

Open Awards Level 2 Certificate in

the Principles and Practices for Pharmacy Support Staff

Open Awards Tystysgrif Lefel 2 yn

yr Egwyddorion a'r Ymarfer ar gyfer Staff Cymorth i Fferylliaeth

QiW: C00/4848/2

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About the Qualification/ Ynghylch y Cymhwyster

Title/ Teitl	Open Awards Level 2 Certificate in the Principles and Practice for Pharmacy Support Staff/ Open Awards Tystysgrif Lefel 2 yn yr Egwyddorion a'r Ymarfer ar gyfer Staff Cymorth i Fferylliaeth
Qualification Accreditation Number/ Rhif Achredu Cymhwyster	C00/4848/2
Sector	1.2 Nursing and Subjects and Vocations Allied to Medicine/ Nyrsio a Phynciau a Galwedigaethau sy'n Gysylltiedig â Meddygaeth
Level/ Lefel	Level Two/ Lefel Dwy
Funding/ Cyllid	Please click here for more information/ Cliciwch yma i gael mwy o wybodaeth
Pricing Information/ Gwybodaeth am Brisio	Please click here for more information/ Cliciwch yma i gael mwy o wybodaeth
Review Date/ Dyddiad Adolygu	31/08/2025

Purpose/ Pwrpas	D. Confirm occupational competence and/or 'licence to practise'/ D. Cadarnhau cymhwysedd galwedigaethol a/neu 'drwydded i ymarfer'
Sub-Purpose/ Is-ddiben	D1. Confirm competence in an occupational role to the standards required/ D1. Cadarnhau cymhwysedd mewn rôl alwedigaethol i'r safonau gofynnol

Overview/ Trosolwg

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 Support Staff (October 2020).

This qualification has been designed to confirm occupational competence for pharmacy support staff working in a range of pharmacy settings, including: registered pharmacies; GP practices; care homes; CCGs and hospitals. The qualification supports the wide range of work activities undertaken by Pharmacy Support Staff and has flexibility to recognise a learner's specific job description and role.

Mae'r cymhwyster yn seiliedig ar Safonau Galwedigaethol Cenedlaethol ac yn cael ei gydnabod gan y rheoleiddiwr statudol, y Cyngor Fferyllol Cyffredinol (GPhC), fel un sy'n bodloni'r Safonau Addysg a Hyfforddiant Cychwynnol ar gyfer Staff Cymorth Fferyllol (Hydref 2020).

Mae'r cymhwyster hwn wedi'i gynllunio i gadarnhau cymhwysedd galwedigaethol staff cymorth fferyllol sy'n gweithio mewn amrywiaeth o leoliadau fferyllol, gan gynnwys: fferyllfeydd cofrestredig; practisau meddygon teulu; cartrefi gofal; grwpiau comisiynu clinigol ac ysbytai. Mae'r cymhwyster yn cefnogi'r ystod eang o weithgareddau gwaith a gyflawnir gan Staff Cymorth Fferyllol ac mae ganddo hyblygrwydd i gydnabod disgrifiad swydd a rôl benodol dysgwr.

Total Qualification Time/Guided Learning Cyfanswm Amser Cymhwyster/ Dysgu o dan Arweiniad	
Total Qualification Time (hours)/ Cyfanswm Amser Cymhwyster (oriau)	360
Guided Learning (hours)/ Dysgu o dan Arweiniad (oriau)	265

Age Range and Restrictions/ Ystod Oedran a Chyfyngiadau	
Pre-16/ Cyn -16	x
16 – 18	✓
18+	✓
Any other restrictions specific to the qualification(s)/ Unrhyw gyfyngiadau eraill sy'n benodol i'r cymhwyster (cymwysterau)	None/ Dim

Any Specified Entry Requirements/ Unrhyw ofynion mynediad penodol

This qualification is suitable for learners aged 16+.

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

Additional mandatory entry requirements include:

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

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

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 trainees and employers on the requirements relating to the training course itself, and requirements around supervision to ensure patient safety.

Mae'r cymhwyster hwn yn addas ar gyfer dysgwyr 16+ oed.

Nid oes unrhyw ofynion mynediad penodol o ran cymwysterau blaenorol.

Mae gofynion mynediad gorfodol ychwanegol yn cynnwys:

- Gwiriadau cymeriad da e.e. y Gwasanaeth Datgelu a Gwahardd
- Gwiriadau iechyd i geisio gwybodaeth am gyflyrau a allai effeithio ar addasrwydd ymgeisydd i ymarfer fel hyfforddai a sut y caiff unrhyw gyflyrau o'r fath eu rheoli.

Rhaid i ddysgwyr (neu hyfforddeion) gael eu cyflogi (naill ai'n llawn amser neu'n rhan-amser) mewn lleoliad fferyllfa addas er mwyn sicrhau eu bod yn cael y cyfle i ddatblygu cymwyseddau a chwblhau tasgau fel yr amlinellir yn yr unedau sydd yn y cymhwyster hwn. Dylai hyn gynnwys mynediad at weithiwr fferyllol proffesiynol cofrestredig i weithredu fel goruchwyliwr neu fentor.

Rhaid cael cytundeb dysgu cyn i'r cwrs ddechrau rhwng y darparwr hyfforddiant, y dysgwr a'r cyflogwr i sicrhau bod rolau a chyfrifoldebau wedi'u diffinio'n glir ac y gellir bodloni gofynion llawn y cymhwyster. Mae cytundeb enghreifftiol wedi'i ddarparu yn [Atodiad B](#).

Dylid enghreifftio'r cytundebau hyn gyda chanllawiau clir i hyfforddeion a chyflogwyr ar y gofynion sy'n ymwneud â'r cwrs hyfforddi ei hun, a'r gofynion ynghylch goruchwyllo i sicrhau diogelwch cleifion.

Recommended Assessment Method Summary/ Crynodeb o'r Dull Asesu a Argymhellir

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

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

Types of evidence could include:

- a) Portfolio of evidence
- b) Observations
- c) Witness statements
- d) Assignment
- e) Professional discussion
- f) Reflective journals
- g) Presentations

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.

Bydd gofyn i ddysgwyr gwblhau portffolio o dystiolaeth a osodir ac a farcir gan y darparwr addysg a sicrheir ansawdd yn allanol gan Open Awards.

Mae'n rhaid i ymgeiswyr ddarparu digon o dystiolaeth bod ganddynt y wybodaeth, y sgiliau a'r ddealltwriaeth ofynnol o'r meini prawf asesu ac mai eu gwaith eu hunain ydyw.

Mathau o dystiolaeth y gellid eucynnwys:

- a) Aseiniadau ysgrifenedig
- b) Arholiadau
- c) Arsylwi ar berfformiad
- d) Cwestiynu (ysgrifenedig neu ar lafar)
- e) Gweithgareddau Ymarferol
- f) Ffotograffau neu fideos
- g) Datganiadau personol
- h) Cofnodion myfyrio
- i) Gwaith prosiect
- j) Tystiolaeth gan dystion
- k) Trafodaeth grŵp

Rhaid i arferion asesu ddilyn Egwyddorion Asesu Sgiliau Iechyd ar gyfer [Cymwysterau sy'n Asesu Cymhwysedd Galwedigaethol](#). Mae Egwyddorion Asesu Sgiliau Iechyd wedi'u hadolygu a'u diwygio i adlewyrchu'r arferion diweddaraf yn ymwneud ag asesu o bell. Mae'r newid i'w weld yn adran 2.4.

Mae'n rhaid i arferion asesu adlewyrchu [Polisi Cydraddoldeb ac Amrywiaeth](#) Open Awards.

Mae'r cymhwyster hwn wedi'i raddio fel pasio/methu a rhaid i ddysgwyr ddangos tystiolaeth eu bod wedi bodloni'r holl feini prawf asesu yn yr unedau y maent wedi'u cofrestru ar eu cyfer er mwyn bodloni'r rheolau cyfuno.

Qualification Structure/ Strwythur y Cymhwyster

Rules of Combination/ Rheolau Cyfuniad

Credit Value of the Qualification/ Gwerth Credyd y Cymhwyster:	36 credits/ credyd
Mandatory Units A/ Uned Orfodol Grŵp A:	16 credits/ credyd (4 units/ 4 uned)
Optional Unit Group B or C:	20 credits/ credyd (2 out of a choice of 4 units/ 2 allan o ddevis o 4 uned)

Qualification Units/ Unedau'r Cymhwyster

Mandatory Units A/ Unedau Gorfodol A

All units must be achieved to be awarded the qualification.
Rhaid cyflawni pob uned i ennill y cymhwyster.

Unit Reference Number/ Cyfeirnod yr Uned	Unit Name/ Enw'r Uned	Credits/ Credydau	Level/ Lefel
H/618/5933	Effective Teamwork and Communication in a Pharmacy Setting/ Gwaith Tîm a Chyfathrebu Effeithiol mewn Lleoliad Fferyllfa	5	Level Two/ Lefel Dau
Y/618/5931	Person-Centred Care in a Pharmacy Setting/ Gofal sy'n Canolbwyntio ar yr Unigolyn mewn Lleoliad Fferyllfa	4	Level Two/ Lefel Dau
D/618/5929	Principles of Health and Safety in a Pharmacy Setting/ Eqwyddorion Iechyd a Diogelwch mewn Lleoliad Fferyllfa	3	Level Two/ Lefel Dau
D/618/5932	Roles, Responsibilities and Personal Development in Pharmacy Services/ Rolau, Cyfrifoldebau a Datblygiad Personol mewn Gwasanaethau Fferylliaeth	4	Level Two/ Lefel Dau

Optional Unit Group B/ Uned Ddewisol Grŵp B

Unit Reference Number/ Cyfeirnod yr Uned	Unit Name/ Enw'r Uned	Credits/ Credydau	Level/ Lefel
K/618/5934	Dispensing and Supply of Medicines and Medicinal Products/ Gweinyddu a Chyflenwi Meddyginiaethau a Chynhyrchion Meddyginiaethol	10	Level Two/ Lefel Dau
T/618/5936	Managing Pharmaceutical Stock/ Rheoli Stoc Fferyllol	10	Level Two/ Lefel Dau
A/618/5940	Safe Preparation and Manufacturing of Medicines and Pharmaceutical Products/ Paratoi a Gweithgynhyrchu Meddyginiaethau a Chynhyrchion Fferyllol yn Ddiogel	10	Level Two/ Lefel Dau
A/618/5937	Selling Over the Counter Medicines and Products/ Gwerthu Meddyginiaethau a Chynhyrchion Dros y Cownter	10	Level Two/ Lefel Dau

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

Mae pob uned wedi'i mapio i ddeilliannau dysgu'r Cyngor Fferyllol Cyffredinol (GPhC) o'r Safonau Addysg a Hyfforddiant Cychwynnol ar gyfer Staff Cymorth Fferyllol (2020). Gellir gweld y mapio hwn [yma](#). Mae'n rhaid i ganolfannau sicrhau bod y safonau hyn wedi'u hymgorffori ym mhob rhan o'u cynlluniau cyflwyno ac asesu cwrs a bod dysgwyr yn gwbl ymwybodol ohonynt.

Delivering this Qualification/ Cyflawni'r Cymhwyster hwn

Becoming a Provider/ Dod yn Ddarparwr

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.

I gyflwyno'r cymhwyster hwn, mae'n rhaid i chi fod yn Ddarparwr Open Awards cydnabyddedig. I gael mwy o wybodaeth, ewch i'n [gwefan](#) neu cysylltwch â'r tîm ar 0151 494 2072.

How to Deliver/ Sut i Gyflwyno

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

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

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

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

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

I wneud cais i gyflwyno'r cymhwyster hwn, mewngofnodwch i'r [Porth](#) ac yna cliciwch ar 'Tracio' a 'Cychwyn Llif Gwaith'. Yna bydd angen i chi ddewis 'Gwneud Cais i Gyflwyno Cymhwyster(au) a Reoleiddir'.

I gael cefnogaeth gyda'r broses hon, gweler y ddogfen ganlynol yn y Porth 'Arweiniad Porth Darparwr – Cymeradwyo Cymhwyster' neu cysylltwch â'r tîm ar customerservices@openawards.org.uk neu 0151 494 2072.

Ar gyfer y cymhwyster hwn, bydd gofyn i chi gyflwyno cynllun cyflenwi ac asesu fel rhan o'r cais hwn i sicrhau eich bod yn gallu bodloni'r egwyddorion asesu a amlinellir isod.

Yn ogystal, bydd gofyn i chi ddarparu tystiolaeth bod gennych y canlynol:

- staff sydd â chymwysterau a phrofiad priodol
- Digon o staff o ddisgyblaethau perthnasol i gyflwyno'r cwrs a chefnogi

- dysgu staff cymorth fferyllol
- Digon o adnoddau i gyflwyno'r cwrs
- Cyfleusterau sy'n addas at diben
- Mynediad at adnoddau dysgu priodol

Registering Learners/ Cofrestru Dysgwyr

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

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

Unwaith eich bod yn barod i gyflwyno'r cymhwyster hwn, bydd angen i chi gofrestru'ch dysgwyr o fewn 6 wythnos (30 diwrnod gwaith) i ddyddiad cychwyn y dysgwr unigol.

Bydd angen i chi gofrestru eich dysgwyr drwy borth [Open Awards](#).

Provider Staff Requirements/ Gofynion Staff Canolfan

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

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

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

Assessors and Internal Quality Assurers (IQA) must:

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

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

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

Expert witnesses

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

The expert witness must be:

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

The expert witness must have:

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

Providers are responsible for ensuring that all expert witnesses are familiar with the standards for those units for which they are to provide expert witness testimony. They must also understand the centre'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 centre's processes and practice to ensure they meet the Awarding Organisation, qualification and regulatory requirements. The EQA will also provide support to centre staff and give advice and guidance to facilitate improvements.

Disgwylir y bydd gan ganolfannau staff sydd â gallu galwedigaethol cymwys a phrofiad perthnasol yn y sector ar gyfer eu rôl wrth gyflwyno'r unedau/cymwysterau sy'n cael eu cynnig.

Mae canolfannau'n gyfrifol am sicrhau bod eu staff yn gymwys yn alwedigaethol a bod ganddynt fynediad at hyfforddiant a chefnogaeth briodol. Maent hefyd yn gyfrifol am hysbysu Open Awards ynghylch newidiadau staff.

Dylai fod gan ganolfannau ymwybyddiaeth o [Ganllawiau Goruchwylio Gweithwyr Fferyllol Proffesiynol dan Hyfforddiant](#) y GPhC wrth gynllunio'r adnoddau ar gyfer cyflwyno'r cymhwyster hwn. Rhaid i'r canllawiau hyn gael eu hymgorffori yn eich cynlluniau cyflawni; bydd hyn yn cael ei wirio fel rhan o'r gweithgareddau rhag-ddilysu.

Rhaid i Aseswyr a Swyddogion Sicrhau Ansawdd Mewnol (IQA):

- fod â chofrestrriad GPhC cyfredol fel gweithiwr fferyllol proffesiynol
- bod yn gymwys yn alwedigaethol yn y maes ymarfer y mae'r uned sy'n cael ei hasesu yn berthnasol iddo (e.e. meddu ar gymhwyster perthnasol ar lefel gyfwerth neu uwch na lefel y cymhwyster neu ddangos profiad galwedigaethol cyfredol)
- meddu ar neu fod yn gweithio tuag at y cymhwyster asesydd neu IQA priodol (sy'n berthnasol i'r rôl sy'n cael ei chyflawni). Rhaid i staff sydd â chymwysterau etifeddol allu dangos eu bod yn asesu neu'n dilysu'n fewnol i safonau cyfredol
- meddu ar brofiad credadwy y gellir ei ddangos yn glir trwy ddysgu a datblygiad parhaus

Yn ogystal, rhaid i IQA ddeall natur a chyd-destun gwaith yr aseswyr a gwaith eu hymgeiswyr oherwydd natur feirniadol y gwaith a goblygiadau cyfreithiol a goblygiadau eraill y broses asesu. Mae hyn yn cynnwys bod â gwybodaeth ymarferol o'r amgylchedd gwaith y mae'r dysgwr yn cael ei asesu ynddo.

Cydnabyddir bod disgwyl i swyddogion sicrhau ansawdd mewnol ddilysu'r broses asesu a pheidio ag ailasesu'r dystiolaeth a ddarparwyd, ond disgwylir y bydd yr IQA wedi cynnal cymhwyster asesydd priodol ac wedi ymarfer fel asesydd cyn ymgymryd â'r rôl sicrhau ansawdd mewnol.

Tystion arbenigol

Anogir y defnydd o dystiolaeth tystion arbenigol fel cyfraniad at ddarparu tystiolaeth perfformiad a gyflwynir i'w hasesu. Rôl y tyst arbenigol yw cyflwyno tystiolaeth i'r asesydd ynghylch cymhwysedd y dysgwr i fodloni'r uned. Rhaid i'r dystiolaeth hon ymwneud yn uniongyrchol â pherfformiad y dysgwr yn y gweithle sydd wedi'i weld gan y tyst arbenigol.

Rhaid i'r tyst arbenigol fod yn:

- Fferyllydd cofrestredig neu Dechnegydd Fferyllfa cofrestredig sy'n alwedigaethol gymwys a gwybodus yn y maes ymarfer y mae'r uned sy'n cael ei hasesu yn berthnasol iddo

Rhaid i'r tyst arbenigol fod â:

- gwybodaeth weithiol o unedau y mae eu harbenigedd yn seiliedig arnynt
- phrofiad credadwy y gellir ei ddangos yn glir trwy ddysgu a datblygiad parhaus.

Mae canolfannau'n gyfrifol am sicrhau bod pob tyst arbenigol yn gyfarwydd â'r safonau ar gyfer yr unedau hynny y maent i ddarparu tystiolaeth tyst arbenigol ar eu cyfer. Rhaid iddynt hefyd ddeall gofynion cofnodi'r ganolfan a bydd angen arweiniad arnynt ar y sgiliau sydd eu hangen i ddarparu tystiolaeth ar gyfer yr unedau. Nid oes angen i dystion arbenigol feddu ar gymhwyster asesydd oherwydd bod yr asesydd cymwys yn gwneud pob penderfyniad asesu ynghylch derbynioldeb tystiolaeth waeth beth fo'r ffynhonnell. Byddai hyn yn cynnwys tystiolaeth tystion arbenigol.

Aseswyr Cydgysylltu ac Arweiniol

Er mwyn gallu bodloni'r gofynion ar gyfer cymhwysedd galwedigaethol aseswyr a thystion arbenigol tra'n caniatáu hyblygrwydd wrth gyflwyno, efallai y bydd gan ymgeiswyr fwy nag un asesydd neu dyst arbenigol yn rhan o'r broses asesu.

Pan fo mwy nag un asesydd yn ymwneud â'r cymhwyster rhaid cael asesydd penodol sy'n gyfrifol am gydgyssylltu'r asesiad yn gyffredinol ar gyfer pob ymgeisydd. Bydd y person hwn yn gyfrifol am integreiddio, cynllunio a chyfarwyddo'r asesiad ar gyfer y cymhwyster cyfan. Pan fo mwy nag un asesydd yn ymwneud ag uned rhaid cael un asesydd penodol sy'n gyfrifol am gydgyssylltu'r asesiad yn gyffredinol ar gyfer yr uned honno. Rhaid i'r asesydd arweiniol sicrhau y gwneir y defnydd gorau o'r holl dystiolaeth sydd ar gael a bydd yn gwneud y dyfarniad terfynol o gymhwysedd ym mhob uned lle mae aseswyr eraill wedi bod yn gysylltiedig. Disgwylir y bydd yr holl aseswyr yn gweithio'n agos gyda

swyddogion sicrhau ansawdd mewnol i sicrhau arfer a dyfarniadau safonol o fewn y broses asesu.

Bydd Open Awards hefyd yn sicrhau bod yn rhaid i **Swyddogion Sicrhau Ansawdd Allanol (EQA)**:

- fod yn Fferyllydd cofrestredig neu'n Dechnegydd Fferyllfa cofrestredig
- meddu ar wybodaeth ymarferol am fferylliaeth a/neu leoliadau dosbarthu meddygon teulu, y rheoliadau, y ddeddfwriaeth a'r codau ymarfer ar gyfer y gwasanaeth (lle bo'n berthnasol) ar yr adeg y cynhelir unrhyw asesiad
- meddu ar, neu fod yn gweithio tuag at, y cymhwyster dilysydd allanol priodol fel y nodir gan reoleiddwyr y cymhwyster. Rhaid i swyddogion sicrhau ansawdd allanol sydd â chymwysterau etifeddol allu dangos eu bod yn asesu i safonau cyfredol
- meddu ar brofiad credadwy y gellir ei ddangos yn glir trwy ddysgu a datblygiad parhaus

Gall swyddogion sicrhau ansawdd allanol nad ydynt eto wedi cymhwyso yn erbyn y cymwyseddau priodol ond sydd â'r cymhwysedd a'r profiad galwedigaethol angenrheidiol, gael eu cefnogi gan swyddog sicrhau ansawdd allanol cymwys nad oes ganddo'r arbenigedd na'r profiad galwedigaethol o reidrwydd.

Bydd Swyddogion Sicrhau Ansawdd Allanol yn monitro prosesau ac arferion y ganolfan i sicrhau ei bod yn bodloni gofynion cymwysterau a rheoleiddio y Sefydliad Dyfarnu. Bydd y Swyddog Sicrhau Ansawdd Allanol hefyd yn rhoi cymorth i staff y ganolfan ac yn rhoi cyngor ac arweiniad i hwyluso gwelliannau.

Student Support and Induction/ Cymorth i Fyfyrwyr ac Ymsefydlu

Entry Requirements/ Gofynion Mynediad

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

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

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

At a minimum, learners must be:

- employed (full-time or part-time) in a suitable role within a pharmacy setting

- registered on a training course within three months of commencing their role
- supervised by a pharmacy professional
- given tasks within their area of competence as a trainee
- given tasks that allow them to develop and evidence the knowledge, skills and behaviour within the qualification specification

Providers must provide evidence that trainees will work with:

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

Providers must provide evidence that:

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

Additional mandatory entry requirements include:

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

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

Rhaid i ganolfannau gwblhau asesiadau cychwynnol gyda dysgwyr **cyn** cadarnhau eu lle ar y cwrs.

Nid oes unrhyw ofynion mynediad penodol o ran cymwysterau blaenorol.

Rhaid i ddysgwyr (neu hyfforddeion) gael eu cyflogi (naill ai'n llawn amser neu'n rhan- amser) mewn lleoliad fferylliaeth addas er mwyn sicrhau eu bod yn cael y cyfle i ddatblygu cymwyseddau a chwblhau tasgau fel yr amlinellir yn yr unedau sydd yn y cymhwyster hwn. Dylai hyn gynnwys mynediad at weithiwr fferyllol proffesiynol cofrestredig i weithredu fel goruchwyliwr neu fentor.

Rhaid i ddysgwyr fod o leiaf:

- gyflogedig (llawn amser neu ran amser) mewn rôl addas o fewn lleoliad fferyllfa
- wedi cofrestru ar gwrs hyfforddi o fewn tri mis o ddechrau eu rôl
- dan oruchwyliaeth gweithiwr fferyllfa proffesiynol
- wedi cael tasgau o fewn eu maes cymhwysedd fel hyfforddai
- wedi cael tasgau sy'n caniatáu iddynt ddatblygu a dangos tystiolaeth o'r wybodaeth, y sgiliau a'r ymddygiad o fewn manyleb y cymhwyster

Rhaid i ganolfannau ddarparu tystiolaeth y bydd hyfforddeion yn gweithio gyda:

- gweithwyr fferyllol proffesiynol cofrestredig;
- aelodau eraill o dîm y fferyllfa;
- staff addysgu eraill; neu
- gweithwyr gofal iechyd proffesiynol perthnasol sydd ag ystod o brofiad neu gymwysterau perthnasol.

Rhaid i ganolfannau ddarparu tystiolaeth:

- bydd yr hyfforddeion yn cael eu cefnogi gan staff, yn eu hamgylcheddau dysgu a hyfforddi, sydd â phrofiad perthnasol yn y maes gwaith y mae'r hyfforddai'n ei hyfforddi ynddo;
- bod yna fecanweithiau ar gyfer sicrhau lefelau digonol o adnoddau i ddarparu cwrs staff cymorth fferyllol i safon dderbyniol;
- gall eu proffil staffio gefnogi cyflwyniad y cwrs a phrofiad yr hyfforddai; ac adnoddau dysgu, ystafelloedd dysgu

Mae gofynion mynediad gorfodol ychwanegol yn cynnwys:

- Gwiriadau cymeriad da e.e. y Gwasanaeth Datgelu a Gwahardd
- Gwiriadau iechyd i geisio gwybodaeth am gyflyrau a allai effeithio ar addasrwydd ymgeisydd i ymarfer fel hyfforddai a sut y caiff unrhyw gyflyrau o'r fath eu rheoli.

Mae'n ofynnol i ganolfannau gael gweithdrefnau clir ar waith ar gyfer rheoli'r cyfrifoldebau hyn gydag unrhyw gyflogwyr perthnasol neu bartion eraill, gan gynnwys pwy sy'n gyfrifol am gwblhau gwiriad DBS a/neu wiriadau iechyd. Rhaid i ganolfannau sicrhau bod dysgwyr yn ymwybodol o pam mae'r gwiriadau hyn yn digwydd a sut bydd y data a gesglir amdanynt yn cael ei ddefnyddio.

Information, Advice and Guidance/ Gwybodaeth, Cyngor ac Arweiniad (IAG)

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

This must include, as a minimum:

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

IAG should be provided on application to the learner to ensure the course is appropriate for the learner and that they are fully informed of the expectations and demands of the

course. IAG should be provided throughout the course to ensure that the learner is fully supported, and receives ongoing feedback to support their ongoing professional development.

Rhaid i ganolfannau sicrhau bod pob dysgwr yn cael ei gefnogi gan gyngor ac arweiniad clir a chywir mewn perthynas â gofynion y cwrs, a llwybrau dilyniant. Rhaid i hyn gynnwys, fel lleiafswm:

- Gofynion Mynediad
- Llwybrau dilyniant
- Cynnwys y cwrs a lefel y galw
- Yr ymddygiad ac agweddau proffesiynol a ddisgwylir
- Gofynion o ran y gweithle gan gynnwys y gofyniad i gael mynediad at fodolau rôl; gweithwyr fferyllol proffesiynol; a thimau amlddisgyblaethol

Dylid darparu IAG pan fydd y dysgwr yn gwneud cais er mwyn sicrhau bod y cwrs yn briodol ar gyfer y dysgwr a'i fod yn cael ei hysbysu'n llawn am ddisgwyliadau a gofynion y cwrs. Dylid darparu IAG drwy gydol y cwrs i sicrhau bod y dysgwr yn cael ei gefnogi'n llawn ac yn cael adborth parhaus i gefnogi ei ddatblygiad proffesiynol parhaus.

Induction/ Ymsefydlu

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

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

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

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

Yn ogystal ag IAG, dylai canolfannau ddarparu cyfnod ymsefydlu llawn i'r cwrs gan gynnwys:

- rolau a chyfrifoldebau
- cytundebau dysgu / cytundebau rhanddeiliad
- cynlluniau cyflawni, amserlenni a dyddiadau cau
- cynnwys y cwrs a lefel y galw
- trefniadau goruchwyliaeth
- aseiniadau, arsylwadau ac ail-sefyll
- gofynion o ran y gweithle gan gynnwys y gofyniad i gael mynediad at fodolau rôl; gweithwyr fferyllol proffesiynol; a thimau amlddisgyblaethol
- Safonau GPhC ar gyfer addysg a hyfforddiant cychwynnol staff cymorth fferyllol
- Ymsefydlu, hyfforddiant a chefnogaeth barhaus
- Yr ymddygiad ac agweddau proffesiynol a ddisgwylir

Dylai'r cyfnod ymsefydlu hefyd gynnwys hyfforddiant ar y polisïau a'r gweithdrefnau canlynol ar gyfer y darparwr hyfforddiant a'r cyflogwr:

- Iechyd a Diogelwch
- Chwythu'r chwiban
- Cydraddoldeb ac Amrywiaeth
- Cwynion ac Apeliadau
- Llên-ladrad
- Goruchwyllo ac Arsylwi
- Diogelu Data
- Cyfrinachedd
- Gwrthdaro Buddiannau

Supervision/ Goruchwyllo

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

As a minimum:

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

Rhaid i ganolfannau weithio'n uniongyrchol gyda'r dysgwr a'i gyflogwr i roi systemau goruchwyllo cadarn ar waith er mwyn sicrhau diogelwch cleifion. Rhaid i hyn gynnwys cytundebau rhanddeiliaid clir sy'n amlinellu rolau a chyfrifoldebau sy'n ymwneud â goruchwyllo hyfforddeion.

Fel lleiafswm:

- Rhaid i ddysgwyr gael eu goruchwyllo ym mhob gofyniad dysgu a hyfforddi (gan gynnwys yn y gweithle)
- Rhaid gweithredu asesiadau risg i sicrhau diogelwch cleifion bob amser

Ongoing Support/ Cefnogaeth Barhaus

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

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

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

Trwy gydol y cwrs, rhaid i ganolfannau sicrhau bod dysgwyr yn derbyn goruchwyliaeth ac adborth n rheolaidd. Dylai hyn gynnwys adborth ar:

- Perfformiad o fewn asesiadau
- Perfformiad galwedigaethol
- Ymddygiad ac agwedd
- Datblygiad proffesiynol
- Perfformiad yn erbyn safonau GPhC ar gyfer addysg a hyfforddiant cychwynnol Staff Cymorth Fferyllol

Dylid cadw tystiolaeth o fonitro ac adborth i gefnogi gweithgareddau cydymffurfio ansawdd blynyddol.

Assessment/ Asesiad

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

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

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

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

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

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

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

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

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

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

Mae unedau a chymwysterau Open Awards wedi'u cynllunio'n seiliedig ar yr egwyddor y bydd y dysgwr yn adeiladu tystiolaeth tuag at gyflawni'r meini prawf asesu dros gyfnod o amser.

Mae'r cymhwyster hwn yn cynnwys unedau sgiliau ac unedau gwybodaeth. Bydd y cymhwyster hwn yn cael ei raddio fel pasio neu fethu.

Mae gofyn i bob dysgwr adeiladu portffolio o dystiolaeth i ddangos bod yr holl feini prawf asesu sy'n gysylltiedig â phob uned wedi'u bodloni.

Caniateir i ddysgwyr ddefnyddio un darn o dystiolaeth i ddangos gwybodaeth, sgiliau a dealltwriaeth ar draws gwahanol feini prawf asesu a/neu unedau gwahanol. Dylai'r cymhwyster hwn ymgorffori asesiad cyfannol ar gyfer yr unedau lle mae hynny'n briodol.

Mae angen i Diwtoriaid ac Aseswyr sicrhau bod yr holl dystiolaeth sy'n cael ei chyflwyno mewn portffolio yn:

Ddilys: dylai ddangos yn glir y wybodaeth neu'r sgiliau sydd wedi'u nodi yn y meini prawf asesu. Dylai hefyd fod yn amlwg yng ngwaith y dysgwr

Dibynadwy: sy'n golygu y bydd yn gyffredinol yn cynhyrchu'r un ystod o ymatebion gan ddysgwyr, cyn belled â'u bod yn cael eu defnyddio mewn amgylchiadau tebyg a gyda grwpiau tebyg o ddysgwyr.

Cynhwysol: fel nad oes unrhyw ddysgwr unigol yn cael ei gau allan o'r cyfle i ddangos ei gyflawniad oherwydd ei gefndir neu brofiad unigol.

Mae'n ofynnol i aseswyr adolygu ac asesu holl dystiolaeth dysgwyr ac mae'n rhaid eu bod yn fodlon bod dysgwyr wedi cyflawni'r holl ddeilliannau dysgu a meini prawf asesu sy'n ymwneud â'r uned sy'n cael ei hasesu cyn penderfynu bod y dysgwr wedi cwblhau'r uned. Bydd aseswyr hefyd yn sicrhau mai'r dystiolaeth sy'n cael ei chynhyrchu gan y dysgwyr yw eu gwaith eu hunain.

Mae aseswyr yn cadw cofnodion (e.e. Taflenni Adborth, Cofnodion Cynnydd Unigol, Cofnodion Cynnydd Grŵp) ar ran y ganolfan a roddir ar gael a'u defnyddio gan dilysydd mewnol y ganolfan / AIV ac Adolygydd Open Awards / Dilysydd Allanol.

Delivery and Assessment Plan/ Cynllun Cyflawni ac Aseu

Centres 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 \(v5 September 2022\)](#).

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

Delivery and assessment plans must include, as a minimum:

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

Mae'n ofynnol i ganolfannau gynhyrchu cynllun cyflenwi ac aseu **cyn** iddynt ddechrau cyflwyno'r cymhwyster hwn. Mae'r cynllun hwn i gael ei ddilysu ymlaen llaw gan yr Adolygydd Ansawdd Arweiniol i sicrhau ei fod yn bodloni'r egwyddorion aseu canlynol.

Rhaid aseu'r cymhwyster hwn yn unol â gweithdrefnau Sicrhau Ansawdd Open Awards a hefyd yn unol ag [Egwyddorion Aseu Sgiliau Iechyd ar gyfer Cymhwysedd Galwedigaethol \(fersiwn 5 Medi 2022\)](#).

Rhaid hefyd ymgorffori [Safonau Addysg a Hyfforddiant Cychwynnol](#) Staff [Cymorth Fferyllol y GPhC](#).

Rhaid i gynlluniau cyflawni ac aseu gynnwys, fel lleiafswm:

- Terfynau amser a dyddiadau ar gyfer cyflwyniadau
- Cynllun cyflenwi ar gyfer unedau (h.y. trefn cyflenwi; cynllunio gwersi)
- Cynlluniau arsylwi, dulliau, a thystiolaeth
- Strategaeth aseu
- Rolau a chyfrifoldebau (gan gynnwys gofynion ar gyfer goruchwylwyr ac aseswyr addysgol dynodedig)
- Cymorth i fyfyrwyr a goruchwyliaeth
- Meini prawf marcio
- Polisiâu ar gyfer ail-sefyll ac ailgyflwyno

- Gweithdrefnau ar gyfer amheuaeth o lôn-ladrad a/neu gamymddwyn
- Gweithdrefnau apelio
- Mapio deilliannau dysgu a meini prawf asesu

Skills-based units/ Unedau seiliedig ar sgiliau

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

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

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

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

Y prif ddull asesu ar gyfer yr unedau seiliedig ar sgiliau yw arsylwi yn y gweithle gan yr asesydd. Ar draws unedau seiliedig ar sgiliau y cymhwyster, rhaid cael o leiaf dri arsylwad sy'n cwmpasu'r sgiliau gofynnol. Dylid cynhyrchu tystiolaeth dros gyfnod o amser i ddangos perfformiad cyson. Gellir defnyddio tystiolaeth tyst arbenigol pan fydd yn anodd i asesydd arsylwi ar elfennau o arfer. NID yw tystiolaeth tyst arbenigol yn cymryd lle gofyniad o dri arsylwad gan yr asesydd ar draws y cymhwyster.

Ar unrhyw adeg yn ystod yr asesiad, os bydd yr asesydd yn yn arsylwi arfer anniogel, bydd yr asesiad yn cael ei atal ar unwaith.

Pan fo'r gweithgaredd asesu yn cynnwys unigolion yn defnyddio gwasanaethau fferyllol, dylid ceisio caniatâd yr unigolyn/claf i ddweud ei fod yn fodlon i'r asesydd fod yn bresennol a dylai'r asesydd gofnodi hyn.

Bydd disgwyl i ddysgwyr gyflawni'r holl ddeilliannau dysgu a'r meini prawf asesu. Lle nad yw dysgwyr yn gallu cyflawni'r deilliannau dysgu seiliedig ar sgiliau yn eu man cyflogaeth arferol (e.e. lleoliad carcharu), rhaid i'r darparwr hyfforddiant a'r cyflogwr sicrhau bod y dysgwr yn cael cyfleoedd i gyflawni'r deilliannau dysgu mewn lleoliad gwaith neu leoliad addas arall. Gall hyn gynnwys efelychu. Cyn dechrau ar y cymhwyster, dylai'r darparwr hyfforddiant a'r cyflogwr gynnal asesiad o leoliad cyflogaeth y dysgwr i nodi bylchau o'r fath.

Knowledge-based units/ Unedau seiliedig ar wybodaeth

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

Centres 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.

Ar gyfer unedau seiliedig ar wybodaeth, asesir tystiolaeth gan ddefnyddio aseiniadau ysgrifenedig a osodir yn fewnol ac sy'n cael eu marcio'n fewnol. Bydd y Sefydliad Dyfarnu yn darparu aseiniadau enghreifftiol a chanllawiau asesu i ganolfannau. Bydd ansawdd yr aseiniadau'n cael eu sicrhau'n fewnol, yna cynhelir samplu sicrhau ansawdd allanol gan y Sefydliad Dyfarnu.

Rhaid i ganolfannau hefyd gynnal gweithgareddau safoni rheolaidd fel rhan o'r broses barhaus o sicrhau ansawdd penderfyniadau asesu o fewn yr aseiniadau a ddefnyddir ar gyfer unedau seiliedig ar wybodaeth a dylid adnewyddu aseiniadau dros amser.

Re-takes for knowledge-based units/ Ail-sefyll ar gyfer unedau seiliedig ar wybodaeth

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

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

Rhoddir uchafswm o bedair wythnos i ddysgwyr gwblhau pob aseiniad. Os na fydd y dysgwr yn pasio'r aseiniad ar yr ymgais gyntaf, bydd yn cael dim mwy na dau gyfle arall i ail-sefyll y meini prawf asesu a fethodd ar yr ymgais gyntaf. Dylid cyflwyno asesiadau sy'n cael eu hail-sefyll o fewn pythefnos (ar gyfer pob ail-sefyll).

Dylai canolfannau ddefnyddio dogfennaeth cofnodi i gofnodi canlyniadau ail-sefyll aseiniadau ac adborth.

Additional assessment methods/ Dulliau asesu ychwanegol

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 centres are proposing to use an assessment method that is not included within the recommended list, centres 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.

Yn ogystal â'r gofynion tystiolaeth a nodir ym mhob uned, mae amrywiaeth o ddulliau asesu wedi'u nodi ar gyfer yr unedau cymhwyster a all gynnwys tystiolaeth a gynhyrchwyd gan ddefnyddio'r canlynol:

- Sesiynau cwestiwn ac ateb yn seiliedig ar weithgareddau gweithle'r dysgwr
- Datganiadau/myfyrdodau personol y dysgwr ei hun
- Trafodaeth broffesiynol

Ni ddylid defnyddio'r dulliau asesu ychwanegol uchod yn lle'r fethodoleg asesu a nodir ym mhob uned.

Mae'r dulliau asesu ychwanegol yn rhoi cyfle i wahanol arddulliau dysgu ac anghenion unigol dysgwyr gael eu hystyried. Os yw canolfannau'n bwriadu defnyddio dull asesu nad yw wedi'i gynnwys yn y rhestr a argymhellir, dylai canolfannau gysylltu â'r Swyddog Sicrwydd Ansawdd Allanol gyda manylion llawn y dull arfaethedig a fydd angen cymeradwyaeth ffurfiol gan y Sefydliad Dyfarnu cyn y gellir ei ddefnyddio.

Quality Assurance/ Sicrhau Ansawdd

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

Each centre is allocated a Lead Quality Reviewer (LQR) who has overarching responsibility for ensuring the centre's ongoing compliance through their quality assurance policies and practices. The LQR role is designed:

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

For this qualification, centres 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 centre receives is determined by the centre's quality risk rating (New Centre; Low; Medium; or High). Risk ratings are reviewed, as a minimum, on an annual basis.

Mae'n rhaid cyflwyno'r cymhwyster hwn yn ôl canllawiau rheoleiddio Ofqual ac yn unol â phrosesau sicrhau ansawdd Open Awards.

Neilltuir Adolygydd Ansawdd Arweiniol (LQR) i bob canolfan sydd â chyfrifoldeb trosfwaol am sicrhau cydymffurfiaeth barhaus y ganolfan trwy ei pholisïau a'i harferion sicrhau ansawdd. Mae rôl yr LQR wedi'i bwriadu i:

- Gefnogi canolfannau i wella ansawdd a safonau cyflenwi, asesu a sicrhau ansawdd mewnol
- Sicrhau ansawdd yn allanol argymhellion canolfannau ar gyfer dyfarniadau
- Sicrhau cysondeb mewn safonau rhwng canolfannau a thros amser
- Sicrhau cydymffurfiaeth barhaus â chytundeb, polisïau a gweithdrefnau canolfan Open Awards.

Ar gyfer y cymhwyster hwn, bydd canolfannau hefyd yn cael Swyddog Sicrhau Ansawdd Allanol (EQA) i gynnal gweithgareddau sicrhau ansawdd allanol. Mae hyn oherwydd y wybodaeth a'r profiad arbenigol sydd eu hangen i gyflawni'r rôl yn effeithiol.

Mae lefel yr ymyrraeth sicrhau ansawdd allanol y mae canolfan yn ei derbyn yn cael ei phennu gan sgôr risg ansawdd y ganolfan (Canolfan Newydd; Isel; Canolig; neu Uchel). Mae sgoriau risg yn cael eu hadolygu yn flynyddol o leiaf.

Annual Quality Assurance Reviews/ Adolygiadau Sicrhau Ansawdd Blynyddol

The Annual Quality Assurance Review will provide Open Awards' LQR with an up to date record of specific areas of compliance with the centre Agreement. They enable us to make a judgement on the centre'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. Centre administration

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

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

Bydd yr Adolygiad Sicrhau Ansawdd Blynyddol yn rhoi cofnod cyfredol i LQR Open Awards o feysydd penodol o gydymffurfio â Chytundeb y ganolfan. Maent yn ein galluogi i ddod i farn ynghylch cydymffurfiaeth barhaus y ganolfan yn y meysydd canlynol:

1. Polisiâu sicrhau ansawdd
2. Polisiâu busnes
3. Staffio ac adnoddau
4. Rheoli data
5. Ymgysylltiad ag Open Awards
6. Trefniadau sicrhau ansawdd mewnol
7. Gweinyddiaeth y y ganolfan

Bydd yr QASA yn adolygu cynnydd tuag at gynllun gweithredu gwella ansawdd y ganolfan a gall ymgorffori gweithgareddau dilysu allanol yn yr adolygiad.

Lle codir pryderon o ganlyniad i'r gweithgaredd hwn, efallai y bydd sgôr risg y ganolfan yn cynyddu ac efallai y byddwn yn cynnal ymweliadau adolygu yn fwy aml.

Preparing for Annual Quality Assurance Reviews/ Paratoi ar gyfer Adolygiadau Sicrhau Ansawdd Blynyddol

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

- The mode of delivery (on-site or remote)
- The date and time of the scheduled activity
- The location of the activity (for on-site reviews)
- The anticipated duration of the visit (for on-site reviews)
- Whether arrangements need to be made for discussions with learners
- The names of assessors, internal quality assurers and other staff that may need to be available for the review
- Agreement on how documents will be made available (see guidance on electronic storage and postal arrangements)

- Where the centre is posting documents, the address to which this needs to be posted.
- The agreed scope of activity
- Any other areas for clarification (where known in advance)

Rhaid i'r LQR a neilltuir i'r ganolfan wneud trefniadau priodol gyda pherson cyswllt Sicrhau Ansawdd y ganolfan (neu ddewis arall dynodedig) o leiaf ddeg diwrnod gwaith cyn y dyddiad y cytunwyd arno. Rhaid i'r trefniadau hyn gynnwys:

- Y dull darparu (ar y safle neu o bell)
- Dyddiad ac amser y gweithgaredd a drefnwyd
- Lleoliad y gweithgaredd (ar gyfer adolygiadau ar y safle)
- Hyd disgwylidig yr ymweliad (ar gyfer adolygiadau ar y safle)
- A oes angen gwneud trefniadau ar gyfer trafodaethau gyda dysgwyr
- Enwau aseswyr, swyddogion sicrhau ansawdd mewnol a staff eraill y gallai fod angen iddynt fod ar gael ar gyfer yr adolygiad
- Cytundeb ar sut y bydd dogfennau ar gael (gweler y canllawiau ar drefniadau storio electronig a phostio)
- Pan fo'r ganolfan yn postio dogfennau, y cyfeiriad y dylid eu postio iddo.
- Cwmpas y gweithgarwch y cytunwyd arno
- Unrhyw feysydd eraill i'w hegluro (pan fo hynny'n hysbys ymlaen llaw)

During the review/ Yn ystod yr adolygiad

The following documentation will be reviewed:

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

- Evidence that business policies and procedures are reviewed regularly
- Evidence that business policies and procedures are being followed.

Staffing and resources

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

Data management

- Evidence of secure data and learner record storage

Internal quality assurance

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

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

Bydd y ddogfennaeth ganlynol yn cael ei hadolygu:

- Polisi a gweithdrefnau sicrhau ansawdd yn cwmpasu:
 - Dilysu mewnol a safoni
 - Addasiadau rhesymol ac ystyriaethau arbennig
 - Ymholiadau, cwynion ac apeliadau dysgwyr
 - Camweinyddu a chamymddwyn
 - Dosbarthu tystysgrifau ar gyfer dysgwyr
 - Cydnabyddiaeth o ddysgu blaenorol
 - Adolygiad sicrhau ansawdd cwrs
 - Goruchwyllo (os ydych yn cynnal asesiadau dan reolaeth)
 - Cymorth i fyfyrwyr
 - Tystiolaeth bod polisïau a gweithdrefnau sicrhau ansawdd yn cael eu hadolygu yn rheolaidd
 - Tystiolaeth bod polisïau a gweithdrefnau sicrhau ansawdd yn cael eu dilyn
- Polisiâu a gweithdrefnau busnes yn cwmpasu:
 - Iechyd a Diogelwch
 - Diogelu Data
 - Cydraddoldeb ac Amrywiaeth
 - Gwagio Oherwydd Tân

- Diogelu
- Aseidiadau risg o risgiau penodol y mae eich Sefydliad yn eu hwynebu, e.e. trais yn y gwaith, defnyddwyr gwasanaeth ag ymddygiad heriol, ymwelwyr ac ati.
- Polisi ar Wirio am Gofnodion Troseddol
- Tystysgrif Atebolrwydd Cyflogwr
- Tystysgrif Atebolrwydd Cyhoeddus (isafswm yswiriant £1 miliwn)
- Polisi a Gweithdrefn Gwrthdaro Buddiannau
- Tystiolaeth bod polisiau a gweithdrefnau busnes yn cael eu hadolygu yn rheolaidd
- Tystiolaeth bod polisiau a gweithdrefnau busnes yn cael eu dilyn.

Staffio ac adnoddau

- Strwythur staffio
- Rhestr cysylltiadau ddiwygiedig (os yn berthnasol)
- CVs unrhyw staff newydd sy'n ymwneud â chyflenwi, asesu neu sicrhau ansawdd mewnol darpariaeth Open Awards
- Tystiolaeth o weithgareddau hyfforddi a datblygu staff (mewnol ac allanol)
- Tystiolaeth bod yr amgylchedd dysgu yn briodol ar gyfer yr unedau sy'n cael eu hasesu
- Tystiolaeth o gadw cofnodion gweinyddu priodol

Rheoli data

- Tystiolaeth o storio data a chofnod y dysgwr yn ddiogel

Sicrhau ansawdd mewnol

- Tystiolaeth o rag-ddilysu cyrsiau
- Tystiolaeth o samplu penderfyniadau asesu
- Tystiolaeth o safoni mewnol (lle bo'n briodol)
- Adnoddau cwrs
- Portffolios gydag asesiad a gwaith papur IQA
- Strategaeth samplu IQA

Tystiolaeth o gynnydd tuag at gamau gweithredu a osodwyd yn flaenorol

Mewn llawer o achosion, bydd yr adolygiad blynyddol yn cael ei amserlennu i ganiatáu ar gyfer dilysu gwaith dysgwyr ar yr un pryd.

External Verification/ Dilysu Allanol

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 centre are valid.

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

Diben y broses ddilysu allanol yw sicrhau bod asesiadau'n bodloni safonau y cytunwyd arnynt yn genedlaethol drwy adolygu a yw penderfyniadau asesu (gan gynnwys penderfyniadau graddio lle bo'n briodol) a wneir gan aseswyr a'r gwiriadau a gynhelir gan y Swyddog Sicrhau Ansawdd Mewnol yn y ganolfan yn ddilys.

Mae amllder y gweithgareddau dilysu allanol sydd eu hangen ym mhob canolfan gymeradwy yn dibynnu ar nifer o ffactorau:

Standardisation/ Safoni

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

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

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

Mae'n ofynnol i ganolfannau gwblhau gweithgareddau safoni mewnol i sicrhau bod pob asesydd yn gwneud penderfyniadau asesu cyson a dilys.

Yn ogystal, mae'n ofynnol i ganolfannau gyfrannu at ddigwyddiadau safoni cenedlaethol, o leiaf unwaith y flwyddyn. Mae Open Awards yn cynnig digwyddiadau safoni a fforymau penodol i gymhwyster sy'n cael eu cynnal drwy gydol y flwyddyn. Bydd digwyddiadau o'r fath hefyd yn gyfle i nodi a rhannu arferion gorau. Gellir gweld manylion diweddaraf am ddigwyddiadau hyfforddi a safoni ar [ein gwefan](#).

Mae safoni mewnol yn golygu sicrhau, pan fo mwy nag un tiwtor/asesydd yn cyflwyno darpariaeth Open Awards, neu fwy nag un safle, bod tasgau a osodir yn fewnol a chanlyniadau asesu mewnol yn gyson ar draws yr ystod o gyrsiau.

Recognition of Prior Learning and Achievement (RPL)/ Cydnabod Dysgu a Chyflawniad Blaenorol (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 centre to inform Open Awards at registration of any exemptions and/or equivalences for which a claim may be made. These claims will be subject to external verification by the Open Awards' Lead Quality Reviewer for the centre.

For more information, please see our Recognition of Prior Learning Policy found on the Open Awards [portal](#).

Dull o asesu yw RPL sy'n ystyried a all dysgwr ddangos ei fod yn bodloni'r gofynion asesu ar gyfer uned trwy wybodaeth, dealltwriaeth neu sgiliau y gallai fod ganddo/ganddi eisoes. Mae'n rhaid i dystiolaeth o ddysgu fod yn ddigonol, yn ddibynadwy ac yn ddilys.

Cyfrifoldeb y ganolfan yw hysbysu Open Awards wrth gofrestru unrhyw eithriadau a/neu gyfwerthedd y gellir gwneud hawliad ar eu cyfer. Bydd yr hawliadau hyn yn destun dilysu allanol gan Adolygydd Ansawdd Arweiniol Open Awards ar gyfer y ganolfan.

I gael mwy o wybodaeth, gweler ein Polisi Cydnabod Dysgu Blaenorol y gellir ei weld ar borth [Open Awards](#).

Health and Safety/ Iechyd a Diogelwch

Due to the practical requirements of some of the units within this qualification, centres 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, centres must ensure that learners and staff have access to appropriate clothing and personal protective equipment (PPE).

Centres 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

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

Oherwydd gofynion ymarferol rhai o'r unedau yn y cymhwyster hwn, mae'n rhaid i ganolfannau sicrhau bod asesiadau risg priodol yn eu lle ar gyfer y gweithgareddau a'r dysgwyr unigol er mwyn sicrhau diogelwch y dysgwyr, staff a chleifion drwy gydol y cwrs.

Fel rhan o hyn, mae'n rhaid i ganolfannau sicrhau bod gan ddysgwyr a staff fynediad at ddillad a chyfarpar diogelu personol (PPE) priodol.

Rhaid i ganolfannau weithio'n uniongyrchol gyda'r hyfforddai a'i gyflogwr i roi systemau goruchwylio cadarn ar waith er mwyn sicrhau diogelwch cleifion. Rhaid i hyn gynnwys cytundebau rhanddeiliaid clir sy'n amlinellu rolau a chyfrifoldebau sy'n ymwneud â goruchwylio hyfforddeion.

Fel lleiafswm:

- Rhaid i ddysgwyr gael eu goruchwylio ym mhob gofyniad dysgu a hyfforddi (gan gynnwys yn y gweithle)
- Rhaid gweithredu asesiadau risg i sicrhau diogelwch cleifion bob amser

Rhaid i ganolfannau fod â gweithdrefnau adrodd clir ar waith ar gyfer unrhyw bryderon, p'un a yw'r rhain yn cael eu codi gan yr hyfforddai, y cyflogwr neu staff y ganolfan. Dylid adrodd wrth Open Awards am unrhyw bryderon difrifol a allai effeithio ar ddiogelwch cleifion a, lle bo'n briodol, y Cyngor Fferyllol Cyffredinol.

Feedback and Continuous Improvement/ Adborth a Gwelliant Parhaus

Centres 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.

Rhaid i ganolfannau gael gweithdrefnau ar waith i adolygu eu cynlluniau cyflenwi ac asesu, ac i nodi camau gweithredu ar gyfer gwelliant parhaus. Fel isafswm, rhaid i hyn gynnwys casglu adborth gan y rhanddeiliaid canlynol:

- Dysgwyr
- Cyflogwyr
- Cleifion
- Gweithwyr fferyllol proffesiynol

Dylid rhannu unrhyw adborth a allai nodi gofyniad i ddiwygio neu adolygu'r cymhwyster gydag Open Awards er mwyn cyfrannu at adolygiadau dilysrwydd.

Dylid rhoi gwybod i Open Awards am unrhyw adborth sy'n nodi gwall neu bryder difrifol a allai effeithio ar ddiogelwch cleifion, a dylid rhoi ystyriaeth i a ddylai'r pryder gael ei adrodd i'r Cyngor Fferyllol Cyffredinol.

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

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

			Principles of Health and Safety in a Pharmacy Setting	Person-centred Care in a Pharmacy Setting	Roles, Responsibilities and Personal Development in Pharmacy Services	Effective Teamwork and Communication in a Pharmacy Setting
1	Does	Act to maintain the interests of individuals and groups, and making patients and their safety their first concern	x	x	x	x
2	Shows how	Recognise what it means to give person-centred care and support in pharmacy settings, including settings where patients are not physically present		x		x
3	Does	Respect diversity and cultural differences, ensuring that person-centred care is not compromised because of personal values and beliefs		x		x
4	Shows how	Listening to and communicate effectively with users of pharmacy services, which could include: - individual patients - carers - others member of the pharmacy or		x		x

		healthcare team - other health and social care staff using a range of techniques to determine their needs				
5	Shows how	Adapt information and communication style to meet the needs of particular audiences and communication channels				x
6	Does	Recognise principles of consent and apply them as appropriate to their role		x		x
7	Does	Act to maintain the confidentiality of individuals using pharmacy services		x		x
8	Shows how	Apply the principles of information governance as required by their role		x		x
9	Knows how	Recognise and raise concerns, even when it is not easy to do so, using appropriate systems		x	x	
10	Knows how	Recognise and raise concerns about safeguarding people, particularly children and vulnerable adults		x		
11	Shows how	Work effectively as part of the pharmacy team and/or the wider health team	x	x	x	x
12	Does	Recognise, apply and work within the relevant legal and regulatory requirements, local processes and standard operating procedures as applicable to their own role	x	x	x	x

13	Does	Recognise and work within the limits of their knowledge and skills, seeking support and referring to others when needed	x	x	x	x
14	Knows	Identify the roles and responsibility of those they work with and functions of the wider pharmacy and healthcare system	x	x	x	x
15	Shows how	Refer issues and/or individuals as appropriate to another member of the pharmacy team, other health and social care staff, organisations or services		x	x	x
16	Does	Apply policies around health and safety relevant to their role, including recognising hazards and acting appropriately to avoid harm to themselves and others	x	x	x	
17	Does	Demonstrate trust and respect for individuals, members of the pharmacy team and health professionals at all times		x		x
18	Does	Apply technical knowledge and skills identified as being required for the safe and effective performance of their role in - the dispensing and supply of medicines and medical devices - advising on their use or - assisting in the provision of pharmacy service. This includes applying legal and regulatory requirements, including	x		x	

		best practice in the context of their role, using relevant systems and accurate performance of pharmacy tasks.				
19	Knows how	Make use of feedback on performance, local HR processes and reflection, to identify and act on their own learning needs			x	

Atodiad A - Safonau Addysg a Hyfforddiant Cychwynnol y Cyngor Fferyllol Cyffredinol ar gyfer Staff Cymorth Fferyllol

Mae'r ddogfen hon yn amlinellu'r gwaith o fapio'r unedau o'r Ddiploma Lefel 2 mewn Egwyddorion ac Ymarfer ar gyfer Staff Cymorth Fferyllol i ddeilliannau dysgu'r Cyngor Fferyllol Cyffredinol (GPhC) o'r Safonau Addysg a Hyfforddiant Cychwynnol ar gyfer Staff Cymorth Fferyllol (2020). Mae pob deilliant dysgu wedi'i fapio naill ai i unedau llawn neu ddeilliannau dysgu penodol neu feini prawf asesu o'r unedau.

			Egwyddorion lechyd a Diogelwch mewn Lleoliad Fferyllfa	Gofal sy'n Canolbwyntio ar yr Unigolyn mewn Lleoliad Fferyllfa	Rolau, Cyfrifoldebau a Datblygiad Personol mewn Gwasanaethau Fferylliaeth	Gwaith Tîm a Chyfathrebu Effeithiol mewn Lleoliad Fferyllfa
1	Gwneud	Gweithredu i gynnal buddiannau unigolion a grwpiau, a gwneud cleifion a'u diogelwch yn brif bryder	x	x	x	x
2	Dangos sut	Cydnabod beth mae'n ei olygu i roi gofal a chymorth sy'n canolbwyntio ar yr unigolyn mewn lleoliadau fferylliaeth, gan gynnwys lleoliadau lle nad yw cleifion yn gorfforol bresennol		x		x
3	Gwneud	Parchu amrywiaeth a gwahaniaethau diwylliannol, gan sicrhau nad yw gofal sy'n canolbwyntio ar yr unigolyn yn cael ei beryglu oherwydd gwerthoedd personol a credoau		x		x
4	Dangos sut	Gwrando ar ddefnyddwyr gwasanaethau fferyllol a chyfathrebu'n effeithiol â nhw, a allai gynnwys: - cleifion unigol - gofalwyr - aelodau eraill o'r tîm fferylliaeth neu ofal iechyd		x		x

		- staff iechyd a gofal cymdeithasol eraill gan ddefnyddio amrywiaeth o dechnegau i benderfynu ar eu hanghenion				
5	Dango s sut	Addasu arddull gwybodaeth a chyfathrebu i ddiwallu anghenion cynulleidfaoedd a sianeli cyfathrebu penodol				x
6	Gwneud	Cydnabod egwyddorion caniatâd a'u cymhwyso fel y bo'n briodol i'w rôl		x		x
7	Gwneud	Gweithredu i gynnal cyfrinachedd unigolion sy'n defnyddio gwasanaethau fferyllol		x		x
8	Dango s sut	Cymhwyso egwyddorion llywodraethu gwybodaeth fel sy'n ofynnol gan eu rôl		x		x
9	Gwyb od sut	Cydnabod a chodi pryderon, hyd yn oed pan nad yw'n hawdd gwneud hynny, gan ddefnyddio systemau priodol		x	x	
10	Gwyb od sut	Cydnabod a chodi pryderon am ddiogelu pobl, yn enwedig plant ac oedolion agored i niwed		x		
11	Dango s sut	Gweithio'n effeithiol fel rhan o'r tîm fferylliaeth a/neu'r tîm iechyd ehangach	x	x	x	x
12	Gwneud	Cydnabod, cymhwyso a gweithio o fewn y gofynion cyfreithiol a rheoliadol perthnasol, prosesau lleol a gweithdrefnau gweithredu safonol fel sy'n berthnasol i'w rôl eu hunain	x	x	x	x
13	Gwneud	Adnabod a gweithio o fewn terfynau eu gwybodaeth a'u sgiliau, gan geisio cefnogaeth a chyfeirio at eraill pan fydd angen	x	x	x	x

14	Gwybod	Nodi rolau a chyfrifoldebau'r rheini maent yn gweithio gyda nhw a swyddogaethau'r system fferylliaeth a gofal iechyd ehangach	x	x	x	x
15	Dangos sut	Cyfeirio materion a/neu unigolion fel y bo'n briodol at aelod arall o'r tîm fferyllol, staff iechyd a gofal cymdeithasol eraill, sefydliadau neu wasanaethau		x	x	x
16	Gwneud	Cymhwyso polisïau'n ymwneud ag iechyd a diogelwch sy'n berthnasol i'w rôl, gan gynnwys adnabod peryglon a gweithredu'n briodol i osgoi niwed iddynt hwy eu hunain ac eraill	x	x	x	
17	Gwneud	Dangos ymddiriedaeth a pharch at unigolion, aelodau o'r tîm fferylliaeth a gweithwyr iechyd proffesiynol bob amser		x		x
18	Gwneud	Cymhwyso gwybodaeth a sgiliau technegol y nodwyd eu bod yn ofynnol er mwyn cyflawni eu rôl yn ddiogel ac yn effeithiol mewn - gweinyddu a chyflenwi meddyginiaethau a dyfeisiau meddygol - cynghori ar eu defnydd neu - gynorthwyo i ddarparu gwasanaeth fferyllfa. Mae hyn yn cynnwys cymhwyso gofynion cyfreithiol a rheoliadol, gan gynnwys arfer gorau yng nghyd-destun eu rôl, defnyddio systemau perthnasol a pherfformio cywir tasgau fferyllol yn fanwl gywir	x		x	
19	Gwybod sut	Gwneud defnydd o adborth ar berfformiad, prosesau AD lleol a myfyrio, i nodi a gweithredu ar eu anghenion dysgu eu hunain			x	

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

		Unit 5 - Dispensing and supply of medicines and medicinal products	Unit 6 - Managing Pharmaceutical Stock	Unit 7 - Selling Over the Counter Medicinal Products	Unit 8 - Preparation and Manufacturing of Medicines and Pharmaceutical Products
PHARM01	Assist with the provision of a pharmacy service	x		x	
PHARM02	Provide an effective and responsive pharmacy service	x		x	
PHARM03	Respond to pharmaceutical queries and requests for information	x		x	
PHARM04	Provide advice on non-prescribed medicines and products			x	
PHARM07	Receive prescriptions	x			
PHARM08	Confirm prescription validity	x			
PHARM09	Assemble prescribed items	x			
PHARM10	Issue prescribed items	x			
PHARM12	Order pharmaceutical stock		x		
PHARM13	Receive pharmaceutical stock		x		
PHARM14	Maintain pharmaceutical stock		x		

PHARM15	Supply pharmaceutical stock		x		
PHARM17	Manufacture and assemble medicinal products				x
PHARM19	Prepare aseptic products				x
PHARM20	Prepare documentation and materials for the manufacture and assembly of medicinal products				x
PHARM21	Prepare documentation and materials for the production of aseptic products				x
PHARM23	Check documentation and materials prior to the preparation of aseptic products				x
PHARM25	Supply dressings and appliances	x		x	
PHARM28	Undertake the final accuracy check of dispensed medicines and products	x			
PHARM29	Retrieve and reconcile information about an individual's medicines			x	
PHARM31	Confirm the suitability of an individual's medicines for use and ensure sufficient supply			x	
PHARM32	Assist in the issuing of prescribed items	x	x		
PHARM33	Order medicines and products for individuals		x		

Atodiad B - Mapio Safonau Galwedigaethol Cenedlaethol (NOS) Fferylliaeth i gynnwys y cymhwyster

		Uned 5 - Gweinyddu a chyflenwi meddyginiaet hau a chynhyrchion meddyginiaeth ol	Uned 6 - Rheoli Stoc Fferyllol	Uned 7 - Gwerthu Cynhyrchion Meddyginiaethol Dros y Cownter	Uned 8 - Paratoi a gweithgynhyrc hu Meddyginiaeth au a Chynhyrchion Fferyllol
PHARM01	Cynorthwyo gyda darparu gwasanaeth fferyllfa	x		x	
PHARM02	Darparu gwasanaeth fferyllfa effeithiol ac ymatebol	x		x	
PHARM03	Ymateb i ymholiadau fferyllol a cheisiadau am wybodaeth	x		x	
PHARM04	Rhoi cyngor ar feddyginiaethau a chynhyrchion sydd ddim ar bresgripsiwn			x	
PHARM07	Derbyn presgripsiynau	x			
PHARM08	Cadarnhau dilysrwyddpresgripsiwn	x			
PHARM09	Casglu ynghyd eitemau presgripsiwn	x			
PHARM10	Dosbarthu eitemau presgripsiwn	x			
PHARM12	Archebu stoc fferyllol		x		
PHARM13	Derbyn stoc fferyllol		x		
PHARM14	Cynnal stoc fferyllol		x		

PHARM15	Cyflenwi stoc fferyllol		x		
PHARM17	Gweithgynhyrchu a chasglu ynghyd gynhyrchion meddyginiaethol				x
PHARM19	Paratoi cynnyrch aseptig				x
PHARM20	Paratoi dogfennaeth a deunyddiau ar gyfer gweithgynhyrchu a chasglu ynghyd gynhyrchion meddyginiaethol				x
PHARM21	Paratoi dogfennau a deunyddiau ar gyfer cynhyrchu cynhyrchion aseptig				x
PHARM23	Gwirio dogfennau a deunyddiau cyn paratoi cynhyrchion aseptig				x
PHARM25	Cyflenwi gorchuddion a chyfarpar	x		x	
PHARM28	Cynnal gwiriad cywirdeb terfynol meddyginiaethau a chynhyrchion a weinyddir	x			
PHARM29	Adalw a chysoni gwybodaeth am feddyginiaethau unigolyn			x	
PHARM31	Cadarnhau addasrwydd meddyginiaethau unigolyn i'w defnyddio a sicrhau cyflenwad digonol			x	
PHARM32	Cynorthwyo i ddsbarthu eitemau presgripsiwn	x	x		
PHARM33	Archebu meddyginiaethau a chynhyrchion ar gyfer unigolion		x		

Appendix C/ Atodiad C - Mapping of the Level 2 Pharmacy Services Assistant apprenticeship standard to the qualification content

		Unit 1- Principles of Health and Safety in a Pharmacy Setting	Unit 2 - Person-centred Care in a Pharmacy Setting	Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services	Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting	Unit 5 - Dispensing and supply of medicines and medicinal products	Unit 6 - Managing Pharmaceutical Stock
Dispensing and supply of medicines and medicinal products (Know/Understand)	dispensing procedures, and practices					X	
	the different types of prescriptions					X	
	how to complete pharmacy calculations, eg the number of tablets or volume of liquid to be supplied.					X	
	different weights and measures eg					X	

	grams, kilograms, millilitres to litres						
	doses and forms of medicines					x	x
	issues that may affect how medicines are taken					x	
	the documentation relating to administration, supply and methods of medicines distribution support					x	x
	the management of medicines and the supply chain					x	x
Dispensing and supply of medicines and	receive and log prescriptions	x		x		x	

medicinal products (Be able to)	assemble prescribed items, undertake an in-process accuracy check and issue prescribed items	x		x		x	
	work according to legislative requirements, and organisational policies	x		x		x	x
	order, receive, maintain and issue pharmaceutical stock	x		x			x
	provide appropriate advice when authorised on supplied medicines and products, their storage and disposal					x	x
		x		x			

Team work (Know-Understand)	the roles and responsibilities of the pharmacy and healthcare team	x	x	x	x		
	how to follow standards and codes of conduct, as well as work within the limitations of your role			x			
	the requirements and rationale behind Standard Operating Procedures (SOPs)			x			
	how to work in the patients' best interest, with other people, both inside and external to the organisation		x	x	x		

	where to go for help and advice about anything to do with work			x			
	the importance of personal development and how to reflect on your work						
Team work (Be able to)	work within the parameters of Standard Operating Procedures (SOPs) of the pharmacy		x	x			
	act in accordance with systems and organisational governance			x	x		
	recognise and act within the pharmacy regulatory, legal and ethical standards	x	x	x	x		

support the team in the development of others			x			
maintain and further develop your own skills and knowledge through development activities; maintain evidence of your personal development and actively prepare for and participate in appraisal			x			

<p>Communication, pharmacy law and ethics (know/understand)</p>	<p>why it is important to communicate effectively at work; how to communicate with individuals who have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communicatio n</p>						
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x

legislation, policies and local ways of working and handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure	x		x	x		
application of relevant systems used in Pharmacy Practice and the restrictions and values around the use of social media			x	x		

communication, pharmacy law and ethics (be able to)	communicate effectively with the public, carers and other health and social care professionals using a range of techniques to determine their needs, and keep information confidential							
	handle information (record, report and store information) related to individuals and/or patients in line with local and national policies							

x

x

	use pharmacy IT systems and other IT resources according to legislative requirements and organisational policies				x		
Person centred care (know/understand)	what it means to give 'person centred care and support' and give people choices about their care		x				
	why it is important to gain consent		x		x		
	why it is important to get people actively involved in their own health and care		x				

the importance of treating people as valuable and unique individuals		x				
how to promote healthy lifestyles, such as the importance of healthy eating, regular exercise and reducing health risks such as alcohol consumption and smoking.		x				
how health inequalities affect different parts of society		x				
the other organisations which can support the wellbeing of a patient		x				

Person centred care (Be able to)	demonstrate person centred care and support within a pharmacy setting		x				
	make pharmacy patients and patient safety your first concern	x	x				
	use judgement and refer service user as appropriate to another member of the team, GP, healthcare worker, manufacturer etc	x	x				
	maintain the interests of patients and the health of the public	x	x				

	promote and advocate equality, diversity and inclusion		x				
	promote healthy lifestyles to customers		x				
Health and safety in the workplace (know/understand)	how to identify risks and hazards in a workplace environment	x					
	what appropriate action should be taken in response to incidents or emergencies following local guidelines	x					
health and safety in the workplace (be able to)	work safely within the parameters of your role using Standard Operating Procedures	x		x	x		

	apply policies which relate to health and safety at work	x			x		
	act appropriately in situations to prevent harm to yourself and others	x	x	x			

Atodiad C - Mapio safon prentisiaeth Cynorthwydd Gwasanaethau Fferyllol Lefel 2 i gynnwys y cymhwyster

		Uned 1 - Egwydd orion lechyd a Diogelw ch mewn Lleoliad Fferyllfa	Uned 2 - Gofal sy'n Canolbwyntio ar yr Unigolyn mewn Lleoliad Fferyllfa	Uned 3 - Rolau, Cyfrifoldebau a Datblygiad Personol mewn Gwasanaethau Fferylliaeth	Uned 4 - Gwaith Tîm a Chyfathrebu Effeithiol mewn Lleoliad Fferyllfa	Uned 5 - Gweinyddu a chyflenwi meddyginiaet hau a chynhyrchion meddyginiaeth ol	Uned 6 - Rheoli Stoc Fferyllol
Gweinyddu a chyflenwi meddyginiaethau a chynhyrchion meddyginiaethol (Gwybod/Deall)	gweithdrefnau gweinyddu, ac arferion					X	
	y gwahanol fathau o bresgripsiynau					X	
	sut i gwblhau cyfrifiadau fferyllfa, e.e. nifer y tabledi neu gyfaint yr hylif i'w gyflenwi.					X	
	gwahanol bwysau a mesurau e.e. gramau, cilogramau, mililitrau i litrau					X	

dosau a ffurfiau o feddyginiaethau					x	x
materion a allai effeithio ar y sut y cymerir meddyginiaethau					x	
y dogfennaethsy'n ymwneud â gweinyddiaeth, cyflenwad a dulliau cymorth dosbarthu meddyginiaethau					x	x
rheolaeth meddyginiaethau a'r gadwyn gyflenwi					x	x

Gweinyddu a chyflenwi Meddyginiaeth au a chynhyrchion meddyginiaeth ol (Gallu gwneud)	derbyn a logio presgripsiynau casglu ynghyd eitemau presgripsiwn, cynnal gwiriad cywirdeb mewn proses a dosbarthu eitemau presgripsiwn	x		x		x	
	gweithio yn unol â gofynion deddfwriaethol, a polisiau sefydliadol	x		x		x	x
	archebu, derbyn, cynnal a dosbarthu stocfferyllol	x		x			x
	darparu cyngor priodol pan awdurdodir ar feddyginiaethau a chynhyrchion sydd wedi'u cyflenwi, o ran eu storio a'u gwaredu	x		x			x
Gwaith tîm (Gwybod-Deall)	rolau a cyfrifoldebau y tîm fferylliaeth a gofal iechyd	x	x	x	x		

sut i ddilyn safonau a chodau ymddygiad, yn ogystal â gweithio o fewn cyfyngiadau eich rôl			x			
y gofynion a'r rhesymeg y tu ôl i Weithdrefnau Gweithredu Safonol (SOPs)			x			
sut i weithio er budd gorau'r y claf, gyda phobl eraill, oddi mewn a thu allan i'r sefydliad		x	x	x		
ble i fynd am gymorth a chyngor am unrhyw beth yn ymwneud â gwaith, pwysigrwydd datblygiad personol a sut i fyfyrion ar eich gwaith						
			x			

Gwaith tîm (Gallu)	gweithio o fewn paramedrau Gweithdrefnau Gweithredu Safonol (SOPs) y fferyllfa		x	x			
	gweithredu yn unol â systemau a threfn lywodraethu sefydliadol			x	x		
	cydnabod a gweithredu o fewn y safonau rheoleiddiol, cyfreithiol a moesegol y fferyllfa	x	x	x	x		

	<p>cefnogi'r tîm gyda datblygiad eraill; cynnal a datblygu ymhellach eich sgiliau a'ch gwybodaeth eich hun trwy weithgareddau datblygu; cadw tystiolaeth o'ch datblygiad personol a pharatoi ar gyfer a chymryd rhan mewn gwerthusiad</p>			x			
<p>Cyfathrebu, cyfraith fferyllfa a moeseg (gwybod/deall)</p>	<p>pam ei bod yn bwysig cyfathrebu yn effeithiol yn y gwaith; sut i gyfathrebu gydag unigolion sydd ag anghenion neu ddymuniadau penodol o ran iaith; ffyrdd o sicrhau eich bod yn cael eich deall ; sut i leihau problemau gyda chyfathrebu</p>				x		

deddfwriaeth, polisiâu a ffyrdd lleol o weithio a thrin gwybodaeth; sut i gadw gwybodaeth yn gyfrinachol; pam ei bod yn bwysig cofnodi a storio gwybodaeth cleifion yn ddiogel a beth i'w wneud os ydych yn meddwl nad yw gwybodaeth yn ddiogel	x		x	x		
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cymhwyso systemau perthnasol a ddefnyddir mewn Fferyllfa a'r cyfyngiadau a'r gwerthoedd sy'n ymwneud â defnydd cyfryngau cymdeithasol			X	X		
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cyfathrebu, cyfraith fferylliaeth a moeseg (gallugwneud)	cyfathrebu'n effeithiol â'r cyhoedd, gofalwyr a gweithwyr iechyd a gofal cymdeithasol eraill gan ddefnyddio amrywiaeth o dechnegau i benderfynu ar eu hanghenion, a chadw gwybodaeth yn gyfrinachol				x		
	trin gwybodaeth (cofnodi, adrodd a storio gwybodaeth) yn ymwneud ag unigolion a/neu cleifion yn unol â pholisïau lleol a cenedlaethol					x	

	defnyddio systemau TG fferylliaeth ac adnoddau TG eraill yn ôl gofynion deddfwriaethol a pholisïau sefydliadol						
Gofal sy'n canolbwyntio ar yr unigolion(gwybod/deall)	beth mae'n ei olygu i roi i gofal a chymorth sy'n canolbwyntio o ar yr unigolyn a rhoi dewisiadau i bobl am eu gofal		x				
	pam ei bod yn bwysig i gael caniatâd		x		x		
	pam ei bod yn bwysig cael pobl i gymryd rhan yn eu hiechyd a'u gofal eu hunain		x				

pwysigrwydd trin pobl fel unigolion gwerthfawr ac unigryw		x				
sut i hyrwyddo ffyrdd o fyw iach, megis pwysigrwydd bwyta'n iach, ymarfer corff rheolaidd a lleihau risgiau iechyd megis yfed alcoholac ysmygu.		x				
sut mae anghydraddold ebau iechyd yn effeithio ar wahanol rhannau o gymdeithas		x				

	y sefydliadau eraill a all gefnogi lles claf		x				
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Gofal sy'n canolbwyntio ar yr unigolyn (Gallu gwneud)	dangos gofal a chymorth sy'n canolbwyntio ar yr unigolyn mewn lleoliad fferyllfa		x				
	gwneud cleifion fferyllfa a diogelwch cleifion yn brif bryder i chi	x	x				
	defnyddio crebwyll a chyfeirio defnyddiwr gwasanaeth fel y bo'n briodol at aelod arall o'r tîm, meddyg teulu, gweithiwr gofal iechyd, gwneuthurwyr ac ati	x	x				
	cynnal buddiannau cleifion ac iechyd y cyhoedd	x	x				

hyrwyddo a eirioli cydraddoldeb, amrywiaeth a cynhwysiant		x				
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	hyrwyddo ffyrdd o fyw iach i gwsmeriaid		x				
Iechyd a diogelwch yn y gweithle (gwybod/deall)	sut i adnabod risgiau a pheryglon mewn amgylchedd gweithle	x					
	pa gamau priodol y dylid eu cymryd mewn ymateb i ddigwyddiadau neu argyfyngau gan ddilyn canllawiau lleol	x					
Iechyd a diogelwch yn y gweithle (gallu gwneud)	gweithio'n ddiogel o fewn paramedrau eich rôl gan ddefnyddio Gweithdrefnau Gweithredu Safonol	x		x	x		
	cymhwyso polisiau sy'n ymwneud ag iechyd a diogelwch yn y gwaith	x				x	

	gweithredu'n yn briodol mewn sefyllfaoedd i atal niwed i chi eich hun ac eraill	x	x	x			
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Appendix D/ Atodiad D - Example Learner / Stakeholder Agreement

Open Awards Level 2 Diploma in Principles and Practice for Pharmacy Support Staff (RQF)

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

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

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

1. Stakeholder commitment

Trainee	Training Provider	Employer
Comply with policies and procedures	Provide induction and training on policies and procedures. Comply with policies and procedures.	Provide feedback on compliance with policies and procedures in the workplace. Comply with policies and procedures.
Interact regularly with workplace colleagues	Provide support for academic and general welfare needs	Provide access to and opportunity to work with: <ul style="list-style-type: none"> - Pharmacy professionals - Multi-disciplinary teams - Other healthcare professionals - Peers (i.e. other trainees or workplace colleagues)
Respond positively to feedback and actions for improvement	Provide feedback on progress and professional development	Provide feedback on progress and professional development
Meet deadlines for assignments	Provide clear deadlines for assignments and support to meet these	Provide support to meet deadlines for assignments

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

2. Responsibilities

Course providers must provide:

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

hospitals or district nurses. Trainees may work for a period of time in another setting or regularly working and communicating with other health or care professionals at a distance

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

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

Agreed process for raising concerns

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

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Learner Comments

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Training Provider Comments

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Employer Comments

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	Name	Signature	Date
Trainee			
Training Provider			
Employer			

Atodiad D - Cytundeb Dysgwr / Rhanddeiliad Enghreifftiol

Diploma Lefel 2 mewn Egwyddorion ac Ymarfer ar gyfer Staff Cymorth Fferyllol (RQF) Open Awards

Cytundeb yw hwn rhwng y tiwtor(iaid), yr hyfforddai a'r cyflogwr.

Sylwer Mae'r ddogfen hon wedi'i darparu fel templed enghreifftiol a dylid ei diwygio i fodloni gofynion penodol yr hyfforddai unigol, y cyflogwr a'r darparwr hyfforddiant. Dylid adolygu [Safonau GPhC ar gyfer Addysg a Hyfforddiant Cychwynnol Staff Cymorth Fferyllol](#) i sicrhau bod yr holl ofynion yn cael eu bodloni, a rolau a cyfrifoldebau wedi'u diffinio'n glir.

Enw'r hyfforddai	
Enw a chyswllt y cyflogwr	
Enw a chyswllt y darparwr hyfforddiant	
Dyddiad cychwyn	
Dyddiad gorffen arfaethedig	

1. Ymrwymiad rhanddeiliad

Hyfforddai	Darparwr Hyfforddiant	Cyflogwr
Cydymffurfio â pholisïau a gweithdrefnau	Darparu sesiynau ymsefydlu a hyfforddiant ar bolisïau a gweithdrefnau. Cydymffurfio â pholisïau a gweithdrefnau.	Darparu adborth ar gydymffurfiaeth â pholisïau a gweithdrefnau yn y gweithle. Cydymffurfio â pholisïau a gweithdrefnau.
Rhyngweithio'n rheolaidd gyda chydweithwyr yn y gweithle	Darparu cefnogaeth ar gyfer anghenion lles academiaidd a chyffredinol	Darparu mynediad at a chyfle i weithio gyda: <ul style="list-style-type: none">- Gweithwyr fferyllol proffesiynol- Timau amlddisgyblaethol- Gweithwyr gofal iechyd proffesiynol eraill- Cymheiriaid (h.y. hyfforddeion eraill neu gydweithwyr yn y gweithle)
Ymateb yn gadarnhaol i adborth a chymau gweithredu ar gyfer gwelliant	Rhoi adborth ar gynnydd a datblygiad proffesiynol	Rhoi adborth ar gynnydd a datblygiad proffesiynol
Cwrdd â therfynau amser ar gyfer aseiniadau	Darparu terfynau amser clir ar gyfer aseiniadau a chymorth i fodloni'r rhain	Darparu cymorth i fodloni terfynau amser ar gyfer aseiniadau

Bod â dealltwriaeth o Safonau ar gyfer Addysg a Hyfforddiant Cychwynnol Staff Cymorth Fferyllol GPhC a myfyrio ar eu perfformiad eu hunain yn erbyn y rhain	Ymgorffori Safonau Addysg a Hyfforddiant Cychwynnol Staff Cymorth Fferyllol y GPhC i ddarpariaeth y cwrs a'r cynllun asesu	Bod â dealltwriaeth o Safonau ar gyfer Addysg a Hyfforddiant Cychwynnol Staff Cymorth Fferyllol GPhC a rhoi cyfle i hyfforddeion fodloni'r rhain
Trafod a datrys unrhyw bryderon yn gynnar	Trafod a datrys unrhyw bryderon yn gynnar	Trafod a datrys unrhyw bryderon yn gynnar
Neilltuo amser i astudio a myfyrio ar ddysgu	Darparu arweiniad ar reoli amser, a defnyddio arfer myfyriol	Cefnogi neilltuo amser i astudio a myfyrio ar ddysgu
Ceisio atebion mewn modd cadarnhaol a rhagweithiol, gan gadw at ffiniau sy'n ymwneud â'r cam dysgu i sicrhau bod diogelwch cleifion yn cael ei gynnal	Annog dull rhagweithiol at geisio atebion a datrys problemau, gyda ffiniau wedi'u diffinio'n glir yn ymwneud â'r cam dysgu i sicrhau bod diogelwch cleifion yn cael ei gynnal	Annog dull rhagweithiol at geisio atebion a datrys problemau, gyda ffiniau wedi'u diffinio'n glir yn ymwneud â'r cam dysgu i sicrhau bod diogelwch cleifion yn cael ei gynnal
Gweithio i gynllun hyfforddi y cytunwyd arno	Darparu cynllun hyfforddi	Cefnogi'r llinellau amser a'r terfynau amser a amlinellir yn y cynllun hyfforddi
	Darparu cyngor gyrfa am ddatblygiad proffesiynol a llwybrau gwaith	Darparu goruchwyliaeth yn y gweithle

1. Cyfrifoldebau

Rhaid i ddarparwyr cwrs ddarparu:

- systemau gadarn ar waith i gefnogi hyfforddeion yn yr amgylchedd hyfforddi a'r amgylchedd dysgu
- disgrifiad clir o bwy sy'n gyfrifol am bob rhan o'r broses yn y systemau hynny
- cyfle i hyfforddeion ryngweithio'n rheolaidd â'u cydweithwyr yn y gweithle, gan gynnwys eu goruchwylydd addysgol dynodedig yn ogystal â'u cymheiriaid;
- mynediad hyfforddeion at gymorth ar gyfer eu hanghenion academaidd a lles cyffredinol
- mynediad hyfforddeion at gyngor gyrfa am eu datblygiad proffesiynol a'u llwybrau gwaith.
- cyfle i hyfforddeion weithio gydag ystod o fodolau rôl proffesiynol gan gynnwys aelodau eraill o dîm y fferyllfa a gweithwyr gofal iechyd proffesiynol eraill. Gall hyn hefyd gynnwys gweithwyr fferyllol proffesiynol nad ydynt yn gweithio yn yr un tîm fferyllol, megis technegwyr fferyllol darparwr y cwrs
- cyfle i hyfforddeion gael mynediad at gymheiriaid, megis hyfforddeion eraill neu gydweithwyr yn y gweithle, i gael cymorth ac arweiniad

- cyfle i hyfforddeion weithio gyda gweithwyr iechyd neu gofal proffesiynol eraill a hyfforddeion yn ystod eu hyfforddiant. Gall hyn gynnwys perthynas â gweithwyr iechyd neu ofal proffesiynol lleol eraill mewn practisau meddygon teulu neu glinigau lleol, wardiau amrywiol mewn ysbytai neu nyrsys ardal. Gall hyfforddeion weithio am gyfnod mewn lleoliad arall neu weithio a chyfathrebu â gweithwyr iechyd neu ofal proffesiynol eraill o bell yn rheolaidd.

(Ticiwch i gadarnhau pwy sy'n cymryd cyfrifoldeb am bob agwedd ar y ddarpariaeth a goruchwylio)

	Darparwr Hyfforddiant	Cyflogwr	Sylwadau
Darparu cyngor ac arweiniad			
Cofrestru hyfforddai gyda'r corff dyfarnu			
Cwblhau'r cyfnod ymsefydlu ar bolisïau a gweithdrefnau			
Sicrhau bod pob arfer yn cael ei oruchwylio yn briodol			
Cadarnhau tasgau gwaith			
Cadarnhau dyddiadau cau aseiniadau a briffiau			
Cynnal adolygiadau cynnydd rheolaidd yn erbyn y cynllun cyflawni ac asesu			
Cynnal adolygiadau cynnydd ffurfiol yn ystod ac ar ddiwedd yr hyfforddiant			
Uwchgyfeirio pryderon na ellir eu datrys, neu os yw'r broblem y tu allan i gwmpas y berthynas ddysgu			

Proses gytûn ar gyfer codi pryderon

(yn cynnwys sut i godi pryder, sut yr ymdrinnir â phryderon ac amserlenni)

Sylwadau Dysgwyr**Sylwadau Darparwr Hyfforddiant****Sylwadau Cyflogwr**

	Enw	Llofnod	Dyddiad
Hyfforddai			
Darparwr Hyfforddiant			
Cyflogwr			

Appendices and Links/ Atodiadau a Dolenni

The following documents can be viewed on the Open Awards website/ Gellir gweld y dogfennau canlynol ar wefan Open Awards:

1. Provider Handbook/ Llawlyfr Darparwr
2. Enquiries and Appeals Policy and Procedures/ Polisi Ymholiadau, Cwynion ac Apeliadau
3. Complaints Policy/ Polisi Cwynion
4. Equality and Diversity Policy/ Polisi Cydraddoldeb ac Amrywiaeth
5. Invoicing Policy/ Polisi Anfonebu
6. Privacy Policy/ Polisi Preifatrwydd
7. Reasonable Adjustments and Special Considerations Policy and Procedures/ Polisi a Gweithdrefnau Addasiadau Rhesymol ac Ystyriaethau Arbennig

Additional supporting documents can be viewed in the Open Awards Portal/ Gellir gweld dogfennau ategol ychwanegol ym Mhorth Open Awards.

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Cedwir pob hawl. Rhoddir caniatâd i atgynhyrchu at ddefnydd personol ac addysgol yn unig. Gwaherddir copïo masnachol, llogi neu fenthyca.

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