

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

Open Awards Diploma Lefel 3 mewn
**Egwyddorion ac
Arferion Technegwyr
Fferyllol (RQF)**

QiW: C00/4848/2

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About the Qualification/ Ynghylch y Cymhwyster

Title/ Teitl	Open Awards Level 3 Diploma in the Principles and Practice for Pharmacy Technicians (RQF)/ Diploma Lefel 3 Open Awards mewn Egwyddorion ac Arferion Technegwyr Fferyllol (RQF)
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 Three/ Lefel Tri
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	31/01/2026

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 D2 – Confirm the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body/ D2 – Confirm the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body

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 Technicians (October 2017).

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

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 Technegwyr Fferyllol (Hydref 2017).

Mae'r cymhwyster hwn wedi'i gynllunio i gadarnhau cymhwysedd galwedigaethol technegwyr fferyllol sy'n gweithio mewn lleoliad fferyllol. Mae'r cymhwyster yn bodloni gofynion y rheoleiddiwr fferyllol ac yn bodloni anghenion cyflogwyr yng Nghymru a Lloegr. Ar ôl cwblhau'r cymhwyster ac yn amodol ar ofynion rheoliadol, bydd yn galluogi'r hyfforddai i gofrestru gyda'r GPhC fel technegydd fferyllol.

Total Qualification Time/Guided Learning Cyfanswm Amser Cymhwyster/ Dysgu o dan Arweiniad	
Total Qualification Time (hours)/ Cyfanswm Amser Cymhwyster (oriau)	1320
Guided Learning (hours)/ Dysgu o dan Arweiniad (oriau)	785

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+.

Due to the level and content of the qualification, learners are required to have as a minimum:

- GCSE English at Grade C (or equivalent)
- GCSE Maths at Grade C (or equivalent)

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

Additional mandatory entry requirements include:

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

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

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

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

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

Oherwydd lefel a chynnwys y cymhwyster, mae'n ofynnol i ddysgwyr feddu ar y canlynol fel lleiafswm:

- TGAU Saesneg Gradd C (neu gyfwerth)
- TGAU Mathemateg Gradd C (neu gyfwerth)

Argymhellir hefyd bod dysgwyr yn meddu ar gymhwyster Gwyddoniaeth Lefel 2 (e.e. TGAU Gwyddoniaeth Gradd C); neu gymhwyster galwedigaethol ar Lefel 2 neu uwch (yn ddelfrydol yn gysylltiedig â fferylliaeth); neu fod cynllun gweithredu ar waith i gefnogi uwchsgilio'r dysgwr i fodloni gofynion elfennau gwyddoniaeth y cymhwyster hwn.

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 bydd unrhyw gyflyrau o'r fath yn cael eu rheoli.

Mae'n rhaid i ddysgwyr (neu hyfforddeion) fod yn gyflogedig neu mewn rôl hyfforddi mewn gweithle fferyllol addas i sicrhau eich bod yn cael y cyfle i ddatblygu cymwyseddau a chwblhau tasgau fel yr amlinellir yn yr unedau yn y cymhwyster hwn. Dylai hyn gynnwys mynediad i oruchwyliaeth addas, modelau rôl/ gweithwyr fferyllol proffesiynol a thimau amlddisgyblaethol.

Mae'n rhaid cael cytundeb dysgu **cyn** i'r cwrs ddechrau rhwng y Darparwr hyfforddi, 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 ddysgwyr 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 training Provider and externally quality assured by Open Awards.

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

Types of evidence could include:

- a) Written Assignments
- b) Examinations
- c) Observation of Performance
- d) Questioning (written or oral)
- e) Practical Activities
- f) Photographs or Videos
- g) Personal Statements
- h) Reflective Logs
- i) Project Work
- j) Witness Testimonies
- k) Group Discussion

Assessment practices must follow Skills for Health [Assessment Principles for Qualifications that Assess Occupational Competence](#).

The Skills for Health Assessment Principles have been reviewed and amended to reflect up to date practices around remote assessment. The change can be seen in section 2.4.

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 hyfforddi a sicrheir ansawdd yn allanol gan Open Awards.

Mae'n rhaid i ddysgwyr 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 eu cynnwys:

- 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

Mae'n 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 llwyddo/methu ac mae'n 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:	132 credits/ credyd
Mandatory Units A/ Uned Orfodol Grŵp A	21 units to be achieved (132 credits)

Qualification Units/ Unedau'r Cymhwyster

Mandatory Units A/ Uned Orfodol Grŵp 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
R/617/8900	Actions and Uses of Medicines / Camau Gweithredu a Defnydd Meddyginiaethau	9	Level Three
Y/617/8901	Assemble and Check Dispensed Medicines and Products*/ Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir*	8	Level Four
D/617/8902	Biological Principles for Pharmacy Technicians / Egwyddorion Biolegol ar gyfer Technegwyr Fferyllol	4	Level Three
H/617/8903	Chemical Principles for Pharmacy Technicians / Egwyddorion Biolegol ar gyfer Technegwyr Fferyllol	3	Level Three
K/617/8904	Contribute to Service Improvement in the Delivery of Pharmacy Services / Cyfrannu at Wella Gwasanaeth wrth Ddarparu Gwasanaethau Fferyllol	6	Level Three
M/617/8905	Medicinal and Non-Medicinal Treatments for Central Nervous System Conditions / Triniaethau Meddyginiaethol ac Anfeddyginiaethol ar gyfer Cyflyrau'r System Nerfol Ganolog	6	Level Three
L/617/8930	Medicinal and Non-Medicinal Treatments for Gastrointestinal and Nutritional Conditions / Triniaethau Meddyginiaethol ac	5	Level Three

	Anfeddyginiaethol ar gyfer Cyflyrau Gastroberfeddol a Maeth		
R/617/8931	Medicinal and Non-medicinal Treatments for Malignant Diseases and Musculoskeletal Conditions / Triniaethau Meddyginiaethol ac Anfeddyginiaethol ar gyfer Cyflyrau Gastroberfeddol a Maeth	6	Level Three
Y/617/8932	Medicinal Methods for the Prevention, Protection from and Treatment of Infections / Dulliau Meddyginiaethol ar gyfer Atal, Amddiffyn rhag a Thrin Heintiau	6	Level Three
D/617/8933	Medicinal Treatments for Cardio- respiratory Conditions / Triniaethau Meddyginiaethol ar gyfer Cyflyrau Cardio-anadlol	6	Level Three
H/617/8934	Medicinal Treatments for Endocrine, Gynaecological and Genitourinary Conditions / Triniaethau Meddyginiaethol ar gyfer Cyflyrau Endocrinaidd, Gynaecolegol a Chenhedlol-wrinol	6	Level Three
K/617/8935	Medicinal Treatments for Sensory Organ Conditions / Triniaethau Meddyginiaethol ar gyfer Cyflyrau Organ Synhwyrdd	5	Level Three
M/617/8936	Microbiology for Pharmacy Technicians / Microbioleg ar gyfer Technegwyr Fferyllol	5	Level Three
T/617/8937	Personal Development for Pharmacy Technicians / Datblygiad Personol ar gyfer Technegwyr Fferyllol	5	Level Three
F/617/8939	Principles for the Management of Pharmaceutical Stock / Egwyddorion ar gyfer Rheoli Stoc Fferyllol	8	Level Three
T/617/8940	Principles of Health and Safety for Pharmacy Technicians / Egwyddorion Iechyd a Diogelwch ar gyfer Technegwyr Fferyllol	2	Level Three
A/617/8941	Principles of Health Promotion and Well-being in Pharmacy Services / Egwyddorion Hybu Iechyd a Lles mewn Gwasanaethau Fferyllol	5	Level Three
J/617/8943	Principles of Person-Centred Approaches for Pharmacy Technicians / Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol	5	Level Three
Y/617/8946	Principles of Safe Manufacture of Quality Medicines in the Pharmaceutical Environment / Egwyddorion Gweithgynhyrchu Meddyginiaethau o Ansawdd yn Ddiogel yn yr Amgylchedd Fferyllol	10	Level Three

D/617/8947	Receive, Validate and Issue Prescriptions* / Derbyn, Dilysu a Dosbarthu Presgripsiynau*	10	Level Three
H/617/8948	Undertake Medicines Reconciliation and Supply* / Ymgymryd â Chysoni a Chyflenwi Meddyginiaethau*	12	Level Four

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

*Mae gan yr unedau hyn ofynion asesu ychwanegol a amlinellir yng nghynnwys yr uned.

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

Mae pob uned wedi'i mapio i ddeilliannau dysgu'r Cyngor Fferyllol Cyffredinol (GPhC) o'r Safonau Addysg a Hyfforddiant Cychwynnol ar gyfer Technegwyr Fferyllol (2017). Gellir gweld y mapio hwn [yma](#). Mae'n rhaid i ddarparwyr 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 ad Internal Quality Assurers (IQA) must:

- be a registered Pharmacist or a registered Pharmacy Technician who is occupationally competent in the area of practice to which the unit being assessed applies
- hold or be working towards the appropriate assessor qualification. Assessors holding legacy qualifications must be able to demonstrate that they are assessing to current standards
- have credible experience which is clearly demonstrable through continuing learning and development

Internal Quality Assurers (IQA) must:

- be a registered Pharmacist or a registered Pharmacy Technician
- it is crucial that internal quality assessors understand the nature and context of the assessors' work and that of their candidates due to the critical nature of the work and the legal and other implications of the assessment process
- have a working knowledge of pharmacy and/ or GP dispensing settings, the regulation, legislation and codes of practice for the service (where applicable) at the time any assessment is taking place
- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal quality assurance roles
- hold or be working towards an appropriate internal quality assurance qualification. Internal quality assessors holding legacy qualifications must be able to demonstrate that they are working to current standards
- have undertaken the appropriate assessor qualification identified by the regulator and practised as an assessor prior to undertaking the internal quality assessor role

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

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 Ddarparwyr staff cymwys yn alwedigaethol gyda gwybodaeth pwnc perthnasol a/neu brofiad yn y sector am eu rôl wrth gyflwyno'r unedau/cymwysterau sy'n cael eu cynnig.

Mae Darparwyr yn 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 ddarparwyr ymwybyddiaeth o [Ganllawiau Goruchwyllo Gweithwyr Fferyllol Proffesiynol dan Hyfforddiant](#) y GPhC wrth gynllunio'r adnoddau ar gyfer cyflwyno'r cymhwyster hwn. Mae'n 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.

Mae'n rhaid i Aseswyr:

- fod yn Fferyllydd cofrestredig neu'n Dechnegydd Fferyllol cofrestredig sy'n alwedigaethol gymwys a gwybodus yn y maes ymarfer y mae'r uned sy'n cael ei hasesu yn berthnasol iddo
- meddu ar neu weithio tuag at y cymhwyster aseswr priodol. Mae'n rhaid i staff 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

Mae'n rhaid i Swyddogion Sicrhau Ansawdd Mewnol (IQA):

- fod yn Fferyllydd cofrestredig neu'n Dechnegydd Fferyllol cofrestredig
- mae'n hanfodol bod swyddogion sicrhau ansawdd mewnol yn deall natur a chyd-destun gwaith yr aseswyr a gwaith eu hymgeiswyr oherwydd natur critigol y gwaith a goblygiadau cyfreithiol a goblygiadau eraill y broses asesu
- 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 swydd sy'n rhoi awdurdod ac adnoddau iddynt gydlynu gwaith aseswyr, darparu cyngor awdurdodol, galw cyfarfodydd fel y bo'n briodol, ymweld ac arsylwi asesiadau a chyflawni holl rolau swyddogion sicrhau ansawdd mewnol eraill
- meddu ar gymhwyster sicrhau ansawdd mewnol priodol neu fod yn gweithio tuag ato. Mae'n rhaid i swyddogion sicrhau ansawdd mewnol sydd â chymwysterau etifeddol allu dangos eu bod yn gweithio i safonau cyfredol
- wedi ymgymryd â'r cymhwyster aseswr priodol a nodwyd gan y rheolydd ac wedi ymarfer fel aseswr cyn ymgymryd â rôl swyddog sicrhau ansawdd mewnol

Cydnabyddir bod disgwyl i swyddogion sicrhau ansawdd mewnol ddilysu'r broses asesu a pheidio ag ailasesu'r dystiolaeth a ddarparwyd.

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. Mae'n rhaid i'r dystiolaeth hon ymwneud yn uniongyrchol â pherfformiad dysgwr yn y gweithle sydd wedi'i weld gan y tyst arbenigol.

Mae'n rhaid i'r tyst arbenigol fod yn:

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

Mae'n rhaid i'r tyst arbenigol fod â:

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

Mae darparwyr yn 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. Mae'n rhaid iddynt hefyd ddeall gofynion cofnodi'r darparwr 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 ddysgwyr fwy nag un asesydd neu dyst arbenigol yn rhan o'r broses asesu.

Pan fo mwy nag un asesydd yn ymwneud â'r cymhwyster, mae'n rhaid cael asesydd penodol sy'n gyfrifol am gydgysylltu'r asesiad yn gyffredinol ar gyfer pob dysgwr. Bydd yr unigolyn 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, mae'n rhaid cael un asesydd penodol sy'n gyfrifol am gydgysylltu'r asesiad yn gyffredinol ar gyfer yr uned honno. Mae'n 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 Fferyllol 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. Mae'n 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 Darparwr i sicrhau ei bod yn bodloni gofynion cymwysterau a rheoleiddio Open Awards. Bydd y Swyddog Sicrhau Ansawdd Allanol hefyd yn rhoi cymorth i staff y Darparwr ac yn rhoi cyngor ac arweiniad i hwyluso gwelliannau.

Student Support and Induction/ Cymorth i Fyfyrrwyr ac Ymsefydlu

Entry Requirements/ Gofynion Mynediad

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

With regards to prior qualifications, learners are required to have as a minimum:

- GCSE English at Grade C (or equivalent)
- GCSE Maths at Grade C (or equivalent)

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

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

At a minimum, learners must:

- have secured a placement as a trainee in a pharmacy environment and be registered for a course recognised or accredited by the GPhC within three (3) months of commencing their contracted role as a trainee
- be supervised by a pharmacy professional
- be given tasks within their area of competence as a trainee
- be given tasks that allow them to develop and evidence the knowledge, skills and behaviours within the qualification specification

Providers must provide evidence that learners 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:

- learners 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 technician course to an acceptable standard
- their staffing profile can support the delivery of the course and the learner's experience, learning resources and 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 learner 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.

Gofynion Mynediad

Mae'n rhaid i ddarparwyr gwblhau asesiadau cychwynnol gyda dysgwyr **cyn** cadarnhau eu lle ar y cwrs.

O ran cymwysterau blaenorol, mae'n ofynnol i ddysgwyr feddu ar y canlynol fel lleiafswm:

- TGAU Saesneg Gradd C (neu gyfwerth)
- TGAU Mathemateg Gradd C (neu gyfwerth)

Argymhellir hefyd bod gan ddysgwyr gymhwyster Gwyddoniaeth Lefel 2 (e.e. TGAU Gwyddoniaeth Gradd C); neu gymhwyster galwedigaethol lefel 2 neu uwch (yn ymwneud yn ddelfrydol â fferylliaeth); neu bod cynllun gweithredu yn cael ei roi ar waith i gefnogi'r dysgwyr i uwchsgilio i fodloni gofynion elfennau gwyddoniaeth y cymhwyster hwn.

Mae'n rhaid i ymgeiswyr fod yn gweithio mewn amgylchedd fferyllol neu wedi sicrhau lleoliad fel technegydd fferyllol dan hyfforddiant cyn-gofrestru ac yn cael eu goruchwyllo gan weithiwr fferyllol proffesiynol.

Fel lleiafswm, mae'n rhaid bod hyfforddai:

- wedi sicrhau lleoliad fel hyfforddai mewn amgylchedd fferyllol ac wedi cofrestru ar gyfer cwrs a gydnabyddir neu a achredir gan y GPhC o fewn tri (3) mis o ddechrau eu rôl dan contract fel hyfforddai
- dan oruchwyliaeth gweithiwr fferyllol proffesiynol
- wedi derbyn tasgau o fewn eu maes cymhwysedd fel hyfforddai
- wedi derbyn tasgau sy'n caniatáu iddynt ddatblygu a dangos tystiolaeth o'r wybodaeth, y sgiliau a'r ymddygiad o fewn manyleb y cymhwyster

Mae'n rhaid i ddarparwyr ddarparu tystiolaeth y bydd dysgwyr 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

Mae'n rhaid i ddarparwyr ddarparu tystiolaeth:

- bydd y dysgwyr 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 y dysgwr, adnoddau dysgu ac 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 dysgwr a sut y bydd unrhyw gyflyrau o'r fath yn cael eu rheoli

Ma e'n ofynnol i ddarparwyr gael gweithdrefnau clir ar waith ar gyfer rheoli'r cyfrifoldebau hyn gydag unrhyw gyflogwyr perthnasol neu bartïon eraill, gan gynnwys pwy sy'n gyfrifol am gwblhau gwiriad DBS a/neu wiriadau iechyd. Mae'n rhaid i ddarparwyr sicrhau bod hyfforddai'n ymwybodol o pam bod y 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 ddisgwyllir
- Gofynion o ran y gweithle gan gynnwys y gofyniad i gael mynediad at fodelau 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 technicians
- GPhC registration process
- Induction, training and ongoing support
- Professional behaviours and attitudes expected

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

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

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 technegwyr fferyllol
- Proses cofrestru GPhC
- Ymsefydlu, hyfforddiant a chefnogaeth barhaus
- Yr ymddygiad ac agweddau proffesiynol a ddisgwylir

Dylai'r cyfnod ymsefydlu hefyd gynnwys hyfforddiant ar y polisiau 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
- Goruchwylio ac Arsylwi
- Diogelu Data
- Cyfrinachedd
- Gwrthdaro Buddiannau

Supervision/ Goruchwylio

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

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

Rhaid i ganolfannau weithio'n uniongyrchol gyda'r dysgwr 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

Mae'n rhaid i drefniadau goruchwylio fod yn unol â [Chanllawiau Goruchwylio Gweithwyr Fferyllol Proffesiynol dan Hyfforddiant GPhC \(Awst 2018\)](#)

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 dysgwr 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 Aesu

Providers are required to produce a delivery and assessment plan **before** they start delivering this qualification. This plan is subject to pre-verification by the Open Awards Quality Assurance Team 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 Technicians](#) 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 ddarparwyr gynhyrchu cynllun cyflenwi ac asesu **cyn** iddynt ddechrau cyflwyno'r cymhwyster hwn. Mae'r cynllun hwn yn amodol ar ddilysu ymlaen llaw gan Dîm Sicrhau Ansawdd Open Awards i sicrhau ei fod yn bodloni'r egwyddorion asesu canlynol.

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

Mae'n rhaid hefyd ymgorffori [Safonau Addysg a Hyfforddiant Cychwynol Technegwyr Fferyllol](#) y GPhC.

Rhaid i gynlluniau cyflawni ac asesu 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 asesu
- Rolau a chyfrifoldebau (gan gynnwys gofynion ar gyfer goruchwylwyr ac aseswyr addysgol dynodedig)
- Cymorth i fyfyrwyr a goruchwyliaeth
- Meini prawf marcio
- Polisiau ar gyfer ail-sefyll ac ailgyflwyno

- Gweithdrefnau ar gyfer amheuaeth o lēn-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 (3) 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 (3) 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.

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

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 (4) 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 (2) further opportunities to re-take the assessment criteria that they failed on the first attempt. Re-takes should be submitted within two weeks (for each re-take).

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

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.

The Open Awards Quality Assurance Team has overarching responsibility for ensuring the Provider's ongoing compliance through their quality assurance policies and practices. The Open Awards Quality Assurance Team's role is to:

- Support centres to improve the quality and standards of delivery, assessment and internal quality assurance
- Externally quality assure centres' recommendations for awards
- Ensure consistency in standards between centres and over time
- 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.

Mae gan Dîm Sicrhau Ansawdd Open Awards gyfrifoldeb trosfwaol am sicrhau cydymffurfiaeth barhaus y Darparwr trwy ei bolisïau a'i arferion sicrhau ansawdd.

Rôl Tîm Sicrhau Ansawdd Open Awards yw:

- 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 the Open Awards Quality Assurance Team with an up to date record of specific areas of compliance with the Provider agreement. They enable us to make a judgement on the Provider's ongoing compliance in the following areas:

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

The Open Awards Quality Assurance Team will review progress towards the Provider's quality improvement action plan and may incorporate external verification activities into the review.

Where concerns are raised as a result of this activity, the 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 Dîm Sicrhau Ansawdd Open Awards o feysydd penodol o gydymffurfio â chytundeb y Darparwr. Maent yn ein galluogi i ddod i farn ynghylch cydymffurfiaeth barhaus y Darparwr 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 Tîm Sicrhau Ansawdd Open Awards yn adolygu cynnydd tuag at gynllun gweithredu gwella ansawdd y Darparwr 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 Open Awards Quality Assurance Team must make appropriate arrangements with the Provider's Quality Assurance Contact (or designated alternative) at least ten (10) working days in advance of the agreed date. These arrangements must include:

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

Mae'n rhaid i Dîm Sicrhau Ansawdd Open Awards wneud trefniadau priodol gyda Chyswilt Sicrhau Ansawdd y Darparwr (neu ddewis arall dynodedig) o leiaf ddeg (10) niwrnod gwaith cyn y dyddiad y cytunwyd arno. Mae'n 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 polisiâu a gweithdrefnau sicrhau ansawdd yn cael eu hadolygu yn rheolaidd
 - Tystiolaeth bod polisiâu 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 polisiâu a gweithdrefnau busnes yn cael eu hadolygu yn rheolaidd
 - Tystiolaeth bod polisiâu 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

Providers 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).

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

As a minimum:

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

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

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

Mae'n rhaid i drefniadau goruchwylio fod yn unol â [Chanllawiau Goruchwylio Gweithwyr Fferyllol Proffesiynol dan Hyfforddiant GPhC \(Awst 2018\)](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Atodiad A – Safonau Addysg a Hyfforddiant Cychwynnol y Cyngor Fferyllol Cyffredinol ar gyfer Technegwyr Fferyllol

Mae'r ddogfen hon yn amlinellu'r gwaith o fapio'r unedau o'r Ddiploma Lefel 3 mewn Egwyddorion ac Arferion ar gyfer Technegwyr Fferyllol i ddeilliannau dysgu'r Cyngor Fferyllol Cyffredinol (GPhC) o'r Safonau Addysg a Hyfforddiant Cychwynnol ar gyfer Technegwyr Fferyllol (2017). Mae pob deiliant dysgu wedi'i fapio naill ai i unedau llawn neu ddeilliannau dysgu penodol neu feini prawf asesu o'r unedau.

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
1.	<p>Cynnwys, cefnogi a galluogi pob unigolyn wrth wneud penderfyniadau am eu hiechyd, gofal a lles</p> <p>Cyflawni</p>	Gofal sy'n canolbwyntio ar yr unigolyn	<p>Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned D Egwyddorion hybu iechyd a lles mewn gwasanaethau fferyllol (uned gyfan)</p> <p>Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC4.1, AC4.2, AC4.3, AC4.4, AC4.5, AC4.6)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO2, AC3.1, AC5.4)</p>
2.	<p>Optimeiddio meddyginiaeth unigolyn i gyflawni'r canlyniadau gorau posibl</p> <p>Cyflawni</p>	Gofal sy'n canolbwyntio ar yr unigolyn	<p>Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO2, LO5, AC5.4)</p> <p>Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)</p>

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
3.	<p>Gwranddo ar yr unigolyn, deall eu hanghenion a'r hyn sy'n bwysig iddynt</p> <p>Cyflawni</p>	Gofal sy'n canolbwyntio ar yr unigolyn	<p>Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC4.1, AC4.2)</p> <p>Uned I Derbyn, dilysu a dosbarthu presgripsiynau (AC2.5, AC2.6, AC4.5, AC4.6, AC4.10)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC2.1, AC2.2, AC2.3, AC5.4)</p> <p>Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)</p>
4.	<p>Rhoi'r holl wybodaeth berthnasol i'r unigolyn mewn ffordd y gallant ddeall, fel y gallant wneud penderfyniadau a dewisiadau gwybodus</p> <p>Cyflawni</p>	Gofal sy'n canolbwyntio ar yr unigolyn	<p>Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned D Egwyddorion hybu iechyd a lles mewn gwasanaethau fferyllol (uned gyfan)</p> <p>Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC4.3, AC4.4, AC4.5, AC4.6)</p> <p>Uned I Derbyn, dilysu a dosbarthu presgripsiynau (AC4.6, AC4.9, AC4.10)</p>

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
5.	Rhoi cyngor i bobl ynghylch y defnydd diogel ac effeithiol o'u meddyginiaethau a'u dyfeisiau Cyflawni	Gofal sy'n canolbwyntio ar yr unigolyn	Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan) Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC4.3, AC4.4, AC4.5, AC4.6) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (AC4.6, AC4.4, AC4.5, AC4.6, AC4.7, AC4.9, AC4.10) Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)
6.	Cael gwybodaeth berthnasol gan bobl, gan gynnwys cleifion a gweithwyr gofal iechyd proffesiynol eraill - a'i defnyddio'n briodol Cyflawni	Gofal sy'n canolbwyntio ar yr unigolyn	Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan) Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC4.1, AC4.2, AC4.3, AC4.6) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (AC2.5, AC2.6, AC4.5, AC4.10) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO2, LO3) Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)
7.	Cydnabod a gwerthfawrogi amrywiaeth, a pharchu gwahaniaethau diwylliannol – gan wneud yn siŵr bod pob unigolyn yn cael eu trin yn deg beth bynnag fo'u gwerthoedd a'u credoau Cyflawni	Gofal sy'n canolbwyntio ar yr unigolyn	Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (AC 2.1, AC2.3) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC2.1)

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
8.	Addasu gwybodaeth a chyfathrebu i fodloni anghenion cynulleidfaoedd penodol Cyflawni	Gofal sy'n canolbwyntio ar yr unigolyn	Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC4.1, AC4.3) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (AC4.6) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC2.1, AC2.2, AC2.3)
9.	Cymhwyso egwyddorion llywodraethu gwybodaeth a sicrhau cyfrinachedd cleifion Cyflawni	Gofal sy'n canolbwyntio ar yr unigolyn	Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC4.1) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (LO1, AC4.11) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC1.1, AC1.3, AC4.4)

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
10.	<p>Hyrwyddo ffyrdd iach o fyw yn effeithiol gan ddefnyddio'r adnoddau sydd ar gael a thechnegau sy'n seiliedig ar dystiolaeth</p> <p>Gwybod sut</p>	Gofal sy'n canolbwyntio ar yr unigolyn	<p>Uned D Egwyddorion hybu iechyd a lles mewn gwasanaethau fferyllol (uned gyfan)</p> <p>Uned L Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer cyflyrau gastroberfeddol a maeth (uned gyfan)</p> <p>Uned M Triniaethau meddyginiaethol ar gyfer cyflyrau cardio-anadlol (uned gyfan)</p> <p>Uned N Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer clefydau malaen a chyflyrau cyhyrysgerbydol (uned gyfan)</p> <p>Uned Q Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer cyflyrau'r system nerfol ganolog (uned gyfan)</p> <p>Uned R Dulliau meddyginiaethol ar gyfer atal, amddiffyn rhag a thrin heintiau (uned gyfan)</p> <p>Uned S Triniaethau meddyginiaethol ar gyfer cyflyrau endocrinaidd, gynaecolegol a chenhedlol-wrinol (uned gyfan)</p> <p>Uned T Triniaethau meddyginiaethol ar gyfer cyflyrau organ synhwyraidd (uned gyfan)</p>

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
11.	<p>Gallu darparu cyngor iechyd cyhoeddus ac argymell mentrau sgrinio iechyd neu iechyd cyhoeddus cydnabyddedig</p> <p>Gwybod sut</p>	Gofal sy'n canolbwyntio ar yr unigolyn	<p>Uned D Egwyddorion hybu iechyd a lles mewn gwasanaethau fferyllol (LO4)</p> <p>Uned L Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer cyflyrau gastroberfeddol a maeth (LO4)</p> <p>Uned M Triniaethau meddyginiaethol ar gyfer cyflyrau cardio-anadlol (LO4)</p> <p>Uned N Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer clefydau malaen a chyflyrau cyhyrsgerberbydol (LO5)</p> <p>Uned Q Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer cyflyrau'r system nerfol ganolog (LO6)</p> <p>Uned R Dulliau meddyginiaethol ar gyfer atal, amddiffyn rhag a thrin heintiau (LO4)</p> <p>Uned S Triniaethau meddyginiaethol ar gyfer cyflyrau endocrinaidd, gynaecolegol a chenhedlol-wrinol (LO8)</p> <p>Uned T Triniaethau meddyginiaethol ar gyfer cyflyrau organ synhwyraidd (LO7)</p>
12.	<p>Deall sut i ddiogelu pobl, yn enwedig plant ac oedolion agored i niwed</p> <p>Gwybod sut</p>	Gofal sy'n canolbwyntio ar yr unigolyn	Uned A Egwyddorion dulliau sy'n canolbwyntio ar yr unigolyn ar gyfer Technegwyr Fferyllol (LO3)
13.	<p>Cymhwyso barn broffesiynol er lles gorau pobl</p> <p>Cyflawni</p>	Proffesiynoldeb	<p>Uned I Derbyn, dilysu a dosbarthu presgripsiynau (LO2, LO3, LO4)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC5.2, AC5.3, AC5.5, AC5.6, AC6.3)</p>

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
14.	Adnabod a gweithio o fewn terfynau eu gwybodaeth a'u sgiliau, a chyfeirio at eraill pan fydd angen Cyflawni	Proffesiynoldeb	Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC4.7, AC5.2, AC5.3, AC5.4) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (AC1.3) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (AC2.7, AC4.10) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC2.6, AC5.6, AC6.4)
15.	Deall sut i weithio o fewn canllawiau a pholisïau lleol, rhanbarthol a chenedlaethol Gwybod sut	Proffesiynoldeb	Uned A Egwyddorion dulliau sy'n canolbwyntio ar yr unigolyn ar gyfer Technegwyr Fferyllol (AC2.2, AC3.5) Uned B Egwyddorion Iechyd a Diogelwch ar gyfer Technegwyr Fferyllol (LO1) Uned F Egwyddorion ar gyfer rheoli stoc fferyllol (LO1, AC2.4, AC4.1, AC4.3, AC5.5) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO1)
16.	Ymateb yn effeithiol i gwynion, digwyddiadau a gwallau ac mewn modd sy'n dangos gofal sy'n canolbwyntio ar yr unigolyn Cyflawni	Proffesiynoldeb	Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan) Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (LO5) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC5.2, AC6.3)

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
17.	Defnyddio gwybodaeth i wneud penderfyniadau effeithiol Cyflawni	Proffesiynoldeb	Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC4.1, AC4.2, AC4.4, AC4.5, AC4.6, AC5.2) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (LO2, LO3, LO4) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO3, LO4, AC5.5, AC5.6)
18.	Cymryd cyfrifoldeb personol am eu hiechyd a diogelwch eu hunain ac eraill a dilyn unrhyw bryderon am y gweithle a allai eu rhoi mewn perygl Cyflawni	Proffesiynoldeb	Uned B Egwyddorion Iechyd a Diogelwch ar gyfer Technegwyr Fferyllol (uned gyfan) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (AC1.1, LO2, LO3, LO4, LO5, LO6)
19.	Arddangos sgiliau arwain o fewn eu cwmpas ymarfer fel hyfforddai Cyflawni	Proffesiynoldeb	Uned C Datblygiad Personol ar gyfer Technegwyr Fferyllol (AC7.3)
20.	Cydnabod pan fydd eu perfformiad neu berfformiad eraill yn rhoi pobl mewn perygl ac ymateb yn briodol Cyflawni	Proffesiynoldeb	Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (LO4, LO5, LO6) Uned C Datblygiad Personol ar gyfer Technegwyr Fferyllol (LO5)
21.	Codi pryderon hyd yn oed pan nad yw'n hawdd gwneud hynny Cyflawni	Proffesiynoldeb	Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC6.3, AC6.4) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (LO4, AC5.9, LO7) Uned C Datblygiad Personol ar gyfer Technegwyr Fferyllol (LO5)

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
22.	Gweithredu'n agored ac yn onest pan y bydd pethau'n mynd o le Cyflawni	Proffesiynoldeb	Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC5.2) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO2, LO3, LO4, LO5, LO6) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (AC5.9, LO7) Uned C Datblygiad Personol ar gyfer Technegwyr Fferyllol (LO5)
23.	Defnyddio amrywiaeth o ddulliau yn effeithiol, gan gynnwys adborth, i fonitro a myfrio ar arfer, sgiliau a gwybodaeth yn rheolaidd Cyflawni	Proffesiynoldeb	Uned C Datblygiad Personol ar gyfer Technegwyr Fferyllol (AC3.1, LO4, AC6.2)
24.	Cynnal amrywiaeth o weithgareddau datblygiad proffesiynol parhaus (DPP) perthnasol Cyflawni	Proffesiynoldeb	Uned C Datblygiad Personol ar gyfer Technegwyr Fferyllol (LO6)
25.	Myfrio a gweithredu ar adborth neu bryderon, gan feddwl am yr hyn y gellir ei wneud i atal rhywbeth rhag digwydd eto Cyflawni	Proffesiynoldeb	Uned C Datblygiad Personol ar gyfer Technegwyr Fferyllol (LO4) Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC5.2) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (LO4)

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
26.	<p>Darparu gwasanaeth fferyllol diogel, effeithiol ac ymatebol</p> <p>Cyflawni</p>	Gwybodaeth a sgiliau proffesiynol	<p>Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (LO4, LO5)</p> <p>Uned I Derbyn, dilysu a dosbarthu presgripsiynau (uned gyfan)</p> <p>Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (uned gyfan)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (uned gyfan)</p>
27.	<p>Cymryd cyfrifoldeb personol am gyflenwadau cyfreithlon, diogel ac effeithlon o feddyginiaethau</p> <p>Cyflawni</p>	Gwybodaeth a sgiliau proffesiynol	<p>Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (uned gyfan)</p> <p>Uned I Derbyn, dilysu a dosbarthu presgripsiynau (LO4)</p> <p>Uned F Egwyddorion ar gyfer rheoli stoc fferyllol (uned gyfan)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO6)</p>

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
28.	<p>Deall egwyddorion sylfaenol bioleg, microbioleg, ffisioleg a chemeg</p> <p>Gwybod sut</p>	Gwybodaeth a sgiliau proffesiynol	<p>Uned J Egwyddorion Cemegol ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned K Egwyddorion Biolegol ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned L Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer cyflyrau gastroberfeddol a maeth (uned gyfan)</p> <p>Uned M Triniaethau meddyginiaethol ar gyfer cyflyrau cardio-anadlol (uned gyfan)</p> <p>Uned N Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer clefydau malaen a chyflyrau cyhyrsgerberbydol (uned gyfan)</p> <p>Uned O Microbioleg ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned Q Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer cyflyrau'r system nerfol ganolog (uned gyfan)</p> <p>Uned R Dulliau meddyginiaethol ar gyfer atal, amddiffyn rhag a thrin heintiau (uned gyfan)</p> <p>Uned S Triniaethau meddyginiaethol ar gyfer cyflyrau endocrinaidd, gynaecolegol a chenhedlol-wrinol (uned gyfan)</p> <p>Uned T Triniaethau meddyginiaethol ar gyfer cyflyrau organ synhwyradd (uned gyfan)</p> <p>Uned U Egwyddorion gweithgynhyrchu meddyginiaethau o ansawdd yn ddiogel yn yr amgylchedd fferyllol (uned gyfan)</p>

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
29.	<p>Deall yr egwyddorion ffarmacolegol sylfaenol sy'n berthnasol i'r defnydd o feddyginiaethau mewn perthynas â phrosesau clefyd a thriniaeth cyflyrau clinigol a nodwyd</p> <p>Gwybod sut</p>	Gwybodaeth a sgiliau proffesiynol	<p>Uned L Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer cyflyrau gastroberfeddol a maeth (uned gyfan)</p> <p>Uned M Triniaethau meddyginiaethol ar gyfer cyflyrau cardio-anadlol (uned gyfan)</p> <p>Uned N Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer clefydau malaen a chyflyrau cyhyrsgerbydol (uned gyfan)</p> <p>Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)</p> <p>Uned Q Triniaethau meddyginiaethol ac anfeddyginiaethol ar gyfer cyflyrau'r system nerfol ganolog (uned gyfan)</p> <p>Uned R Dulliau meddyginiaethol ar gyfer atal, amddiffyn rhag a thrin heintiau (uned gyfan)</p> <p>Uned S Triniaethau meddyginiaethol ar gyfer cyflyrau endocrinaidd, gynaecolegol a chenhedlol-wrinol (uned gyfan)</p> <p>Uned T Triniaethau meddyginiaethol ar gyfer cyflyrau organ synhwyraidd (uned gyfan)</p>

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
30.	<p>Cadarnhau addasrwydd meddyginiaethau unigolyn i'w defnyddio</p> <p>Cyflawni</p>	Gwybodaeth a sgiliau proffesiynol	<p>Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO5) Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)</p>
31.	<p>Adfer a chysoni gwybodaeth am feddyginiaethau unigolyn yn gywir</p> <p>Cyflawni</p>	Gwybodaeth a sgiliau proffesiynol	<p>Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO2, LO3, LO4)</p> <p>Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)</p>
32.	<p>Asesu cyflenwad presennol unigolyn o feddyginiaeth ac archebu meddyginiaethau a chynhyrchion priodol</p> <p>Cyflawni</p>	Gwybodaeth a sgiliau proffesiynol	<p>Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO5, LO6)</p> <p>Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)</p>
33.	<p>Archebu, derbyn, cynnal a chyflenwi meddyginiaethau a chynhyrchion fferyllol eraill yn ddiogel, yn gyfreithlon ac yn effeithiol</p> <p>Gwybod sut</p>	Gwybodaeth a sgiliau proffesiynol	<p>Uned F Egwyddorion ar gyfer rheoli stoc fferyllol (uned gyfan)</p> <p>Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (LO6)</p>

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
34.	Derbyn ceisiadau am feddyginiaethau, gan gynnwys presgripsiynau, a gwirio eu dilysrwydd, diogelwch ac eglurder, gan gymryd camau i ymdrin ag unrhyw broblemau Cyflawni	Gwybodaeth a sgiliau proffesiynol	Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (uned gyfan) Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (LO4) Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)
35.	Defnyddio systemau'n effeithiol i gefnogi cyflenwad diogel o feddyginiaethau Cyflawni	Gwybodaeth a sgiliau proffesiynol	Uned I Derbyn, dilysu a dosbarthu presgripsiynau (LO1, AC2.3, AC2.7, AC3.1, AC3.4, AC3.5, LO4)
36.	Casglu ynghyd eitemau presgripsiwn yn gywir Cyflawni	Gwybodaeth a sgiliau proffesiynol	Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (LO5) Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)
37.	Cymhwyso egwyddorion fferyllol i lunio, paratoi a phecynnu meddyginiaethau a chynhyrchion yn ddiogel ac yn effeithiol Gwybod sut	Gwybodaeth a sgiliau proffesiynol	Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (LO2, LO3, LO4) Uned J Egwyddorion Cemegol ar gyfer Technegwyr Fferyllol (uned gyfan) Uned O Microbioleg ar gyfer Technegwyr Fferyllol (uned gyfan) Uned U Egwyddorion gweithgynhyrchu meddyginiaethau o ansawdd yn ddiogel yn yr amgylchedd fferyllol (uned gyfan)

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
38.	Sicrhau ansawdd cynhwysion i gynhyrchu a chyflenwi meddyginiaethau a chynhyrchion yn ddiogel ac yn effeithiol Gwybod sut	Gwybodaeth a sgiliau proffesiynol	Uned J Egwyddorion Cemegol ar gyfer Technegwyr Fferyllol (AC3.4) Uned U Egwyddorion gweithgynhyrchu meddyginiaethau o ansawdd yn ddiogel yn yr amgylchedd fferyllol (LO3, LO5)
39.	Dosbarthu eitemau rhagnodedig yn ddiogel ac yn effeithiol a chymryd camau i ymdrin ag anghysondebau Cyflawni	Gwybodaeth a sgiliau proffesiynol	Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (LO1, LO4) Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)
40.	Cynnal gwiriad cywirdeb meddyginiaethau a chynhyrchion a ddosbarthir Cyflawni	Gwybodaeth a sgiliau proffesiynol	Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan) Uned H Casglu Ynghyd a Gwiro Meddyginiaethau a Chynhyrchion a Ddosbarthir (AC5.12, LO6) Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)
41.	Gwneud cyfrifiadau fferyllol yn gywir i sicrhau diogelwch pobl Cyflawni	Gwybodaeth a sgiliau proffesiynol	Uned H Casglu Ynghyd a Gwiro Meddyginiaethau a Chynhyrchion a Ddosbarthir (AC5.3, AC6.5) Uned U Egwyddorion gweithgynhyrchu meddyginiaethau o ansawdd yn ddiogel yn yr amgylchedd fferyllol (LO4)
42.	Adnabod adweithiau a rhyngweithiadau niweidiol i gyffuriau ac ymateb yn briodol Cyflawni	Gwybodaeth a sgiliau proffesiynol	Uned I Derbyn, dilysu a dosbarthu presgripsiynau (AC2.5, AC4.5) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC2.4, AC2.5) Uned P Camau Gweithredu a Defnydd Meddyginiaethau (uned gyfan)

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
43.	Gwaredu meddyginiaethau a chynhyrchion fferyllol eraill yn ddiogel ac yn gyfreithlon Gwybod sut	Gwybodaeth a sgiliau proffesiynol	Uned B Egwyddorion Iechyd a Diogelwch ar gyfer Technegwyr Fferyllol (LO1, AC2.3, LO3) Uned F Egwyddorion ar gyfer rheoli stoc fferyllol (AC5.5) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC5.5)
44.	Ymateb yn briodol i argyfyngau meddygol, gan gynnwys darparu cymorth cyntaf Gwybod sut	Gwybodaeth a sgiliau proffesiynol	Uned B Egwyddorion Iechyd a Diogelwch ar gyfer Technegwyr Fferyllol (LO3)
45.	Nodi ac ymateb yn effeithiol i gamgymeriadau a digwyddiadau y bu ond y dim iddynt ddigwydd Cyflawni	Gwybodaeth a sgiliau proffesiynol	Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (AC5.2) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (LO4, LO7) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC6.3)
46.	Cymhwyso egwyddorion llywodraethu clinigol Cyflawni	Gwybodaeth a sgiliau proffesiynol	Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (uned gyfan) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (uned gyfan) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (uned gyfan) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (uned gyfan)

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
47.	Deall egwyddorion strategaethau archwilio a gwella ansawdd a sut i roi argymhellion ar waith yn effeithiol Gwybod sut	Gwybodaeth a sgiliau proffesiynol	Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (LO1, LO2) Uned U Egwyddorion gweithgynhyrchu meddyginiaethau o ansawdd yn ddiogel yn yr amgylchedd fferyllol (LO5)
48.	Deall egwyddorion rheoli risg Gwybod sut	Gwybodaeth a sgiliau proffesiynol	Uned B Egwyddorion lechyd a Diogelwch ar gyfer Technegwyr Fferyllol (LO2)
49.	Arddangos gwaith tîm effeithiol Cyflawni	Cydweithredu	Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC2.6, AC2.4, AC5.6, AC6.4) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (LO6, LO7) Uned I Derbyn, dilysu a dosbarthu presgripsiynau (AC2.7, AC4.10)
50.	Cyfathrebu a gweithio'n effeithiol gydag aelodau o'r tîm amlddisgyblaethol Cyflawni	Cydweithredu	Uned A Egwyddorion Dulliau sy'n Canolbwyntio ar yr Unigolyn ar gyfer Technegwyr Fferyllol (uned gyfan) Uned E Cyfrannu at wella gwasanaeth wrth ddarparu gwasanaethau fferyllol (LO3, AC5.3) Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (LO6, LO7) Uned G Ymgymryd â chysoni a chyflenwi meddyginiaethau (AC2.6, AC2.4, AC4.2, AC4.3, AC5.6, AC6.4)

	Deilliannau Dysgu GPhC	Parth	Wedi'i fapio i'r Uned
51.	Gwirio eu gwaith eu hunain a gwaith pobl eraill yn effeithiol Cyflawni	Cydweithredu	Uned H Casglu Ynghyd a Gwirio Meddyginiaethau a Chynhyrchion a Ddosbarthir (LO6)
52.	Cymryd rhan mewn dysgu a datblygu eraill Cyflawni	Cydweithredu	Uned C Datblygiad Personol ar gyfer Technegwyr Fferyllol (LO7)
53.	Blaenoriaethu amser ac adnoddau yn effeithiol i gyflawni amcanion Cyflawni	Cydweithredu	Uned C Datblygiad Personol ar gyfer Technegwyr Fferyllol (AC3.1)

Appendix B – Example Learner/ Stakeholder Agreement

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

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

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

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

1. Stakeholder commitment

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

Interact regularly with workplace colleagues	Provide support for academic and general welfare needs	Provide access to and opportunity to work with: <ul style="list-style-type: none"> - Pharmacy professionals - Multi-disciplinary teams - Other healthcare professionals - Peers (i.e. other learners or workplace colleagues)
Respond positively to feedback and actions for improvement	Provide feedback on progress and professional development	Provide feedback on progress and professional development
Meet deadlines for assignments	Provide clear deadlines for assignments and support to meet these	Provide support to meet deadlines for assignments
Have an understanding of Embed GPhC Standards for the Initial Education and Training of Pharmacy Technicians and reflect on own performance against these	Embed GPhC Standards for the Initial Education and Training of Pharmacy Technicians into course delivery and assessment plan	Have an understanding of Embed GPhC Standards for the Initial Education and Training of Pharmacy Technicians and give learners the opportunity to meet these
Engage fully with all supervisors and assessors	Ensure all supervisors and assessors provide interactions and support consistent with GPhC's Guidance on tutoring pharmacists and pharmacy technicians	Ensure all supervisors and assessors provide interactions consistent with GPhC's Guidance on tutoring pharmacists and pharmacy technicians
Discuss and resolve any concerns at an early stage	Discuss and resolve any concerns at an early stage	Discuss and resolve any concerns at an early stage
Dedicate time to study and reflect on learning	Provide guidance on time management, and the use of reflective practice	Support the dedication of time to study and reflect on learning
Positive and proactively seek answers, adhering to boundaries related to the stage of learning to make sure patient safety is maintained	Encourage a proactive approach to seeking answers and solving problems, with clearly defined boundaries related to the stage of learning to make sure patient safety is maintained	Encourage a proactive approach to seeking answers and solving problems, with clearly defined boundaries related to the stage of learning to make sure patient safety is maintained
Work to an agreed training plan	Provide a training plan	Support the timelines and deadlines outlined in the training plan

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

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

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

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

Agreed process for raising concerns

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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
Learner			
Training Provider			
Employer			

Atodiad B – Cytundeb Dysgwr/ Rhanddeiliad Engbreiffiol

Diploma Lefel 3 Open Awards mewn Egwyddorion ac Arferion ar gyfer Technegwyr Fferyllol (RQF)

Cytundeb yw hwn rhwng y tiwtor(iaid) cyn-gofrestru, y dysgwr a'r cyflogwr.

Sylwer Mae'r ddogfen hon wedi'i darparu fel templed engbreiffiol a dylid ei diwygio i fodloni gofynion penodol y dysgwr unigol, y cyflogwr a'r Darparwr hyfforddi. Dylid adolygu [Safonau Addysg a Hyfforddiant Cychwynol GPhC ar gyfer Technegwyr Fferyllol](#) i sicrhau bod yr holl ofynion yn cael eu bodloni, a rolau a chyfrifoldebau wedi'u diffinio'n glir.

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

1. Ymrwymiad rhanddeiliad

Dysgwr	Darparwr Hyfforddiant	Cyflogwr
Gweithredu yn unol â safonau GPhC ar gyfer gweithwyr fferyllol proffesiynol	Gweithredu yn unol â safonau GPhC ar gyfer gweithwyr fferyllol proffesiynol a Chanllawiau ar diwtora a goruchwylio gweithwyr fferyllol proffesiynol dan hyfforddiant	Gweithredu yn unol â safonau'r GPhC ar gyfer gweithwyr fferyllol proffesiynol a Chanllawiau ar diwtora a goruchwylio gweithwyr fferyllol proffesiynol dan hyfforddiant
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 - Cyfoedion (h.y. dysgwyr eraill neu weithle gweithle
Ymateb yn gadarnhaol i adborth a champau 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 gwrdd â therfynau amser ar gyfer aseiniadau
Bod â dealltwriaeth o Safonau ar gyfer Addysg a Hyfforddiant Cychwynnol GPhC ar gyfer Technegwyr Fferyllol a myfyrio ar eu perfformiad eu hunain yn erbyn y rhain	Ymgorffori Safonau Addysg a Hyfforddiant Cychwynnol GPhC ar gyfer Technegwyr Fferyllol i ddarpariaeth y cwrs a'r cynllun asesu	Bod â dealltwriaeth o Safonau Addysg a Hyfforddiant Cychwynnol GPhC wedi'u hymgorffori ar gyfer Technegwyr Fferyllol a rhoi cyfle i ddysgwyr fodloni'r rhain
Ymgysylltu'n llawn â'r holl oruchwylwyr ac aseswyr	Sicrhau bod yr holl oruchwylwyr ac aseswyr yn darparu rhyngweithiadau a chefnogaeth sy'n gyson â Chanllawiau'r GPhC ar diwtora fferyllwyr a thechnegwyr fferyllol	Sicrhau bod yr holl oruchwylwyr ac aseswyr yn rhyngweithio'n gyson gyda Chanllawiau GPhC ar diwtora fferyllwyr a thechnegwyr fferyllol
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	

2. Cyfrifoldebau

Mae'n 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 ddysgwyr ryngweithio'n rheolaidd â'u cydweithwyr yn y gweithle, gan gynnwys eu goruchwylydd addysgol dynodedig yn ogystal â'u cymheiriaid;
- mynediad i ddysgwyr at gymorth ar gyfer eu hanghenion academaidd a lles cyffredinol
- mynediad i ddysgwyr at gyngor gyrfa am eu datblygiad proffesiynol a'u llwybrau gwaith.
- cyfle i ddysgwyr weithio gydag ystod o fodelau 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 ddysgwyr gael mynediad at gymheiriaid, megis dysgwyr eraill neu gydweithwyr yn y gweithle, i gael cymorth ac arweiniad
- cyfle i ddysgwyr weithio gyda gweithwyr iechyd neu gofal proffesiynol eraill a dysgwyr 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 dysgwyr 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
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Darparu cyngor ac arweiniad			
Cofrestru dysgwr gydag Open Awards			
Cwblhau'r cyfnod ymsefydlu ar bolisiau a gweithdrefnau			
Sicrhau bod pob arfer yn cael ei oruchwylio'n 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 GPHC yn wythnosau 13, 26 a 39, ac ar ddiwedd yr hyfforddiant			
Uwchgyfeirio pryderon na ellir eu datrys, neu os yw'r broblem y tu allan i gwmpas y berthynas ddysgu			
Cefnogi'r dysgwr gyda phroses gofrestru'r GPHC			

Proses gytûn ar gyfer codi pryderon

Sylwadau Cyflogwr

	Enw	Llofnod	Dyddiad
Dysgwr			
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.

Useful Links and Documents/ Dolenni a Dogfennau Defnyddiol

General Pharmaceutical Council, [Standards for the initial education and training of pharmacy technicians](#), October 2017/ Y Cyngor Fferyllol Cyffredinol, [Safonau ar gyfer addysg a hyfforddiant cychwynnol ar gyfer technegwyr fferyllol](#), Hydref 2017

General Pharmaceutical Council, [Guidance on tutoring and supervising pharmacy professionals in training](#), August 2018/ Y Cyngor Fferyllol Cyffredinol, [Canllawiau ar diwtora a goruchwylio gweithwyr fferyllol proffesiynol dan hyfforddiant](#), Awst 2018

General Pharmaceutical Council, [Initial education and training of pharmacy technicians: evidence framework](#), April 2018/ Y Cyngor Fferyllol Cyffredinol, [Addysg a hyfforddiant cychwynnol ar gyfer technegwyr fferyllol: fframwaith tystiolaeth](#), Ebrill 2018

General Pharmaceutical Council, [Standards for Pharmacy Professionals](#) and [Guidance to Support the Standards](#)/ Y Cyngor Fferyllol Cyffredinol, [Safonau ar gyfer Gweithwyr Fferyllol Proffesiynol](#) a [Chanllawiau i Gefnogi'r Safonau](#)

Skills for Health [Assessment Principles](#)/ [Egwyddorion Asesu Sgiliau Iechyd](#)

General Pharmaceutical Council [Pre-Registration Manual](#) July 2019/ [Llawlyfr Cyn-gofrestru'r Cyngor Fferyllol Cyffredinol](#) Gorffennaf 2019

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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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