Changing lives through learning

Open Awards Level 2 Certificate in

The Principles and Practices for Pharmaceutical Technical Support Services (RQF)

Ofqual: 610/2857/5

Qualification Guide

Contents

Version Control	
v1.0	New document April 2023
v2.0	Document rebranded. No substantive changes to content.

About the Qualification

Title	Open Awards Level 2 Certificate in the Principles and Practices for Pharmaceutical Technical Support Services (RQF)
Qualification Accreditation Number	Ofqual – 610/2857/5
Sector	1. Health, Public Services and Care
Level	Level Two
Funding	Please click here for more information
Pricing Information	Please click here for more information
Review Date	31/08/2028

Purpose	D. Confirm occupational competence and/or 'licence to practise'
Sub-Purpose	D1. Confirm competence in an occupational role to the standards required

Total Qualification Time/Guided Learning	
Total Qualification Time (hours)	310
Guided Learning (hours)	232

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

Any Specified Entry Requirements

This qualification is suitable for learners aged 16+.

There are no specific entry requirements with regards to prior qualifications.

Additional mandatory entry requirements include:

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

Learners (or trainees) must be employed (either full-time or part-time) in a suitable pharmaceutical technical services setting to ensure they have the opportunity to develop competencies and complete tasks as outlined in the units within this qualification. This should include access to a registered pharmacy professional to act as a supervisor or mentor.

Where learners are taking this qualification as part of the Level 2 Science Manufacturing Process Operative apprenticeship standard, they must be employed in a suitable apprenticeship role.

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

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

Recommended Assessment Method Summary

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

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

Types of evidence could include:

a) Written assignments
b) Examinations
c) Observation of performance
d) Questioning (written or oral)
e) Practical Activities
f) Photographs or videos
g) Personal statements
h) Reflective logs
i) Project work
j) Witness testimonies
k) Group discussion

Assessment practices must follow Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence.

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

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

Support for the Qualification

This qualification was developed in partnership with West Suffolk College as part of their drive to support new support staff entering the sector as well as supporting existing staff to underpin skills with knowledge in their role in technical services.

West Suffolk College led a project on developing a specific qualification for support staff working in technical services, and has worked closely with Open Awards to ensure the content of this qualification meets employer needs nationally to develop a high skilled workforce using on-the-job training and a robust education curriculum.

The development project was led by Amy Laflin and Rob Clarke at West Suffolk College.

Qualification Structure

Rules of Combination

Credit Value of the Qualification:	31
Minimum Credits to be achieved at the Level of the Qualification:	31
Mandatory Unit Group A	31

Qualification Units

Mandatory Units (all units must be achieved to be awarded the qualification)

Unit Reference Number	Unit Name	Credits	Level
Y/650/7512	Behaviours and Standards in Pharmaceutical Technical Services	4	2
J/650/7517	Effective Teamwork and Communication in Pharmaceutical Technical Services	5	2
H/650/7516	Environmental Principles in Pharmaceutical Technical Services	2	2
D/650/7514	In Process Operations in Pharmaceutical Technical Services	5	2
T/650/7511	Principles of Health and Safety in Pharmaceutical Technical Services	3	2
R/650/7510	Roles, Responsibilities and Personal Development in Pharmaceutical Technical Services	4	2
F/650/7515	Shut Down Operations in Pharmaceutical Technical Services	3	2
A/650/7513	Start-Up Operations in Pharmaceutical Technical Services	5	2

All units have been mapped to the General Pharmaceutical Council (GPhC) learning outcomes from the Initial Education and Training Standards for Pharmacy Support Staff (2020). Providers must ensure that these standards are embedded throughout their course delivery and assessment plans and that learners are fully aware of them.

Delivering this Qualification

Becoming a Provider

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

How to Deliver

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

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

Registering Learners

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

You will need to register your learners via the Portal.

Quality Assurance and Standardisation

Delivery of this qualification must be done so in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes. Please see our website for more information.

Provider Staff Requirements

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

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

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

Assessors and Internal Quality Assurers (IQA) must:

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

In addition, IQAs must understand the nature and context of the assessors' work and that of their candidates due to the critical nature of the work and the legal and other implications of the assessment process. This includes having a working knowledge of the working environment in which the learner is being assessed.

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

Expert witnesses

The use of expert witness testimony is encouraged as a contribution to the provision of performance evidence presented for assessment. The role of the expert witness is to submit evidence to the assessor as to the competence of the learner in meeting the unit. This evidence must directly relate to learner's performance in the work place which has been seen by the expert witness.

The expert witness must be:

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

The expert witness must have:

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

Providers are responsible for ensuring that all expert witnesses are familiar with the standards for those units for which they are to provide expert witness testimony. They must also understand the provider's recording requirements and will need guidance on the skills required to provide evidence for the units. It is not necessary for expert witnesses to hold an assessor qualification because the qualified assessor makes all assessment decisions about the acceptability of evidence regardless of source. This would include expert witness testimony.

Co-ordinating and Lead Assessors

In order that the requirements for occupational competence of assessors and expert witnesses can be met while allowing flexibility of delivery, candidates may have more than one assessor or expert witness involved in the assessment process.

Where more than one assessor is involved in the qualification there must be a named assessor who is responsible for the overall co-ordination of the assessment for each candidate. This person will be responsible for integrating, planning and directing the assessment for the whole qualification. Where more than one assessor is involved in a unit, there must be one named assessor who is responsible for the overall coordination of the assessment for that unit. The lead assessor must ensure that the best use is made of all available evidence and will make the final judgment of competence in each unit where other assessors have been involved. It is expected that all assessors will work closely with internal quality assurers to ensure standardised practice and judgments within the assessment process.

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

- be a registered Pharmacist or a registered Pharmacy Technician
- have working knowledge of pharmacy and/or GP dispensing settings, the regulation, legislation and codes of practice for the service (where applicable) at the time any assessment is taking place
- hold, or be working towards, the appropriate external verifier qualification as identified by the qualification's regulators. External quality assurers holding legacy qualifications must be able to demonstrate that they are assessing to current standards
- have credible experience which is clearly demonstrable through continuing learning and development

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

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

Student Support and Induction

Entry Requirements

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

There are no specific entry requirements for a learner with regards to prior qualifications.

Learners (or trainees) must be employed (either full-time or part-time) in a suitable pharmacy setting to ensure they have the opportunity to develop competencies and complete tasks as outlined in the units within this qualification. This should include access to a registered pharmacy professional to act as a supervisor or mentor.

At a minimum, learners must be:

- employed (full-time or part-time) in a suitable role within a pharmacy setting
- registered on a training course within three months of commencing their role
- supervised by a pharmacy professional
- given tasks within their area of competence as a trainee
- given tasks that allow them to develop and evidence the knowledge, skills and behaviour within the qualification specification

Providers must provide evidence that trainees will work with:

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

Providers must provide evidence that:

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

Additional mandatory entry requirements include:

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

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

Information, Advice and Guidance

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

This must include, as a minimum:

- Entry requirements
- Progression routes
- Course content and level of demand
- Professional behaviours and attitudes expected
- Work-place requirements including the requirement to access role models; pharmacy professionals; and multi-disciplinary teams

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

Induction

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

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

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

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

Supervision

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

As a minimum:

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

Ongoing Support

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

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

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

Assessment

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

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

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

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

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

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

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

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

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

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

Delivery and Assessment Plan

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

This qualification must be assessed in line with Open Awards Quality Assurance procedures as well as in line with Skills for Health Assessment Principles for Occupational Competence (v4 November 2017).

The GPhC's Standards for the Initial Education and Training of Pharmacy Support Staff must also be embedded.

Delivery and assessment plans must include, as a minimum:

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

Skills-based units

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

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

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

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

Knowledge-based units

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

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

Re-takes for knowledge-based units

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

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

Additional assessment methods

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

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

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

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

Quality Assurance

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

Each provider is allocated a Quality and Standards Advisor (QASA) who has overarching responsibility for ensuring the provider's ongoing compliance through their quality assurance policies and practices. The QASA role is designed:

- To support providers to improve the quality and standards of delivery, assessment and internal quality assurance
- To externally quality assure providers' recommendations for awards
- To ensure consistency in standards between providers and over time
- To ensure ongoing compliance with the Open Awards provider agreement, policies and procedures.

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

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

Annual Quality Assurance Reviews

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

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

The QASA will review progress towards the provider's quality improvement action plan and may incorporate external verification activities into the review.

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

Preparing for Annual Quality Assurance Reviews

The QASA allocated to the provider must make appropriate arrangements with the provider's Quality Assurance Contact (or designated alternative) at least ten working days in advance of the agreed date. These arrangements must include:

- The mode of delivery (on-site or remote)
- The date and time of the scheduled activity
- The location of the activity (for on-site reviews)
- The anticipated duration of the visit (for on-site reviews)
- Whether arrangements need to be made for discussions with learners
- The names of assessors, internal quality assurers and other staff that may need to be available for the review
- Agreement on how documents will be made available (see guidance on electronic storage and postal arrangements)
- Where the provider is posting documents, the address to which this needs to be posted.
- The agreed scope of activity
- Any other areas for clarification (where known in advance)

During the review

The following documentation will be reviewed:

- Quality assurance policy and procedures covering:
- Internal verification and standardisation
- Reasonable adjustments and special considerations
- Learner enquiries, complaints and appeals
- Maladministration and malpractice
- Distribution of certificates for learners
- Recognition of prior learning
- Quality assurance course review
- Invigilation (if delivering controlled assessments)
- Student support
- Evidence that quality assurance policies and procedures are reviewed regularly
- Evidence that quality assurance policies and procedures are being followed.
- Business policies and procedures covering:
- Health and Safety
- Data Protection
- Equality and Diversity
- Fire Evacuation
- Safeguarding
- Risk assessments of specific risks your Organisation faces, e.g. violence at work, service users with challenging behaviours, visitors etc.
- Policy on Checking for Criminal Records
- Employers Liability Certificate
- Public Liability Certificate (minimum cover £1 million)
- Conflict of Interest Policy and Procedure
- Evidence that business policies and procedures are reviewed regularly

- Evidence that business policies and procedures are being followed.

Staffing and resources

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

Internal quality assurance

- Evidence of pre-verification of courses
- Evidence of sampling of assessment decisions
- Evidence of internal standardisation (where appropriate)
- Course resources
- Portfolios with assessment and IQA paperwork
- IQA sampling strategy

Evidence of progress towards previously set actions

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

External Verification

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

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

Standardisation

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

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

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

Training and support

Open Awards offers a variety of training and support to Providers. Our online training and support is free of charge and can be accessed on the following link ehttps://oalearn.org.uk/shop. An everlasting coupon (PLUC code) will be issued to each Provider to gain free access to these resources.

Recognition of Prior Learning and Achievement (RPL)

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

It is the responsibility of the Provider to inform Open Awards at registration of any exemptions and/or equivalences for which a claim may be made. These claims will be subject to external quality assurance by the Open Awards Quality Assurance Team.

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

Resources and Equipment

Due to the specialist nature of the qualification, and practical assessment required to achieve the qualification, providers must ensure that the following equipment is in place:

Essential (including associated consumables) :

- Spirometer
- Audiometer
- Sphygmomanometer
- Height measuring
- Weight measuring
- Otoscope (with speculum)
- “Snellen” vision test
- Near and Distance Vision Tests
- Stereopsis
- Ishihara colour test

Possible equipment (including consumables):

- Keystone
- Peak Flow Meter
- Monofilaments
- Purdue Peg Board
- Chester Step/Polar Watch
- Hand dynamometer
- 2 Point Discriminator
- Breathalyzer/Alcometer
- Isocyanate Test Kits
- Urine Tests
- Mouth Swabs

Health and Safety

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

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

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

As a minimum:

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

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

Appendices and Links

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

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

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

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

This document sets out the mapping of the units from the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff to the General Pharmaceutical Council (GPhC) learning outcomes from the Initial Education and Training Standards for Pharmacy Support Staff (2020). Each learning outcome has been mapped to either full units or specific learning outcomes or assessment criteria from the units.

			Roles, Responsibilities and Team Working in Pharmaceutical Technical Services	**Health and Safety in Pharmaceutical Technical Services**	**Behaviours and Standards in Pharmaceutical Technical Services**	**Effective Teamwork and Communication in in Pharmaceutical Technical Services**
1	**Does**	**Act to maintain the interests of individuals and groups, and making patients and their safety their first concern**		1.3 (s), 1.4 (s), 1.5 (s), 2.4 (s)	1.2 (k), 1.3 (k), 1.4 (s), 2.4 (k)	2.5 (s)
2	**Shows how**	**Recognise what it means to give person-centred care and support in pharmacy settings, including settings where patients are not physically present**			3.1 (k), 3.2 (k), 3.3 (k), 3.4 (k), 3.5 (k), 3.6 (k), 3.7 (k), 1.2 (k), 1.3 (k), 1.4 (s),	2.5 (s)
3	**Does**	**Respect diversity and cultural differences, ensuring that person-centred care is not compromised because of personal values and beliefs**			3.1 (k), 3.2 (k), 3.3 (k), 3.4 (k), 3.5 (k), 1.6 (k), 3.7 (k), 1.2 (k), 1.3 (k), 1.4 (s),	2.5 (s)

4	Shows how	**Listening to and communicate effectively with users of pharmacy services, which could include: - individual patients - carers - others member of the pharmacy or healthcare team - other health and social care staff using a range of techniques to determine their needs**			1.4 (s)	3.5 (s), 3.6 (s), 2.5 (s), 2.6 (s)
5	Shows how	**Adapt information and communication style to meet the needs of particular audiences and communication channels**				2.1 (k), 2.3 (k), 2.5 (s), 2.6 (s)
6	Does	**Recognise principles of consent and apply them as appropriate to their role**			3.4 (k), 3.5 (k), 3.7 (k)	1.1 (k), 1.2 (k), 1.3 (k), 1.5 (k), 1.5 (s), 2.2 (k)
7	Does	**Act to maintain the confidentiality of individuals using pharmacy services**			2.3 (k)	1.1 (k), 1.2 (k), 1.3 (k), 1.5 (k), 1.5 (s), 2.2 (k)
8	Shows how	**Apply the principles of information governance as required by their role**			2.3 (k)	1.1 (k), 1.2 (k), 1.3 (k), 1.5 (k), 1.5 (s). 2.2 (k)
9	Knows how	**Recognise and raise concerns, even when it is not easy to do so, using appropriate systems**	2.6 (k)		2.1 (k), 2.2 (k), 2.3 (k), 2.4 (k), 2.5 (k)	
10	Knows how	**Recognise and raise concerns about safeguarding people, particularly children and vulnerable adults**			2.1 (k), 2.2 (k), 2.3 (k), 2.4 (k), 2.5 (k)	

11	Shows how	**Work effectively as part of the pharmacy team and/or the wider health team**	2.5 (k), 2.6 (k)	1.1 (k), 2.4 (s)	3.2 (k)	3.1 (k), 2.2 (k), 3.3 (k), 3.4 (k), 3.5 (s), 3.6 (s), 2.1 (k), 2.3 (k), 2.5 (s), 2.6 (s)
12	Does	**Recognise, apply and work within the relevant legal and regulatory requirements, local processes and standard operating procedues as applicable to their own role**	2.2 (k), 2.6 (k), 1.1 (k), 1.2 (k), 1.5 (s),	1.1 (k)	2.3 (k)	2.3 (k), 2.5 (s), 2.6 (s), 1.1 (k), 1.2 (k), 1.3 (k), 1.5 (k), 2.2 (k)
13	Does	**Recognise and work within the limits of their knowledge and skills, seeking support and referring to others when needed**	2.1 (k), 2.2 (k), 2.4 (s), 2.5 (k)	1.4 (s), 1.5 (s)		3.5 (s), 2.6 (s)
14	Knows	**Identify the roles and responsibility of those they work with and functions of the wider pharmacy and healthcare system**	2.1 (k), 2.2 (k), 2.5 (k)	1.1 (k)	3.2 (k)	3.4 (k), 2.6 (s)
15	Shows how	**Refer issues and/or individuals as appropriate to another member of the pharmacy team, other health and social care staff, organistions or services**	2.5 (k)			3.5 (s), 3.6 (s), 2.6 (s)
16	Does	**Apply policies around health and safety relevant to their role, including recognising hazards and acting appropriately to avoid harm to themselves and others**	2.6 (k)	1.1 (k), 1.2 (k), 1.3 (s), 1.4 (s), 1.5 (s) , 2.4 (s)		
17	Does	**Demonstrate trust and respect for individuals, members of the**			1.4 (s)	3.6 (s), 2.5 (s), 2.6 (s)

		pharmacy team and health professionals at all times				
18	**Does**	**Apply technical knowledge and skills identified as being required for the safe and effective performance of their role in - the dispensing and suply of medicines and medical devices - advising on their use or - assisting in the provision of pharmacy service. This includes applying legal and regulatory requirements, including best practice in the context of their role, using relevant systems and accurate performance of pharmacy tasks.**	2.4 (s),	1.3 (s), 1.4 (s), 1.5 (s) , 2.4 (s)		
19	**Knows how**	**Make use of feedback on performance, local HR processes and reflection, to identify and act on their own learning needs**	4.1 (k), 4.2 (k), 4.3 (k), 4.4 (s), 4.5 (s)			

Appendix B - Mapping of the Pharmacy National Occupational Standards (NOS) to the qualification content

		Start-up Operations in Pharmaceutical Technical Services	In-process Operations in Pharmaceutical Technical Services	Shut down Operations in Pharmaceutical Technical Services	Environmental Principles in Pharmaceutical Technical Services
PHARM17	**Manufacture and assemble medicinal products**	x	x	x	x
PHARM19	**Prepare aseptic products**	x	x	x	x
PHARM20	**Prepare documentation and materials for the manufacture and assembly of medicinal products**	x	x	x	x
PHARM21	**Prepare documentation and materials for the production of aseptic products**	x	x	x	x
PHARM23	**Check documentation and materials prior to the preparation of aseptic products**	x	x	x	x
PHARM52	**Prepare and Maintain the working environment for aseptic manufacture and dispensing of medicinal products in cleanrooms**	x	x	x	x

Appendix C - Example Learner / Stakeholder Agreement

Open Awards Level 2 Diploma in Principles and Practice for Pharmaceutical Technical Support Services (RQF)

This is an agreement between the tutor(s), trainee and employer.

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

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

1. Stakeholder commitment

Trainee	Training Provider	Employer
Comply with policies and procedures	Provide induction and training on policies and procedures. Comply with policies and procedures.	Provide feedback on compliance with policies and procedures in the workplace. Comply with policies and procedures.
Interact regularly with workplace colleagues	Provide support for academic and general welfare needs	Provide access to and opportunity to work with: - Pharmacy professionals - Multi-disciplinary teams - Other healthcare professionals - Peers (i.e. other trainees or workplace colleagues)
Respond positively to feedback and actions for improvement	Provide feedback on progress and professional development	Provide feedback on progress and professional development
Meet deadlines for assignments	Provide clear deadlines for assignments and support to meet these	Provide support to meet deadlines for assignments

Have an understanding of Embed GPhC Standards for the Initial Education and Training of Pharmacy Support Staff and reflect on own performance against these	Embed GPhC Standards for the Initial Education and Training of Pharmacy Support Staff into course delivery and assessment plan	Have an understanding of Embed GPhC Standards for the Initial Education and Training of Pharmacy Support Staff and give trainee opportunity to meet these
Discuss and resolve any concerns at an early stage	Discuss and resolve any concerns at an early stage	Discuss and resolve any concerns at an early stage
Dedicate time to study and reflect on learning	Provide guidance on time management, and the use of reflective practice	Support the dedication of time to study and reflect on learning
Positive and proactively seek answers, adhering to boundaries related to the stage of learning to make sure patient safety is maintained	Encourage a proactive approach to seeking answers and solving problems, with clearly defined boundaries related to the stage of learning to make sure patient safety is maintained	Encourage a proactive approach to seeking answers and solving problems, with clearly defined boundaries related to the stage of learning to make sure patient safety is maintained
Work to an agreed training plan	Provide a training plan	Support the timelines and deadlines outlined in the training plan
	Provide career advice about professional development and work pathways	Provide supervision in the workplace

2. Responsibilities

Course providers must provide:

- robust systems in place to support trainees in both the training environment and the learning environment
- a clear description of who is responsible for each part of the process in those systems
- opportunity for trainees to interact regularly with their workplace colleagues, including their designated educational supervisor as well as peers;
- trainee access to support for their academic and general welfare needs
- trainee access to career advice about their professional development and work pathways.
- opportunity for trainees to work with a range of professional role models including other members of the pharmacy team and other healthcare professionals. This may also include pharmacy professionals who do not work in the same pharmacy team, such as course provider pharmacy technicians
- opportunity for trainees to have access to peers, such as other trainees or workplace colleagues, for support and guidance

- opportunity for trainees to work with other health or care professionals and trainees during their training. This may include relationships with other local health or care professionals in local GP practices or clinics, various wards in hospitals or district nurses. Trainees may work for a period of time in another setting or regularly working and communicating with other health or care professionals at a distance

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

	Training Provider	**Employer**	**Comments**
Provide advice and guidance			
Register trainee with the awarding body			
Complete induction on policies and procedures			
Ensure all practice is appropriate supervised			
Confirming work tasks			
Confirming assignment deadlines and briefs			
Carry out regular progress reviews against delivery and assessment plan			
Carry out formal progress reviews during and at the end of training			
Escalate concerns that cannot be resolved, or if the problem is outside the scope of the learning relationship			

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

Learner Comments

Training Provider Comments

Employer Comments

	Name	**Signature**	**Date**
Trainee			
Training Provider			
Employer			

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