

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Person-Centred Care in a Pharmacy Setting

Unit Reference Number: Y/618/5931

Level: Two (2)

Credit Value: Four (4)

Minimum Guided Learning Hours: 30

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to provide person-centred care in a pharmacy setting	1.1 Define the term 'person-centred care'
	1.2 Outline responsibilities of Pharmacy Support Staff in relation to supporting person-centred care
	1.3 Describe the importance of working in a way the embeds person-centred values
	1.4 Define the term 'consent'
	1.5 Describe the importance of gaining consent when providing care or support
	1.6 Explain why it is important for people to be actively involved in their own health and care
	1.7 Describe ways of supporting an individual to make informed choices
	1.8 Explain how to ensure that person-centred care is not compromised because of personal values and beliefs
	1.9 Demonstrate providing person-centred care and support including obtaining consent within a pharmacy setting
	1.10 Give examples of how principles of person-centred care prioritises patient safety
	1.11 Outline other organisations able to support the wellbeing of a patient
2. Understand how health inequalities affect different parts of society	2.1 Explain what is meant by ' health inequality '
	2.2 Explain how health inequality affects at least two different groups of people

	2.3	Give examples of how to promote healthy lifestyles and reduce health risks
	2.4	Give examples of how to promote equality, diversity and inclusion
	2.5	Reflect on own performance in relation to promoting equality, diversity and inclusion in own role
3. Know how to identify and respond to safeguarding concerns in a pharmacy setting	3.1	Explain the concepts of ' safeguarding ' and ' child protection '
	3.2	Identify signs of a safeguarding concern
	3.3	Explain the organisational procedure for reporting a safeguarding concern, suspicion or disclosure of abuse
	3.4	Give examples of how to act to maintain the interests of individuals and groups, and making patients and their safety their first concern
	3.5	Give examples of when it would be appropriate to refer to another member of the team

Indicative Content	
LO1	<p>1.2 Responsibilities - must include responsibilities in settings where patients are not physically present</p> <p>1.3 Person-centred values must include trust and respect (including of diversity and cultural differences).</p> <p>1.9 must include:</p> <ul style="list-style-type: none"> • Establishing consent for an activity or action • Finding out the history, preferences, wishes and needs of an individual • Taking into account the history, preferences, wishes and needs of an individual • Meeting the wishes and needs of an individual • Giving people choices and enabling decision making • Respect diversity and cultural differences
LO2	<p>2.1 Health inequality should include reference to health inequalities arising because of the conditions in which we are born, grow, live, work and age which impact our opportunities for good health; how we think, feel and act; and how this shapes our mental health, physical health and wellbeing.</p> <p>2.2 Groups of people should cover at least:</p> <ul style="list-style-type: none"> • unemployed, low income, people living in deprived areas (e.g. poor housing, poor education and/or unemployment). • People with protected characteristics: e.g. age, sex, race, sexual orientation, disability • Vulnerable groups of society, or 'inclusion health' groups: e.g. vulnerable; migrants; Gypsy, Roma and Traveller communities; rough sleepers and homeless people; and sex workers

	<ul style="list-style-type: none"> • People in deprived urban areas, rural communities. <p>2.3 - Healthy lifestyle could include diet; exercise Health risks could include alcohol consumption and smoking</p>
LO3	<p>3.1 'Safeguarding' and 'child protection' must include:</p> <ul style="list-style-type: none"> • Definition of safeguarding • Differences between adults and children • What is meant by 'vulnerable adults' e.g. learning disability; learning difficulty; mental health; addiction; domestic abuse <p>3.2 Signs could include:</p> <ul style="list-style-type: none"> • Changes in behaviour for regular patients • Body language e.g. flinching; eye contact • Use of verbal language e.g. sexualised language • Physical signs e.g. bruising • Disclosures from third-parties <p>3.3 Procedures should include reference to whistleblowing; importance of confidentiality; ensuring patient/customer understands process; recording and documentation; patient/customer safety; alerting and referring</p> <p>3.5 Another member of team could include pharmacist; pharmacy technicians; GP; healthcare workers; manufacturer etc.</p>

Assessment Requirements

This unit will be assessed via a portfolio of evidence assessed and internally quality assured by the centre. Achievement is subject to external quality assurance by Open Awards.

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

Learners will be expected to achieve all learning outcomes and assessment criteria.

Skills-based assessment criteria

The primary method of assessment for the skills-based criteria is observation in the workplace by the assessor.

Where learners are not able to achieve the skills-based learning outcomes in their usual place of employment, 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.

Types of evidence could include:

- a) Observation of performance
- b) Questioning (written or oral)
- c) Practical Activities
- d) Photographs or videos
- e) Personal statements
- f) Reflective logs
- g) Project work
- h) Witness testimonies

Knowledge-based criteria

For knowledge-based criteria, evidence will be assessed using internally set, internally marked written assignments.

Types of evidence could include:

- a) Written assignments
- b) Examinations
- c) Questioning (written or oral)
- d) Personal statements
- e) Project work

Across the qualification's skills-based assessment criteria, there must be at least three observations which cover the required skills.

Uned Cymhwyster

Mae'r uned hon yn rhan o gymhwyster rheoleiddiedig.

Teitl yr Uned: Gofal sy'n Canolbwyntio ar yr Unigolyn mewn Lleoliad Fferyllfa

Lefel: Two (2)

Gwerth Credyd: Four (4)

GLH Lleiafswm: 30

Deilliant Dysgu (Bydd y Dysgwr yn):	Maen Prawf Asesu (Gall y Dysgwr):
1. Gwybod sut i ddarparu gofal sy'n canolbwyntio ar yr unigolyn mewn fferyllfa	1.1 Diffinio'r term 'gofal yn canolbwyntio ar yr unigolyn'
	1.2 Amlinellu cyfrifoldebau Staff Cymorth Fferyllol mewn perthynas â chefnogi gofal sy'n canolbwyntio ar yr unigolyn
	1.3 Disgrifio pwysigrwydd gweithio mewn ffordd sy'n ymgorffori gwerthoedd sy'n canolbwyntio ar yr unigolyn
	1.4 Diffinio'r term 'caniatâd'
	1.5 Disgrifio pwysigrwydd cael caniatâd wrth ddarparu gofal neu gymorth
	1.6 egluro pam ei bod yn bwysig i bobl fod yn gysylltiedig yn eu hiechyd a'u gofal eu hunain
	1.7 Disgrifio ffyrdd o gefnogi unigolyn i wneud dewisiadau gwybodus
	1.8 Egluro sut i sicrhau nad yw gofal sy'n canolbwyntio ar yr unigolyn yn cael ei beryglu oherwydd gwerthoedd personol a credoau
	1.9 Dangos darpariaeth gofal a chymorth sy'n canolbwyntio ar yr unigolyn gan gynnwys cael caniatâd o fewn lleoliad fferyllol
	1.10 Rhoi enghreifftiau o sut mae egwyddorion gofal sy'n canolbwyntio ar yr unigolyn yn blaenoriaethu diogelwch cleifion
	1.11 Amlinellu sut mae sefydliadau eraill yn gallu cefnogi lles claf
2. Deall sut mae anghydraddoldebau iechyd yn effeithio ar wahanol rhannau o gymdeithas	2.1 Egluro beth a olygir gan 'anghydraddoldeb iechyd '

	2.2	Egluro sut mae anghydraddoldeb iechyd yn effeithio ar o leiaf ddau grŵp gwahanol o bobl
	2.3	Rhoi enghreifftiau o sut i hybu ffyrdd iach o fyw a lleihau risgiau iechyd
	2.4	Rhoi enghreifftiau o sut i hyrwyddo cydraddoldeb, amrywiaeth a chynhwysiant
	2.5	Myfyrio ar eich perfformiad ei hun mewn perthynas â hyrwyddo cydraddoldeb, amrywiaeth a chynhwysiant yn eich rôl
3. Gwybod sut i nodi ac ymateb i bryderon diogelu mewn lleoliad fferyllfa	3.1	Egluro'r cysyniadau ' diogelu ' ac ' amddiffyn plant '
	3.2	Adnabod arwyddion o bryder diogelu
	3.3	Egluro'r weithdrefn sefydliadol ar gyfer adrodd am bryder diogelu, amheuaeth neu ddatgeliad o gamdriniaeth
	3.4	Rhoi enghreifftiau o sut i weithredu i gynnal buddiannau unigolion a grwpiau, a gwneud cleifion a'u diogelwch yn brif bryder iddynt
	3.5	Rhoi enghreifftiau o pryd y byddai'n briodol cyfeirio i aelod arall o'r tîm

Cynnwys Mynegol	
LO1	<p>1.2 Cyfrifoldebau - rhaid cynnwys cyfrifoldebau mewn lleoliadau lle nad yw cleifion yn gorfforol bresennol</p> <p>1.3 Rhaid i werthoedd sy'n canolbwyntio ar yr unigolyn gynnwys ymddiriedaeth a pharch (gan gynnwys amrywiaeth a gwahaniaethau diwylliannol).</p> <p>Rhaid i 1.9 gynnwys:</p> <ul style="list-style-type: none"> • Cael caniatâd ar gyfer gweithgaredd neu weithred • Darganfod hanes, hoffterau, dymuniadau ac anghenion unigolyn • Rhoi ystyriaeth i hanes, hoffterau, dymuniadau ac anghenion unigolyn • Bodloni dymuniadau ac anghenion unigolyn • Rhoi dewisiadau i bobl a galluogi gwneud penderfyniadau • Parchu amrywiaeth a gwahaniaethau diwylliannol
LO2	<p>2.1 Dylai anghydraddoldeb iechyd gynnwys cyfeiriad at anghydraddoldebau iechyd sy'n deillio o'r amodau y cawn ein geni ynddynt, yr ydym yn tyfu, byw a gweithio ynddynt ac oedran sy'n effeithio ar ein cyfleoedd ar gyfer iechyd da; sut rydym yn meddwl, yn teimlo ac yn gweithredu; a sut mae hyn yn llunio ein hiechyd meddwl, iechyd corfforol a lles.</p> <p>2.2 Dylai grwpiau o bobl gwmpasu o leiaf:</p> <ul style="list-style-type: none"> • di-waith, incwm isel, pobl sy'n byw mewn ardaloedd difreintiedig (e.e. tai gwael, addysg wael a/neu ddiweithdra). • Pobl â nodweddion gwarchoddedig: e.e. oedran, rhyw, hil, cyfeiriadedd rhywiol, anabledd

	<ul style="list-style-type: none"> • Grwpiau o gymdeithas sy'n agored i niwed, neu grwpiau 'iechyd cynhwysiant': e.e. agored i niwed; ymfudwyr; cymunedau Sipsiwn, Roma a Theithwyr; pobl sy'n cysgu allan a phobl ddigartref; a gweithwyr rhyw • Pobl mewn ardaloedd trefol difreintiedig, cymunedau gwledig. <p>2.3 Gallai ffordd iach o fyw gynnwys diet; ymarfer corff</p> <ul style="list-style-type: none"> • Gallai risgiau iechyd gynnwys yfed alcohol ac ysmegu
LO3	<p>3.1 Rhaid i 'diogelu' ac 'amddiffyn plant' gynnwys:</p> <ul style="list-style-type: none"> • Diffiniad o ddiogelu • Gwahaniaethau rhwng oedolion a phlant • Beth a olygir gan 'oedolion agored i niwed' e.e. anabledd dysgu; anhawster dysgu; lechyd meddwl; caethiwed; cam-drin domestig <p>3.2 Gallai arwyddion gynnwys:</p> <ul style="list-style-type: none"> • Newidiadau mewn ymddygiad ar gyfer cleifion rheolaidd • Iaith y corff e.e. coch; cyswllt llygad • Defnydd o iaith lafar e.e. iaith rywioledig • Arwyddion corfforol e.e. cleisio • Datgeliadau gan drydydd parti <p>3.3 Dylai gweithdrefnau gynnwys cyfeiriad at chwythu'r chwiban; pwysigrwydd cyfrinachedd; sicrhau bod cleifion/cwsmeriaid yn deall y broses; cofnodi a dogfennu; diogelwch cleifion/cwsmeriaid; rhybuddio a chyfeirio</p> <p>3.5 Gallai aelod arall o'r tîm gynnwys fferylllydd; technegwyr fferyllol; meddyg teulu; gweithwyr gofal iechyd; gwneuthurwr ac ati.</p>

Gofynion Asesu

Bydd yr uned hon yn cael ei hasesu trwy bortffolio o dystiolaeth a asesir a bydd y ganolfan yn sicrhau ansawdd yn fewnol. Mae cyflawniad yn amodol ar sicrwydd ansawdd allanol gan Open Awards.

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Rhaid asesu'r uned hon yn unol â gweithdrefnau Sicrwydd Ansawdd Open Awards a hefyd yn unol ag Egwyddorion Sgiliau Iechyd ar gyfer Cymhwysedd Galwedigaethol (fersiwn 4 Tachwedd 2017)

[Skills for Health Assessment Principles for Occupational Competence \(v4 November 2017\).](#)

Bydd disgwyl i ddysgwyr gyflawni'r holl ddeilliannau dysgu a'r meini prawf asesu.

Meini prawf asesiad seiliedig sgiliau

Y prif ddull asesu ar gyfer y meini prawf seiliedig ar sgiliau yw arsylwi yn y gweithle gan yr asesydd.

Lle nad yw dysgwyr yn gallu cyflawni'r deilliannau dysgu seiliedig ar sgiliau yn eu man cyflogaeth arferol, 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.

Gallai mathau o dystiolaeth gynnwys:

- Arsylwi ar berfformiad
- Cwestiynu (ysgrifenedig neu ar lafar)
- Gweithgareddau Ymarferol
- Ffotograffau neu fideos
- Datganiadau personol
- Cofnodion myfyrio
- Gwaith prosiect
- Tystiolaeth gan dystion

Meini prawf seiliedig ar wybodaeth

Ar gyfer meini prawf seiliedig ar wybodaeth, asesir tystiolaeth gan ddefnyddio aseiniadau ysgrifenedig a osodir yn fewnol ac sy'n cael eu marcio'n fewnol.

Gallai mathau o dystiolaeth gynnwys:

- a) Aseiniadau ysgrifenedig
- b) Arholiadau
- c) Cwestiynu (ysgrifenedig neu ar lafar)
- d) Datganiadau personol
- e) Gwaith prosiect

Ar draws meini prawf asesu seiliedig ar sgiliau y cymhwyster, rhaid cael o leiaf dri arsylwad sy'n cwmpasu'r sgiliau gofynnol.