

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Effective Teamwork and Communication in a Pharmacy Setting

**Unit Reference Number:** H/618/5933

**Level:** Two (2)

**Credit Value:** Five (5)

**Minimum Guided Learning Hours:** 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the factors that contribute to effective team working	1.1 Explain the benefits of team working in a pharmacy setting for: <ul style="list-style-type: none"> <li>a) The patient/carer</li> <li>b) <b>Other</b> members of staff</li> <li>c) The organisation</li> </ul> <hr/> 1.2 Describe <b>factors</b> that contribute to effective team working <hr/> 1.3 Discuss ways in which conflict in a team can be managed <hr/> 1.4 Explain how own role contributes to the team activities and objectives
2. Be able to work effectively with other members of the pharmacy services teams	2.1 Demonstrate working effectively with: <ul style="list-style-type: none"> <li>a) Own pharmacy or health care team</li> <li>b) Wider healthcare team</li> </ul> <hr/> 2.2 Demonstrate <b>own organisation's values</b> when working with others
3. Know the importance of communicating effectively in a pharmacy setting	3.1 Explain why it is important to communicate effectively at work <hr/> 3.2 Outline legal requirements, local guidelines and professional standards for both communication and team work in a pharmacy setting

	<p>3.3 Give examples of:</p> <ul style="list-style-type: none"> <li>a) How to communicate with individuals who have <b>specific language needs</b> or wishes</li> <li>b) How to respect diversity and cultural differences in communications</li> <li>c) How to listen effectively</li> <li>d) Ways to make yourself understood through written and verbal communication</li> <li>e) How to reduce <b>barriers to communication</b></li> </ul>
	<p>3.4 Demonstrate effective communication with:</p> <ul style="list-style-type: none"> <li>a) The public</li> <li>b) Parents / carers</li> <li>c) Other health and social care professionals</li> </ul>
4. Understand how to manage and record information in a pharmacy setting	<p>4.1 Outline <b>key legislation, guidelines and own workplace policies</b> that relate to handling information</p>
	<p>4.2 Explain the importance of recording and storing patient information securely</p>
	<p>4.3 Explain the organisation's operational procedures and communication systems for keeping information confidential</p>
	<p>4.4 Explain what to do if there is a potential or actual breach of confidentiality or security</p>
	<p>4.5 Demonstrate <b>handling information</b> related to individuals and/or patients in line with local and national policies and organisational procedures</p>
	<p>4.6 Explain restrictions and values around the use of social media</p>

Indicative Content	
LO1	<p>1.1 <b>Other</b> should include members of pharmacy or healthcare team <b>and</b> other health and social care staff</p> <p>1.2 <b>Factors</b> should include effective communication, clear roles and responsibilities, delegation, standard procedures and protocols, support and motivation.</p>
LO2	<p>2.2 <b>own organisations' values</b> should refer to the core values of the organisation the learner works for.</p>
LO3	<p>3.3 <b>Specific language needs</b> should include speech impairments; visual or auditory impairments; learning disability; autistic spectrum disorder; anxiety or mental health.</p>

	Examples of how to <b>reduce barriers</b> to communication must include adapting information and communication style to meet the needs of particular audiences and communication channels.
LO4	4.1 <b>Key legislation, guidelines and operational policies</b> should include GDPR; data protection; privacy policies; data retention policies; freedom of information and subject access requests.  4.5 <b>Handling information</b> must include recording; reporting; and storing information, including using pharmacy IT systems and other IT resources.

## 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:** Gwaith Tîm a Chyfathrebu Effeithiol mewn Lleoliad Fferyllfa

**Lefel:** Two (2)

**Gwerth Credyd:** Five (5)

**GLH Lleiafswm:** 40

Deilliant Dysgu (Bydd y Dysgwr yn):	Maen Prawf Asesu (Gall y Dysgwr):
1. Deall y ffactorau sy'n cyfrannu at waith tîm effeithiol	1.1 Egluro manteision gweithio mewn tîm mewn lleoliad fferyllol ar gyfer: a) Y claf/gofalwr b) Aelodau <b>eraill</b> o staff c) Y sefydliad
	1.2 Disgrifio'r ffactorau sy'n cyfrannu at waith tîm effeithiol
	1.3 Trafod ffyrdd y gellir rheoli gwrthdaro mewn tîm
	1.4 Egluro sut mae eich rôl eich hun yn cyfrannu at weithgareddau ac amcanion y tîm
2. Gallu gweithio'n effeithiol gydag aelodau eraill o'r timau gwasanaethau fferyllol	2.1 Arddangos y gallu i weithio'n effeithiol gyda: a) Eich tîm fferyllfa neu ofal iechyd eich hun b) Tîm gofal iechyd ehangach
	2.2 Dangos gwerthoedd <b>eich sefydliad</b> wrth weithio gydag eraill
3. Gwybod am bwysigrwydd cyfathrebu'n effeithiol mewn lleoliad fferyllol	3.1 Egluro pam ei bod yn bwysig cyfathrebu'n effeithiol yn y gwaith
	3.2 Amlinellu gofynion cyfreithiol, canllawiau lleol a safonau proffesiynol ar gyfer cyfathrebu a gwaith tîm mewn lleoliad fferyllol

	<p>3.3 Rhowch enghreifftiau o:</p> <ul style="list-style-type: none"> <li>a) Sut i gyfathrebu ag unigolion sydd ag <b>anghenion neu ddymuniadau penodol</b> o ran iaith</li> <li>b) Sut i barchu amrywiaeth a gwahaniaethau diwylliannol wrth gyfathrebu</li> <li>c) Sut i wrando yn effeithiol</li> <li>d) Ffyrdd o wneud eich hun yn ddealladwy trwy gyfathrebu ysgrifenedig a llafar</li> <li>e) Sut i leihau <b>rhwystrau i gyfathrebu</b></li> </ul>
	<p>3.4 Dangos cyfathrebu effeithiol gyda:</p> <ul style="list-style-type: none"> <li>a) Y cyhoedd</li> <li>b) Rhieni / gofalwyr</li> <li>c) Gweithwyr iechyd a gofal cymdeithasol eraill</li> </ul>
<p>4. Deall sut i reoli a chofnodi gwybodaeth mewn lleoliad fferyllol</p>	<p>4.1 Amlinellu <b>deddfwriaeth allweddol, canllawiau a pholisïau eich gweithle eich hun</b> sy'n ymwneud â thrin gwybodaeth</p> <p>4.2 Egluro pwysigrwydd cofnodi a storio gwybodaeth cleifion yn ddiogel</p> <p>4.3 Egluro gweithdrefnau gweithredol a systemau cyfathrebu'r sefydliad ar gyfer cadw gwybodaeth yn gyfrinachol</p> <p>4.4 Egluro beth i'w wneud os oes achos posibl neu wirioneddol o dorri cyfrinachedd neu ddiogelwch</p> <p>4.5 Arddangos y gallu i <b>drin gwybodaeth</b> sy'n ymwneud ag unigolion a/neu gleifion yn unol â pholisïau lleol a chenedlaethol a gweithdrefnau sefydliadol</p> <p>4.6 Egluro cyfyngiadau a gwerthoedd yn ymwneud â'r defnydd o gyfryngau cymdeithasol</p>

LO1	<p>1.1 Dylai <b>arall</b> gynnwys aelodau o'r tîm fferylliaeth neu ofal iechyd a staff iechyd a gofal cymdeithasol eraill</p> <p>1.2 Dylai <b>ffactorau</b> gynnwys cyfathrebu effeithiol, rolau a chyfrifoldebau clir, dirprwyo, gweithdrefnau a phrotocolau safonol, cefnogaeth a chymhelliant.</p>
LO2	2.2 Dylai <b>gwerthoedd eich sefydliadau eu hun</b> gyfeirio at werthoedd craidd y sefydliad y mae'r dysgwr yn gweithio iddo.
LO3	<p>3.3 Dylai <b>anghenion penodol o ran iaith</b> gynnwys nam ar y lleferydd; nam ar y golwg neu'r clyw; anabledd dysgu; anhwylder ar y sbectrwm awtistig; gorbryder neu iechyd meddwl.</p> <p>Rhaid i enghreifftiau o sut i <b>leihau rhwystrau</b> i gyfathrebu gynnwys addasu gwybodaeth a dull cyfathrebu i ddiwallu anghenion cynulleidfaoedd a sianeli cyfathrebu penodol.</p>
LO4	<p>4.1 Dylai <b>deddfwriaeth, canllawiau a pholisïau gweithredol allweddol</b> gynnwys GDPR; diogelu data; polisïau preifatrwydd; polisïau cadw data; rhyddid gwybodaeth a cheisiadau gwrthrych am wybodaeth.</p> <p>4.5 Rhaid i <b>drin gwybodaeth</b> gynnwys cofnodi; adrodd; a storio gwybodaeth, gan gynnwys defnyddio systemau TG fferylliaeth ac adnoddau TG eraill.</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.