](#).

## Assessment plan version

Open Awards will undertake end-point assessment in line with the requirement of the current version of the assessment plan or in line with IfATE directions. Training providers and employers must contact Open Awards to discuss any instance where they believe it is appropriate for assessment to be undertaken in line with a historic/previous version of the assessment plan. Because Open Awards may need to liaise with the GPhC, IfATE or the External Quality Assurance Provider to determine whether this is permissible, training providers and employers should be aware this may delay the ability of Open Awards to undertake end-point assessment until resolved.

## Data Management

Open Awards has a responsibility under the Data Protection Act to ensure that learners and apprentices are informed of how their information is processed and shared.

Open Awards collects and processes personal learner information for the purpose of: registering learners and apprentices, and awarding learner and apprentice achievements; exercising its functions; and meeting its responsibilities, both statutory and otherwise.

Further information on the personal data and information shared with Open Awards and how we use it and who we share it with can be found in the Privacy Notice: Learner Information which is on the Open Awards website.

Whilst we endeavour to collect only that data for which there is a legal or sound business requirement and to ensure the integrity of the data, we strongly encourage customers to contact us if you believe any data to be incorrect.

Any concerns can be sent to Open Awards by emailing [enquiries@openawards.org.uk](mailto:enquiries@openawards.org.uk)

In compliance with ESFA Conditions for being on the register of end-point assessment organisations, Open Awards must retain information about the EPAs undertaken and payment received for six (6) years after the activity took place. This will include details of what assessments were undertaken, against which versions of the standard and assessment plan, when and by whom, along with assessment outcomes and evidence of the internal quality assurance of those assessments. Open Awards is also required to share end-point assessment information with the External Quality Assurance Provider to ensure they are able to undertake their regulatory role. The External Quality Assurance Provider for this standard is the National Skills Academy for Rail (NSAR).

For the purposes of the Data Protection Act and General Data Protection Regulation (GDPR) 2018, Open Awards is the data controller for personal information processed by the organisation.

## Assessment

As outlined above, from 1st February 2022, there is no additional assessment burden for learners completing their Pharmacy Technician training via an apprenticeship route. Apprentices must achieve all mandatory units within the Level 3 Diploma in Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship). This unit achievement must be externally quality assured and confirmed by Open Awards in advance of the apprentice entering gateway.

The End-point Assessment consists of a Final Awards Board held post-gateway. Learners will NOT be able to achieve the integrated qualification - Open Awards Level 3 Diploma in Principles and Practices for Pharmacy Technicians (RQF) (Integrated Apprenticeship) - without completing the gateway requirements and having their achievement confirmed by a panel at a Final Awards Board.

The Final Awards Board will review the following:

- Evidence of achievement of the mandatory units from the integrated qualification - Open Awards Level 3 Diploma in Principles and Practice for Pharmacy Technicians (RQF) (Integrated Apprenticeship) Please note ALL internal and external quality assurance activities MUST have been completed, AND achievement confirmed by Open Awards, prior to gateway;
- Confirmation of the apprentice holding Level 2 Maths and English qualifications;
- Evidence of completion of the minimum requirements of 24 months training;
- Evidence of any approved reasonable adjustments (RA); special considerations (SC); or recognition of prior learning (RPL);
- Details of any incidents or investigations into academic malpractice;
- Evidence of completed gateway checks.

Following results release, Open Awards will issue both the integrated qualification certificate and a transcript confirming completion of the Endpoint Assessment. Open Awards will claim the apprenticeship certificate from the Institute for Apprenticeships and Technical Education (IfATE) and confirm the results with the General Pharmaceutical Council (GPhC).

## Grading

The Level 3 Pharmacy Technician Apprenticeship Standard is graded as pass or fail. Apprentices who achieve all the units within the Level 3 Diploma in Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship), and who meet all requirements of the apprenticeship Standard and assessment plan will be awarded a Pass.

## Reasonable Adjustments and Special Considerations

Open Awards is committed to ensuring access to fair assessment for all learners and to protecting the integrity of assessments and qualifications.

There may be circumstances whereby arrangements need to be made to take account of particular learners' requirements in order to ensure that this is achieved without giving any unfair advantage over other learners.

The Reasonable Adjustments and Special Considerations Policy and Procedures, sets out the principles which should be followed when making decisions about adjustments to assessment. It outlines Open Awards' reasonable steps to ensure it avoids disadvantage (directly or indirectly) in line with the requirements of The Equality Act 2010 (Disability) Regulations 2010. The policy and procedures are accessible through the Open Awards Secure Portal

For this Standard, it is anticipated that reasonable adjustments or special considerations are most likely to apply to the delivery and assessment of the integrated qualification rather than then end-point assessment. However, the Final Awards Board will review any approved reasonable adjustments or special considerations at the panel and these will be taken into account when making a decision to award the qualification and end-point assessment grade.

### **Reasonable adjustments**

Any action that helps to reduce the effect of a disability or difficulty that places a learner at a substantial disadvantage in the assessment situation. Reasonable adjustments are adjustments made to an assessment for a qualification so as to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the reliability or validity of the assessment outcomes but may involve:

- Changing the usual assessment arrangements, e.g. allowing a learner extra time to complete an assessment activity
- Adapting assessment materials e.g. by providing large print or providing materials in Braille
- Providing assistance during an assessment e.g. by providing a trained signer, interpreter or a reader
- Changing the assessment method e.g. from a written assessment to a spoken assessment
- Using assisted technology such as screen reading or a voice activated software.



Reasonable adjustments must be approved and set in place before the assessment takes place. The work produced by the learner will be assessed in the same way as all other learners.

Where the employer and training provider believe reasonable adjustment(s) may be required, this can be identified at the registration stage. Open Awards requires a minimum of 90 days' notice of any request for reasonable adjustments so this can be considered and where approved, arrangements made.

### **Special considerations**

Adjustments which may be applied after an assessment where the learner has encountered exceptional circumstances that have disadvantaged them during their assessment.

The assessment plan for the apprenticeship standard defines permissible special considerations and the circumstances surrounding the apprentice's End-point assessment that fall within this definition.

## **Cancellations or rescheduled assessments**

### **Cancellation by the apprentice, training provider or employer**

As outlined above, there is no additional assessment requirement for apprentices on this Standard. Once gateway checks are completed and confirmed, the apprentice will be presented to the next scheduled Final Awards Board.

If an apprentice is withdrawn in advance of entering gateway, the employer or training provider must withdraw the apprentice from the mandatory qualification.

The qualification registration fee and the 5% end-point assessment registration fee is non-refundable regardless of withdrawal date.

### **Cancellation by Open Awards**

In the unlikely event that a Final Awards Board has to be cancelled by Open Awards, it will be rescheduled as soon as possible for a mutually convenient time. There will be no additional charges associated with the rescheduled assessment.

## Confirmation of results

Assessment results will be made available to providers via the EPA Section of Open Awards' Secure Portal. Results of assessment will normally be provided to the training provider **within 10 working days** of the assessment being undertaken.

In addition, once the EPA component has been confirmed by the Final Awards Board, the award of the integrated qualification will be confirmed.

The following certificates and transcripts will be issued by Open Awards:

- Qualification certificate – Open Awards Level 3 Diploma in Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship)
- Unit transcript – for all mandatory units achieved within the qualification
- EPA transcript – confirming completion of the apprenticeship Standard in line with the assessment plan

Open Awards will claim the Apprenticeship Certificate from IfATE on behalf of the apprentice via Education and Skills Funding Agency apprenticeship services.

## Resits and Retakes

Open Awards provides resit and retake opportunities in line with ESFA requirements unless the assessment plan associated with the apprenticeship contains alternative requirements.

As this Standard is integrated with the mandatory qualification, resits associated with the qualification must be carried out in line with the Qualification Guide available on our website [here](#).

If the Final Awards Board make the decision to not award the EPA component for any reason, apprentices will be offered the opportunity to take a resit. Open Awards will provide feedback alongside the result notification to all apprentices. This feedback will be provided via the training provider, normally **within 10 working days** of the Final Awards Board taking place.

Where the result notification suggests a retake may be appropriate, the ESFA recommend the employer and training provider consider a supportive action plan that responds to the performance weaknesses identified within the feedback. This action plan should clearly state the nature and extent of the re-training and include the estimated time to prepare the apprentice for the retake. When a retake is booked, Open Awards will require confirmation from the training provider that the apprentice has received further training and is ready to be assessed.

A resit involves the apprentice attempting one or more failed assessment components again, without the need to undertake further training.

The number of resits and retakes that can be taken by an apprentice will normally be at the discretion of the employer. The ESFA recommends a limit of two (2) resits or retakes, however, more than two (2) resits or retakes may be taken if available, or unless otherwise specified or limited within the assessment plan.

## Appeals and Complaints

Open Awards is committed to ensuring that all assessment decisions are consistent, fair and based on valid judgements made by independent assessors.

If an apprentice is not satisfied with their result, they can request an enquiry about results which is an informal appeal. Open Awards will review the documentation for administrative errors and correct these if identified. An enquiry about results must be made by the apprentice **within 10 working days** of notification of the results concerned.

Alternatively, or subsequent to an enquiry about results, if an apprentice is not satisfied with their result, they may lodge an appeal. Appeals can be made by the training provider on behalf of the apprentice, but they must have the permission of the apprentice to do this.

Appeals made in respect of the final overall grade will result in a delay to the completion certificate being requested by Open Awards. For further details regarding the process, timelines and fees, please refer to Open Awards' Enquiries and Appeals Policy and Procedures which can be found on the Portal.

## Completion and certification

Open Awards will issue a summary of results following successful completion of the EPA component. This will be issued to the apprentice via the provider and show the overall grade awarded and the date this was awarded.

Open Awards will also request the apprenticeship completion certificate from the IfATE on behalf of an apprentice once they have completed their apprenticeship. As part of the gateway declaration form an apprentice is required to give Open Awards permission to do this on their behalf. Without this permission Open Awards is unable to claim the certificate.

Open Awards will request the certificate once the apprentice has received and agreed the final grade. Where the apprentice does not formally agree the final grade, Open Awards will assume it is agreed once the window for an enquiry about results or appeal is extinguished (**10 working days** from the notification of results).

Requests for the certificate are then made **within 20 working days** and in most instances, sooner. IfATE normally send the completion certificate directly to the employer by recorded delivery; this can take **up to 15 working days** to arrive from the date it is requested.

## Quality assurance

### Internal quality assurance

Quality assurance is at the heart of Open Awards' practices and we follow suitably rigorous processes to ensure that the integrity of our assessments is maintained.

Internal quality assurance is the process of reviewing and evaluating assessment practices and decisions to ensure that:

- an identified individual is responsible for coordinating internal quality assurance processes
- there are clear and documented roles and responsibilities for all those involved
- all learners are assessed accurately, fairly and consistently to the right standard
- internal quality assurance is structured and incorporates all of the requirements set out in the assessment plan associated with the apprenticeship standard
- assessment tasks and learner work are sampled appropriately
- good practice is promoted through internal standardisation events and quality assurance meetings
- decisions are supported by full and clear records and action plans that are followed
- internal processes are transparent and regularly evaluated.

### External quality assurance

External quality assurance for this apprenticeship standard is undertaken by the National Skills Academy for Rail (NSAR).

## Maladministration and Malpractice

Maladministration is defined as any activity, neglect, default or other practice that results in an apprentice, training provider or employer not complying with the specified requirements for delivery of end-point assessment.

Malpractice is any act, default or practice which:

- Compromises, attempts to compromise, or may compromise, the process of assessment/ examinations, the integrity of any end-point assessment activity or the validity of an assessment result or certificate, including maladministration
- Damages the authority, reputation or credibility of Open Awards or any officer or employee
- Involves a failure by an apprentice, training provider or employer to provide Open Awards with such necessary information as required to enable it to investigate allegations of suspected malpractice also constitutes malpractice.

An apprentice, training provider or employer must report any allegation of suspected malpractice/ maladministration to Open Awards. Failure to report allegations of malpractice/ maladministration can lead to assessment results not being conferred and certification claims not being processed, and future registrations not being accepted.

Further information is available within Open Awards' Malpractice and Maladministration Policy and Procedures, including how Open Awards will manage alleged or suspected malpractice or maladministration.

Where Open Awards is satisfied on the balance of probabilities that an allegation is substantiated, it reserves the right to impose a range of sanctions on an apprentice and/ or training provider and/ or an employer, depending on the seriousness of the situation and the risk to the interests of learners and the integrity of the end-point assessment and the effect on public confidence in Open Awards. Further information can be found within Open Awards' Sanctions Policy.

Open Awards will ensure that in most cases alleged malpractice is kept confidential between itself and those directly impacted. However, in cases of serious malpractice, Open Awards may exchange information with the regulators, other end-point assessment organisations and other appropriate authorities.

## Open Awards Policies and Procedures

Current versions of the following Open Awards policies and procedures, relevant to end-point assessment are accessible to training providers through the Secure Portal. Employers and apprentices can obtain copies from the relevant training provider, or can be obtained directly by contacting Open Awards.

- End Point Assessment Pricing Policy
- Reasonable Adjustments and Special Considerations Policy
- Data protection
- Enquiries and Appeals Policy and Procedures
- Complaints Policy
- Malpractice and Maladministration Policy and Procedures
- Equality and Diversity Policy
- Sanctions Policy
- Safeguarding Policy
- Conflict of Interest Policy
- Fair Access policy

Open Awards recommends that local copies of policies and procedures are not made and referred to as these may not be current.



## Fees and Charges

Open Awards standard fees and charges for end-point assessment, including resists and retakes are set out the schedule of fees. The current schedule can be found on the Open Awards' website.

## Support

The Open Awards web site [www.openawards.org.uk](http://www.openawards.org.uk) is the best source for general information with full listings of our qualifications, news, events, assessment information, policies, and details of our support services.

Support materials can be accessed via Open Awards' Secure Portal. Training providers should contact Open Awards directly to secure access to this resource.

In addition, our experienced customer service team can be contacted on 0151 494 2072 or via email [enquiries@openawards.org.uk](mailto:enquiries@openawards.org.uk).

## Glossary

<b>Assessment</b>	The process of making judgements about the level of occupational proficiency an apprentice can demonstrate when measured against the knowledge, skills and behaviours set out in the standard.
<b>Assessment Criteria</b>	Assessment criteria describe what a learner should be able to do in order to demonstrate competence (i.e., pass).
<b>Authentic</b>	Evidence must be the apprentice's own work.
<b>Completion certificate</b>	The certificate issued by IfATE which demonstrates an apprentice has successfully completed their apprenticeship
<b>Diversity</b>	Acknowledging that each individual is unique and recognising individual differences, e.g., culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
<b>EQA</b>	External Quality Assurance
<b>Equality</b>	Fair treatment for all regardless of differences, e.g., culture, wealth, race, gender, ability, sexual orientation or any other group characteristic.
<b>Evidence</b>	How an apprentice demonstrates knowledge, skills or behaviour that can be used to make a judgment of achievement against criteria.
<b>Fair</b>	Ensuring that everyone has an equal chance of getting an objective and accurate assessment.
<b>Gateway</b>	The point at which the employer decides the apprentice is occupationally competent and ready to undertake end-point assessment
<b>Holistic</b>	Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach.
<b>Independent assessment</b>	Assessment decisions made by an assessor and end-point assessment organisation who have no relationship with the apprentice, training provide or employer and therefore, have no interest in the assessment result
<b>Independent end-point assessor (IEPA)</b>	The assessor who assesses the apprentice during end-point assessment
<b>IQA</b>	Internal Quality Assurance
<b>Learning Outcomes</b>	Learning outcomes describe what an apprentice should know and understand by the end of a unit.

<b>Reliable</b>	Reliable evidence indicates that the apprentice can consistently perform at this level. A reliable method of assessment will produce consistent results for different assessors at each assessment.
<b>Simulation</b>	Where simulation is allowed it must replicate working activities in a realistic workplace environment. A realistic working environment is one which replicates what is likely to happen when an individual is carrying out their normal duties and activities at their employer's premises.
<b>Sufficient</b>	Enough evidence as specified in Evidence Requirements or Assessment Strategy.
<b>Valid</b>	Evidence must be relevant to the learning outcome and assessment criteria i.e. capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate assessor's ability to provide feedback to learners.
<b>XAMS</b>	The Open Awards platform used for online assessments and tests

## Appendix 1 Details of the Standard

Duty	KSBs
<p><b>Duty 1</b> Achieve the best possible outcome through a person's medicines by managing, ordering, receiving, maintaining and supplying medicines and other pharmaceutical products safely, legally and effectively, whilst meeting the regulatory standards.</p>	<ul style="list-style-type: none"> <li>• <b>K1</b> How to ensure legal, regulatory and professional standards are maintained.</li> <li>• <b>K2</b> Understand the limits of their accountability, authority and responsibility</li> <li>• <b>K3</b> Understand the science of pharmacy, basic pharmacological principles, actions and use of drugs</li> <li>• <b>K4</b> How to ensure the quality of ingredients to produce and supply safe and effective medicines and products</li> <li>• <b>S1</b> Recognise and work within their scope of practice and skills,</li> <li>• <b>S2</b> Use relevant data and information to make effective decisions</li> <li>• <b>S3</b> Accurately retrieve and reconcile information about a person's medicines</li> <li>• <b>S4</b> Accurately assemble prescribed items</li> <li>• <b>S5</b> Issue prescribed items safely and effectively and take action to deal with discrepancies carry out an accuracy check of dispensed medicines and products</li> <li>• <b>S6</b> Accurately perform pharmaceutical calculations to ensure the safety of people</li> <li>• <b>B1</b> Always act in a manner supportive of the regulatory standards</li> <li>• <b>B5</b> Value diversity and respect cultural differences – making sure that every person is treated fairly and with respect</li> </ul>
<p><b>Duty 2</b> Provide person-centred health advice to all patients</p>	<ul style="list-style-type: none"> <li>• <b>K5</b> Understand the principles that underpin person-centred care</li> <li>• <b>K6</b> How to apply professional judgement in the best interests of people</li> <li>• <b>K7</b> How to communicate with patients, carers and colleagues using a wide range of options and channels focusing on delivering and improving pharmacy services</li> <li>• <b>K8</b> Understand the principles of information, governance and confidentiality</li> <li>• <b>S7</b> Apply the principles of clinical governance and ensure person's confidentiality</li> <li>• <b>S8</b> Assess a person's present supply of medicines and order appropriate medicines and products.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>S9</b> Receive requests for medicines, including prescriptions, and check for their validity, safety and clarity, taking action to deal with any problems with the person directly</li> <li>• <b>B4</b> Respect all individual's values and confidentiality</li> </ul>
<p><b>Duty 3</b> Support the management of the day to day operation of the pharmacy, eg clinical governance, business operation and processes, including where appropriate the supervision of members of staff</p>	<ul style="list-style-type: none"> <li>• <b>K9</b> How to order, receive, maintain, supply and dispose of medicines and other pharmaceutical products safely, legally and effectively</li> <li>• <b>K10</b> How to apply safe working practices in line with health and safety legislation; know how to risk assess processes and manage outcome</li> <li>• <b>K26</b> Understand how to effectively supervise other staff within the pharmacy</li> <li>• <b>S10</b> Demonstrate operational skills within their scope of practice</li> <li>• <b>S11</b> Provide a safe, effective and responsive pharmacy service</li> <li>• <b>S12</b> Take personal responsibility for the legal, safe and efficient supply of medicines</li> <li>• <b>S13</b> Apply the principles of governance to pharmacy operational processes</li> <li>• <b>S14</b> Ensure the confidentiality of patient data.</li> <li>• <b>S32</b> Effectively supervise other members of the team</li> <li>• <b>B1</b> Always act in a manner supportive of the regulatory standards</li> <li>• <b>B2</b> Always act with integrity, openness, honesty, especially when things go wrong</li> </ul>
<p><b>Duty 4</b> Provide training to pharmacy and the wider healthcare teams. e.g. for a new member of staff</p>	<ul style="list-style-type: none"> <li>• <b>K11</b> Know how to effectively deliver key pharmaceutical messages to healthcare team member</li> <li>• <b>S15</b> Communicate and work effectively with members of the multidisciplinary team</li> </ul>
<p><b>Duty 5</b> Maintain a quality service through auditing and evaluating the service and processes, and respond to feedback</p>	<ul style="list-style-type: none"> <li>• <b>K12</b> Understand the principles of audit and quality-improvement strategies, and how to implement recommendations effectively</li> <li>• <b>K13</b> Understand the principles of risk management</li> <li>• <b>K14</b> Understand the most appropriate ways to reflect and act on feedback or concerns, thinking about what can be done to prevent adverse incidents</li> <li>• <b>S16</b> Explain the impact of audit and evaluation on the quality of pharmacy operations and services</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>S17</b> Engage others in the improvement of processes and systems</li> <li>• <b>S18</b> Effectively use systems to support the safe and effective management and supply of medicine B1 Always act in a manner supportive of the regulatory standards</li> <li>• <b>B1</b> Always act in a manner supportive of the regulatory standards</li> <li>• <b>B2</b> Always act with integrity, openness, honesty, especially when things go wrong</li> </ul>
<p><b>Duty 6</b> Advise people, in a wide range of settings, on the safe and effective use of their medicines and devices.</p>	<ul style="list-style-type: none"> <li>• <b>K15</b> Understand the importance of effective methods of communication to different audiences</li> <li>• <b>K16</b> Know how to manage a person’s diverse needs and what is important to them</li> <li>• <b>K17</b> Know how to provide and promote advice on healthy lifestyles and initiatives, using available resources and evidence-based techniques</li> <li>• <b>S19</b> Listen to a person, understand their needs and interpret what matters to them.</li> <li>• <b>S20</b> Give the person all relevant information and advice in a way they can understand, so they can make informed decisions about their health and wellbeing</li> <li>• <b>S21</b> Optimise a person’s medicines to achieve the best possible outcomes.</li> <li>• <b>S22</b> Obtain relevant information from people – including patients, carers and other healthcare professionals – and use it to optimise care appropriately</li> <li>• <b>S23</b> Adapt information and communication to meet the needs of particular audiences</li> <li>• <b>B4</b> Respect all individual’s values and confidentiality</li> </ul>
<p><b>Duty 7</b> Manage your own professional and personal development</p>	<ul style="list-style-type: none"> <li>• <b>K18</b> Understand how to effectively collaborate and work with colleagues and health care professionals</li> <li>• <b>K19</b> Know how to undertake effective self-reflection, and how to manage their own personal development</li> <li>• <b>K20</b> Understand the principles of revalidation</li> <li>• <b>S24</b> Check and review their own and others work effectively</li> <li>• <b>S25</b> Suggest and implement personal goals and methods of improvement</li> <li>• <b>S26</b> Maintain CPD outcomes that meet with regulatory requirements</li> <li>• <b>B3</b> Be reliable, supportive and reflective</li> </ul>

<p><b>Duty 8</b> Ensure patient safety, by promoting safe practices, and the effective use of systems.</p>	<ul style="list-style-type: none"> <li>• <b>K21</b> Understand how to safeguard people, particularly children and vulnerable adults</li> <li>• <b>K22</b> Understand how to deal with complaints and errors, through effective use of established policies and procedures</li> <li>• <b>S27</b> Identify and respond effectively to errors and near misses</li> <li>• <b>S28</b> Ensure effective safeguards are in place particularly for children and vulnerable adults</li> <li>• <b>B1</b> Always act in a manner supportive of the regulatory standards</li> </ul>
<p><b>Duty 9</b> Provide specialist services in response to local and national needs and initiatives.</p>	<ul style="list-style-type: none"> <li>• <b>K23</b> Know how to work within any local, regional and national guidelines and policies</li> <li>• <b>S29</b> Prioritise time and resources effectively to achieve local and national objectives</li> </ul>
<p><b>Duty 10</b> Respond appropriately to medical emergencies</p>	<ul style="list-style-type: none"> <li>• <b>K24</b> Know how to apply health and safety legislation in the workplace controls</li> <li>• <b>K25</b> Know how to respond appropriately to medical first aid emergencies</li> <li>• <b>S31</b> Ensure that health and safety controls are embedded and working</li> <li>• <b>S32</b> Effectively supervise other members of the team</li> </ul>

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