

Open Awards Level 2 End-point Assessment for

ST0299 Pharmacy Services Assistant

Ofqual: 603/7543/7

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Version History

Version	Date	Change(s) made	Section(s)	Publication source(s)
1.0	June 2021	New document.	All	
1.1	July 2021	Additional information added on the observation requirements for the employer	Assessment	
1.1	July 2021	Additional guidance as to the variety of pharmacy environments potentially referred to in the knowledge test	Assessment preparation	
1.1	July 2021	Clarification that evidence presented in one assessment method cannot be carried across to another assessment method	Assessment	
1.1	July 2021	New section added	Compliance with GPhC Standards for Pharmacy Professionals	
1.1	July 2021	Amendment that results confirmation following knowledge test will be provided within 72 hours	Confirmation of Results; Resits & Retakes	
1.2	January 2022	Additional information added on indicative content which may be sampled by the knowledge test	Assessment; Appendix 10	
1.2	January 2022	Amendment to reflect ESFA timescale requirements for the employer to both select and inform the EPAO of planned gateway dates	Registration, gateway and Booking	
1.3	January 2022	Additional information added to confirm the independence of the invigilator and the requirement for apprentices to work in accordance with their employer's SOPs.	Assessment	
1.4	April 2022	Additional information added to confirm the timings of the elements within the Simulated observation and question	Assessment	

		and answer session, as well as to outline the purpose of the question and answer session.		
1.4	April 2022	Clarification that comments made during the practical aspects of the Simulated observation will not be assessed.	Assessment	
1.5	March 2023	Added guidance about electronic signatures on gateway forms	Assessment	
1.6	January 2024	Amendment to reflect apprenticeship provider and assessment register (APAR)	Throughout	
1.6	January 2024	Added guidance about the dispensation for apprentices working in an aseptic environment	Assessment	

This EPA Handbook is for apprentices, employers and providers. It provides an overview of the end-point assessment, the assessment methods, the grading criteria etc. It is a reference document which will guide you through each stage of the process.

For further information about apprenticeship standards and Trailblazers please contact enquiries@openawards.org.uk

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**

Apprenticeship Standard

Occupational Overview

The Pharmacy Services Assistant works under the supervision of a Pharmacist, Pharmacy Technician, or other accountable healthcare professional. They provide a variety of pharmacy and medicines services to patients, the public and other professional healthcare teams. The Pharmacy Services Assistant supports the delivery of pharmacy services in a variety of pharmacy environments.

A Pharmacy Services Assistant will be involved in supporting the supply, preparation and assembly of medicines and products; issuing them to patients and other healthcare professionals and assisting in providing advice to patients to help them to make effective use of their medicines. They will be responsible for ordering and receiving medicines, as well as their storage, disposal and return. They will understand healthy lifestyle choices and relevant screening services. They will understand and work to standard operating procedures (SOPs), a set of step-by-step instructions compiled by their organisation to help staff carry out routine operations. SOPs aim to achieve efficiency, quality output and uniformity of performance, while reducing miscommunication and failure to comply with pharmacy regulations.

Further details on the knowledge, skills and behaviours associated within the occupational standard are accessible on the IfATE website¹ and can also be found in Appendix 1.

Further details on the knowledge, skills and behaviours associated within the occupational standard are accessible on the IfATE website² and in the Assessment Specification section in this document.

Standard Information

Level: 2

Reference: ST0299

Approved for delivery: 18 December 2018

Route: Health and science

Minimum duration to gateway: 12 months (this does not include the EPA period)

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

External Quality Assurance Provider: Ofqual

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

² <https://www.instituteforapprenticeships.org/apprenticeship-standards/>

Entry Requirements

There are no set entry requirements to become a Pharmacy Services Assistant. Employers usually expect good literacy, numeracy and IT skills, long with good communication and customer service skills.

Progression Opportunities

Apprentices who successfully achieve this apprenticeship could progress into employment within the health care sector as a Pharmacy Services Assistant. With experience, this could lead to a team leader or supervisor role, overseeing the work of other assistants. Successful apprentices could also consider progression onto a Level 3 (ST0300) Pharmacy Technician apprenticeship.

On-programme Requirements

The standard does not make achievement of any occupational qualification a mandatory requirement. Open Awards does not specify or suggest how training providers and employers should deliver the content of the standard. However, training providers and employers may wish to refer to the General Pharmaceutical Council (GPhC) document entitled "*Requirements for the education and training of pharmacy support staff*", available from the GPhC website³, which sets out the GPhC regulatory requirements effective from October 2020.

³ <https://www.pharmacyregulation.org/>

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. In line with the Education & Skills Funding Agency's (ESFA) requirements the employer must both select and negotiate the price with the EPAO **at least six (6) months before** the apprentice reaches the gateway. However, employers are encouraged to register their apprentices with Open Awards, through the training provider, as soon as possible after the learner starts their apprenticeship. Our EPAO number is: **EPA0565**.

Registrations can be made by providers via the EPA Section of Open Awards' Secure Portal. Early registrations enable Open Awards to initiate early dialogue to ensure arrangements can be planned, such as assessor availability, 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 prepare for end-point assessment.

Please note that Open Awards are only able to accept registrations from training providers who are currently on the apprenticeship provider and assessment register (APAR).

In line with additional ESFA requirements, the employer must inform Open Awards of the planned gateway and end-point assessment dates **at least three (3) months** in advance.

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.

End-point assessment must be completed by an independent End-point Assessment Organisation (EPAO) selected by the employer, such as Open Awards, from the apprenticeship provider and assessment register (APAR).

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 three (3) month(s), 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 without English and mathematics at Level 2 must achieve Level 1 English and mathematics, and take the tests for 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 website⁴. 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 (usually 12 months from the start date).
- For this standard, apprentices are also required to have completed a portfolio of evidence.

Open Awards cannot accept end-point assessment booking requests 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.

Please note – where typed signatures are used on gateway forms, supporting evidence must be provided to Open Awards to confirm authenticity i.e email thread.

Once gateway checks have been successfully completed, Open Awards will confirm provisional bookings or schedule subsequent bookings.

⁴ <https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above>

Booking

Bookings can be made by providers via the EPA Section of Open Awards' Secure Portal. As per ESFA guidance, Open Awards requires at least three (3) months advance notice of the potential gateway date. However, training providers may make provisional bookings at any point following Open Awards acceptance of an apprentice registration.

Open Awards will endeavour to accept and schedule bookings for end-point assessment to meet the expressed preference dates of the employer wherever possible. However, any provisional booking cannot be confirmed or scheduled by Open Awards until gateway checks have been successfully completed.

Post-gateway, Open Awards normally require a **minimum of 10 workings days'** notice when provisionally booking an assessment. The exception is the online knowledge test when **five (5) workings days'** notice is required.

Cancelling or Rescheduling a Booking

Provisional bookings can be re-scheduled or cancelled by providers via the EPA Section of Open Awards' Secure Portal. Confirmed bookings **up to 10 workings days** before the assessment day can be re-scheduled at no charge. Confirmed bookings cancelled or re-scheduled with **less than 10 workings days'** notice will incur a charge in line with Open Awards fees policy⁵.

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 either IfATE or the External Quality Assurance Provider to determine whether this is allowable, training providers and employers should be aware this may delay the ability of Open Awards to undertake end-point assessment until resolved.

⁵ Available on the Open Awards Secure Portal <https://portal.openawards.org.uk/Login.aspx>

Portfolio

Apprentices on this standard are required to develop and submit a portfolio of evidence. The portfolio must be submitted to Open Awards alongside other gateway evidence. Open Awards preferred format is an electronic portfolio either uploaded by the training provider to their Open Awards SharePoint folder, or else a login provided to enable Open Awards to access the portfolio. Training providers should contact Open Awards to discuss alternative arrangements, e.g., where a paper-based or mixed portfolio is developed.

Apprentices should select their best possible evidence to reflect their current level of proficiency against the standard at the point they undertake their professional discussion. The portfolio is not assessed and will only be used to support the professional discussion. However, where the content requirements below are not met, or the evidence not authenticated, the portfolio will be returned by Open Awards to the apprentice, via the training provider, for amendment and subsequent resubmission. This resubmission will not be considered as an assessment attempt and therefore, resubmission of the portfolio will not constitute either a resit or retake of the professional discussion. However, this will delay completion of the gateway checks. Therefore, training providers and employers are encouraged to ensure the portfolio requirements are met before submission at gateway.

Open Awards have developed supporting evidence tracking documentation to support apprentices, training providers and employers meet the portfolio content requirements set out in the assessment plan. This documentation is available from the Open Awards Secure Portal:

ST0299-PAS	Portfolio authenticity statement – Completion of this is a mandatory requirement.
ST0299-ERS	Evidence reference sheet – Completion of this is a mandatory requirement as it shows the evidence requirements within the assessment plan have been met; however, Open Awards will accept any alternative equivalent approach demonstrating that the portfolio content and structure requirements set out below have been met.
ST0299-CMS	Criteria mapping sheet – Completion of this is NOT mandatory, but will help IEPAs prepare for the professional discussion by giving apprentices the opportunity to signpost to where they believe appropriate evidence may be found.

Portfolio Content and Structure

The portfolio should be arranged in five (5) sections to align with the five (5) domains of the standard as follows:

- Section 1: Dispensing and supply of medicines and medicinal products
- Section 2: Team work
- Section 3: Communication, pharmacy law and ethics
- Section 4: Person centred care
- Section 5: Health and safety in the workplace

Each section must contain four (4) pieces of evidence and can be made up of a collection of evidence in a variety of formats, including written, audio and video.

Examples would be:

- Written statements
- Reports / Minutes / Action Logs
- Observations by the apprentice's manager / mentor
- Notes from discussions
- Review meeting notes
- Feedback (managers and peers)
- Reports completed by the apprentice
- Performance Reviews

Mock assessment activities are NOT considered acceptable evidence to be included within the portfolio.

Portfolio Submission

The portfolio must be submitted at gateway alongside the gateway evidence. Because the portfolio must be completed as a gateway requirement, all evidence must be generated and dated pre-gateway. No post-gateway dated evidence can be included as it will be considered invalid.

Where invalid evidence is included within the portfolio, the content requirements are not met, or the evidence is not authenticated, the portfolio will be returned by Open Awards to the apprentice, via the training provider, for amendment and subsequent resubmission. Resubmitted portfolios must be submitted to Open Awards to enable the gateway checks to be completed.

Identification checks

Open Awards requires the apprentice to present photographic identification to an Open Awards invigilator or assessor immediately prior to each assessment on each assessment day. This is a requirement to ensure Open Awards can confirm an individual completing an assessment is the person they are claiming to be.

The following are acceptable forms of evidence of an apprentice's identification:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

Where this identification is not available to be checked, the assessment will not be allowed to commence.

Where an apprentice does not have access to the necessary identification or where the name on the identification does not match the name registered with Open Awards, the training provider must contact Open Awards to make arrangements for alternative or additional authentication checks to be made.

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

In compliance with Conditions for being on the apprenticeship provider and assessment register (APAR), 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 Ofqual.

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

The EPA consists of three assessment methods which are individually graded:

- Knowledge test
- Simulated observation with question and answer session
- Professional discussion.

Assessment Preparation

Support materials, including a sample knowledge test are available to support training providers and employers post-gateway to ensure apprentices are well prepared for their EPA experience. They are not intended to be used to measure proficiency pre-gateway or to support gateway decisions. These materials are accessible to training providers through the Secure Portal.

In respect of the knowledge test, questions may legitimately refer to a variety of pharmacy environments (e.g., community-based, hospital and distance selling/ internet pharmacies) and apprentices should be prepared accordingly. In addition, indicative content showing the breadth and depth of knowledge that may be sampled within the knowledge test has been provided (Appendix 10). This is mapped to the units within Open Awards Level 2 Certificate in the Principles and Practices for Pharmacy Support Staff (RQF). This 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 Support Staff (October 2020).

Order of Assessment Methods

Apprentices are required to pass the Knowledge Test before attempting either the Simulated Observation with question and answer session, or the Professional Discussion. The latter two assessments can be taken in any order.

Assessment window

All three assessments must be passed within a period of three months from the gateway. Therefore, training providers and employers should ensure that assessments are planned and booked to ensure this timescale can be met.

Knowledge Test

This is a computer-based test which will be undertaken online and remotely invigilated by Open Awards. It is a closed book test so the apprentice may not use or refer to any books, notes or other materials during the test. Apprentices have 90 minutes maximum to complete the 45 questions in which they will demonstrate the KSBs assigned to this assessment method (see Appendix 2). These consist of:

- 40 questions with four possible answers, of which only one is correct scoring 1 mark each.
- 5 scenario-based multiple-choice questions, one from each domain of the occupational standard. Each question will have four possible answers, of which only one is correct, scoring two marks for a correct answer, and zero marks for an incorrect answer.

Domain (Knowledge competencies – see Appendix 1)	Number of multiple- choice Questions	Number of scenario- based questions
1. Dispensing and supply of medicines and medicinal products (K1 to K8)	12	1
2. Team work (K9 – K14)	6	1
3. Communication, pharmacy law and ethics (K15 – K17)	12	1
4. Person centred care (K18 – K24)	6	1
5. Health and safety in the workplace (K25 –K26)	4	1
Total	40	5

Any incorrect or missing answers are assigned zero marks. The total number of marks available for the knowledge test is 50.

Open Awards must approve the suitability of the proposed venue for the apprentice to sit the test which will be taken in the presence of an Open Awards invigilator in line with the current version of Open Awards' Conditions for Conducting Controlled Assessments Remotely.

The assessment will be undertaken remotely (normally via Zoom) and apprentices will receive an email providing them with the key details required to access the scheduled test (see Appendix 7). Apprentices are expected to have read the detailed instructions provided (see Appendix 8) in advance of the day of the test to ensure it is able to be conducted under controlled conditions. Appendix 8 also set out the necessary equipment and general resource requirements which need to be considered. Providers and employers should also familiarise themselves with these instructions so they are best able to support the apprentice to prepare effectively.

Simulated Observation with Question and Answer Session

The apprentice will be observed by an IEPA completing two simulated observations in which they will demonstrate the KSBs assigned to this assessment method (see Appendix 2). These observations will be undertaken on a one-to-one basis; the IEPA is only able to assess one apprentice at a time.

The observations will be split into two discrete tasks held on the same working day, with a break between them. The simulated observations must be carried out over a maximum total assessment time of one hour (60 minutes), including questions and answers.

The apprentice will have:

- 5 minutes to read what demonstration is required prior to starting each task (not included in the time allowed)
- 20 minutes to complete each task
- 10 minutes questions and answer session following each task.

However, the IEPA has the discretion to increase the overall time by up to 10% (i.e., 6 minutes), but only to allow the apprentice to complete tasks or answers they have started. The IEPA will not tell the apprentice in advance of the assessment whether they will have any or how much additional time available and the apprentice should not assume any additional time will be available.

The purpose of the question and answer session is two-fold:

1. to allow the IEPA to clarify any aspects of the two simulated tasks that were observed,
2. to allow the IEPA to ask follow up questions to assess the knowledge, skills and behaviours for this method that were not demonstrated or where there are gaps.

Whilst undertaking each task, apprentices are welcome to comment upon what they are doing to help demonstrate their knowledge and understanding of the processes involved. However, comments made during the practical aspects will NOT be assessed.

Throughout the assessment, apprentices are expected to comply with and work in accordance with the Standard Operating Procedures (SOPs) of their employer (e.g., where a medicine is required but not in stock within the pharmacy).

Open Awards expects the observation will be conducted in the apprentice's normal working environment to take account of the occupational context in which the apprentice operates. Employers will be sent a specification of the observation requirements that they are required to provide or facilitate at least **three (3) working days** before the assessment. These requirements can include provision of support staff, room set up, environmental conditions equipment or materials. The employer must keep this information confidential from the apprentice and will be required to confirm compliance to the IEPA.

Please note that where the Simulated Observation is undertaken after the Professional Discussion, any evidence presented by the apprentice (e.g., oral evidence presented during the discussion) cannot be carried forward; each assessment method or component is considered discrete.

Dispensation

A temporary dispensation has been applied to the assessment plan version ST0299/AP01 for this apprenticeship.

The duration of the simulated observation will be increased by 15 minutes. This is to allow apprentices working within an 'aseptic unit' only sufficient time to undertake the additional activities required in such settings. Providers must notify Open Awards at gateway if this dispensation applies to an apprentice.

The dispensation will last until the revised assessment plan is published but may be withdrawn if the assessment plan is revised sooner or the dispensation is no longer necessary.

Professional Discussion

The apprentice and the IEPA will have a two-way dialogue, allowing the apprentice to evidence the KSBs assigned to this assessment method (see Appendix 2) and draw on appropriate evidence from their portfolio to underpin the discussion. The portfolio itself will not be assessed, but it must meet a minimum level of quality to enable the professional discussion to take place.

The discussion will be undertaken on a one-to-one basis between the IEPA and the apprentice and last for 30 minutes. However, the IEPA can increase the overall time by up to 10% (i.e., 3 minutes), but only to allow the apprentice to complete the answer they are giving. The IEPA will not tell the apprentice in advance of the assessment whether they will have any or how much additional time available and the apprentice should not assume any additional time will be available.

As the professional discussion must be undertaken by the same IEPA that undertook the simulated observation, Open Awards expects the initial professional discussion will be conducted at the employer's premises and normally on the same day as the simulated observation. However, where this is not possible, or in the event of a resit or retake where the simulated observation has been at least passed, the professional discussion can be undertaken remotely through video conferencing (E.g., MS Teams or Zoom). Further details of this option are available from Open Awards.

As the discussion only involves the apprentice and the IEPA, neither the employer or provider are required or able to attend.

Open Awards will provide employers with requirements for the professional discussion at least **three (3) working days** in advance of the assessment. This will specify requirements such as room layout, environment and equipment or materials.

Please note that where the Professional Discussion is undertaken after the Simulated Observation that any evidence presented by the apprentice (e.g., oral evidence presented during a question and answer session) cannot be carried forward; each assessment method is considered discrete.

Independent Assessment

The knowledge test invigilator will be independent of the apprentice, their employer and training provider(s); i.e. there will be no conflict of interest. The test is marked using a pre-set marking scheme and results from the test are subject to moderation and/ or verification through Open Awards internal quality assurance processes.

The end-point assessor (IEPA) will meet or exceed the qualification requirements set out in the assessment plan associated with the standard and be independent of the apprentice, their employer and training provider(s); i.e. there will be no conflict of interest. This IEPA makes the final decisions on the individual assessment method grades and on the overall grade. These decisions are subject to moderation and/ or verification through Open Awards internal quality assurance processes.

Compliance with GPhC Standards for Pharmacy Professionals

The GPhC sets standards for pharmacy professionals. With specific reference to Standard 8: Pharmacy professionals must speak up when they have concerns or when things go wrong, the associated GPhC guidance states “*Every pharmacy professional has a duty to raise any concerns about individuals, actions or circumstances that may be unacceptable and that could result in risks to people receiving care and public safety*”⁶.

Within the context of the Simulated Observation assessment, the tasks are simulated and there is no foreseeable risk to the public. However, where the IEPA observes practice(s) within the pharmacy environment which they believe could result in a risk to the public, they will raise this with the pharmacist before they leave the premises.

⁶ <https://www.pharmacyregulation.org/sites/default/files/document/in-practice-guidance-on-raising-concerns-november-2020.pdf>

Grading

Mapping of KSBs against Assessment Methods

Appendix 2 maps the individual KSBs to each assessment method.

Grading Individual Assessments

Knowledge test

- A score of less than 65% (32 or less out of 50) will be graded as a fail
- To achieve a pass apprentices must achieve a minimum score of 65% (33 or more out of 50).
- To achieve a distinction apprentices must achieve a minimum score of 85% (43 or more out of 50).

Simulated observation with question and answer session

- If one or more pass criteria are not met, the assessment will be graded as a fail.
- To achieve a pass all pass criteria must be met.
- To achieve a distinction all pass and all distinction criteria must be met.

Professional discussion

- If one or more pass criteria are not met, the assessment will be graded as a fail.
- To achieve a pass all pass criteria must be met.
- To achieve a distinction all pass and all distinction criteria must be met.

The pass and distinction criteria for both the Simulated observation with question and answer session, and the Professional discussion can be found within the Assessment Plan.

Aggregation of Individual Assessment Grades into an Overall Grade

All three assessment methods are equally weighted so performance across the assessment methods will determine the overall apprenticeship grade. The grades from individual assessment methods will be combined in the following way to determine the overall grade (see Table 2):

- A fail in any assessment methods will result in an overall fail grade.
- All three assessment methods must be at least passed for the apprentice to be awarded a pass overall.
- All three assessments must be passed at 'Distinction' for the apprentice to be awarded an overall distinction grade.

Knowledge test ⁷	Simulated observation with question and answer session	Professional discussion based on a portfolio of evidence	Overall grade
Pass	Fail	Fail	Fail
Distinction	Fail	Fail	Fail
Pass	Pass	Fail	Fail
Pass	Distinction	Fail	Fail
Distinction	Pass	Fail	Fail
Distinction	Distinction	Fail	Fail
Pass	Fail	Pass	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Distinction	Distinction	Pass	Pass
Pass	Distinction	Distinction	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

⁷ The knowledge test must be passed before the apprentice can attempt either of the other two assessment methods.

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

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

Provisional bookings can be re-scheduled or cancelled at no charge. Confirmed bookings can be re-scheduled at no charge **up to 10 workings days** before the assessment day.

Confirmed bookings cancelled or re-scheduled with **less than 10 workings days'** notice will incur relevant costs associated to the booking.

The 5% apprentice registration fee is non-refundable regardless of withdrawal date.

Cancellation by Open Awards

In the unlikely event that a confirmed booking 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. The exception to this is the online knowledge test where the result notification will normally be provided **within 72 hours** of the assessment taking place.

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.

Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake. Open Awards will provide feedback alongside the result notification to all apprentices who fail an assessment method. This feedback will be provided via the training provider, normally **within 10 working days** of the assessment taking place. The exception to this is the online knowledge test where only the result notification will be provided and this will normally be **within 72 hours** of the assessment 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.

Open Awards normally require a **minimum of 10 working days'** notice when booking a resit or a retake. The exception is the online knowledge test when **five (5) working days'** notice is required.

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.

Resits or retakes are only to be taken in the event of a failure. A resit or retake cannot be taken with the intention of increasing the original grade if an apprentice

has passed their EPA. Therefore, feedback will not normally be provided to apprentices who achieve a pass or higher.

The maximum grade that can be achieved for a resit or retake is a pass, unless Open Awards has determined there are exceptional circumstances. Where an apprentice believes exceptional circumstances impacted on their initial assessment attempt, they must submit a formal request with supporting evidence for exceptional circumstances to be considered, directly to Open Awards **within five (5) working days** of receiving the assessment decision.

The same IEPA who undertook the initial assessment attempt may be allocated by Open Awards to assess an apprentice's resit or retake. This may be a requirement of the assessment plan. The allocation of IEPAs to assessments will be taken by Open Awards based upon the requirements of the assessment plan or operational considerations.

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 satisfied with their result but seeks information as to why a specific grade was awarded, they can request formal feedback through their training provider. This feedback will be limited to justification of the decision and will not be developmental in nature (i.e., indicate how they may have achieved a higher grade). This feedback may take **up to 20 working days** to be provided. Further details are available from Open Awards.

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 all EPA assessments. This will be issued to the apprentice via the provider and show the grade associated with each assessment, alongside the overall grade 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 Ofqual.

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

In addition, the current version of the following relevant document may be obtained by training providers, employers or apprentices by contacting Open Awards directly:

- Instructions for Conducting Controlled Assessment Remotely

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 resits 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 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 and sample assessments for the simulated observation and the professional discussion can be accessed via Open Awards' Secure Portal. A sample online knowledge test is accessible via the XAMS platform. 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.

Glossary

Assessment	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.
Assessment Criteria	Assessment criteria describe what a learner should be able to do in order to demonstrate competence (i.e., pass).
Authentic	Evidence must be the apprentice's own work.
Completion certificate	The certificate issued by IfATE which demonstrates an apprentice has successfully completed their apprenticeship
Diversity	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.
EQA	External Quality Assurance
Equality	Fair treatment for all regardless of differences, e.g., culture, wealth, race, gender, ability, sexual orientation or any other group characteristic.
Evidence	How an apprentice demonstrates knowledge, skills or behaviour that can be used to make a judgment of achievement against criteria.
Fair	Ensuring that everyone has an equal chance of getting an objective and accurate assessment.
Gateway	The point at which the employer decides the apprentice is occupationally competent and ready to undertake end-point assessment
Holistic	Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach.
Independent assessment	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
Independent end-point assessor (IEPA)	The assessor who assesses the apprentice during end-point assessment
IQA	Internal Quality Assurance
Learning Outcomes	Learning outcomes describe what an apprentice should know and understand by the end of a unit.

Reliable	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.
Simulation	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.
Sufficient	Enough evidence as specified in Evidence Requirements or Assessment Strategy.
Valid	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.
XAMS	The Open Awards platform used for online assessments and tests

Appendix 1 Details of the Standard

Domain	The Pharmacy Support Assistant will know and understand (Knowledge):	The Pharmacy Support Assistant will be able to (Skill):
Dispensing and supply of medicines and medicinal products	<ul style="list-style-type: none"> • dispensing procedures, and practices (K1) • the different types of prescriptions (K2) • how to complete pharmacy calculations, eg the number of tablets or volume of liquid to be supplied (K3) • different weights and measures eg grams, kilograms, millilitres to litres (K4) • doses and forms of medicines (K5) • issues that may affect how medicines are taken (K6) • the documentation relating to administration, supply and methods of medicines distribution support (K7) • the management of medicines and the supply chain (K8) 	<ul style="list-style-type: none"> • receive and log prescriptions (S1) • assemble prescribed items, undertake an in-process accuracy check and issue prescribed items (S2) • work according to legislative requirements, and organisational policies (S3) • order, receive, maintain and issue pharmaceutical stock (S4) • provide appropriate advice when authorised on supplied medicines and products, their storage and disposal (S5)
Team work	<ul style="list-style-type: none"> • the roles and responsibilities of the pharmacy and healthcare team (K9) • how to follow standards and codes of conduct, as well as work within the limitations of your role (K10) • the requirements and rationale behind Standard Operating 	<ul style="list-style-type: none"> • work within the parameters of Standard Operating Procedures (SOPs) of the pharmacy (S6) • act in accordance with systems and organisational governance (S7) • recognise and act within the pharmacy regulatory, legal and ethical standards (S8)

	<p>Procedures (SOPs) (K11)</p> <ul style="list-style-type: none"> • how to work in the patients' best interest, with other people, both inside and external to the organisation (K12) • where to go for help and advice about anything to do with work (K13) • the importance of personal development and how to reflect on your work (K14) 	<ul style="list-style-type: none"> • support the team in the development of others (S9) • maintain and further develop your own skills and knowledge through development activities; maintain evidence of your personal development and actively prepare for and participate in appraisal (S10)
Communication, pharmacy law and ethics	<ul style="list-style-type: none"> • why it is important to communicate effectively at work; how to communicate with individuals who have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communication (K15) • legislation, policies and local ways of working and handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure (K16) • application of relevant systems used in Pharmacy Practice and the restrictions and values around the use of social media (K17) 	<ul style="list-style-type: none"> • communicate effectively with the public, carers and other health and social care professionals using a range of techniques to determine their needs, and keep information confidential (S11) • handle information (record, report and store information) related to individuals and/or patients in line with local and national policies (S12) • use pharmacy IT systems and other IT resources according to legislative requirements and organisational policies (S13)
Person centred care	<ul style="list-style-type: none"> • what it means to give 'person centred care and support' and give people choices about their care (K18) • why it is important to gain consent (K19) 	<ul style="list-style-type: none"> • demonstrate person centred care and support within a pharmacy setting (S14) • make pharmacy patients and patient safety your first concern (S15)

	<ul style="list-style-type: none"> • why it is important to get people actively involved in their own health and care (K20) • the importance of treating people as valuable and unique individuals (K21) • how to promote healthy lifestyles, such as the importance of healthy eating, regular exercise and reducing health risks such as alcohol consumption and smoking. (K22) • how health inequalities affect different parts of society (K23) • the other organisations which can support the wellbeing of a patient (K24) 	<ul style="list-style-type: none"> • use judgement and refer service user as appropriate to another member of the team, GP, healthcare worker, manufacturer etc (S16) • maintain the interests of patients and the health of the public (S17) • promote and advocate equality, diversity and inclusion (S18) • promote healthy lifestyles to customers (S19)
Health and safety in the workplace	<ul style="list-style-type: none"> • how to identify risks and hazards in a workplace environment (K25) • what appropriate action should be taken in response to incidents or emergencies following local guidelines (K26) 	<ul style="list-style-type: none"> • work safely within the parameters of your role using Standard Operating Procedures (S20) • apply policies which relate to health and safety at work (S21) • act appropriately in situations to prevent harm to yourself and others (S22)
Behaviours	<ul style="list-style-type: none"> • Be trustworthy and honest, respectful and caring (B1) • Act with integrity and fair conduct, have the courage to say when something is wrong (B2) • Be a reliable and capable member of the workforce and recognise your own value and that of your team (B3) • Display effective interpersonal skills (B4) • Respect patients' values (B5) 	

Appendix 2 Map of KSBs against Assessment Methods

Assessment method	KSBs assessed
Knowledge test	K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26
Simulated observation with question and answer session	K1 K3 K6 K8 K11 K16 S1 S2 S3 S4 S5 S6 S8 S12 B1 B2
Professional discussion	K14 K18 K20 K21 S7 S9 S10 S11 S13 S14 S15 S16 S17 S18 S19 S20 S21 S22 B1 B3 B4 B5

Appendix 3 Portfolio Authentication Statement

Portfolio Authentication Statement



Authenticity & currency - The evidence you submit **must** belong to you, have been produced by you and must be current.

Apprentice name:	Click or tap here to enter text.
Job title/ role:	Click or tap here to enter text.
ILR number:	Click or tap here to enter text.
Employer:	Click or tap here to enter text.
Standard name:	Pharmacy Support Assistant
Standard code:	ST0299

Please tick
(✓)

I **confirm** that the evidence I have submitted within the portfolio is my own work

I **understand** that my results may be invalidated if I have submitted evidence that does not belong to me and which has not been clearly acknowledged

I **confirm** the evidence I have submitted within the portfolio was created by me pre-gateway during my apprenticeship

I **confirm** the evidence I have submitted within the portfolio meets the requirements of the apprenticeship assessment plan

Apprentice signature:	Click or tap here to enter text.
Date:	Click or tap to enter a date.

This statement **must** be submitted by the apprentice along with their portfolio

All information provided on this form will be held securely and only used for the purposes provided. Full details on how we use and protect your data are available in our [Privacy Notice](#).

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Appendix 4 Criteria Mapping Sheet (Portfolio)

Criteria Mapping Sheet (Portfolio)



Apprentice name:	Click or tap here to enter text.
Job title/ role:	Click or tap here to enter text.
ILR number:	Click or tap here to enter text.
Employer/ Provider name:	Click or tap here to enter text.
Apprenticeship standard:	ST0299 Pharmacy Services Assistant

Domain(s)	Pass criteria All pass criteria are required to be achieved to achieve a Pass	Evidence & location	Distinction criteria All pass and all distinction criteria are required to be achieved to achieve a Distinction	Evidence & location
Person centred care	Can explain how they decide when to refer a customer to another member of the team such as a GP, healthcare worker etc. (S16)			
Communication, pharmacy law and ethics	Explains how they communicate effectively and where appropriately, confidentially, and that they demonstrate knowledge when		Can give an example of where effective advice or referral has benefited a customer or patient, and what the positive consequences were (S11)	

Domain(s)	Pass criteria All pass criteria are required to be achieved to achieve a Pass	Evidence & location	Distinction criteria All pass and all distinction criteria are required to be achieved to achieve a Distinction	Evidence & location
	giving advice (S11)			
Person centred care	Can clearly articulate what is meant by 'Person Centred Care', and can demonstrate this in their day to day role (K18, S14, B5)		In order to demonstrate their impact as a role model in the wider workplace, explain how they have acted to ensure that patients' values are respected. (B5)	
Person centred care	Explains how they would promote the benefits of 'healthy lifestyle choices' to customers and what techniques they would use to encourage their use (K20, S19)		<p>Explain how they have actively encouraged patients to become more involved in their own health and care, and what they believe the benefits were (K20)</p> <p>Can give two examples of how they have promoted healthy lifestyles to the public, and can explain why they made those recommendations and what the outcomes were (S19)</p>	
Person centred care	Explains how they manage effective health and safety practice of self and others, including patients and other members of the team (S15, S17)			
Team work	Demonstrates an understanding of how patient data is processed, recorded and stored (S7)		Explain the principles behind GDPR, and its importance in the pharmaceutical context (S7)	

Domain(s)	Pass criteria All pass criteria are required to be achieved to achieve a Pass	Evidence & location	Distinction criteria All pass and all distinction criteria are required to be achieved to achieve a Distinction	Evidence & location
Communication, pharmacy law and ethics	Explains how IT systems assist with the storage and processing of data in line with legislative requirements, and evidences having used such systems in their day to day role. (S13)		Gives an example of where they have suggested an improvement in the use of an IT, and what its impact on the operation of the pharmacy has been (S13)	
Health and safety in the workplace	Works in a manner that ensures the health and safety of self and others (S21, S22)		Can give two examples of possible health and safety non-compliance, and describe what their impact might be on the pharmacy environment (S22)	
Health and safety in the workplace	Demonstrates that they understand the importance of factors such as personal hygiene and maintaining a safe working environment using SOPs, and how these positively impact on the operation of the pharmacy (S20, S22)			
Team work	Explains how they have managed their own continuing personal development, and explains its positive impact on their role, and their pharmacy (S10)		Explains how they have been proactive in their own development and by two examples how they have used reflection to have a positive impact on their work (S10)	

Domain(s)	Pass criteria All pass criteria are required to be achieved to achieve a Pass	Evidence & location	Distinction criteria All pass and all distinction criteria are required to be achieved to achieve a Distinction	Evidence & location
Team work	Shows that they understand the importance of reflection in managing their personal performance and explains what they have learnt from good practice examples from other healthcare professionals (K14)			
	Demonstrates they have used interpersonal skills within the team and other professionals in accurately delivering to agreed performance measures (B4)			
Team work	Demonstrates that they contribute effectively in the development of themselves and colleagues, and that they can explain positive the contribution made by the team (S9, B3)			
Person centred care	Demonstrates that they understand the importance of treating all other people as individuals, and evidences how they promote diversity, equality and inclusion (K21, S18)			

Domain(s)	Pass criteria All pass criteria are required to be achieved to achieve a Pass	Evidence & location	Distinction criteria All pass and all distinction criteria are required to be achieved to achieve a Distinction	Evidence & location
Team work Person centred care			Explains with two examples, how they regularly contribute to team-based discussions / problem solving, and what the positive impact of their contributions have been (S9, S18, B4)	
Team work Person centred care			Explain how they have acted as a role model to others and can discuss an example of where they have supported others within the scope and boundaries of their practice, and what the impact has been (K21, S9, B3)	

Confirmation declaration

I confirm that the evidence submitted within the portfolio was produced by the apprentice and created by them during their apprenticeship.

Apprentice signature:	Click or tap here to enter text.	Date:	Click or tap to enter a date.
Employer/ Provider signature:	Click or tap here to enter text.	Date:	Click or tap to enter a date.

All information provided on this form will be held securely and only used for the purposes provided. Full details on how we use and protect your data are available in our [Privacy Notice](#).

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Appendix 5 Evidence Reference Sheet (Portfolio)

Evidence Reference Sheet (Portfolio)



Apprentice name:	Click or tap here to enter text.
Job title/ role:	Click or tap here to enter text.
ILR number:	Click or tap here to enter text.
Employer/ Provider name:	Click or tap here to enter text.
Apprenticeship standard:	ST0299 Pharmacy Services Assistant

Section	Domain	Evidence number	Evidence reference	Evidence format	Evidence location
1	Dispensing and supply of medicines and medicinal products	1.1			
1	Dispensing and supply of medicines and medicinal products	1.2			
1	Dispensing and supply of medicines and medicinal products	1.3			
1	Dispensing and supply of medicines and medicinal products	1.4			
2	Team work	2.1			

Section	Domain	Evidence number	Evidence reference	Evidence format	Evidence location
2	Team work	2.2			
2	Team work	2.3			
2	Team work	2.4			
3	Communication, pharmacy law and ethics	3.1			
3	Communication, pharmacy law and ethics	3.2			
3	Communication, pharmacy law and ethics	3.3			
3	Communication, pharmacy law and ethics	3.4			
4	Person centred care	4.1			
4	Person centred care	4.2			
4	Person centred care	4.3			
4	Person centred care	4.4			
5	Health and safety in the workplace	5.1			

Section	Domain	Evidence number	Evidence reference	Evidence format	Evidence location
5	Health and safety in the workplace	5.2			
5	Health and safety in the workplace	5.3			
5	Health and safety in the workplace	5.4			

Confirmation

The portfolio has been checked by the Training provider to ensure:

- It is arranged in five (5) sections which align with the five (5) domains of the standard.
- Each section contains four (4) separate pieces of evidence.

Apprentice signature:	Click or tap here to enter text.	Date:	Click or tap to enter a date.
Employer/ Provider signature:	Click or tap here to enter text.	Date:	Click or tap to enter a date.

All information provided on this form will be held securely on our database and only used for the purposes provided. Full details on how we use and protect your data are available in our [Privacy Notice](#).

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Appendix 6 EPA Planning Form

EPA Planning Form



This form is applicable to any End-point assessment (EPA) activity where the assessment(s) is undertaken at a venue not directly managed by Open Awards and to which the independent End-point assessor (IEPA) is required to attend in-person (i.e., the assessment(s) is undertaken face-to-face and not remotely).

The form must be fully completed by the provider or employer (as appropriate) and uploaded to the Open Awards Secure Portal at the same time as the assessment(s) is booked. Where remedial actions are identified, these must be addressed prior to the assessment day.

Full address of assessment venue	Click or tap here to enter text.
Location IEPA should report to upon arrival	This is important on large sites where there may be multiple receptions/ entrances. E.g., <i>"Reception in Building 'C' on the attached map"</i> Click or tap here to enter text.
Name of contact person at venue	This person will be responsible for meeting the IEPA on arrival, providing an appropriate health & safety briefing and must be available throughout the assessment(s) to deal with queries from the IEPA or emergencies Click or tap here to enter text.
Telephone of contact person at venue	Landline Click or tap here to enter text. Mobile Click or tap here to enter text.
Access arrangements	Is there anything the IEPA should be aware of. E.g., postcode to use with Sat Nav if different from above, car parking arrangements on/ off site, access from nearest train station Click or tap here to enter text.
Specific requirements the IEPA should be aware of	E.g., is PPE required and if so, is the IEPA expected to provide this or will it be provided for them Click or tap here to enter text.
Name of person completing this form	Click or tap here to enter text.
Job title/ position	Click or tap here to enter text.
Date form completed and uploaded to Open Awards Portal	Click or tap to enter a date.

Any other relevant information that would help the IEPA plan for the EPA.
E.g., challenging customers may be present or goods delivery is expected on the day of assessment.

Click or tap here to enter text.

	Yes/ No	If 'No', what remedial actions will be put in place to address this prior to the assessment(s)
There is a current health & safety policy in place for the venue which covers the EPA activities, the apprentice, the IEPA and other visitors undertaking quality assurance of the assessment(s)	Choose an item.	Click or tap here to enter text.
There is appropriate liability insurance in place which covers both the apprentice, IEPA and other visitors undertaking quality assurance of the assessment(s)	Choose an item.	Click or tap here to enter text.
The provider/ employer will undertake an appropriate risk assessment relevant to the assessment(s) and share this with both the apprentice and the IEPA	Choose an item.	Click or tap here to enter text.
The apprentice will have access to any Personal Protective Equipment required and received prior training in its use and storage. This PPE will be fit-for-purpose.	Choose an item.	Click or tap here to enter text.
There is adequate, accessible and signed posted first aid provision including first aid personnel and medical supplies available on the day of the assessment(s)	Choose an item.	Click or tap here to enter text.
An emergency contact at the venue will be available for duration of the EPA	Choose an item.	Click or tap here to enter text.
There are appropriate means of fire detection and raising the alarm in the event of a fire	Choose an item.	Click or tap here to enter text.
There is an emergency procedure (e.g., fire or first aid) in place which will be communicated to the apprentice and IEPA before the assessment(s) commence	Choose an item.	Click or tap here to enter text.
The venue and the assessment environment are safe and hazards appropriately managed in line with current best practice	Choose an item.	Click or tap here to enter text.
Welfare facilities (e.g., toilets, washing, eating and changing) are adequate, safe, healthy, clean and accessible to the IEPA	Choose an item.	Click or tap here to enter text.
All necessary safety notices (e.g., warning signs, fire-related, first aid) are displayed	Choose an item.	Click or tap here to enter text.
All machinery and equipment required is in good working order, meets appropriate legal standards and has been maintained by a competent person	Choose an item.	Click or tap here to enter text.

Appendix 7: Example template email to the Apprentice

Subject: Your scheduled Pharmacy Service Assistant knowledge test

Dear **Insert Apprentice's Name**,

Your Pharmacy Service Assistant knowledge test has been scheduled for **insert date and time**.

Your assessment will be invigilated by an invigilator from Open Awards. Your invigilator's is **Invigilators name**.

Your assessment will be invigilated via the **Zoom/Teams link below**.

Insert Zoom link

Your Invigilator will be present 15 minutes prior to the scheduled assessment start time.

You will need to be registered for a Zoom account for the invigilation to take place. This is a free registration. If you do not already have a Zoom account- you can register here. –

Zoom registration- <https://zoom.us/freesignup/>

Your assessment itself will be displayed and conducted via Open Awards' XAMS secure platform.

Your log in details for your assessment will be provided to you by your invigilator prior to the start of your assessment.

XAMS can be accessed using the link below:

<https://player.xams.co.uk/clients/openawards>

Please read the attached guidance prior to your assessment. If you have any questions, please contact your Provider.

Important: Please complete and return the attached *Apprentice contact details for OA EPA Invigilation Form*. **Please note we must receive this form at least 24 hours prior to your assessment. If this form is not returned, your assessment will not be able to go ahead.** Please return the form to customerservices@openawards.org.uk

If for any reason you are unable to attend your assessment as scheduled please contact [**customerservices@openawards.org.uk**](mailto:customerservices@openawards.org.uk)

As your assessment is taking place outside of business hours, (Monday-Thursday 09:00-17:00 & Friday 09:00-16:00); should you have any issues or concerns at the time of the assessment, please dial 01514944346 to speak to our Duty Manager.

Should you have any general queries please call the customer services team on 0151 494 2072, or email customerservices@openawards.org.uk.

The very best of luck with your assessment.

Appendix 8: Knowledge test – Instructions for Apprentices

Introduction

The following guidance sets out everything you will need to know to prepare for your remote test. It is important that you read and understand these instructions before sitting your test.

Necessary equipment

In order to take your test, you need to have the following equipment:

- a good quality laptop or PC with a minimum screen size of approx. 14” and minimum resolution of 1024 x 768.
- a stable internet connection with at least 3mbps.
- an integrated (i.e., fixed) webcam on your PC/ laptop or a portable webcam.
- if using a PC/ laptop with an integrated webcam, a reflective surface (e.g., a mirror) must be available. This will be used to show the invigilator the space immediately surrounding your screen and keyboard.
- a basic (non-scientific) calculator.
- a pen or pencil.
- plain paper. You will need to show this to your invigilator at the beginning of the test to assure them that you do not have access to notes.

The room

Your test must take place in a room in which you feel comfortable and where you are unlikely to be disturbed. You should choose a space with adequate warmth, ventilation and lighting. If you cannot use overhead lighting (e.g., ceiling lights), your lamp cannot be positioned behind you as it would make it difficult for the invigilator to see you. Please do not sit with your back to a window. Make sure your workspace and chair are in a good condition and comfortable so they don't distract you.

Nobody else can be in the same room while your test is taking place (unless you have been given prior permission by Open Awards to be supported during your test).

You must not wear any hats, sunglasses and headphones (except where your provider has given you permission to use headphones/ headset connected to the computer audio).

Hearing aids are only permitted if requested prior to the test and your provider has given you permission to use them.

Hints and tips

- We advise that you go to the toilet before your remote test as you will not be able to leave the room once it has started.
- You must remove all distractions. If you have children try and schedule your remote test for a time when they are not going to disturb you.
- If you live with other people, advise them in advance that you are sitting a test.
- Place an Assessment in Progress poster/ sign outside the room.
- Try to make sure you don't have a lot of background noise as this may distract you.
- Check all of your equipment before the test begins.
- If using a laptop, make sure it is plugged in rather than relying on the battery life.
- Log into the system at least 30 minutes before the scheduled test start time in case you have any technical issues to sort.

Before the test

If you have any questions about this guidance document, please contact your provider immediately to make sure you understand and are able to comply with the conditions.

If your invigilator finds that you have not fully met the controlled conditions requirements, your test will not be able to take place and there may be an additional charge to resit the test.

Pre-test checks

The link to the online test session will be sent to you at least 30 minutes before your assessment is scheduled to start. This will give you time to download any required software and check the functionality of your audio and visual equipment. You will be able to join the session immediately, but the test will not be visible to you until it has been opened by the invigilator at the scheduled start time.

You will need to verbally confirm your identity and show photographic ID (e.g. passport, driver's license or college issued ID card) to the invigilator via the webcam. If you are not able to provide the required identity documents you will not be able to sit the test and the test will need to be rescheduled.

The test will be video recorded. Once you have completed the identity checks the invigilator will advise you that the recording function will be activated and the recording will start.

You must enable your webcam and microphone. The invigilator may ask you to move your chair or webcam so that you are clearly visible and centred within the screen.

The invigilator will give you clear instructions regarding the controlled conditions of the remote test and require you to confirm that you have fully understood these instructions before the test can start.

The invigilator will also undertake a number of checks to ensure that the remote test is set up correctly. The invigilator will complete a checklist covering the following items:

- confirmation that the visual and sound quality is working adequately both for you and for the invigilator
- confirmation that the visual and sound quality is working adequately for all additional apprentices taking part in discussions (English Speaking Listening and Communicating tests only)
- confirmation that your PC / laptop is plugged in /has sufficient charge
- a thorough sweep of the room to ensure it is fit for purpose. If you have a fixed webcam, this will include asking you to use a reflective surface (e.g., a mirror) to allow the invigilator to see the sides of your screen and around your keyboard.
- a check of electronic devices to ensure that all mobile phones or other electronic devices are switched off and smart watches have been removed and placed out of reach
- confirmation that no paperwork and books are within your reach and contain notes or other prompts
- confirmation that no food is visible and any fluids within the test room are in a clear container with no label
- the invigilator will ensure that you understand there is no smoking or vaping during the test
- confirmation that calculators (where permitted) meet requirements of the test (i.e. not scientific calculators)
- confirmation that calculators (where permitted) are placed out of reach for Part A of Functional Skills maths tests
- confirmation that all dictionaries (where permitted) meet the requirements of the test.

During the test

Once the invigilator is satisfied that your room meets controlled requirements, and they can see your entire screen, they will share the test login details with you and you can start the test.

You must not open any other windows or applications during the test as your invigilator will see if you do this and may stop the test.

During the test, the invigilator will be able to view you and your room through your webcam as well as being able to view your PC/ laptop screen. The invigilator will pay attention to any behaviour that may suggest revision notes or mobile devices are being used. The invigilator will challenge you about any suspicious behaviour or activity and they may ask you to undertake additional thorough sweeps of the room with the webcam (or mirror) before allowing you to continue with the test. They will stop the test if the controlled conditions cannot be met.

You can only interact with the invigilator if you believe the test platform is not functioning as it should.

Pay attention to the countdown clock in the on-screen window. This will change

colour from white to amber when you are entering the last ten minutes of your assessment. The invigilator will also verbally advise you of this.

If you have been awarded extra time, this will be scheduled into your test automatically.

After the test

Once you have completed the test, or at the end of the allocated time, the invigilator will tell you that it is finished and undertake some final checks.

In order to maintain the confidentiality of the test, you **MUST NOT** write down any of the questions on paper as this may result in disqualification from the test and the qualification. The invigilator will ask you to show them any notes you made during the test, via the webcam, ensuring that they are legible and visible in the video recording without being blurred.

The session will then be ended and the invigilator will stop the recording.

Your provisional results may take up to five (5) working days from the date of the test to arrive. Your provider will contact you once the results are available.

Appendix 9: Remote Assessment

Open Awards recognises that remote assessment may present an attractive proposition to employers to overcome workplace challenges, e.g., limited physical access to enable the IEPA to observe the apprentice.

However, remote assessment itself has challenges and Open Awards are likely to require confirmation or reassurance that:

- Remote observations etc., can be live-streamed, not recorded.
- Remote assessment will be supported by video conferencing facilities/ technology which is sufficiently stable to enable the apprentice and IEPA to effectively communicate.
- Imagery will be of sufficiently high-quality resolution to allow an IEPA to clearly view in detail the apprentice and any evidence.
- The technology used will accommodate the maximum possible duration of the assessment; not the assessment governed by the capacity of the technology.
- Any live-stream must remain on the apprentice throughout the assessment.
- The employer accepts that any break in the live-stream or where the IEPA is unable to see the apprentice or communicate with them may result in the assessment being cancelled and count as an assessment attempt; the employer may be required to pay for the resit.
- The employer will be able to supply at their expense someone to support the observation workplace (e.g., holding a camera) who does not have a supervisory relationship with the apprentice and who has sufficient health and safety awareness so as not endanger themselves or others whilst they are undertaking the support role.

The above list is not exhaustive and may vary depending upon the assessment method and associated requirements set out in the assessment plan. Where the assessment plan does not explicitly allow for assessment to be undertaken remotely, Open Awards may have to seek clarification from the External Quality Assurance Provider as to whether remote assessment is permissible.

Therefore, employers must liaise directly with Open Awards at the earliest possible opportunity to enable a determination to be made as to whether remote assessment is viable and valid.

Appendix 10: Indicative Content for the Knowledge Test

The indicative content in the table below is an indication of the breadth and depth of knowledge that may be sampled within the knowledge test.

Domain	The Pharmacy Support Assistant will know and understand (Knowledge):	Mapping to units of Open Awards Level 2 Certificate in the Principles and Practices for Pharmacy Support Staff (RQF) ⁸	Indicative content/ Knowledge amplification ⁹
Dispensing and supply of medicines and medicinal products	<ul style="list-style-type: none"> • dispensing procedures, and practices (K1) 	Unit 5 - Dispensing and supply of medicines and medicinal products	<p>Details required on a prescription and necessary checks which may include:</p> <ul style="list-style-type: none"> • Validity • Legality • Prescription charges and Exemptions • Declarations • Stock Availability. <p>Receiving and processing prescriptions in accordance with legal requirements, organisational policies and Standard Operation Procedures, to include:</p> <ul style="list-style-type: none"> • Different ways of receiving prescriptions – paper electronic • Recording, storing and retrieving information • Checking prescription validity including legal requirements, item is practicable • Prescription charges, declarations exemptions and how individuals can claim refunds, including use of official forms and prepayment certifications • Issuing prescribed medicines and products

⁸ This 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 Support Staff (October 2020).

⁹ Based on content within mapped units of Open Awards Level 2 Certificate in the Principles and Practices for Pharmacy Support Staff (RQF)

		<ul style="list-style-type: none"> • Giving information to patients/customers e.g. waiting times; prices; issues with stock • Referring to appropriate person if required • Accuracy checking. <p>Actions to take if issues are identified with a prescription. Issues may include details missing/incorrect; issues with validity; suspicion of forgery.</p> <p>Requirements for assembly and dispensing of prescriptions, including required records and documentation.</p> <p>Importance and requirements associated with in-process accuracy checking and final check.</p> <p>Actions to take if a dispensing error is identified.</p>
<ul style="list-style-type: none"> • the different types of prescriptions (K2) 	Unit 5 - Dispensing and supply of medicines and medicinal products	<p>Must include:</p> <ul style="list-style-type: none"> • Paper and electronic • Controlled drugs • Different prescribers • NHS all areas of UK e.g. FP10 • Inpatient, Out patient • Dental • Veterinary • Clinical Trials • Private.
<ul style="list-style-type: none"> • how to complete pharmacy calculations, e.g. the number of tablets or volume of liquid to be supplied (K3) 	Unit 5 - Dispensing and supply of medicines and medicinal products	Calculations may include demonstrating use of and conversion between different weights and measures.
<ul style="list-style-type: none"> • different weights and measures e.g. grams, kilograms, millilitres to litres (K4) 	Unit 5 - Dispensing and supply of medicines and medicinal products	
<ul style="list-style-type: none"> • doses and forms of medicines (K5) 	Unit 5 - Dispensing and supply of medicines and	<p>Characteristics, differences, why they are used and how they are stored and administered.</p> <p>Forms include: solid doses (tablets, capsules), pessaries and vaginal</p>

		<p>medicinal products</p> <p>Unit 6 - Managing Pharmaceutical Stock</p>	<p>creams, suppositories and enemas, internal liquids, external liquids, topical preparations, inhalers and nebulisers, patches, injections, implants, drops, gels, nasal sprays, granules, powders.</p> <p>Proprietary and generic medicines.</p>
	<ul style="list-style-type: none"> issues that may affect how medicines are taken (K6) 	<p>Unit 5 - Dispensing and supply of medicines and medicinal products</p>	<p>Including timing of when medicines should be taken, whether taken with or without food etc., quantity and strength.</p> <p>Additional devices/ sundry items and relevant information to accompany the medicine or medical product, including:</p> <ul style="list-style-type: none"> Oral syringe Plastic spoon PIL Devices.
	<ul style="list-style-type: none"> the documentation relating to administration, supply and methods of medicines distribution support (K7) 	<p>Unit 5 - Dispensing and supply of medicines and medicinal products</p> <p>Unit 6 - Managing Pharmaceutical Stock</p>	<p>Including labelling requirements.</p> <p>Documentation may include anything associated with medicine stock management/ supply, including pre-payment certificates, invoices, stock requisitions, etc.</p>
	<ul style="list-style-type: none"> the management of medicines and the supply chain (K8) 	<p>Unit 5 - Dispensing and supply of medicines and medicinal products</p> <p>Unit 6 - Managing Pharmaceutical Stock</p>	<p>Legal and regulatory requirements associated with dispensing and supply, e.g.:</p> <ul style="list-style-type: none"> Medicines Act 1968 Misuse of Drugs Act Controlled Drugs Poisons Veterinary products Trade description Consumer Protection General Pharmaceutical Council Professional Standards National Institute for Health and Care Excellence (NICE) guidance Medicines Health Products and Regulatory Agency (MHRA) drug alerts and recalls. <p>Confirming that issuing of prescribed item is within limits of occupational role; refer to appropriate person if required.</p>

		<p>Confirming individual's identity, it correctly matches prescription, if individual has previously used prescribed item and any other medicine being taken (prescribed or non-prescribed).</p> <p>Requirement to provide advice and information relating to the use of the prescribed item clearly and accurately and in the most appropriate format.</p> <p>Requirements for ordering and receiving pharmaceutical stock e.g.:</p> <ul style="list-style-type: none"> • Different procurement processes • Seasonal variations, regional requirements and urgent requirements • Special packaging and transportation e.g. cold chain requirements • Form, strength and quantities of pharmaceutical products • Checking for discrepancies • Required documentation and administration. <p>Procedures for safe handling and disposal of waste pharmaceutical materials e.g.</p> <ul style="list-style-type: none"> • Checking received stock against delivery notes and original order • Identifying any discrepancies • Moving and handling using correct equipment • Placing received stock into correct storage area • Stock rotation • Completing relevant documentation • Labelling • Communication including when receiving special or outstanding order, or stock not available. <p>Requirements for the management of pharmaceutical stock:</p> <ul style="list-style-type: none"> • Storage requirements • Transport and delivery requirements • Packaging • Stock rotation procedures • Checking expiry dates • Checking stock levels • Accurate records/ documentation. <p>Identification and management of returned, short dated, expired,</p>
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			<p>damaged or redundant stock, including problems associated with storage areas/ conditions.</p> <p>Dealing with discrepancies e.g. when stock:</p> <ul style="list-style-type: none"> • Is not on the original order • Is not the complete order • Is short dated or expired • Has the wrong batch number • Has a batch number for which drug alerts/recalls have been issued • Is damaged, contaminated or suspected to be counterfeit • Has not been sorted correctly during transportation.
Team work	<ul style="list-style-type: none"> • the roles and responsibilities of the pharmacy and healthcare team (K9) 	<p>Unit 1- Principles of Health and Safety in a Pharmacy Setting</p> <p>Unit 2 - Person-centred Care in a Pharmacy Setting</p> <p>Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services</p> <p>Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting</p>	<p>Team refers to own pharmacy or healthcare team including pharmacist; pharmacy technician; pharmacy support staff; in addition to wider health and social care staff; regulators and multidisciplinary teams.</p>
	<ul style="list-style-type: none"> • how to follow standards and codes of conduct, as well as work within the limitations of your role (K10) 	<p>Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services</p>	<p>Statutory standards: Premises; individual pharmacy professionals; data protection; confidentiality.</p> <p>Legal standards: The Medicines Act 1968, Human Medicines Regulations 2012: Falsified Medicines Legislation; Medicines and Healthcare products Regulatory Agency (MHRA); European Medicines Agency (EMA); Licensed status (unlicensed medicines, licensed medicines, such as ML, MIA, specials, Section 10/Part 10 exemption requirements; Environmental and waste regulations;</p>

			<p>Standards: Organisational policies and procedures; Classification, Labelling and Packaging of substances and mixtures; Safe and secure handling of medicines; General Pharmaceutical Council Standards for Pharmacy Professionals.</p> <p>Ethical standards may include: professional appearance and behaviour; whistle blowing; problems with unprofessional behaviour; limits of competence; protecting dignity; providing false information.</p> <p>Codes of conduct include workplace expectations as well as those associated with pharmacy professionals.</p> <p>Limits of own roles in connection with e.g.:</p> <ul style="list-style-type: none"> • Receiving and processing prescriptions • Assembling and dispensing prescribed items • In-process accuracy checking • Issuing prescribed items • Stock management and rotation • Labelling. <p>Situations and circumstances where referral to others within the pharmacy and healthcare team is appropriate.</p> <p>Includes whistleblowing and safeguarding, as well as possible indications and associated procedures for raising concerns.</p>
	<ul style="list-style-type: none"> • the requirements and rationale behind Standard Operating Procedures (SOPs) (K11) 	<p>Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services</p>	<p>May include SOPs (including documentation and record-keeping) relating to:</p> <ul style="list-style-type: none"> • Receiving and processing prescriptions • Dispensing medicines and products • Accuracy checking – include near miss and error reporting • Issuing prescribed medicines and products • Stock Management.
	<ul style="list-style-type: none"> • how to work in the patients' best interest, with other people, both 	<p>Unit 2 - Person-centred Care in a Pharmacy Setting</p>	<p>Awareness of the importance to prioritise the best interest of the patient and identification appropriate actions.</p>

	inside and external to the organisation (K12)	Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting	Includes possible indications of at-risk patients and associated procedures for raising concerns. Signposting of patients to appropriate support programmes and professionals, including those within and peripheral to healthcare.
	• where to go for help and advice about anything to do with work (K13)	Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services	Could include HR; financial; or role-specific. Includes roles of the pharmacy or medicines regulators or health and safety enforcing authority.
	• the importance of personal development and how to reflect on your work (K14)	Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services	Personal and organisational benefits and reasons for continuous professional development. How to maintain and further develop own skills and knowledge. Personal development includes e.g. through both formal and informal activities; maintain evidence of your personal development and actively prepare for and participate in appraisal. Reflection includes production of a personal development plan.
Communication, pharmacy law and ethics	• why it is important to communicate effectively at work; how to communicate with individuals who have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communication (K15)	Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting	Why it is important to communicate effectively at work may include legal requirements, patient safety and continuity of care, local guidelines or professional standards. Communication includes both written, online, verbal and non-verbal (e.g., body language) communication. Specific language needs should include speech impairments; visual or auditory impairments; learning disability; autistic spectrum disorder; anxiety or mental health. Problems with communication may include diversity and cultural differences in communications. How to reduce barriers to communication must include adapting information and communication style to meet the

			needs of particular audiences and communication channels. Awareness of relevant NHS campaigns and initiatives.
	<ul style="list-style-type: none"> legislation, policies and local ways of working and handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure (K16) 	<p>Unit 1- Principles of Health and Safety in a Pharmacy Setting</p> <p>Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services</p> <p>Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting</p>	<p>Key legislation, guidelines and operational policies may include medicine and stock management; GDPR; data protection; privacy policies; data retention policies; freedom of information and subject access requests; as well as own workplace policies.</p> <p>Handling information must include importance of recording; reporting; and storing information securely and confidentially, including using pharmacy IT systems and other IT resources. This also includes consequences of non-compliance when handling information, particularly personal data and what to do if there is a potential or actual breach of confidentiality or security.</p>
	<ul style="list-style-type: none"> application of relevant systems used in Pharmacy Practice and the restrictions and values around the use of social media (K17) 	<p>Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services</p> <p>Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting</p>	<p>Systems may include those associated with managing patient and stock information.</p> <p>Use of social media at work, including social media platforms and websites to communicate with and also provide customers and patients with information.</p>
Person centred care	<ul style="list-style-type: none"> what it means to give 'person centred care and support' and give people choices about their care (K18) 	Unit 2 - Person-centred Care in a Pharmacy Setting	<p>Responsibilities in settings where patients are not physically present.</p> <p>To include:</p> <ul style="list-style-type: none"> Considering the history, preferences, wishes and needs of an individual Meeting the wishes and needs of an individual Giving people choices and enabling decision making Respect diversity and cultural differences. <p>Benefits of person-centred care including prioritisation of patient safety</p>

			and factors such as personal values and beliefs which may compromise it.
	<ul style="list-style-type: none"> • why it is important to gain consent (K19) 	<p>Unit 2 - Person-centred Care in a Pharmacy Setting</p> <p>Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting</p>	Definition of consent, why consent is required, how to establish consent and requirements for consent to be valid.
	<ul style="list-style-type: none"> • why it is important to get people actively involved in their own health and care (K20) 	Unit 2 - Person-centred Care in a Pharmacy Setting	<p>Regulatory, societal, moral and ethical expectation.</p> <p>Potential benefits to the individual and society, including ensuring people make informed decisions, improving health and wellbeing, continuity and quality of care, creates value for the taxpayer, adds value to people's lives.</p>
	<ul style="list-style-type: none"> • the importance of treating people as valuable and unique individuals (K21) 	Unit 2 - Person-centred Care in a Pharmacy Setting	<p>Should also include safeguarding and child protection.</p> <p>Definition of safeguarding and differences between adults and children. What is meant by 'vulnerable adults' e.g. learning disability; learning difficulty; mental health; addiction; domestic abuse.</p> <p>Signs could include:</p> <ul style="list-style-type: none"> • Changes in behaviour for regular patients • Body language e.g. flinching; eye contact • Use of verbal language e.g. sexualised language • Physical signs e.g. bruising • Disclosures from third-parties. <p>Procedures for reporting a concern, suspicion or disclosure should include reference to whistleblowing; importance of confidentiality; ensuring patient/customer understands process; recording and documentation; patient/customer safety; alerting and referring.</p>
	<ul style="list-style-type: none"> • how to promote healthy lifestyles, such 	Unit 2 - Person-centred Care in a Pharmacy Setting	Healthy lifestyle could include diet; exercise etc.

	<p>as the importance of healthy eating, regular exercise and reducing health risks such as alcohol consumption and smoking. (K22)</p>		<p>Health risks could include drug dependency, alcohol consumption and smoking.</p> <p>Provision of support to patients or signposting patients to appropriate support programmes and professionals, including those within and peripheral to healthcare.</p>
	<ul style="list-style-type: none"> • how health inequalities affect different parts of society (K23) 	<p>Unit 2 - Person-centred Care in a Pharmacy Setting</p>	<p>Health inequality should include reference to health inequalities arising because of the conditions in which we are born, grow, live, work and age which impact our opportunities for good health; how we think, feel and act; and how this shapes our mental health, physical health and wellbeing.</p> <p>Different parts of society should cover at least:</p> <ul style="list-style-type: none"> • Unemployed, low income, people living in deprived areas (e.g. poor housing, poor education and/or unemployment) • People with protected characteristics: e.g. age, sex, race, sexual orientation, disability • Vulnerable groups of society, or 'inclusion health' groups: e.g. vulnerable; migrants; Gypsy, Roma and Traveller communities; rough sleepers and homeless people; and sex workers • People in deprived urban areas, rural communities.
	<ul style="list-style-type: none"> • the other organisations which can support the wellbeing of a patient (K24) 	<p>Unit 2 - Person-centred Care in a Pharmacy Setting</p>	<p>Recognition of the role of credible organisations and the support service they can provide those with specific mental and physical health conditions as well as those living with or supporting patients with conditions (not an exhaustive list):</p> <ul style="list-style-type: none"> • Action of Hearing Loss • Age UK • Allergy UK • Breast cancer UK • Drinkaware • Macmillan Cancer Care • Meningitis Now • MIND • Parkinson's UK

Health and safety in the workplace	<ul style="list-style-type: none"> • how to identify risks and hazards in a workplace environment (K25) 	Unit 1- Principles of Health and Safety in a Pharmacy Setting	<p>Legal requirements for risk assessments within the workplace as well as risk assessment process and steps, including Health and Safety at Work Act; Manual Handling Regulations; Control of Substances Hazardous to Health Regulations (COSHH).</p> <p>Potential risks and hazards could include: non-compliance with procedures; general hazards such as wires, obstacles, spillages, waste; deviations or errors; hazardous substances.</p> <p>Procedures should include health and safety policies; standard operating procedures; safeguarding; whistleblowing; DSA; risk assessments; accidents and emergencies. Including role of employees and employers within the risk assessment process.</p> <p>Control measures used to reduce risk in relation to workplace practices to self and others, including patients; colleagues; customers; other pharmacy team members; other health and care staff. May include provision of PPE, signage, fire aid facilities, training, fire extinguishers.</p> <p>In England: awareness of Health and Safety Executive as the enforcing authority for workers and the Care Quality Commission (CQC) as the enforcing authority for patient and service user health and safety where providers are registered with them.</p>
	<ul style="list-style-type: none"> • what appropriate action should be taken in response to incidents or emergencies following local guidelines (K26) 	Unit 1- Principles of Health and Safety in a Pharmacy Setting	<p>Legal requirements for reporting accidents, incidents and emergencies in line with workplace policies, procedures and Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).</p> <p>Incidents and emergencies should cover medical conditions/ accidents, sudden illness; slips, trips, falls; minor injury; fire etc., involving self and/ or others, including patients or customers.</p> <p>Guidelines include workplace procedures including evacuation plans.</p>

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