

## Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Behaviours and Standards in Pharmaceutical Technical Services

**Unit Reference Number:** Y/650/7512

**Level:** Two (2)

**Credit Value:** Four (4)

**Minimum Guided Learning Hours:** 24

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the importance of equality and diversity	1.1 Explain what is meant by <b>'health inequality'</b>
	1.2 Explain how health inequality affects at least two different <b>groups of people</b>
	1.3 Give examples of how to promote equality, diversity and inclusion
	1.4 Reflect on own performance in relation to promoting equality, diversity and inclusion
2. Know how to identify and respond to safeguarding concerns in the workplace	2.1 Explain the concepts of <b>'safeguarding' and 'child protection'</b>
	2.2 Identify <b>signs</b> of a safeguarding concern
	2.3 Explain the organisation <b>procedures</b> for reporting a safeguarding concern, suspicion or disclosure of abuse
	2.4 Give examples of how to act to maintain the interests of individuals and groups, and making patients and their safety their first concern
	2.5 Gives examples of when it would be appropriate to refer to <b>another member of the team</b>
3. Know how to provide person-centre care in a Pharmaceutical Technical Services setting	3.1 Define the term 'person-centred care'
	3.2 Outline <b>responsibilities</b> of all healthcare staff in relation to supporting person-centred care

3.3	Describe the importance of working in a way that embeds <b>person-centred values</b>
3.4	Define the term 'consent'
3.5	Describe the importance of gaining consent when providing care or support
3.6	Explain why it is important for people to be actively involved in their own health and care
3.7	Describe ways of supporting an individual to make informed choices

Indicative Content	
LO1	<p>AC 1.1 <b>Health inequality</b> 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>AC 1.2 <b>Groups of people</b> should cover at least:</p> <ul style="list-style-type: none"> <li>• unemployed, low income, people living in deprived areas (e.g. poor housing, poor education and/or unemployment)</li> <li>• People with protected characteristics e.g. age, sex, race, sexual orientation, disability</li> <li>• 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</li> <li>• People in deprived urban areas, rural communities.</li> </ul>
LO2	<p>AC 2.1 '<b>Safeguarding</b>' and '<b>Child Protection</b>' must include:</p> <ul style="list-style-type: none"> <li>• Definition of safeguarding</li> <li>• Differences between adults and children</li> <li>• What is meant by 'vulnerable adults' or 'adults at risk' e.g. Learning disability, learning difficulty, mental health, addiction, domestic abuse</li> </ul> <p>AC 2.2 <b>Signs</b> could include:</p> <ul style="list-style-type: none"> <li>• Changes in behaviour for regular patients</li> <li>• Body language e.g. flinching; eye contact</li> <li>• Use of verbal language e.g. sexualised</li> <li>• Physical signs e.g. bruising</li> <li>• Disclosures from third parties</li> </ul> <p>AC 2.3 <b>Procedures</b> should include reference to whistleblowing; importance of confidentiality; ensuring patient/customer understands process; recording and documentation; patient/customer safety; alerting and referring</p> <p>AC 2.5 <b>Another member of the team</b> could include pharmacist; pharmacy technicians; Science Manufacturing Technician; GP; healthcare workers; manufacturer etc.</p>
LO3	<p>AC 3.1 <b>Responsibilities</b> must also include responsibilities in settings where patients are not physically present</p> <p>AC 3.3 <b>Person-centred values</b> must include trust and respect (including of diversity and cultural differences).</p>