Open Awards Level 3

Technical Occupational Entry in the Principles and Practice for Pharmacy Technicians (Diploma)

Ofqual QAN: 610/4031/9

Contents

Version Control	
v1.0	New document – first registration September 2025.
V1.1	Added GPhC guidance on reporting Student Fit to Practise (FtP) Concerns and Education Quality Concerns. January 2026.

About the Qualification

Title	Open Awards Level 3 Technical Occupational Entry in the Principles and Practice for Pharmacy Technicians (Diploma)
Qualification Accreditation Number	610/4031/9
Sector	1 - Health, Public Services and Care
Level	Three (3)
Funding	[Please click here for more information](#)
Pricing Information	[Please click here for more information](#)
Review Date	31/7/2028
Qualification Risk Rating:	High

Purpose	D – Confirm occupational competence and/or "licence to practice"
Sub-Purpose	D1 – Confirm competence in an occupational role to the standards required

Total Qualification Time/Guided Learning	
Total Qualification Time (hours)	1320
Guided Learning (hours)	785

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

Overview

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

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

Please note, if the trainee Pharmacy Technician is employed as an apprentice, they will need to complete the integrated apprenticeship version of the qualification. Please click here for more information. Learners cannot be transferred between the two versions.

Any Specified Entry Requirements

This qualification is suitable for learners aged 16+.

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

It would also be recommended that learners hold a Level 2 Science qualification (e.g. GCSE Science at Grade C); or a vocational qualification at Level 2 or above (preferably related to pharmacy); or that an action plan was in place to support the learner upskill to meet the demands of the science elements of this qualification.

Additional mandatory entry requirements include:
- Good character checks e.g. Disclosure and Barring Service (DBS)
- Health checks to seek information about conditions that may affect an applicant's fitness to practise as a trainee and how any such conditions will be managed.

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

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

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

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

Recommended Assessment Method Summary

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

Learners must provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work. Learners must be assessed in their own workplace and in line with their employer's standard operating procedures. They must be given opportunities to demonstrate the acquisition of transferable knowledge and skills, including that they are able to respond and adapt to different pharmacy contexts and potential range of prescribers and systems. The evidence presented must reflect this requirement in line with the qualification assessment criteria and indicative content.

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.

Qualification Structure

Rules of Combination

Credit Value of the Qualification:	132 credits
Mandatory Units:	21 units to be achieved (132 credits)

Qualification Units

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

Unit Reference Number	Unit Name	Credits	Level
R/617/8900	Actions and Uses of Medicines	9	Level Three
Y/617/8901	Assemble and Check Dispensed Medicines and Products*	8	Level Four
D/617/8902	Biological Principles for Pharmacy Technicians	4	Level Three
H/617/8903	Chemical Principles for Pharmacy Technicians	3	Level Three
K/617/8904	Contribute to Service Improvement in the Delivery of Pharmacy Services	6	Level Three
M/617/8905	Medicinal and Non-Medicinal Treatments for Central Nervous System Conditions	6	Level Three
L/617/8930	Medicinal and Non-Medicinal Treatments for Gastrointestinal and Nutritional Conditions	5	Level Three
R/617/8931	Medicinal and Non-medicinal Treatments for Malignant Diseases and Musculoskeletal Conditions	6	Level Three
Y/617/8932	Medicinal Methods for the Prevention, Protection from and Treatment of Infections	6	Level Three
D/617/8933	Medicinal Treatments for Cardio-respiratory Conditions	6	Level Three
H/617/8934	Medicinal Treatments for Endocrine, Gynecological and Genitourinary Conditions	6	Level Three
K/617/8935	Medicinal Treatments for Sensory Organ Conditions	5	Level Three

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

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

The units can be delivered and assessed in any order in line with the Provider's delivery and assessment plan. However, 'Actions and Uses of Medicines' and 'Principles of Person-Centred Approaches for Pharmacy Technicians' must be delivered before the three (3) skills-based units ('Assemble and Check Dispensed Medicines and Products'; 'Receive, Validate and Issue Prescriptions'; and 'Undertake Medicines Reconciliation and Supply') can be completed.

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

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 'Actions', 'Tracking' and 'Initiate a Workflow'. You will then need to select 'Apply to Deliver Regulated Qualification(s) = Specialist Resources'.

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

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

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

Please note, there are two qualification accreditation numbers and titles for Level 3 Pharmacy Technician qualifications at Open Awards (integrated apprenticeship route and technical occupational entry route). Please ensure you register your learners to the correct qualification.

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[1] 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 must:

- be a registered Pharmacist or a registered Pharmacy Technician who is occupationally competent in the area of practice to which the unit being assessed applies
- hold or be working towards the appropriate assessor qualification. Assessors 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

Internal Quality Assurers (IQA) must:

- be a registered Pharmacist or a registered Pharmacy Technician
- 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
- have a 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
- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal quality

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[1]
https://www.pharmacyregulation.org/sites/default/files/document/guidance_on_supervising_pharmacy_professionals_in_training_august_2018.pdf

assurance roles

- hold or be working towards an appropriate internal quality assurance qualification. Internal quality assurers holding legacy qualifications must be able to demonstrate that they are working to current standards
- have undertaken the appropriate assessor qualification identified by the regulator and practiced as an assessor prior to undertaking the internal quality assurer role

It is recognised that internal quality assurers are expected to verify the assessment process and not reassess the evidence provided.

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 workplace 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.

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

It is also recommended that learners have a Level 2 Science qualification (e.g. GCSE Science at Grade C); or a vocational qualification at level 2 or above (preferably related to pharmacy); or that an action plan is put in place to support the learner to upskill to meet the demands of the science elements of this qualification.

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

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

At a minimum, learners must be:
- 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
- Workplace requirements including the requirement to access role models, pharmacy professionals and multi-disciplinary teams
- GPhC Registration Requirements and Process (including five (5) year validity period)

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

Induction

In addition to IAG, providers should provide a full induction to the course to include:
- Roles and responsibilities
- Learning agreements/ stakeholder agreements
- Delivery plans, timescales and deadlines
- Course content and level of demand
- Supervision arrangements
- Assignments, observations and resits
- Workplace requirements, including the requirement to access role models, pharmacy professionals and multi-disciplinary teams
- GPhC Standards for initial education and training of pharmacy technicians
- GPhC registration process
- 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 outline roles and responsibilities relating to supervision of learners.

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

Supervision arrangements must be in line with GPhC's Guidance on Supervising Pharmacy Professions in Training (August 2018)

Ongoing Support

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

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

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

Withdrawal or Partial Achievement

Providers are required to register learners with Open Awards within six weeks of their course start date. Following this registration, providers are required to account for all learners during and at the end of their course.

Where a learner leaves their course for any reason, providers are required to notify Open Awards and to provide reasons for the withdrawal. Please see the Provider Handbook for the process of withdrawing learners via the Portal.

Providers should contact your Quality and Standards Advisor before withdrawing a learner e.g., if as a result of the learner's employment status changing, as soon as practicable to identify any action that can be taken to support the learner to stay on-programme.

In the case of a learner leaving employment part-way through a course, Open Awards will work closely with providers to minimise any disadvantage to the learner and to ensure any achievement to date is awarded.

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 clearly demonstrate the knowledge or skills that are set out in the assessment criteria. It should also clearly be the work of the learner.

Reliable: 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 Record, Group Progress Record) on behalf of the Provider which are made available and used by the Provider's Internal Quality Assurer and Open Awards' Quality Assurance Team.

Use of Sample Assignments

The sample assignments have been developed as an indicative approach to assessment methods and question types for each of the units. Therefore, we accept that there is a range of appropriate tasks and evidence that may not be included in the examples provided. Unit specifications include guidance relating to the different types of evidence that may be appropriate for knowledge-based criteria vs. skills/ competency-based criteria.

The overall assessment methodology is a portfolio of evidence to combine knowledge-based and written evidence with evidence from the learner's workplace, including direct observation of the skills-based criteria. Therefore, providers are required to devise their own assessments to meet their own delivery plans, including considering the learners' work placements/ diverse employer contexts and naturally occurring evidence. We would not expect providers to use the sample assignments in their entirety or as the sole source of evidence.

Providers are required to submit an assessment and delivery plan prior to starting delivery of the qualification (see below section), including internally set assignment briefs and mapping documents, and provider assessors and IQAs are required to attend standardisation and training activities annually to ensure consistent application of the standard across providers. EQAs review assessment plans and assignment briefs/ tasks in advance of delivery. Providers must review their delivery and assessment plans, and adapt these year-on-year in response to stakeholder feedback and IQA/EQA outcomes and mitigate against risk of predictability.

These control measures are in line with our CASS strategy for high-risk qualifications to minimise the risk of variance in the standard required across our providers.

 All assessment decisions are subject to external quality assurance to ensure consistency across providers.

Open Awards will continue to refresh its bank of assignment briefs over time and in response to provider feedback.

Delivery and Assessment Plan

Providers are required to produce a delivery and assessment plan **before** they start delivering this qualification. This plan is subject to pre-verification by the 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 (v5 September 2017)[2].

The GPhC's Standards for the Initial Education and Training of Pharmacy Technicians must also be embedded[3].

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 plan and internally set assignments
- Roles and responsibilities (including requirements for designated educational supervisors and assessors)
- Student support and supervision
- Marking criteria for internal assignments
- Procedures for resits and resubmissions
- Procedures for suspected plagiarism and/or malpractice
- Appeals procedures
- Mapping of learning outcomes and assessment criteria

Where there is crossover between policies and guidance, e.g. Open Awards policy for resits and resubmissions providers are requested to provide evidence of how they will meet Open Awards policy and their plans for implementing any required procedures or guidance.

Marking against assessment criteria

All assessment criteria must be met in order for learners to pass the qualification. Therefore, the 'pass criteria' for each assessment is whether the allocated (mapped) assessment criteria have all been met. The indicative content provided amplifies what is expected to be included in a response for a learner to be assessed as having passed. Where not all criteria have been met within a specific assessment (e.g. if an essay is submitted that met some but not all of the criteria mapped to the assessment), only the criteria not yet met would need to be re-assessed.

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[2] https://www.skillsforhealth.org.uk/wp-content/uploads/2022/10/Assessment-of-Competence-SfH-Assessment-Principles-v5-September-2022.pdf
[3] https://www.pharmacyregulation.org/sites/default/files/standards_for_the_initial_education_and_training_of_pharmacy_technicians_october_2017.pdf

This could be through an alternative assessment method e.g., professional discussion if this is appropriate for the outstanding assessment criteria.

High performance in one assessment criterion does not compensate for poor or no performance against another criterion. Assessment decisions are made against each assessment criteria in each of the units in order for the learner to achieve a 'pass' overall at qualification level.

Pass Descriptor

To support initial assessment decisions at providers, until providers have sufficient experience and an evidence base, we have provided Pass Performance Descriptors as a representation of what a threshold learner would generally be expected to demonstrate at qualification level.

The following pass descriptor applies to this qualification and must be considered by all assessors, IQAs, and EQAs when recommending the award of credit:

The Open Awards Level 3 Technical Occupational Entry in the Principles and Practice for Pharmacy Technicians (Diploma) is awarded to learners who hold the minimum level of knowledge, qualities and transferable skills necessary for employment as a Pharmacy Technician.
Typically learners will be able to: • Demonstrate knowledge of a broad range of pharmacy concepts and understanding of the practices and principles associated with the role, as well as the capacity to interpret and apply these within that occupational context to solve routine problems; • Hold and apply the necessary pharmacy skills, taking responsibility and showing some initiative and independence, to be considered competent, including the ability to communicate effectively and contribute to the effective work of a pharmacy team; • Behave consistently in a manner that instils confidence they act in the best interests of patients and take responsibility for their own learning and development. • Demonstrate meeting the requirements of the GPhC Standards for the initial education and training of pharmacy technicians, particularly part 1 learning outcomes (the skills, knowledge, understanding and professional behaviours a trainee must demonstrate at the end of their initial education and training).

The Pass Descriptor is designed to additionally support consistency of assessment decisions in the initial roll out of the qualification. We are not expecting providers to directly apply this or to assess against it. It should be used as a supportive tool to provide context for assessors on the anticipated standard of competency. Over time, in subsequent years, providers will be able to rely much more on the IQA and EQA feedback as indicators of the threshold learner and rely less on surrogate indicators such as this Pass Descriptor.

All assessment criteria in each unit must be met in order for learners to pass the qualification. The indicative content provided amplifies what is expected to be included in a response for a learner to be assessed as having passed.

The Pass Descriptor is intended to be used as an overview of the level of occupational competence that assessors should be assessing learners against as a whole i.e. if all assessment criteria has been met fully, this is what the learner would look like.

Assessment Methods

Evidence generated from the following assessment methods can be included within the portfolio of evidence. This list is not exhaustive.

Assessment Method	Knowledge/ Skill Based Criteria	Rationale
Observation in the Workplace	S	Enables learners to demonstrate the skills/ competencies outlined in the assessment criteria. It is a mandatory requirement for this qualification for a learner to complete three (3) holistic observations of their practice over a period of time.
Simulated Observation	S	Enables learners to demonstrate additional skills/ competencies that do not occur naturally in the workplace. Simulated observation is permitted for LOs 2, 3 and 4 of the unit 'Receive, Validate and Issue Prescriptions.' As the primary method of assessment for skills-based criteria is workplace observation, simulated observation is only likely to be realistically presented where naturally occurring workplace observation is not possible and considered on an individual learner basis. Simulation is seen as a 'last resort' if all other ways of evidencing the criteria had been exhausted.
Professional Discussion	K	Enables targeted questions/ answers to assess learners' knowledge for a specific unit. This assessment method can also be used to sample criteria across all units holistically.
Witness Testimonies	S	Enables learners to provide evidence from their workplace, validated by their workplace tutor, supervisor or manager.
Reflective Essays	S, K	Enables learners to provide evidence from their workplace to demonstrate their application of learning. This assessment method can support the assessment of knowledge, and the application of this knowledge.

Case Studies	S, K	Enables learners to provide evidence from their workplace to demonstrate their application of learning. This assessment method can support the assessment of knowledge, and the application of this knowledge.
Long-answer Questions	K	Enables learners to demonstrate their knowledge/ understanding of specific subject content areas. Long-answer questions can be designed to cover multiple assessment criteria, and to support learners to demonstrate analysis and discussions.
Short-answer Questions	K	Enables learners to demonstrate their knowledge/ understanding of specific subject content areas. Short-answer questions will normally cover one (1) assessment criterion.
Presentations	K	Enables holistic assessment of learners' knowledge across multiple subject content areas/ assessment criteria.
Posters/ leaflets	K	Enables holistic assessment of learners' knowledge across multiple subject content areas/ assessment criteria.
Written Report	K	Enables holistic assessment of learners' knowledge across multiple subject content areas/ assessment criteria.
Synoptic Projects (e.g., creating an induction handbook)	K	Enables holistic assessment of learners' knowledge across multiple subject content areas/ assessment criteria.

These 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 Open Awards before it can be used.

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

Please see Appendix C for controlled condition requirements for each assessment method.

Skills-based Criteria

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 only where all other methods for evidencing the criteria has been exhausted. In this eventuality, it is the responsibility of the Provider to ensure there is a clear and credible rationale which is subject to confirmation through external quality assurance activities.

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.

As the primary method of assessment for skills-based criteria is workplace observation, simulated observation is only likely to be realistically presented where naturally occurring workplace observation is not possible and considered on an individual learner basis. Simulation is seen as a 'last resort' if all other ways of evidencing the criteria had been exhausted.

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

Knowledge-based Criteria

For knowledge-based units, evidence will be assessed using internally set, internally marked assignments. The assignments will be internally quality assured, then subject to externally quality assurance sampling by Open Awards. Providers must also carry out regular standardisation activities as part of the ongoing quality assurance of assessment decisions within the assignments used for knowledge-based units and assignments should be refreshed over time.

Re-takes/ resits

In line with the Skills for Health assessment principles, if the learner does not pass the assignment on the first attempt, they will be given a maximum of two (2) further opportunities to re-take the Assessment Criteria that they failed on the first attempt.

In this context, if a learner hands their work on time, but has not demonstrated achievement of all assessment criteria, the provider can set a second deadline to allow the learner to cover the missing criteria only. The first submission should not be graded and no indication of grade must be given, but returned to the learner with guidance as to what needs to be resubmitted.

Wherever possible, learners are not expected to re-take the whole assessment and an alternative assessment method may be used by the Provider where this would be appropriate. For example, a professional discussion as a retake for knowledge based criteria.

Resubmissions must:

- be proportionate to the degree of non-achievement
- be consistent with the way the learning outcome(s) were originally assessed
- be subject to a clear deadline
- be applied consistently in equivalent assessment situations, so that all learners have equivalent opportunities for resubmission and reassessment
- ensure that the additional or revised work being resubmitted is clearly distinguishable from the work originally submitted
- be subject to moderation

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

As the qualification is assessed over time, and against the full range of assessment criteria, it is not expected that a learner would be offered the opportunity to resit the qualification in its entirety. As above, opportunities should be given for learners to be assessed against specific assessment criteria where the provided evidence does not meet the criteria or the standard required. Providers are responsible for setting their own course duration/ length (as long as it meets the minimum 24 months duration) to ensure learners have sufficient time to complete all learning and assessment requirements.

If a learner does not pass all assessment criteria across the qualification, they will be issued with a unit transcript. If the learner decided to attempt the course again, the unit achievement could be used towards achievement of the qualification as a whole, provided that it was within the unit validity period to ensure it's currency. The provider would be required to complete an initial assessment to identify gaps in knowledge, skills, behaviours and apply to Open Awards to recognise the existing units in line with Open Awards' recognition of prior learning policy. In all cases, the requirement for three observations over the course would be required to ensure the learner is assessed in their workplace for competency.

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.

Learner feedback

Tutors/ assessors must provide feedback to learners for each submitted assignment in a timely manner. The assignment brief should provide the learner with an indication of when they can expect to receive this feedback.

All feedback provided must be sufficient, focused and developmental. It should provide justification for the grade(s) recommended (pass/fail) and must explicitly reference the assessment criteria relating to the assignment.

Where more than one assignment is used to assess a unit, tutors should provide feedback in relation to the individual assignments so that learners can identify strengths and weaknesses in different areas and improve their performance.

Feedback on work which has not met the requirements of one or more learning outcomes, and therefore has not achieved the standard for Pass, must only confirm which aspect of a learning outcome has not been achieved.

Feedback should include specific examples where the learner's work provides evidence for the recommended grade (Pass/Fail). Feedback should be developmental and constructive – allowing learners to understand how they can improve in future assessments, or what is required to improve to the required standard in the case of a retake. Care must be taken to avoid providing feedback that is so detailed that it could be deemed to be coaching.

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.

Internal Quality Assurance (IQA)

All Providers delivering Open Awards provision must operate rigorous internal quality assurance systems. A Provider must identify how they will internally quality assure and standardise their delivery and assessment before delivering a course.

Internal Quality Assurers 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.

External Quality Assurance (EQA)

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

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

For this qualification, Providers will also be allocated an External Quality Assurer

(EQA) to undertake external quality assurance activities. This is due to the specialist knowledge and experience required to effectively undertake the role.

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

Annual Quality Assurance Reviews

The Annual Quality Assurance Review will provide the Open Awards Quality Assurance Team with an up-to-date record of specific areas of compliance with the Provider agreement. This enables Open Awards to make a judgement on the Provider's ongoing compliance in the following areas:
1. Quality assurance policies
2. Business policies
3. Staffing and resources
4. Data management
5. Engagement with Open Awards
6. Internal quality assurance arrangements
7. Provider administration

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

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

Preparing for Annual Quality Assurance Reviews

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

- Where the Provider is posting documents, the address to which these 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)
- Learner 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 faced, 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.

Provider approval, compliance monitoring and external quality assurance is carried out by the Open Awards Quality Assurance Team/ External Quality Assurers who will confirm that the Provider is assessing to standard and ensure that there are robust internal quality assurance systems embedded.

This qualification has been classified as high risk in line with our CASS strategy. For further guidance on External Quality Assurance activities for high-risk qualifications, please refer to the Provider Handbook.

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 per 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. For further guidance on Quality Assurance and Standardisation, please refer to the Provider Handbook.

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.

Health and Safety

Due to the practical requirements of some of the units within this qualification, providers must ensure that appropriate risk assessments are in place for both the activities and individual learners to ensure the learners, staff and patient safety throughout the course.
As part of this, providers must ensure that learners and staff have access to appropriate clothing and personal protective equipment (PPE).

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

As a minimum:

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

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

All approved providers are required to have a safeguarding policy in place. This is checked at provider approval stage and through ongoing compliance activities. Open Awards records a named safeguarding contact for each approved provider as one of the key contacts.

Open Awards has a safeguarding policy that is in place and followed by all staff. The Open Awards policy includes, in the first instance, where a concern is raised, a requirement to engage with the provider to ensure their own safeguarding policy has been enacted and followed. Open Awards has a process for reporting safeguarding concerns directly to the relevant authority where a provider's policy has either not been enacted, or Open Awards has concerns about the action taken by the provider.

Please refer to the Safeguarding Policy for more detail.

Feedback and Continuous Improvement

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

- Learners
- Employers
- Patients
- Pharmacy professionals

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

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

Student Fitness to Practise (FtP) concerns

- Education and training providers must have clear procedures in place to identify and manage fitness to practise concerns relating to students and trainees.
- Concerns may include issues such as misconduct, drug misuse, dishonesty, or other matters affecting professionalism.
- All FtP concerns **must** be reported directly to the General Pharmaceutical Council (GPhC) once an investigation and an outcome (other than warning or no further action) is taken.
- Reports should be handled confidentially and with appropriate safeguarding considerations.

Guidance and the FtP reporting form are **available here**.

Education quality concerns

- Concerns about the quality of GPhC-approved pharmacy education and training should be reported directly to the GPhC once internal concerns/complaint processes have been utilised.
- We use this information to assure that programmes continue to meet required standards and that any issues affecting the quality of education are investigated.
- Students/trainees, providers, or other stakeholders can raise concerns if they believe a programme is not meeting GPhC education standards/requirements.

Guidance and the education quality concerns form are **available here**.

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

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

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

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

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

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

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

	GPhC Learning Outcomes	Domain	Mapped to Unit
11.	Be able to provide public health advice and recommend recognised health screening or public health initiatives **Knows how**	Person centred care	Unit D Principles of health promotion and well-being in pharmacy services (LO4) Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (LO4) Unit M Medicinal treatments for cardio-respiratory conditions (LO4) Unit N Medicinal and non-medicinal treatments for malignant diseases and musculoskeletal conditions (LO5) Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (LO6) Unit R Medicinal methods for the prevention, protection from and treatment of infections (LO4) Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (LO8) Unit T Medicinal treatments for sensory organ conditions (LO7)
12.	Understand how to safeguard people, particularly children and vulnerable adults **Knows how**	Person centred care	Unit A Principles of person-centred approaches for Pharmacy Technicians (LO3)
13.	Apply professional judgement in the best interests of people **Does**	Professionalism	Unit I Receive, validate and issue prescriptions (LO2, LO3, LO4) Unit G Undertake medicines reconciliation and supply (AC5.2, AC5.3, AC5.5, AC5.6, AC6.3)

	GPhC Learning Outcomes	Domain	Mapped to Unit
14.	Recognise and work within the limits of their knowledge and skills and refer to others when needed *Does*	Professionalism	Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.7, AC5.2, AC5.3, AC5.4) Unit H Assemble and Check Dispensed Medicines and Products (AC1.3) Unit I Receive, validate and issue prescriptions (AC2.7, AC4.10) Unit G Undertake medicines reconciliation and supply (AC2.6, AC5.6, AC6.4)
15.	Understand how to work within the local, regional and national guidelines and policies *Knows how*	Professionalism	Unit A Principles of person-centred approaches for Pharmacy Technicians (AC2.2, AC3.5) Unit B Principles of Health and Safety for Pharmacy Technicians (LO1) Unit F Principles for the management of pharmaceutical stock (LO1, AC2.4, AC4.1, AC4.3, AC5.5) Unit G Undertake medicines reconciliation and supply (LO1)
16.	Respond effectively to complaints, incidents and errors and in a manner which demonstrates person-centred care *Does*	Professionalism	Unit A Principles of Person-Centred Care for Pharmacy Technicians (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (LO5) Unit G Undertake medicines reconciliation and supply (AC5.2, AC6.3)

	GPhC Learning Outcomes	Domain	Mapped to Unit
17.	Use information to make effective decisions *Does*	Professionalism	Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.2, AC4.4, AC4.5, AC4.6, AC5.2) Unit I Receive, validate and issue prescriptions (LO2, LO3, LO4) Unit G Undertake medicines reconciliation and supply (LO3, LO4, AC5.5, AC5.6)
18.	Take personal responsibility for health and safety of themselves and others and follow up any concerns about the workplace which might put them at risk *Does*	Professionalism	Unit B Principles of Health and Safety for Pharmacy Technicians (whole unit) Unit H Assemble and Check Dispensed Medicines and Products (AC1.1, LO2, LO3, LO4, LO5, LO6)
19.	Demonstrate leadership skills within their scope of practice as a trainee *Does*	Professionalism	Unit C Personal Development for Pharmacy technicians (AC7.3)
20.	Recognise when their performance or the performance of others is putting people at risk and respond appropriately *Does*	Professionalism	Unit H Assemble and Check Dispensed Medicines and Products (LO4, LO5, LO6) Unit C Personal Development for Pharmacy Technicians (LO5)
21.	Raise concerns even when it is not easy to do so *Does*	Professionalism	Unit G Undertake medicines reconciliation and supply (AC6.3, AC6.4) Unit H Assemble and Check Dispensed Medicines and Products (LO4, AC5.9, LO7) Unit C Personal Development for Pharmacy Technicians (LO5)

	GPhC Learning Outcomes	Domain	Mapped to Unit
22.	Act openly and honestly when things go wrong ***Does***	Professionalism	Unit E Contribute to service improvement in the delivery of pharmacy services (AC5.2) Unit G Undertake medicines reconciliation and supply (LO2, LO3, LO4, LO5, LO6) Unit H Assemble and Check Dispensed Medicines and Products (AC5.9, LO7) Unit C Personal Development for Pharmacy Technicians (LO5)
23.	Effectively use a variety of methods, including feedback, to regularly monitor and reflect on practice, skills and knowledge ***Does***	Professionalism	Unit C Personal Development for Pharmacy Technicians (AC3.1, LO4, AC6.2)
24.	Carry out a range of relevant continuing professional development (CPD) activities ***Does***	Professionalism	Unit C Personal Development for Pharmacy Technicians (LO6)
25.	Reflect and act on feedback or concerns, thinking about what can be done to prevent something happening again ***Does***	Professionalism	Unit C Personal Development for Pharmacy Technicians (LO4) Unit E Contribute to service improvement in the delivery of pharmacy services (AC5.2) Unit H Assemble and Check Dispensed Medicines and Products (LO4)

	GPhC Learning Outcomes	Domain	Mapped to Unit
26.	Provide a safe, effective and responsive pharmacy service **Does**	Professional knowledge and skills	Unit E Contribute to service improvement in the delivery of pharmacy services (LO4, LO5) Unit I Receive, validate and issue prescriptions (whole unit) Unit H Assemble and Check Dispensed Medicines and Products (whole unit) Unit G Undertake medicines reconciliation and supply (whole unit)
27.	Take personal responsibility for the legal, safe and efficient supply of medicines **Does**	Professional knowledge and skills	Unit H Assemble and Check Dispensed Medicines and Products (whole unit) Unit I Receive, validate and issue prescriptions (LO4) Unit F Principles for the management of pharmaceutical stock (whole unit) Unit G Undertake medicines reconciliation and supply (LO6)

	GPhC Learning Outcomes	Domain	Mapped to Unit
28.	Understand the basic principles of biology, microbiology, physiology and chemistry **_Knows how_**	Professional knowledge and skills	Unit J Chemical Principles for Pharmacy Technicians (whole unit) Unit K Biological Principles for Pharmacy Technicians (whole unit) Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (whole unit) Unit M Medicinal treatments for cardio-respiratory conditions (whole unit) Unit N Medicinal and non-medicinal treatments for malignant diseases and musculoskeletal conditions (whole unit) Unit O Microbiology for Pharmacy Technicians (whole unit) Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (whole unit) Unit R Medicinal methods for the prevention, protection from and treatment of infections (whole unit) Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (whole unit) Unit T Medicinal treatments for sensory organ conditions (whole unit) Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (whole unit)

	GPhC Learning Outcomes	Domain	Mapped to Unit
29.	Understand the basic pharmacological principles that apply to the use of medicines in relation to disease processes and the treatment of identified clinical conditions *Knows how*	Professional knowledge and skills	Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (whole unit) Unit M Medicinal treatments for cardio-respiratory conditions (whole unit) Unit N Medicinal and non-medicinal treatments for malignant diseases and musculoskeletal conditions (whole unit) Unit P Actions and Uses of Medicines (whole unit) Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (whole unit) Unit R Medicinal methods for the prevention, protection from and treatment of infections (whole unit) Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (whole unit) Unit T Medicinal treatments for sensory organ conditions (whole unit)
30.	Confirm the suitability of a person's medicines for use *Does*	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit G Undertake medicines reconciliation and supply (LO5) Unit P Actions and Uses of Medicines (whole unit)

	GPhC Learning Outcomes	Domain	Mapped to Unit
31.	Accurately retrieve and reconcile information about a person's medicines *Does*	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit G Undertake medicines reconciliation and supply (LO2, LO3, LO4) Unit P Actions and Uses of Medicines (whole unit)
32.	Assess a person's present supply of medication and order appropriate medicines and products *Does*	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit G Undertake medicines reconciliation and supply (LO5, LO6) Unit P Actions and Uses of Medicines (whole unit)
33.	Order, receive, maintain and supply medicines and other pharmaceutical products safely, legally and effectively *Knows how*	Professional knowledge and skills	Unit F Principles for the management of pharmaceutical stock (whole unit) Unit G Undertake medicines reconciliation and supply (LO6)
34.	Receive requests for medicines, including prescriptions, and check for their validity, safety and clarity, taking action to deal with any problems *Does*	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit I Receive, validate and issue prescriptions (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (LO4) Unit P Actions and Uses of Medicines (whole unit)
35.	Effectively use systems to support safe supply of medicines *Does*	Professional knowledge and skills	Unit I Receive, validate and issue prescriptions (LO1, AC2.3, AC2.7, AC3.1, AC3.4, AC3.5, LO4)

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

	GPhC Learning Outcomes	Domain	Mapped to Unit
40.	Carry out an accuracy check of dispensed medicines and products *Does*	Professional knowledge and skills	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit H Assemble and Check Dispensed Medicines and Products (AC5.12, LO6) Unit P Actions and Uses of Medicines (whole unit)
41.	Accurately perform pharmaceutical calculations to ensure safety of people *Does*	Professional knowledge and skills	Unit H Assemble and Check Dispensed Medicines and Products (AC5.3, AC6.5) Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (LO4)
42.	Recognise adverse drug reactions and interactions and respond appropriately *Does*	Professional knowledge and skills	Unit I Receive, validate and issue prescriptions (AC2.5, AC4.5) Unit G Undertake medicines reconciliation and supply (AC2.4, AC2.5) Unit P Actions and Uses of Medicines (whole unit)
43.	Safely and legally dispose of medicines and other pharmaceutical products *Knows how*	Professional knowledge and skills	Unit B Principles of Health and Safety for Pharmacy Technicians (LO1, AC2.3, LO3) Unit F Principles for the management of pharmaceutical stock (AC5.5) Unit G Undertake medicines reconciliation and supply (AC5.5)
44.	Respond appropriately to medical emergencies, including providing first aid *Knows how*	Professional knowledge and skills	Unit B Principles of Health and Safety for Pharmacy Technicians (LO3)

	GPhC Learning Outcomes	Domain	Mapped to Unit
45.	Identify and respond effectively to errors and near misses *Does*	Professional knowledge and skills	Unit E Contribute to service improvement in the delivery of pharmacy services (AC5.2) Unit H Assemble and Check Dispensed Medicines and Products (LO4, LO7) Unit G Undertake medicines reconciliation and supply (AC6.3)
46.	Apply the principles of clinical governance *Does*	Professional knowledge and skills	Unit E Contribute to service improvement in the delivery of pharmacy services (whole unit) Unit G Undertake medicines reconciliation and supply (whole unit) Unit H Assemble and Check Dispensed Medicines and Products (whole unit) Unit I Receive, validate and issue prescriptions (whole unit)
47.	Understand the principles of audit and quality-improvement strategies and how to implement recommendations effectively *Knows how*	Professional knowledge and skills	Unit E Contribute to service improvement in the delivery of pharmacy services (LO1, LO2) Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (LO5)
48.	Understand the principles of risk management *Knows how*	Professional knowledge and skills	Unit B Principles of Health and Safety for Pharmacy Technicians (LO2)
49.	Demonstrate effective team working *Does*	Collaboration	Unit G Undertake medicines reconciliation and supply (AC2.6, AC2.4, AC5.6, AC6.4) Unit H Assemble and Check Dispensed Medicines and Products (LO6, LO7) Unit I Receive, validate and issue prescriptions (AC2.7, AC4.10)

	GPhC Learning Outcomes	Domain	Mapped to Unit
50.	Communicate and work effectively with members of the multi-disciplinary team *Does*	Collaboration	Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit) Unit E Contribute to service improvement in the delivery of pharmacy services (LO3, AC5.3) Unit H Assemble and Check Dispensed Medicines and Products (LO6, LO7) Unit G Undertake medicines reconciliation and supply (AC2.6, AC2.4, AC4.2, AC4.3, AC5.6, AC6.4)
51.	Check their own and others' work effectively *Does*	Collaboration	Unit H Assemble and Check Dispensed Medicines and Products (LO6)
52.	Take part in the learning and development of others *Does*	Collaboration	Unit C Personal Development for Pharmacy Technicians (LO7)
53.	Prioritise time and resources effectively to achieve objectives *Does*	Collaboration	Unit C Personal Development for Pharmacy Technicians (AC3.1)

Appendix B – Example Learner / Stakeholder Agreement

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

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

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

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

1. Stakeholder commitment

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

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

	Provide career advice about professional development and work pathways	

1. Responsibilities

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

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

	Training Provider	Employer	Comments
Provide advice and guidance			
Register learner with Open Awards			
Complete induction on policies and procedures			
Ensure all practice is appropriate supervised			
Confirming work tasks			
Confirming assignment deadlines and briefs			

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

Agreed process for raising concerns

Learner Comments

Training Provider Comments

Employer Comments

	Name	Signature	Date
Learner			
Training Provider			
Employer			

Appendix C – Controlled Conditions for Assessment Methods

Assessment Method	Knowledge/ Skill Based Criteria	Rationale	Conditions
Observation in the Workplace	S	Enables learners to demonstrate the skills/ competencies outlined in the assessment criteria.	**Level of control:** High • Standardised observation checklists/ records • Trained assessors following the same criteria • Recorded observations for moderation • Clearly defined tasks aligned with learning outcomes **Conditions for Delivery:** • Conducted one-to-one between the learner and assessor • Assessor must be present on-site and observe in real time • Authenticity checks completed at the start of assessment e.g., learning identity confirmed. • Clear observation checklist aligned with assessment criteria • Tasks must be naturally occurring and relevant to the learner's role • Observations should take place during normal working hours in real settings • Video recording may be used for moderation (where appropriate and permitted) • AI may be used by the learner to complete tasks where this is part of their normal way of working • AI may be used by the assessor to record or summarise the observation but not used to make assessment decisions **Resits:** Where a scenario did not occur naturally during a planned observation and, therefore, the learner was not able to meet the criteria. This would require an additional and/or alternative assessment to be completed to give the learner the

<table>
<tr><td></td><td></td><td></td><td>opportunity to meet the criteria.

This should be categorised as 'assessment criteria has not yet been attempted' and no result issued to the learner for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). We would not expect the additional/alternative assessment to be recorded as a resit.

Where the learner attempted to meet an assessment criteria within the observation but did not meet it in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.</td></tr>
<tr><td>Simulated Observation</td><td>S</td><td>Enables learners to demonstrate additional skills/ competencies that do not occur naturally in the workplace.'</td><td>**Level of control:** High

• Standardised scenarios and tasks
• Consistent environment and resources
• Trained assessors following the same criteria
• Clearly defined tasks aligned with learning outcomes

Conditions for Delivery:
• Conducted in a controlled environment with standardised scenarios (subject to pre-verification)
• Conducted one-to-one between the learner and assessor
• Assessor must be present throughout to observe performance
• Authenticity checks completed at the start of assessment e.g., learning identity confirmed.
• Tasks must be predefined and simulate real workplace activities
• Consistent facilities, tools, and materials used across different providers
• Video recording may be used for moderation
• AI may be used by the learner to complete tasks where this is part of their normal way of working
• AI may be used by the assessor to record or summarise the observation but</td></tr>
</table>

			not used to make assessment decisions
			Resits: The assessment brief for the simulated observation must be designed to enable the learner to meet all assessment criteria allocated to it. Where the does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Practical work-based activities	S	Enables learners to complete pieces of work directly related to their role/ practice in a youth work setting. Activities may feed into future observations or professional discussions, or be discrete pieces of work used to assess specific crtieria.	**Level of control:** High • Pre-verification of assignment briefs • Clear assessment criteria • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation • Use of milestones or checkpoints for consistency **Conditions for Delivery:** • Completed independently by the learner over a defined period • Must follow a structured format with clear expectations for activities and evidence required • Assessed against given assessment criteria • Work must be submitted by a set deadline • Regular check-ins or progress milestones to ensure authenticity • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI may be permitted to be used by the learner to support the production of their evidence and subject to the learner demonstrating their understanding of

| | | | the content through its delivery and acknowledgement of how AI was used |
| | | | • AI must not be used by the assessor to make assessment decisions |

Resits:
The assessment brief for the work-based activities must be designed to enable the learner to meet all assessment criteria allocated to it. Where follow-up verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria.

Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.

| Professional Discussion | K | Enables targeted questions/ answers to assess learners' knowledge for a specific unit. This assessment method can also be used to sample criteria across all units holistically. | **Level of control:** High |

Level of control: High

- Structured questioning framework
- Recorded discussions for verification
- Trained assessors following the same criteria
- Trained assessors to ensure fair and consistent evaluation

Conditions for Delivery:
- Conducted one-to-one between the learner and assessor
- Structured with pre-agreed topics/questions aligned to assessment criteria
- Authenticity checks completed at the start of assessment e.g., learning identity confirmed.
- Recorded (audio/video) for standardisation and moderation
- Can be conducted in person or via a secure online platform
- Assessor must prompt for depth and ensure evidence is fully explored
- AI is not permitted to be used by the learner.
- AI may be used by the assessor to record or summarise the discussion but not used to make assessment decisions

			Resits: The assessment brief for the professional discussion must be designed to enable the learner to meet all assessment criteria allocated to it. The assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria. Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Witness Testimonies	S	Enables learners to provide evidence from their workplace, validated by their workplace tutor, supervisor or manager.	**Level of control:** Low - Standardised witness testimony templates - Witnesses briefed on required evidence - Verification process (e.g., follow-up discussion or supporting documentation) - Clear guidance on acceptable testimony content **Conditions for Delivery:** - Provided by a manager, supervisor, or qualified professional familiar with the learner's work - Standardised templates must be used to ensure relevant evidence is provided - Testimonies should be signed and verified by the witness - Follow-up verification may be required (e.g., an assessor interviewing the witness or learner) - Should be supported by other forms of evidence where possible - AI is not permitted to be used by the learner or their witness to produce or refine the submitted evidence. **Resits:** The use of witness testimonies must be planned in advance to ensure it is clear what assessment criteria they are providing evidence for. Where follow-up verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated

			assessment criteria.
			Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit. It is expected that this would most likely apply to the follow-up verification rather than the witness testimony itself.
Reflective Essays	S, K	Enables learners to provide evidence from their workplace to demonstrate their application of learning. This assessment method can support the assessment of knowledge, and the application of this knowledge.	**Level of control:** Medium • Clear assessment criteria for reflection depth and relevance • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation **Conditions for Delivery:** • Completed independently by the learner in their own time • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is permitted to be used by the learner for research purposes, but this must be clearly acknowledged and referenced where appropriate • AI is not permitted to be used by the learner to write or refine the essay • AI must not be used by the assessor to make assessment decisions **Resits:** The assessment brief for the reflective essays must be designed to enable the learner to meet all assessment criteria allocated to it. Where follow-up verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated

			assessment criteria.
			Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Case Studies	S, K	Enables learners to provide evidence from their workplace to demonstrate their application of learning. This assessment method can support the assessment of knowledge, and the application of this knowledge.	**Level of control:** Medium/ High • Pre-verification of case study scenarios • Clear assessment criteria • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation **Conditions for Delivery:** • Completed independently by the learner in their own time • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is permitted to be used by the learner for research purposes, but this must be clearly acknowledged and referenced where appropriate • AI is not permitted to be used by the learner to write or refine the case study • AI must not be used by the assessor to make assessment decisions **Resits:** The assessment brief for case studies must be designed to enable the learner to meet all assessment criteria allocated to it. Where follow-up verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria.

			Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Long-answer Questions	K	Enables learners to demonstrate their knowledge/ understanding of specific subject content areas. Long-answer questions can be designed to cover multiple assessment criteria, and to support learners to demonstrate analysis and discussions.	**Level of control:** Medium/ High • Pre-verification of assignment briefs • Clear assessment criteria • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation **Conditions for Delivery:** • Completed independently by the learner in their own time OR under controlled conditions • Can be administered online or on paper • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is not permitted to be used by the learner when completed under controlled conditions • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is not permitted to be used by the learner to write or refine their evidence • AI must not be used by the assessor to make assessment decisions **Resits:**

			The assessment brief for long-answer questions must be designed to enable the learner to meet all assessment criteria allocated to it. Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Short-answer Questions	K	Enables learners to demonstrate their knowledge/ understanding of specific subject content areas. Short-answer questions will normally cover one (1) assessment criterion.	**Level of control:** Medium • Pre-verification of assignment briefs • Clear assessment criteria • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation **Conditions for Delivery:** • Completed independently by the learner in their own time OR under controlled conditions • Can be administered online or on paper • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is not permitted to be used by the learner when completed under controlled conditions • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is not permitted to be used by the learner to write or refine their evidence • AI must not be used by the assessor to make assessment decisions

			Resits: The assessment brief for long-answer questions must be designed to enable the learner to meet all assessment criteria allocated to it. Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Presentations	K	Enables holistic assessment of learners' knowledge across multiple subject content areas/ assessment criteria.	**Level of control:** Medium/ High • Pre-verification of assignment briefs • Clear assessment criteria • Standardisation of assignment briefs • Sampling for internal and external moderation **Conditions for Delivery:** • Conducted in person or via a secure online platform • A panel of assessors or peers may be present for consistency • Standardised criteria for grading delivery, content, and engagement • Should be recorded or have a second assessor present for moderation • Clear guidelines on duration and required content • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is permitted to be used by the learner to support the production their presentation subject to the learner demonstrating their understanding of the content through it's delivery and acknowledgement of how AI was used • AI must not be used by the assessor to make assessment decisions **Resits:** The assessment brief presentations must be designed to enable the learner to meet all assessment criteria allocated to it. Where a presentation task includes a Q&A session, the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria.

			Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Posters/ leaflets	K	Enables holistic assessment of learners' knowledge across multiple subject content areas/ assessment criteria.	**Level of control:** Medium • Pre-verification of assignment briefs • Clear assessment criteria • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation • Evidence of independent work (e.g., drafts or rationale) **Conditions for Delivery:** • Completed independently by the learner in their own time • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is permitted to be used by the learner to support the production their poster/ leaflet and subject to the learner demonstrating their understanding of the content through it's delivery and acknowledgement of how AI was used • AI must not be used by the assessor to make assessment decisions **Resits:** The assessment brief for posters/ leaflets must be designed to enable the learner to

			meet all assessment criteria allocated to it. Where follow-up verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria. Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Written Report	K	Enables holistic assessment of learners' knowledge across multiple subject content areas/ assessment criteria.	**Level of control:** Medium/ High • Pre-verification of assignment briefs • Clear assessment criteria • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation **Conditions for Delivery:** • Completed independently by the learner in their own time • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is permitted to be used by the learner to support the production their report and subject to the learner demonstrating their understanding of the content through it's delivery and acknowledgement of how AI was used • AI must not be used by the assessor to make assessment decisions

			Resits: The assessment brief for written reports must be designed to enable the learner to meet all assessment criteria allocated to it. Where follow-up verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria. Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Synoptic Projects (e.g., creating an induction handbook)	K	Enables holistic assessment of learners' knowledge across multiple subject content areas/ assessment criteria.	**Level of control:** High • Pre-verification of assignment briefs • Clear assessment criteria • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation • Use of milestones or checkpoints for consistency **Conditions for Delivery:** • Completed independently by the learner over a defined period • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Regular check-ins or progress milestones to ensure authenticity • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is permitted to be used by the learner to support the production of their

			project and subject to the learner demonstrating their understanding of the content through it's delivery and acknowledgement of how AI was used • AI must not be used by the assessor to make assessment decisions **Resits:** The assessment brief for synoptic projects must be designed to enable the learner to meet all assessment criteria allocated to it. Where follow-up verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria. Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.
Group work/ activities	K, S	Enables learners to demonstrate individual knowledge and/or skills and their ability to operate within team-based, workplace-relevant contexts (depending on the activity).	**Level of control:** Medium • Pre-verification of assignment briefs • Clear assessment criteria • Defined roles within the group • Structured observation and/or intervention points • Standardisation of assignment briefs • Sampling for internal and external moderation **Conditions for Delivery:** • Completed under controlled conditions or with structured observation and/or intervention points • Completed within a small group (normally 3-5 learners) • Must follow a structured format with clear expectations for activities and evidence required • Assessed against given assessment criteria • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed)

			- AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate - AI may be permitted to be used by the learner to support the production of their evidence and subject to the learner demonstrating their understanding of the content through its delivery and acknowledgement of how AI was used - AI must not be used by the assessor to make assessment decisions **Resits:** The assessment brief for synoptic projects must be designed to enable the learner to meet all assessment criteria allocated to it. Where follow-up verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria. Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resit.

Appendices and Links

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

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

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

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

Open Awards

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