Open Awards Level 2 End-point Assessment for

ST0299 Pharmacy Services Assistant

Ofqual: 603/7543/7

End-point Assessment Handbook

Contents

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	Registration, gateway and

		requirements for the employer to both select and inform the EPAO of planned gateway dates	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 and answer session, as well as to outline the purpose of the question and answer session.	Assessment	
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	
1.7	April 2025	Assessment Strategy Review. Added to reflect changes made to AS – clarification of simulated observation completed remotely and resits/retakes being completed within 3 month window. References to ESFA and IfATE updated.	All	

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**

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 website[1] 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 website[2] and in the Assessment Specification section in this document.

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[1] **https://www.instituteforapprenticeships.org/**
[2] **https://www.instituteforapprenticeships.org/apprenticeship-standards/**

Standard Information

Level: Two (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

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 heath 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 website[3], which sets out the GPhC regulatory requirements effective from October 2020.

Open Awards offers a qualification that meets both GPhC requirements and the apprenticeship standard content. For more information, please visit our website **www.openawards.org.uk**.

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[3] **https://www.pharmacyregulation.org/**

End-point Assessment Documents Overview

An overview of the main documents and supporting materials you will encounter during this end-point assessment is in the table below.

Document Name	Brief Description	Who Should Read this Document	When To Use this Document	Additional Information
Skills Scan	This document is designed to support employers and providers to ensure that an apprentice's job role meets the requirements of the standard.	Employers Providers	Use this during the decision making process when considering whether the EPA is appropriate for the apprentice.	This allows employers and providers to ensure that the EPA is a good fit for the skills and aspirations of the apprentice.
Apprentice EPA Journey	A one page visual overview of the different milestones the apprentice will reach within their EPA journey.	Apprentices Employers Providers	Before committing to the course to make sure it is the right fit for you. Throughout the EPA journey.	This roadmap will help you to understand what has been achieved so far and what still needs to be completed.
EPA Handbook	This 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.	Apprentices Employers Providers	During the apprenticeship as a reminder of the expectations, assessment methods and grading.	This is a key document which will help you to navigate your way through each step of the end-point assessment. Refer back to this frequently.

Document Name	Brief Description	Who Should Read this Document	When To Use this Document	Additional Information
Progression Tracker	This allows the employer to compile and record an evidence base to prove that the apprentice has demonstrated competence against each KSB specified in the assessment plan.	Apprentices Employers Providers	Throughout the EPA prior to gateway.	This document could be a valuable basis for discussions around progress that the employer may have with the apprentice.
Portfolio Referencing Matrix	This form allows you to prepare portfolio of evidence submission. It shows the evidence within the assessment plan has been met and your work is authenticated.	Apprentices Employers Providers	Must be completed and submitted with the Portfolio of Evidence to support the Professional Discussion at gateway.	If this document is not signed and submitted the apprentice will not be able to enter gateway.
Preparation for the Observation of Practice	This gives you a brief reminder of how to prepare for the Observation of Practice and the KSBs that will be assessed through this assessment method.	Apprentices Employers Providers	When preparing for your Practical Test.	The grading descriptors will help apprentices to identify areas you may need to work on.
Preparation for the Professional Discussion	This gives you a brief reminder of how to prepare for the Professional Discussion and the knowledge and behaviours	Apprentices Employers Providers	When preparing for your Professional Discussion.	The grading descriptors may help you to complete a self-assessment whilst preparing for the

	that will be assessed			Professional Discussion
Gateway Authenticity and Declaration form	This form declares that the apprentice is ready for gateway, the gateway conditions have been met and the evidence submitted has been produced by the apprentice.	Apprentices Employers Providers	At gateway.	This form needs to be signed by employers, providers and the apprentice. The apprentice is unable to enter gateway until this form has been completed and submitted.

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[4].
- Evidence of meeting English and mathematic requirements in line with the Department for Education funding rules.
- Apprentices must have completed the minimum apprenticeship on-programme duration.
- 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.

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

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[4] Open Awards will accept wet or electronic signatures as long as there is appropriate evidence of authenticity.

Assessment

The End-point Assessment consists of three assessment methods which are individually graded:

- Assessment Method 1: Knowledge test
- Assessment Method 2: Simulated observation with question and answer session
- Assessment Method 3: Professional discussion.

Assessment Preparation

Support materials, including a sample knowledge test and question banks 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 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 4).

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 (2) 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.

Assessment Method 1: 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 1). 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 MS Teams) and apprentices will receive an email providing them with the key details required to access the scheduled test. Apprentices are expected to have read the detailed instructions provided (see Appendix 3) in advance of the day of the test to ensure it is able to be conducted under controlled conditions. Appendix 3 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.

Permitted Use of Artificial Intelligence	As this is a closed-book assessment, the use of AI is not permitted within the knowledge test. Apprentices are assessed under controlled conditions and are not permitted to access the internet or other devices during their assessment.

Assessment Method 2: 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.

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.

Open Awards preferred mode of delivery is in-person. However, the simulated observation can be facilitated remotely via video conferencing. Where remote observation is required, the apprentice and their employer and/or provider should contact Open Awards as early as possible to discuss the technology and logistical arrangements. Further details are available in Appendix 3.

Pease 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 – Aseptic Units

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.

Permitted Use of Artificial Intelligence	The use of AI is not permitted within the simulated observation apart from where its use is part of their standard operating procedures. It is not currently anticipated that this will be the case for apprentices in this context. Apprentices are assessed under controlled conditions.

Assessment Method 3: Professional Discussion

Apprentices on this standard are required to develop and submit a portfolio of evidence to support the Professional Discussion assessment component.

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 over the page 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 a Portfolio Referencing Matrix to support apprentices, training providers and employers to meet the portfolio content requirements set out in the assessment plan. This document is available from the Portal.

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.

Authenticity of Apprenticeship Work

The evidence provided must be valid and attributable to the apprentice. The portfolio of evidence must be submitted with the Portfolio Reference Matrix which contains a statement from the employer and apprentice confirming authenticity of work.

What to Avoid

Portfolio evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions.

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.

Professional Discussion

The professional discussion can be completed in-person at the apprentices place of employment or remotely via video conferencing software.

The apprentice and the IEPA will have a two-way dialogue, allowing the apprentice to evidence the KSBs assigned to this assessment method in each key area of activity outlined in the apprenticeship standard.

The IEPA will draw on appropriate evidence from the apprentice's portfolio to underpin the discussion.

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 inform the apprentice whether they have additional time or how much additional time may be available. The apprentice should not assume that they will receive any additional time.

The professional discussion may be undertaken by the same IEPA that undertook the simulated observation with question and answer session, but this is not a requirement; both assessment methods are independent of each other.

In the case where the same IEPA undertakes both assessment methods, the observation with questions and the professional discussion may be conducted at the employer's premises on the same day to encourage efficient use of both employer and Open Awards resources.

As the professional discussion only involves the apprentice and the IEPA, neither the employer nor provider are required or able to attend.

The professional discussion must be taken after the knowledge test has been taken and passed. Providers are required to schedule their apprentices no later than 10 work days prior to the desired date of assessment,

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.

Permitted Use of Artificial Intelligence	The use of AI is not permitted within the professional discussion. Apprentices are assessed under controlled conditions and are not permitted to use the internet during the professional discussion. Where AI has been used as part of their on-programme learning/assessment, and the evidence is presented as part of the portfolio of evidence, this must be clearly identified through the apprentice's authenticity statement.

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.

For all assessment methods the 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*"[5].

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.

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[5] **https://www.pharmacyregulation.org/sites/default/files/document/in-practice-guidance-on-raising-concerns-november-2020.pdf**

Identification Checks

Open Awards requires the apprentice to present photographic identification to an Open Awards invigilator or IEPA 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

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 (3) 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[6]	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

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

Resits and Retakes

Open Awards provides two resit and retake opportunities in line with Department for Education guidance and the requirements of the assessment plan. The number of resits and retakes that can be taken by an apprentice will normally be at the discretion of the employer.

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.

For knowledge tests, results and feedback will be available normally **within 72 hours** of the assessment taking place.

For the simulated observation and professional discuss, results and feedback will be available, normally **within 10 workings days** of the assessment taking place.

Where the result notification suggests a retake may be appropriate, the Department for Education recommends 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.

For the knowledge test, Open Awards normally require **five (5) workings days'** notice.

For the simulated observation and professional discuss, Open Awards normally requires a **minimum of 10 workings days'** notice.

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.

Resits or retakes must be completed within the three (3) month EPA window.

Quality Assurance

Independent End-point Assessor Standard Requirements

Independent End Point Assessors will meet the following criteria:

- Must be registered with the General Pharmaceutical Council (GPhC).
- Must be qualified as a Pharmacy Technician[7], with a minimum of three (3) years' experience in this role.
- Will be qualified to at least one level above the apprentice gained in the last three (3) years or significant experience of the occupation/ sector.

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.

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[7] As part of the GPhC support staff requirements, the GPhC allow both pharmacists and pharmacy technicians to undertake supervision and sign off pharmacy support staff (including Pharmacy Services Assistants) competencies. However, as the occupational regulator, the GPhC agree with the interpretation assessors be qualified as a Pharmacy Technician excludes anyone who is qualified and registered as a Pharmacist as being an assessor.

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 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.

Appendix 1 – KSB Mapping Table

Assessment method 1: Knowledge Test

Knowledge
K1 Dispensing procedures and practices
K2 The different types of prescriptions
K3 How to complete pharmacy calculations
K4 Different weights and measures
K5 Doses and forms of medicines
K6 Issues that may affect how medicines are taken
K7 The documentation relating to administration, supply and methods of medicines distribution support
K8 The management of medicines and the supply chain
K9 The roles and responsibilities of the pharmacy and healthcare team
K10 How to follow standards and codes of conduct, as well as work within the limitations of your role
K11 The requirements and rational behind Standard Operating Procedures (SOPs)
K12 How to work in the patients' best interest, with other people, both inside and external to the organisation
K13 Where to go for help and advice about anything to do with work
K14 The importance of personal development and how to reflect on your work
K15 Why it is important to communicate effectively at wok; how to communicate with individuals who have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communications
K16 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
K17 Application of relevant systems used in Pharmacy Practice and the restrictions and values of the use of social media
K18 What it means to give 'person centred care and support' and give people choices about their care
K19 Why it is important to gain consent
K20 Why it is important to get people actively involved in their own health and care
K21 The importance of treating people as valuable and unique individuals
K22 How to promote healthy lifestyles
K23 How health inequalities affect different parts of society
K24 The organisations which can support the well-being of a patient
K25 How to identify risks and hazards in a workplace environment
K26 What appropriate action should be taken in response to incidents or emergencies following local guidelines

Assessment method 2: Simulated Observation with Question and Answer Session

Knowledge
K1 Dispensing procedures and practices
K3 How to complete pharmacy calculations
K6 Issues that may affect how medicines are taken
K8 The management of medicines and the supply chain
K11 The requirements and rational behind Standard Operating Procedures (SOPs)
K16 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

Skills
S1 Receive and log prescriptions
S2 Assemble prescribed items, undertake an in-process accuracy check and issue prescribed items
S3 Work according to legislative requirements, and organisational policies
S4 Order, receive, maintain and issue pharmaceutical stock
S5 Provide appropriate advice when authorised on supplied medicines and products, their storage and disposal
S6 Work within the parameters of the Standard Operating Procedures (SOPs) of the pharmacy
S8 Recognise and act within the pharmacy regulatory, legal and ethical standards
S12 Handle information (of record, report and store information) related to individuals and / or patients in line with local and national policies

Behaviours
B1 Be trustworthy and honest, respectful and caring
B2 Act with integrity and fair conduct, have the courage to say when something is wrong

Assessment method 3: Professional Discussion based upon a Portfolio of Evidence

Knowledge
K14 The importance of personal development and how to reflect on your work
K18 What it means to give 'person centred care and support' and give people choices about their care
K20 Why it is important to get people actively involved in their own health and care
K21 The importance of treating people as valuable and unique individuals

Skills
S7 Act in accordance with systems and organisational governance
S9 Support the team in the development of others
S10 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
S11 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
S13 Use pharmacy IT systems and other IT resources according to legislative requirements and organisational policies
S14 Demonstrate person centred care and support within a pharmacy setting
S15 Make pharmacy patients and patient safety your first concern
S16 Use judgement and refer service user as appropriate to another member of the team, GP, healthcare worker, manufacturer etc.
S17 Maintain the interest of patients and the health of the public
S18 Promote and advocate equality, diversity and inclusion
S19 Promote healthy lifestyles to customers
S20 Work safety within the parameters of your role using Standard Operating Procedures
S21 Apply policies which relate to health and safety at work
S22 Act appropriately in situations to prevent harm to yourself and others

Behaviours
B1 Be trustworthy and honest, respectful and caring
B3 Be a reliable and capable member of the workforce and recognise your own value and that of your team
B4 Display effective interpersonal skills
B5 Respect patients' values

Appendix 2: 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 3: 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 4: 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	• dispensing procedures, and practices (K1)	Unit 5 - Dispensing and supply of medicines and medicinal products	Details required on a prescription and necessary checks which may include: • Validity • Legality • Prescription charges and Exemptions • Declarations • Stock Availability. Receiving and processing prescriptions in accordance with legal requirements, organisational policies and Standard Operation Procedures, to include: • Different ways of receiving prescriptions – paper electronic • Recording, storing and retrieving information • Checking prescription validity including legal

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			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
			• Giving information to patients/customers e.g. waiting times; prices; issues with stock
			• Referring to appropriate person if required
			• Accuracy checking.
			Actions to take if issues are identified with a prescription. Issues may include details missing/incorrect; issues with validity; suspicion of forgery.
			Requirements for assembly and dispensing of prescriptions, including required records and documentation.
			Importance and requirements associated with in-process accuracy checking and final check.
			Actions to take if a dispensing error is identified.
	• the different types of prescriptions (K2)	Unit 5 - Dispensing and supply of medicines and medicinal	Must include: • Paper and electronic • Controlled drugs • Different prescribers

		products	• NHS all areas of UK e.g. FP10 • Inpatient, Out patient • Dental • Veterinary • Clinical Trials • Private.
	• 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.
	• different weights and measures e.g. grams, kilograms, millilitres to litres (K4)	Unit 5 - Dispensing and supply of medicines and medicinal products	
	• doses and forms of medicines (K5)	Unit 5 - Dispensing and supply of medicines and medicinal products Unit 6 - Managing Pharmaceutical Stock	Characteristics, differences, why they are used and how they are stored and administered. Forms include: solid doses (tablets, capsules), pessaries and vaginal creams, suppositories and enemas, internal liquids, external liquids, topical preparations, inhalers and nebulisers, patches, injections, implants, drops, gels, nasal sprays, granules, powders. Proprietary and generic medicines.
	• issues that may affect	Unit 5 - Dispensing and	Including timing of when medicines should be

	how medicines are taken (K6)	supply of medicines and medicinal products	taken, whether taken with or without food etc., quantity and strength. Additional devices/ sundry items and relevant information to accompany the medicine or medical product, including: • Oral syringe • Plastic spoon • PIL • Devices.
	• the documentation relating to administration, supply and methods of medicines distribution support (K7)	Unit 5 - Dispensing and supply of medicines and medicinal products Unit 6 - Managing Pharmaceutical Stock	Including labelling requirements. Documentation may include anything associated with medicine stock management/ supply, including pre-payment certificates, invoices, stock requisitions, etc.
	• the management of medicines and the supply chain (K8)	Unit 5 - Dispensing and supply of medicines and medicinal products Unit 6 - Managing Pharmaceutical Stock	Legal and regulatory requirements associated with dispensing and supply, e.g.: • 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.
			Confirming that issuing of prescribed item is within limits of occupational role; refer to appropriate person if required.
			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).
			Requirement to provide advice and information relating to the use of the prescribed item clearly and accurately and in the most appropriate format.
			Requirements for ordering and receiving pharmaceutical stock e.g.:
			• 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.
			Procedures for safe handling and disposal of

			waste pharmaceutical materials e.g.
			- 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. Requirements for the management of pharmaceutical stock: - Storage requirements - Transport and delivery requirements - Packaging - Stock rotation procedures - Checking expiry dates - Checking stock levels - Accurate records/ documentation. Identification and management of returned, short dated, expired, damaged or redundant stock, including problems associated with storage areas/ conditions. Dealing with discrepancies e.g. when

			stock:
			• 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	• the roles and responsibilities of the pharmacy and healthcare team (K9)	Unit 1- Principles of Health and Safety in a Pharmacy Setting Unit 2 - Person-centred Care in a Pharmacy Setting Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting	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.
	• how to follow standards and codes of	Unit 3 - Roles, Responsibilities and Personal	Statutory standards: Premises; individual pharmacy professionals;

	conduct, as well as work within the limitations of your role (K10)	Development in Pharmacy Services	data protection; confidentiality.
			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;
			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.
			Ethical standards may include: professional appearance and behaviour; whistle blowing; problems with unprofessional behaviour; limits of competence; protecting dignity; providing false information.
			Codes of conduct include workplace expectations as well as those associated with pharmacy professionals.

			Limits of own roles in connection with e.g.: • Receiving and processing prescriptions • Assembling and dispensing prescribed items • In-process accuracy checking • Issuing prescribed items • Stock management and rotation • Labelling. Situations and circumstances where referral to others within the pharmacy and healthcare team is appropriate. Includes whistleblowing and safeguarding, as well as possible indications and associated procedures for raising concerns.
	• the requirements and rationale behind Standard Operating Procedures (SOPs) (K11)	Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services	May include SOPs (including documentation and record-keeping) relating to: • Receiving and processing prescriptions • Dispensing medicines and products • Accuracy checking – include near miss and error reporting • Issuing prescribed medicines and products • Stock Management.
	• how to work in the	Unit 2 - Person-centred Care in	Awareness of the importance to prioritise

	patients' best interest, with other people, both inside and external to the organisation (K12)	a Pharmacy Setting

Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services

Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting | the best interest of the patient and identification appropriate actions.

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 | Unit 4 - Effective Teamwork and Communication | Why it is important to communicate effectively at work may include legal requirements, patient |

| | 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) | in a Pharmacy Setting | 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. |
|---|---|---|---|
| | • 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 | Unit 1- Principles of Health and Safety in a Pharmacy Setting

Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services

Unit 4 - Effective | 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.

Handling information must include importance of recording; reporting; |

	what to do if you think information is not secure (K16)	Teamwork and Communication in a Pharmacy Setting	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.
	• application of relevant systems used in Pharmacy Practice and the restrictions and values around the use of social media (K17)	Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting	Systems may include those associated with managing patient and stock information. Use of social media at work, including social media platforms and websites to communicate with and also provide customers and patients with information.
Person centred care	• 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	Responsibilities in settings where patients are not physically present. To include: • 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. Benefits of person-

			centred care including prioritisation of patient safety and factors such as personal values and beliefs which may compromise it.
	• why it is important to gain consent (K19)	Unit 2 - Person-centred Care in a Pharmacy Setting Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting	Definition of consent, why consent is required, how to establish consent and requirements for consent to be valid.
	• 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	Regulatory, societal, moral and ethical expectation. 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.
	• the importance of treating people as valuable and unique individuals (K21)	Unit 2 - Person-centred Care in a Pharmacy Setting	Should also include safeguarding and child protection. 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. Signs could include: • 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.
			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.
	• 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)	Unit 2 - Person-centred Care in a Pharmacy Setting	Healthy lifestyle could include diet; exercise etc.
			Health risks could include drug dependency, alcohol consumption and smoking.
			Provision of support to patients or signposting patients to appropriate support programmes and professionals, including those within and peripheral to healthcare.
	• how health inequalities affect different parts of society	Unit 2 - Person-centred Care in a Pharmacy Setting	Health inequality should include reference to health inequalities arising because of the conditions in which we are born, grow, live, work

	(K23)		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.
			Different parts of society should cover at least:
			- 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.
	• the other organisations which can support the wellbeing of a patient (K24)	Unit 2 - Person-centred Care in a Pharmacy Setting	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): - 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	• how to identify risks and hazards in a workplace environment (K25)	Unit 1- Principles of Health and Safety in a Pharmacy Setting	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). Potential risks and hazards could include: non-compliance with procedures; general hazards such as wires, obstacles, spillages, waste; deviations or errors; hazardous substances. 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. 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.

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. |
|---|---|---|---|
| | • 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 | Legal requirements for reporting accidents, incidents and emergencies in line with workplace policies, procedures and Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

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.

Guidelines include workplace procedures including evacuation plans. |

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