Open Awards Level 3 Diploma in

the Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship)(RQF)

Ofqual: 603/6988/7

Contents

Version Control	
v1.0	New document November 2020
V1.1	Rebranding. No change to content. September 2024.
V1.2	Updated with prerequisite requirements. December 2024.
V2.0	Removed reference to withdrawn standalone qualification (replaced with technical occupational entry qualification from September 2025). No substantive changes. August 2025.

About the Qualification

Title	Open Awards Level 3 Diploma in the Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship) (RQF)
Qualification Accreditation Number	Integrated apprenticeship route - 603/6988/7
Sector	1.2 Nursing and Subjects and Vocations Allied to Medicine/
Level	Level Three (3)
Funding	[Please click here for more information](#)
Pricing Information	[Please click here for more information](#)
Review Date	31/01/2026

Purpose	D - Confirm occupational competence and/or 'licence to practise'
Sub-Purpose	D1 - Confirm competence in an occupational role to the standards required D2 – Confirm the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body

Overview

The qualification is based on National Occupational Standards and is recognised by the statutory regulator, the General Pharmaceutical Council (GPhC), as meeting the Initial Education and Training Standards for Pharmacy Technicians (October 2017).

This qualification has been designed to confirm occupational competence for pharmacy technicians working in a pharmacy setting. The qualification meets the requirements of the pharmacy regulator and meets employer need in England and Wales. On completion of the qualification and subject to regulatory requirements, it will enable the learner to register with the GPhC as a pharmacy technician.

The Open Awards Level 3 Diploma in the Principles and Practice for Pharmacy Technicians (Integrated Apprenticeship) qualification was developed through close collaboration with Skills for Health (SfH), the Sector Skills Council for Health for the UK, and several awarding organisations, including Pearson. As such, the qualification content (unit titles and related learning outcome and assessment criteria) is consistent across awarding bodies. The approach to assessment is also aligned across awarding bodies, through the application of the Skills for Health Assessment Principles. This ensures a standardised approach across qualifications available, creating parity for employers and apprentices.

Please note, this qualification guide is for learners who are undertaking the qualification as part of the ST0300 Level 3 Pharmacy Technician (Integrated) Apprenticeship Standard.

If learners are undertaking their training through the technical occupational entry qualification route (i.e., not part of an apprenticeship), please see the separate qualification guide.

Total Qualification Time/Guided Learning	
Total Qualification Time (hours)	1320
Guided Learning (hours)	788

Age Range and Restrictions	
Pre-16	x
16 – 18	✓
18+	✓
Any other restrictions specific to the qualification(s)	None

Any Specified Entry Requirements

This qualification is suitable for learners aged 16+.

Due to the level and content of the qualification, learners are required to have as a minimum:

- GCSE English at Grade 4/C (or equivalent)
- GCSE Maths at Grade 4/C (or equivalent)

It would also be recommended that learners hold 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); or that an action plan was in place to support the learner upskill to meet the demands of the science elements of this qualification.

These requirements must be met prior to learner's enrolling on the course and evidence provided of achievement to Open Awards when requested. Where a learner does not have the relevant pre-requisite qualifications on registration, then there may be some discretion, but this would need to be agreed with Open Awards in advance.

Providers will need to confirm that learners have the prerequisite quals in the Portal and submit them as they would for normal unit achievement. They will be able to submit results as soon as the learner has been registered. The precursor units can be sampled in the same way as other units as part of EQA sampling

Evidence will be a certificate or a PLR record and the evidence must be an acceptable L2 English and Maths qualification as recognised by the DOE (as specified on their website)

For Science, any science GCSE grade A-C or equivalent, will be accepted. Please note that Level 2 Pharmacy qualification is not accepted for this as it contains very little if any science content as part of the knowledge. Other science Level 2 qualifications will be judged on a 1-1 basis to ensure they are fit for purpose. Where no science qualification is present the provider must upskill the learner and document this information so it can be checked at EQA.

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.

Learners (or trainees) must be employed or be in a training role at a suitable pharmacy-related workplace to ensure you have the opportunity to develop competencies and complete tasks as outlined in the units within this qualification. This should include access to suitable supervision, role models/ pharmacy professionals and multidisciplinary teams.

The minimum requirement for supervised training/ work experience in the role is 24 months. The General Pharmaceutical Council (GPhC) permits up to three (3) months before the start of a Pharmacy Technician course to be claimed as valid work experience.

There must be a learning agreement in place **before** the course starts between the training Provider, the learner and the employer to ensure roles and responsibilities are clearly defined and that the full requirements of the qualification can be met. An example agreement has been provided in Appendix B.

These agreements should be exemplified with clear guidance for both learners and employers on the requirements relating to the training course itself, and requirements around supervision to ensure patient safety.

Recommended Assessment Method Summary

Learners will be required to complete a portfolio of evidence set and marked by the training Provider and externally quality assured by Open Awards.

Learners must provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work.

Types of evidence could include:

- Written Assignments
- Examinations
- Observation of Performance
- Questioning (written or oral)
- Practical Activities
- Photographs or Videos
- Personal Statements
- Reflective Logs
- Project Work
- Witness Testimonies
- Group Discussion

Assessment practices must follow Skills for Health [Assessment Principles for Qualifications that Assess Occupational Competence](link).

The Skills for Health Assessment Principles have been reviewed and amended to reflect up to date practices around remote assessment. The change can be seen in section 2.4.

Assessment practices must reflect the Equality and Diversity Policy of Open Awards.

This qualification is graded as pass/fail and learners must evidence they have met all assessment criteria in the units they are registered to in order to meet the rules of combination.

End-point Assessment

Where learners are taking this qualification as part of the ST0300 Level 3 Pharmacy Technician (Integrated) Apprenticeship Standard and registered to the apprenticeship route version of the qualification, they must be made aware of the apprenticeship requirements including end-point assessment.

This qualification has been mapped to the ST0300 Pharmacy Technician (Integrated) Apprenticeship Standard. From 1st February 2022, there is no additional assessment burden for learners completing their training via an apprenticeship route. The end-point assessment consists of a Final Awards Board post-gateway. Apprentices will NOT be able to achieve this integrated qualification without completing the gateway requirements and having their achievement confirmed by a panel at a Final Awards Board.

Open Awards (EPA0565) are on the ESFA Register for End-Point Assessment Organisations for this Apprenticeship Standard. As this is an integrated Apprenticeship Standard, Open Awards will be responsible for completing the endpoint assessment for apprentices registered on the Open Awards integrated qualification.

Please see the ST0300 Level 3 Pharmacy Technician (Integrated) EPA Handbook for more information on the apprenticeship requirements (including gateway evidence) and arrangements for Final Awards Boards.

Qualification Structure

Rules of Combination

Mandatory Unit Group A:	22 units to be achieved (132 credits to be achieved plus an additional end-point assessment component)
Mandatory Precursor Group	3 units to be achieved- entry requirements of Maths, English and Science (0 Credits)

Qualification Units

Mandatory Units A

All units must be achieved to be awarded the qualification.

Unit Reference Number	Unit Name	Credits	Level
R/617/8900	Actions and Uses of Medicines	9	Level Three
Y/617/8901	Assemble and Check Dispensed Medicines and Products*	8	Level Four
D/617/8902	Biological Principles for Pharmacy Technicians	4	Level Three
H/617/8903	Chemical Principles for Pharmacy Technicians	3	Level Three
K/617/8904	Contribute to Service Improvement in the Delivery of Pharmacy Services	6	Level Three
M/617/8905	Medicinal and Non-Medicinal Treatments for Central Nervous System Conditions	6	Level Three
L/617/8930	Medicinal and Non-Medicinal Treatments for Gastrointestinal and Nutritional Conditions	5	Level Three
R/617/8931	Medicinal and Non-medicinal Treatments for Malignant Diseases and Musculoskeletal Conditions	6	Level Three
Y/617/8932	Medicinal Methods for the Prevention, Protection from and Treatment of Infections	6	Level Three
D/617/8933	Medicinal Treatments for Cardio-respiratory Conditions	6	Level Three
H/617/8934	Medicinal Treatments for Endocrine, Gynaecological and Genitourinary Conditions	6	Level Three

K/617/8935	[Medicinal Treatments for Sensory Organ Conditions](#)	5	Level Three
M/617/8936	[Microbiology for Pharmacy Technicians](#)	5	Level Three
T/617/8937	[Personal Development for Pharmacy Technicians](#)	5	Level Three
F/617/8939	[Principles for the Management of Pharmaceutical Stock](#)	8	Level Three
T/617/8940	[Principles of Health and Safety for Pharmacy Technicians](#)	2	Level Three
A/617/8941	[Principles of Health Promotion and Well- being in Pharmacy Services](#)	5	Level Three
J/617/8943	[Principles of Person-Centred Approaches for Pharmacy Technicians](#)	5	Level Three
Y/617/8946	[Principles of Safe Manufacture of Quality Medicines in the Pharmaceutical Environment](#)	10	Level Three
D/617/8947	[Receive, Validate and Issue Prescriptions](#)*	10	Level Three
H/617/8948	[Undertake Medicines Reconciliation and Supply](#)*	12	Level Four

*These units have additional assessment requirements that are outlined in the unit content.

End-point Assessment Component

Unit Reference Number	Unit Name	Credits	Level
n/a	ST0300 – End-point Assessment	Non-credit bearing	Level Three
NB. There are no learning outcomes or assessment criteria for the EPA component. Once the apprentice has had achievement confirmed for the mandatory units (group A), they must be submitted for gateway. Following successful gateway checks, the apprentice's achievement will be recommended to a Final Awards Board who will review the evidence and confirm achievement of the ST0300 Pharmacy Technician (Integrated) apprenticeship.			

All units have been mapped to the General Pharmaceutical Council (GPhC) learning outcomes from the Initial Education and Training Standards for Pharmacy Technicians (2017). This mapping can be viewed [here.](#) Providers must ensure that these standards are embedded throughout their course delivery and assessment plans and that learners are fully aware of them.

Mandatory Precursor Group

Unit Reference Number	Unit Name	Credits	Level
n/a	Prerequisite: Maths	Non-credit bearing	Level Two
n/a	Prerequisite: English	Non-credit bearing	Level Two
n/a	Prerequisite: Science	Non-credit bearing	Level Two

Delivering this Qualification

Becoming a Provider

To deliver this qualification you must be a recognised Open Awards Provider. For more information, head to our [website](#) or contact the team on 0151 494 2072.

How to Deliver

To request to deliver this qualification, please login to [the Portal](#) and then click on 'Tracking' and 'Initiate a Workflow'. You will then need to select 'Apply to Deliver Regulated Qualification(s) – Specialist resources'.

For support with this process, please see the following document in the Portal 'Provider Portal Guidance – Qualification Approval' or contact the team on customerservices@openawards.org.uk or 0151 494 2072.

For this qualification, you will be required to submit a delivery and assessment plan as part of this application to ensure that you are able to meet the assessment principles outlined below.

In addition, you will be required to provide evidence that you have the following in place:

- Appropriate qualified and experienced staff
- Sufficient staff from relevant disciplines to deliver the course and support pharmacy support technicia's learning
- Sufficient resources to deliver the course
- Facilities that are fit for purpose
- Access to appropriate learning resources

Registering Learners

Once you are ready to deliver this qualification, you will need to register your learners within 6 weeks (30 working days) of the individual learner's start date.

You will need to register your learners via the Open Awards [portal](#).

Provider Staff Requirements

It is expected that providers will have occupationally competent staff with relevant sector experience for their role in the delivery of the units/qualifications being offered.

Providers are responsible for ensuring that their staff are occupationally competent and have access to appropriate training and support. They are also responsible for notifying Open Awards of staff changes.

Providers should have an awareness of the GPhC's [Guidance on Supervising Pharmacy Professionals in Training](#) when planning the resources for delivering this qualification. This guidance must be embedded into your delivery plans; this will be checked as part of the pre-verification activities.

Assessors and Internal Quality Assurers (IQA) must:

- hold a current GPhC registration as a pharmacy professional
- be occupationally competent in the area of practice to which the unit being assessed applies (e.g. holding a relevant qualification at an equivalent or higher level than the level of the qualification or demonstrate current occupational experience)
- hold or be working towards the appropriate assessor or IQA qualification (relevant to role being undertaken). Staff holding legacy qualifications must be able to demonstrate that they are assessing or internally verifying to current standards
- have credible experience which is clearly demonstrable through continuing learning and development

In addition, IQAs must 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. This includes having a working knowledge of the working environment in which the learner is being assessed.

It is recognised that internal quality assurers are expected to verify the assessment process and not reassess the evidence provided but it is expected that IQAs will have undertaken an appropriate assessor qualification and practised as an assessor prior to undertaking the internal quality assurer role.

Expert witnesses

The use of expert witness testimony 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 learner in meeting the unit. This evidence must directly relate to learner's performance in the work place which has been seen by the expert witness.

The expert witness must be:

- a registered Pharmacist or a registered Pharmacy Technician who is occupationally competent and knowledgeable in the area of practice to which the unit being assessed applies

The expert witness must have:

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

Providers are responsible for ensuring that all expert witnesses are familiar with the standards for those units for which they are to provide expert witness testimony. They must also understand the procider's recording requirements and will need guidance on the skills required to provide evidence for the units. 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 testimony.

Co-ordinating 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 one 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 quality assurers to ensure standardised practice and judgments within the assessment process.

Open Awards will also ensure that, **External Quality Assurers (EQA)** must:

- be a registered Pharmacist or a registered Pharmacy Technician
- have working knowledge of pharmacy and/or GP dispensing settings, the regulation, legislation and codes of practice for the service (where applicable) at the time any assessment is taking place
- hold, or be working towards, the appropriate external verifier qualification as identified by the qualification's regulators. External quality assurers holding legacy 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

External quality assurers who are not yet qualified against the appropriate competences but have the necessary occupational competence and experience, can be supported by a qualified external quality assurer who does not necessarily have the occupational expertise or experience.

External Quality Assurers will monitor the provider's processes and practice to ensure they meet the Awarding Organisation, qualification and regulatory requirements. The EQA will also provide support to provider staff and give advice and guidance to facilitate improvements.

Student Support and Induction

Entry Requirements

Providers must complete initial assessments with learners **before** confirming their place on the course.

With regards to prior qualifications, learners are required to have as a minimum:
- GCSE English at Grade C (or equivalent)
- GCSE Maths at Grade C (or equivalent)

It is also recommended that learners 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); or that an action plan is put in place to support the learner to upskill to meet the demands of the science elements of this qualification.

Applicants must be working in a pharmacy environment or have secured a placement as a pre-registration trainee pharmacy technician and be supervised by a pharmacy professional.

The minimum requirement for supervised training/ work experience in the role is 24 months. The General Pharmaceutical Council (GPhC) permits up to three (3) months before the start of a Pharmacy Technician course to be claimed as valid work experience.

At a minimum, learners must be:

- have secured a placement as a trainee in a pharmacy environment and be registered for a course recognised or accredited by the GPhC within three (3) months of commencing their contracted role as a trainee
- be supervised by a pharmacy professional
- be given tasks within their area of competence as a trainee
- be given tasks that allow them to develop and evidence the knowledge, skills and behaviours within the qualification specification

Providers must provide evidence that trainees will work with:

- registered pharmacy professionals;
- other members of the pharmacy team;
- other teaching staff; or
- relevant healthcare professionals with a range of experience or relevant qualifications.

Providers must provide evidence that:

- trainees will be supported by staff, both in their learning and training environments, who have relevant experience in the area of work where the trainee is training;
- there are mechanisms for securing sufficient levels of resourcing to deliver a pharmacy technician course to an acceptable standard;
- their staffing profile can support the delivery of the course and the trainee's experience; and learning resources, accommodation

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.

Providers are required to have clear procedures in place for managing these responsibilities with any relevant employers or other parties, including who is responsible for completing a DBS check and/or health checks. Providers must ensure that learners are aware of why these checks are taking place and how the data collected about them will be used.

Information, Advice and Guidance

Providers must ensure that all learners are supported with clear and accurate advice and guidance in relation to the requirements of the course, and progression routes.

This must include, as a minimum:

- Entry requirements
- Progression routes
- Course content and level of demand
- Professional behaviours and attitudes expected
- Workplace requirements including the requirement to access role models, pharmacy professionals and multi-disciplinary teams
- GPhC Registration Requirements and Process (including five (5) year validity period)

IAG should be provided on application to the learner to ensure the course is appropriate for the learner and that they are fully informed of the expectations and demands of the course. IAG should be provided throughout the course to ensure that the learner is fully supported and receives ongoing feedback to support their ongoing professional development.

Induction

In addition to IAG, providers should provide a full induction to the course to include:

- roles and responsibilities
- learning agreements / stakeholder agreements
- delivery plans, timescales and deadlines
- course content and level of demand
- supervision arrangements
- assignments, observations and resits
- work-place requirements including the requirement to access role models; pharmacy professionals; and multi-disciplinary teams
- GPhC Standards for initial education and training of pharmacy technicians
- Induction, training and ongoing support
- Professional behaviours and attitudes expected

The induction should also include training on the following policies and procedures to cover both the training provider and the employer:

- Health and Safety
- Whistleblowing
- Equality and Diversity
- Complaints and Appeals
- Plagiarism
- Supervisions and Observations
- Data Protection
- Confidentiality
- Conflicts of Interest

Supervision

Providers must work directly with the learner and their employer to put robust supervision systems in place to ensure patient safety. This must include clear stakeholder agreements that outlines roles and responsibilities relating to supervision of trainees. Supervision arrangements must be in line with GPhC's Guidance on Supervising Pharmacy Professions in Training (August 2018)

As a minimum:

- Learners must be supervised in all learning and training requirements (including in the workplace)
- Risk assessments must be implemented to ensure patient safety at all times

Ongoing Support

Throughout the course, providers must ensure that learners receive regular supervision and feedback. This should include feedback on:

- Performance within assessments
- Occupational performance
- Behaviour and attitude
- Professional development
- Performance against GPhC Standards for initial education and training of Pharmacy Technicians

Evidence of monitoring and feedback should be retained to support annual quality compliance activities.

Assessment

Open Awards units and qualifications have been designed around the principle that the learner will build evidence towards the achievement of the assessment criteria over a period of time.

This qualification consists of both skills units and knowledge units. This qualification will be graded pass or fail.

Each learner is required to build a portfolio of evidence to demonstrate that all the assessment criteria associated with each unit has been met.

Learners are permitted to use one piece of evidence to demonstrate knowledge, skills and understanding across different assessment criteria and/or different units. This qualification should incorporate holistic assessment for the units where appropriate.

Tutors and Assessors need to ensure that all evidence presented in a portfolio is:

Valid: it should be clearly demonstrating the knowledge or skills that are set out in the assessment criteria. It should be clearly the work of the learner.

Reliable: which means that it will in general, produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive: so that no individual learner is excluded from the opportunity to show their achievement because of their individual background or experience.

Assessors are required to review and assess all learner evidence and must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit. Assessors will also ensure that the evidence produced by the learner is their own work.

Assessors retain records (e.g. Feedback Sheets, Individual Progress Records, Group Progress Records) on behalf of the provider which are made available and used by the provider's internal verifier / AIV and Open Awards Quality Reviewer / External Verifier.

Delivery and Assessment Plan

Providers are required to produce a delivery and assessment plan **before** they start delivering this qualification. This plan is subject to pre-verification by the External Quality Assurer to ensure it meets the following assessment principles.

This qualification must be assessed in line with Open Awards Quality Assurance procedures as well as in line with [Skills for Health Assessment Principles for Occupational Competence (v5 September 2022).](#)

The GPhC's [Standards for the initial education and training of](#) [pharmacy technicians](#) must also be embedded.

Delivery and assessment plans must include, as a minimum:

- Deadlines and dates for submissions
- Delivery plan for units (i.e. order of delivery; lesson planning)
- Observation plans, methods, and evidence
- Assessment strategy
- Roles and responsibilities (including requirements for designated educational supervisors and assessors)
- Student support and supervision
- Marking criteria
- Policies for resits and resubmissions
- Procedures for suspected plagiarism and/or malpractice
- Appeals procedures
- Mapping of learning outcomes and assessment criteria

Skills-based units

The primary method of assessment for the skills-based units is observation in the workplace by the assessor. Across the qualification's skills-based units there must be at least three observations which cover the required skills. Evidence should be generated over a period of time to show consistent performance. Expert witness testimony may be used where it is difficult for an assessor to observe aspects of practice. Expert witness testimony is NOT a substitute for the requirement of three observations by the assessor across the qualification.

At any time during assessment the assessor observes unsafe practice, the assessment will be stopped immediately.

Where the assessment activity involves individuals using pharmacy services, consent should be sought from the individual/patient that they are happy for the assessor to be present and this should be recorded by the assessor.

Learners will be expected to achieve all learning outcomes and assessment criteria. Where learners are not able to achieve the skills-based learning outcomes in their usual place of employment (eg. A custodial setting), the training provider and employer must ensure that the learner is given opportunities to achieve the learning outcomes in a work placement or another suitable setting. This may include simulation. Prior to starting the qualification, an assessment of the learner's employment setting should be carried out by the training provider and employer to identify such gaps.

There are additional evidence requirements for some of the skills units (marked with an * in the list of units) which must be met.

Knowledge-based units

For knowledge-based units, evidence will be assessed using internally set, internally marked written assignments. The Awarding Organisation will provide sample assignments and assessment guidance to providers. The assignments will be internally quality assured, then subject to externally quality assurance sampling by the Awarding Organisation.

Providers must also carry out regular standardisation activities as part of the ongoing quality assurance of assessment decisions within the assignments used for knowledge-based units and assignments should be refreshed over time.

Re-takes for knowledge-based units

Learners will be given maximum of four weeks to complete each assignment. If the learner does not pass the assignment on the first attempt, they will be given a maximum of two further opportunities to re-take the assessment criteria that they failed on the first attempt. Re-takes should be submitted within two weeks (for each re-take).

Providers should use recording documentation to record assignment re-take results and feedback.

Additional assessment methods

In addition to the evidence requirements set out in each unit, a range of assessment methods have been identified for the qualification units which may include evidence generated using the following:

- Question and answer sessions based on the learner's workplace activities
- Learner's own personal statements/reflections
- Professional discussion

The additional assessment methods above should NOT be used instead of or in place of the stated assessment methodology in each unit.

The additional assessment methods provide the opportunity for different learning styles and individual needs of learners to be taken into account. If providers are proposing to use an assessment method that is not included within the recommended list, providers should contact the External Quality Assurer with full details of the proposed method which will need formal approval from the Awarding Organisation before it can be used.

Quality Assurance

Delivery of this qualification must be done so in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes.

The Open Awards Quality Assurance Team has overarching responsibility for ensuring the Provider's ongoing compliance through their quality assurance policies and practices. The Open Awards Quality Assurance Team's role is to:
- To support providers to improve the quality and standards of delivery, assessment and internal quality assurance
- To externally quality assure providers' recommendations for awards
- To ensure consistency in standards between providers and over time
- To ensure ongoing compliance with the Open Awards provider agreement, policies and procedures.

For this qualification, providers will also be allocated an External Quality Assurer (EQA) to undertake external quality assurance activities. This is due to the specialist knowledge and experience required to effectively undertake the role.

The level of external quality assurance intervention a provider receives is determined by the provider's quality risk rating (New Provider; Low; Medium; or High). Risk ratings are reviewed, as a minimum, on an annual basis.

Annual Quality Assurance Reviews

The Annual Quality Assurance Review will provide Open Awards' Quality Assurance Team with an up to date record of specific areas of compliance with the Provider Agreement. They enable us to make a judgement on the provider's ongoing compliance in the following areas:

1. Quality assurance policies
2. Business policies
3. Staffing and resources
4. Data management
5. Engagement with Open Awards
6. Internal quality assurance arrangements
7. Provider administration

The Open Awards Quality Assurance Team will review progress towards the Provider Improvement Action Plan (PIAP) and may incorporate external verification activities into the review.

Where concerns are raised as a result of this activity, the Provider's risk rating may be increased and review visits undertaken more frequently.

Preparing for Annual Quality Assurance Reviews

- The Open Awards Quality Assurance Team must make appropriate arrangements with the Provider's Quality Assurance Contact (or designated alternative) at least ten (10) working days in advance of the agreed date. These arrangements must include:
- The mode of delivery (on-site or remote)
- The date and time of the scheduled activity
- The location of the activity (for on-site reviews)
- The anticipated duration of the visit (for on-site reviews)
- Whether arrangements need to be made for discussions with learners
- The names of assessors, internal quality assurers and other staff that may need to be available for the review
- Agreement on how documents will be made available (see guidance on electronic storage and postal arrangements)
- Where the provider is posting documents, the address to which this needs to be posted
- The agreed scope of activity
- Any other areas for clarification (where known in advance)

During the review

The following documentation will be reviewed:

Quality assurance policy and procedures covering:
- Internal verification and standardisation
- Reasonable adjustments and special considerations
- Learner enquiries, complaints and appeals
- Maladministration and malpractice
- Distribution of certificates for learners
- Recognition of prior learning
- Quality assurance course review
- Invigilation (if delivering controlled assessments)
- Student support
- Evidence that quality assurance policies and procedures are reviewed regularly
- Evidence that quality assurance policies and procedures are being followed.

Business policies and procedures covering:
- Health and Safety
- Data Protection
- Equality and Diversity
- Fire Evacuation
- Safeguarding
- Risk assessments of specific risks your organisation faces, e.g. violence at work, service users with challenging behaviours, visitors etc.
- Policy on Checking for Criminal Records
- Employers Liability Certificate
- Public Liability Certificate (minimum cover £1 million)
- Conflict of Interest Policy and Procedure
- Evidence that business policies and procedures are reviewed regularly
- Evidence that business policies and procedures are being followed.

Staffing and resources
- Staffing structure
- Amended contacts list (if applicable)
- CVs of any new staff involved in the delivery, assessment or internal quality assurance of Open Awards provision
- Evidence of staff training and development activities (internal and external)
- Evidence that the learning environment is appropriate for the units being assessed
- Evidence of appropriate administrative record keeping

Data management
- Evidence of secure data and learner record storage

Internal quality assurance
- Evidence of pre-verification of courses
- Evidence of sampling of assessment decisions
- Evidence of internal standardisation (where appropriate)
- Course resources
- Portfolios with assessment and IQA paperwork
- IQA sampling strategy
- Evidence of progress towards previously set actions

Evidence of progress towards previously set actions.

In many cases, the annual review will be scheduled to allow for verification of learners' work at the same time.

External Verification

The process of external verification is to make sure that assessments meet nationally agreed standards by reviewing whether assessment decisions (including grading decisions where appropriate) made by assessors and the checks carried out by the Internal Quality Assurer at the provider are valid.

The frequency of external verification activities required at each approved provider is dependent upon a number of factors.

Standardisation

Providers are required to complete internal standardisation activities to ensure all assessors are making consistent and valid assessment decisions.

In addition, providers are required contribute to national standardisation events, as a minimum once a year. Open Awards offers Standardisation events and qualification-specific forums that are held throughout the year. Such events will also provide an opportunity to identify and share best practice. Up to date details of training and standardisation events can be found on our website.

Internal standardisation involves ensuring that, where there is more than one tutor/assessor delivering Open Awards provision or more than one site, internally set tasks and the outcomes of internal assessment are consistent across the range of courses.

Recognition of Prior Learning and Achievement (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they may already possess. Evidence of learning must be sufficient, reliable and valid.

It is the responsibility of the provider to inform Open Awards at registration of any exemptions and/or equivalences for which a claim may be made. These claims will be subject to external verification by the Open Awards' External Quality Assurer for the provider.

For more information, please see our Recognition of Prior Learning Policy found on the Open Awards portal.

Health and Safety

Due to the practical requirements of some of the units within this qualification, providers must ensure that appropriate risk assessments are in place for both the activities and individual learners to ensure the learners, staff and patient safety throughout the course.

As part of this, providers must ensure that learners and staff have access to appropriate clothing and personal protective equipment (PPE).

Providers must work directly with the trainee and their employer to put robust supervision systems in place to ensure patient safety. This must include clear stakeholder agreements that outlines roles and responsibilities relating to supervision of trainees.

As a minimum:

- Learners must be supervised in all learning and training requirements (including in the workplace)
- Risk assessments must be implemented to ensure patient safety at all times

Providers must have clear reporting procedures in place for any concerns, whether these are raised by the trainee, employer or provider staff. Any serious concerns that could impact patient safety should be reported to Open Awards, and where appropriate, the General Pharmaceutical Council.

Feedback and Continuous Improvement

Providers must have procedures in place to review their delivery and assessment plans, and to identify action for continuous improvement. As a minimum, this must include collecting feedback from the following stakeholders:

- Learners
- Employers
- Patients
- Pharmacy professionals

Any feedback that could identify a requirement to amend or review the qualification should be shared with Open Awards to contribute to validity reviews.

Any feedback that identifies an error or a serious concern that could impact patient safety should be reported to Open Awards, and consideration given to whether the concern should be reported to the General Pharmaceutical Council.

Appendix A - General Pharmaceutical Council Initial Education and Training Standards for Pharmacy Technicians

This document sets out the mapping of the units from the Level 3 Diploma in the Principles and Practice for Pharmacy Technicians to the General Pharmaceutical Council (GPhC) learning outcomes from the Initial Education and Training Standards for Pharmacy Technicians (2017). Each learning outcome has been mapped to either full units or specific learning outcomes or assessment criteria from the units.

	GPhC Learning Outcomes	Domain	Mapped to Unit
1.	Involve, support and enable every person when making decisions about their health, care and wellbeing *Does*	Person centred care	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit D Principles of health promotion and well-being in pharmacy services (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.2, AC4.3, AC4.4, AC4.5, AC4.6) Unit G Undertake medicines reconciliation and supply (LO2, AC3.1, AC5.4)
2.	Optimise a person's medication to achieve the best possible outcomes *Does*	Person centred care	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit G Undertake medicines reconciliation and supply (LO2, LO5, AC5.4) Unit P Actions and Uses of Medicines (whole unit)

	GPhC Learning Outcomes	Domain	Mapped to Unit
3.	Listen to the person, understand their needs and what matters to them ***Does***	Person centred care	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.2) Unit I Receive, validate and issue prescriptions (AC2.5, AC2.6, AC4.5, AC4.6, AC4.10) Unit G Undertake medicines reconciliation and supply (AC2.1, AC2.2, AC2.3, AC5.4) Unit P Actions and Uses of Medicines (whole unit)
4.	Give the person all relevant information in a way they can understand, so they can make informed decisions and choices ***Does***	Person centred care	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit D Principles of health promotion and well-being in pharmacy services (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.3, AC4.4, AC4.5, AC4.6) Unit I Receive, validate and issue prescriptions (AC4.6, AC4.9, AC4.10)

	GPhC Learning Outcomes	Domain	Mapped to Unit
5.	Advise people on the safe and effective use of their medicines and devices **Does**	Person centred care	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.3, AC4.4, AC4.5, AC4.6) Unit I Receive, validate and issue prescriptions (AC4.6, AC4.4, AC4.5, AC4.6, AC4.7, AC4.9, AC4.10) Unit P Actions and Uses of Medicines (whole unit)
6.	Obtain relevant information from people, including patients and other healthcare professionals and use it appropriately **Does**	Person centred care	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.2, AC4.3, AC4.6) Unit I Receive, validate and issue prescriptions (AC2.5, AC2.6, AC4.5, AC4.10) Unit G Undertake medicines reconciliation and supply (LO2, LO3) Unit P Actions and Uses of Medicines (whole unit)
7.	Recognise and value diversity, and respect cultural differences – making sure that every person is treated fairly whatever their values and beliefs **Does**	Person centred care	Unit A Principles of person-centred approaches for Pharmacy Technicians (AC 2.1, AC2.3) Unit G Undertake medicines reconciliation and supply (AC2.1)

	GPhC Learning Outcomes	Domain	Mapped to Unit
8.	Adapt information and communication to meet the needs of particular audiences *Does*	Person centred care	Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.3) Unit I Receive, validate and issue prescriptions (AC4.6) Unit G Undertake medicines reconciliation and supply (AC2.1, AC2.2, AC2.3)
9.	Apply the principles of information governance and ensure patient confidentiality *Does*	Person centred care	Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1) Unit I Receive, validate and issue prescriptions (LO1, AC4.11) Unit G Undertake medicines reconciliation and supply (AC1.1, AC1.3, AC4.4)

	GPhC Learning Outcomes	Domain	Mapped to Unit
10.	Effectively promote healthy lifestyles using available resources and evidence- based techniques ***Knows how***	Person centred care	Unit D Principles of health promotion and well-being in pharmacy services (whole unit) Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (whole unit) Unit M Medicinal treatments for cardio-respiratory conditions (whole unit) Unit N Medicinal and non-medicinal treatments for malignant diseases and musculoskeletal conditions (whole unit) Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (whole unit) Unit R Medicinal methods for the prevention, protection from and treatment of infections (whole unit) Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (whole unit) Unit T Medicinal treatments for sensory organ conditions (whole unit)

	GPhC Learning Outcomes	Domain	Mapped to Unit
11.	Be able to provide public health advice and recommend recognised health screening or public health initiatives *Knows how*	Person centred care	Unit D Principles of health promotion and well-being in pharmacy services (LO4) Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (LO4) Unit M Medicinal treatments for cardio-respiratory conditions (LO4) Unit N Medicinal and non-medicinal treatments for malignant diseases and musculoskeletal conditions (LO5) Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (LO6) Unit R Medicinal methods for the prevention, protection from and treatment of infections (LO4) Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (LO8) Unit T Medicinal treatments for sensory organ conditions (LO7)
12.	Understand how to safeguard people, particularly children and vulnerable adults *Knows how*	Person centred care	Unit A Principles of person-centred approaches for Pharmacy Technicians (LO3)

	GPhC Learning Outcomes	Domain	Mapped to Unit
13.	Apply professional judgement in the best interests of people **Does**	Professionalism	Unit I Receive, validate and issue prescriptions (LO2, LO3, LO4) Unit G Undertake medicines reconciliation and supply (AC5.2, AC5.3, AC5.5, AC5.6, AC6.3)
14.	Recognise and work within the limits of their knowledge and skills and refer to others when needed **Does**	Professionalism	Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.7, AC5.2, AC5.3, AC5.4) Unit H Assemble and Check Dispensed Medicines and Products (AC1.3) Unit I Receive, validate and issue prescriptions (AC2.7, AC4.10) Unit G Undertake medicines reconciliation and supply (AC2.6, AC5.6, AC6.4)
15.	Understand how to work within the local, regional and national guidelines and policies **Knows how**	Professionalism	Unit A Principles of person-centred approaches for Pharmacy Technicians (AC2.2, AC3.5) Unit B Principles of Health and Safety for Pharmacy Technicians (LO1) Unit F Principles for the management of pharmaceutical stock (LO1, AC2.4, AC4.1, AC4.3, AC5.5) Unit G Undertake medicines reconciliation and supply (LO1)

	GPhC Learning Outcomes	Domain	Mapped to Unit
16.	Respond effectively to complaints, incidents and errors and in a manner which demonstrates person-centred care *Does*	Professionalism	Unit A Principles of Person-Centred Care for Pharmacy Technicians (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (LO5) Unit G Undertake medicines reconciliation and supply (AC5.2, AC6.3)
17.	Use information to make effective decisions *Does*	Professionalism	Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.2, AC4.4, AC4.5, AC4.6, AC5.2) Unit I Receive, validate and issue prescriptions (LO2, LO3, LO4) Unit G Undertake medicines reconciliation and supply (LO3, LO4, AC5.5, AC5.6)
18.	Take personal responsibility for health and safety of themselves and others and follow up any concerns about the workplace which might put them at risk *Does*	Professionalism	Unit B Principles of Health and Safety for Pharmacy Technicians (whole unit) Unit H Assemble and Check Dispensed Medicines and Products (AC1.1, LO2, LO3, LO4, LO5, LO6)
19.	Demonstrate leadership skills within their scope of practice as a trainee *Does*	Professionalism	Unit C Personal Development for Pharmacy technicians (AC7.3)

	GPhC Learning Outcomes	Domain	Mapped to Unit
20.	Recognise when their performance or the performance of others is putting people at risk and respond appropriately **Does**	Professionalism	Unit H Assemble and Check Dispensed Medicines and Products (LO4, LO5, LO6) Unit C Personal Development for Pharmacy Technicians (LO5)
21.	Raise concerns even when it is not easy to do so **Does**	Professionalism	Unit G Undertake medicines reconciliation and supply (AC6.3, AC6.4) Unit H Assemble and Check Dispensed Medicines and Products (LO4, AC5.9, LO7) Unit C Personal Development for Pharmacy Technicians (LO5)
22.	Act openly and honestly when things go wrong **Does**	Professionalism	Unit E Contribute to service improvement in the delivery of pharmacy services (AC5.2) Unit G Undertake medicines reconciliation and supply (LO2, LO3, LO4, LO5, LO6) Unit H Assemble and Check Dispensed Medicines and Products (AC5.9, LO7) Unit C Personal Development for Pharmacy Technicians (LO5)
23.	Effectively use a variety of methods, including feedback, to regularly monitor and reflect on practice, skills and knowledge **Does**	Professionalism	Unit C Personal Development for Pharmacy Technicians (AC3.1, LO4, AC6.2)

	GPhC Learning Outcomes	Domain	Mapped to Unit
24.	Carry out a range of relevant continuing professional development (CPD) activities *Does*	Professionalism	Unit C Personal Development for Pharmacy Technicians (LO6)
25.	Reflect and act on feedback or concerns, thinking about what can be done to prevent something happening again *Does*	Professionalism	Unit C Personal Development for Pharmacy Technicians (LO4) Unit E Contribute to service improvement in the delivery of pharmacy services (AC5.2) Unit H Assemble and Check Dispensed Medicines and Products (LO4)
26.	Provide a safe, effective and responsive pharmacy service *Does*	Professional knowledge and skills	Unit E Contribute to service improvement in the delivery of pharmacy services (LO4, LO5) Unit I Receive, validate and issue prescriptions (whole unit) Unit H Assemble and Check Dispensed Medicines and Products (whole unit) Unit G Undertake medicines reconciliation and supply (whole unit)

	GPhC Learning Outcomes	Domain	Mapped to Unit
27.	Take personal responsibility for the legal, safe and efficient supply of medicines ***Does***	Professional knowledge and skills	Unit H Assemble and Check Dispensed Medicines and Products (whole unit) Unit I Receive, validate and issue prescriptions (LO4) Unit F Principles for the management of pharmaceutical stock (whole unit) Unit G Undertake medicines reconciliation and supply (LO6)

| 28. | Understand the basic principles of biology, microbiology, physiology and chemistry

Knows how | Professional knowledge and skills | Unit J Chemical Principles for Pharmacy Technicians (whole unit)

Unit K Biological Principles for Pharmacy Technicians (whole unit)

Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (whole unit)

Unit M Medicinal treatments for cardio-respiratory conditions (whole unit)

Unit N Medicinal and non-medicinal treatments for malignant diseases and musculoskeletal conditions (whole unit)

Unit O Microbiology for Pharmacy Technicians (whole unit)

Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (whole unit)

Unit R Medicinal methods for the prevention, protection from and treatment of infections (whole unit)

Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (whole unit)

Unit T Medicinal treatments for sensory organ conditions (whole unit)
Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (whole unit) |

	GPhC Learning Outcomes	Domain	Mapped to Unit
29.	Understand the basic pharmacological principles that apply to the use of medicines in relation to disease processes and the treatment of identified clinical conditions **_Knows how_**	Professional knowledge and skills	Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (whole unit) Unit M Medicinal treatments for cardio-respiratory conditions (whole unit) Unit N Medicinal and non-medicinal treatments for malignant diseases and musculoskeletal conditions (whole unit) Unit P Actions and Uses of Medicines (whole unit) Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (whole unit) Unit R Medicinal methods for the prevention, protection from and treatment of infections (whole unit) Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (whole unit) Unit T Medicinal treatments for sensory organ conditions (whole unit)

	GPhC Learning Outcomes	Domain	Mapped to Unit
30.	Confirm the suitability of a person's medicines for use **Does**	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit G Undertake medicines reconciliation and supply (LO5) Unit P Actions and Uses of Medicines (whole unit)
31.	Accurately retrieve and reconcile information about a person's medicines **Does**	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit G Undertake medicines reconciliation and supply (LO2, LO3, LO4) Unit P Actions and Uses of Medicines (whole unit)
32.	Assess a person's present supply of medication and order appropriate medicines and products **Does**	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit G Undertake medicines reconciliation and supply (LO5, LO6) Unit P Actions and Uses of Medicines (whole unit)
33.	Order, receive, maintain and supply medicines and other pharmaceutical products safely, legally and effectively **Knows how**	Professional knowledge and skills	Unit F Principles for the management of pharmaceutical stock (whole unit) Unit G Undertake medicines reconciliation and supply (LO6)

	GPhC Learning Outcomes	Domain	Mapped to Unit
34.	Receive requests for medicines, including prescriptions, and check for their validity, safety and clarity, taking action to deal with any problems **_Does_**	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit I Receive, validate and issue prescriptions (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (LO4) Unit P Actions and Uses of Medicines (whole unit)
35.	Effectively use systems to support safe supply of medicines **_Does_**	Professional knowledge and skills	Unit I Receive, validate and issue prescriptions (LO1, AC2.3, AC2.7, AC3.1, AC3.4, AC3.5, LO4)
36.	Accurately assemble prescribed items **_Does_**	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit H Assemble and Check Dispensed Medicines and Products (LO5) Unit P Actions and Uses of Medicines (whole unit)

	GPhC Learning Outcomes	Domain	Mapped to Unit
37.	Apply pharmaceutical principles to the safe and effective formulation, preparation and packaging of medicines and products *Knows how*	Professional knowledge and skills	Unit H Assemble and Check Dispensed Medicines and Products (LO2, LO3, LO4) Unit J Chemical Principles for Pharmacy Technicians (whole unit) Unit O Microbiology for Pharmacy Technicians (whole unit) Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (whole unit)
38.	Ensure quality of ingredients to produce and supply safe and effective medicines and products *Knows how*	Professional knowledge and skills	Unit J Chemical Principles for Pharmacy Technicians (AC3.4) Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (LO3, LO5)
39.	Issue prescribed items safely and effectively and take action to deal with discrepancies *Does*	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit I Receive, validate and issue prescriptions (LO1, LO4) Unit P Actions and Uses of Medicines (whole unit)
40.	Carry out an accuracy check of dispensed medicines and products *Does*	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit H Assemble and Check Dispensed Medicines and Products (AC5.12, LO6) Unit P Actions and Uses of Medicines (whole unit)

	GPhC Learning Outcomes	Domain	Mapped to Unit
41.	Accurately perform pharmaceutical calculations to ensure safety of people *Does*	Professional knowledge and skills	Unit H Assemble and Check Dispensed Medicines and Products (AC5.3, AC6.5) Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (LO4)
42.	Recognise adverse drug reactions and interactions and respond appropriately *Does*	Professional knowledge and skills	Unit I Receive, validate and issue prescriptions (AC2.5, AC4.5) Unit G Undertake medicines reconciliation and supply (AC2.4, AC2.5) Unit P Actions and Uses of Medicines (whole unit)
43.	Safely and legally dispose of medicines and other pharmaceutical products *Knows how*	Professional knowledge and skills	Unit B Principles of Health and Safety for Pharmacy Technicians (LO1, AC2.3, LO3) Unit F Principles for the management of pharmaceutical stock (AC5.5) Unit G Undertake medicines reconciliation and supply (AC5.5)
44.	Respond appropriately to medical emergencies, including providing first aid *Knows how*	Professional knowledge and skills	Unit B Principles of Health and Safety for Pharmacy Technicians (LO3)

	GPhC Learning Outcomes	Domain	Mapped to Unit
45.	Identify and respond effectively to errors and near misses *Does*	Professional knowledge and skills	Unit E Contribute to service improvement in the delivery of pharmacy services (AC5.2) Unit H Assemble and Check Dispensed Medicines and Products (LO4, LO7) Unit G Undertake medicines reconciliation and supply (AC6.3)
46.	Apply the principles of clinical governance *Does*	Professional knowledge and skills	Unit E Contribute to service improvement in the delivery of pharmacy services (whole unit) Unit G Undertake medicines reconciliation and supply (whole unit) Unit H Assemble and Check Dispensed Medicines and Products (whole unit) Unit I Receive, validate and issue prescriptions (whole unit)
47.	Understand the principles of audit and quality-improvement strategies and how to implement recommendations effectively *Knows how*	Professional knowledge and skills	Unit E Contribute to service improvement in the delivery of pharmacy services (LO1, LO2) Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (LO5)
48.	Understand the principles of risk management *Knows how*	Professional knowledge and skills	Unit B Principles of Health and Safety for Pharmacy Technicians (LO2)

	GPhC Learning Outcomes	Domain	Mapped to Unit
49.	Demonstrate effective team working *Does*	Collaboration	Unit G Undertake medicines reconciliation and supply (AC2.6, AC2.4, AC5.6, AC6.4) Unit H Assemble and Check Dispensed Medicines and Products (LO6, LO7) Unit I Receive, validate and issue prescriptions (AC2.7, AC4.10)
50.	Communicate and work effectively with members of the multi-disciplinary team *Does*	Collaboration	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (LO3, AC5.3) Unit H Assemble and Check Dispensed Medicines and Products (LO6, LO7) Unit G Undertake medicines reconciliation and supply (AC2.6, AC2.4, AC4.2, AC4.3, AC5.6, AC6.4)
51.	Check their own and others' work effectively *Does*	Collaboration	Unit H Assemble and Check Dispensed Medicines and Products (LO6)
52.	Take part in the learning and development of others *Does*	Collaboration	Unit C Personal Development for Pharmacy Technicians (LO7)

53.	Prioritise time and resources effectively to achieve objectives	Collaboration	Unit C Personal Development for Pharmacy Technicians (AC3.1)
	Does		

Appendix B – Example Learner / Stakeholder Agreement

Open Awards Level 3 Diploma in The Principles and Practice for Pharmacy Technicians (RQF)

This is an agreement between the pre-registration tutor(s), learner and employer.

N.B. This document has been provided as an example template and should be amended to meet the specific requirements of the individual learner, employer and training Provider. GPhC's Standards for the Initial Education and Training of Pharmacy Technicians should be reviewed to ensure that all requirements are met, and roles and responsibilities are clearly defined.

Learner name	
Employer name and contact	
Training provider name and contact	
Start date	
Planned end date	

1. **Stakeholder Commitment**

Learner	Training Provider	Employer
Act in line with the GPhC's standards for pharmacy professionals	Act in line with the GPhC's standards for pharmacy professionals and Guidance on tutoring and supervising pharmacy professions in training	Act in line with the GPhC's standards for pharmacy professionals and Guidance on tutoring and supervising pharmacy professions in training
Comply with policies and procedures	Provide induction and training on policies and procedures. Comply with policies and procedures.	Provide feedback on compliance with policies and procedures in the workplace. Comply with policies and procedures.

Interact regularly with workplace colleagues	Provide support for academic and general welfare needs	Provide access to and opportunity to work with: Pharmacy professionals Multi-disciplinary teams Other healthcare professionals Peers (i.e. other learners or workplace colleagues)
Respond positively to feedback and actions for improvement	Provide feedback on progress and professional development	Provide feedback on progress and professional development
Meet deadlines for assignments	Provide clear deadlines for assignments and support to meet these	Provide support to meet deadlines for assignments
Have an understanding of Embed GPhC Standards for the Initial Education and Training of Pharmacy Technicians and reflect on own performance against these	Embed GPhC Standards for the Initial Education and Training of Pharmacy Technicians into course delivery and assessment plan	Have an understanding of Embed GPhC Standards for the Initial Education and Training of Pharmacy Technicians and give learners the opportunity to meet these
Engage fully with all supervisors and assessors	Ensure all supervisors and assessors provide interactions and support consistent with GPhC's Guidance on tutoring pharmacists and pharmacy technicians	Ensure all supervisors and assessors provide interactions consistent with GPhC's Guidance on tutoring pharmacists and pharmacy technicians
Discuss and resolve any concerns at an early stage	Discuss and resolve any concerns at an early stage	Discuss and resolve any concerns at an early stage
Dedicate time to study and reflect on learning	Provide guidance on time management, and the use of reflective practice	Support the dedication of time to study and reflect on learning
Positive and proactively seek answers, adhering to boundaries related to the stage of learning to make sure patient safety is maintained	Encourage a proactive approach to seeking answers and solving problems, with clearly defined boundaries related to the stage of learning to make sure patient safety is maintained	Encourage a proactive approach to seeking answers and solving problems, with clearly defined boundaries related to the stage of learning to make sure patient safety is maintained
Work to an agreed training plan	Provide a training plan	Support the timelines and deadlines outlined in the training plan

	Provide career advice about professional development and work pathways	

1. Responsibilities

Course Providers must provide:

- robust systems in place to support trainees in both the training environment and the learning environment
- a clear description of who is responsible for each part of the process in those systems
- opportunity for learners to interact regularly with their workplace colleagues, including their designated educational supervisor as well as peers
- learner access to support for their academic and general welfare needs
- learner access to career advice about their professional development and work pathways
- opportunity for learners to work with a range of professional role models including other members of the pharmacy team and other healthcare professionals. This may also include pharmacy professionals who do not work in the same pharmacy team, such as course provider pharmacy technicians
- opportunity for learners to have access to peers, such as other learners or workplace colleagues, for support and guidance
- opportunity for learners to work with other health or care professionals and learners during their training. This may include relationships with other local health or care professionals in local GP practices or clinics, various wards in hospitals or district nurses. Learners may work for a period of time in another setting or regularly working and communicating with other health or care professionals at a distance

(Tick to confirm who is taking responsibility for each aspect of delivery and supervision)

	Training Provider	Employer	Comments
Provide advice and guidance			
Register learner with Open Awards			
Complete induction on policies and procedures			
Ensure all practice is appropriate supervised			
Confirming work tasks			
Confirming assignment deadlines and briefs			
Carry out regular progress reviews against delivery and assessment plan			

Carry out GPhC formal progress reviews at weeks 13, 26 and 39, and at the end of training			
Escalate concerns that cannot be resolved, or if the problem is outside the scope of the learning relationship			
Support learner with the GPhC registration process			

Agreed process for raising concerns (including how to raise a concern, how concerns will be dealt with and timescales)

Learner Comments

Employer Comments

Training Provider Comments

	Name	**Signature**	**Date**
Learner			
Training Provider			
Employer			

Appendices and Links

The following documents can be viewed on the Open Awards website:

1. Provider Handbook
2. Enquiries and Appeals Policy and Procedures
3. Complaints Policy
4. Equality and Diversity Policy
5. Invoicing Policy
6. Privacy Policy
7. Reasonable Adjustments and Special Considerations Policy and Procedures

Additional supporting documents can be viewed in the Open Awards Portal.

Useful Links and Documents
- General Pharmaceutical Council, Standards for the initial education and training of pharmacy technicians, October 2017
- General Pharmaceutical Council, Guidance on tutoring and supervising pharmacy professionals in training, August 2018
- General Pharmaceutical Council, Initial education and training of pharmacy technicians: evidence framework, April 2018
- General Pharmaceutical Council, Standards for Pharmacy Professionals and Guidance to Support the Standards
- Skills for Health Assessment Principles
- General Pharmaceutical Council Pre-Registration Manual July 2019

Page left intentionally blank

Open Awards

17 De Havilland Drive, Estuary Commerce Park Speke

Liverpool L24 8N

0151 494 2072

enquiries@openawards.org.uk www.openawards.org.uk

@openawards