Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Education, Training and Workforce Development in Pharmacy Technical Services

Unit Reference Number: Y/652/4207

Level: Five (5)

Credit Value: 8

Minimum Guided Learning Hours: 55

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand educational and learning theories that inform workforce development within pharmacy technical services	1.1 Evaluate adult learning theories and their application to workplace education and training
	1.2 Assess factors influencing learner engagement, motivation and retention of knowledge and skills
	1.3 Compare educational approaches used within healthcare and technical training environments
	1.4 Evaluate how educational theory informs competency-based training and workforce development
2. Be able to design, deliver and evaluate education and training interventions that support workforce competence	2.1 Conduct a training needs analysis to identify workforce learning and development requirements
	2.2 Design a structured training intervention aligned with identified workforce and regulatory requirements
	2.3 Develop learning resources and deliver a learning activity to support knowledge, skills or behavioural development
	2.4 Evaluate the effectiveness of a training intervention using relevant evidence and performance measures
3. Be able to assess evidence of competence and evaluate competency assessment arrangements within technical services	3.1 Evaluate methods used to assess competence within regulated healthcare and technical environments

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		3.2	Assess evidence of competence against defined technical or professional requirements
		3.3	Develop an assessment plan that supports fair, valid and reliable competency assessment
		3.4	Evaluate the effectiveness of competency frameworks and assessment arrangements in assuring workforce capability
4.	Be able to evaluate workforce training compliance and develop professional development arrangements	4.1	Assess mandatory and statutory training requirements relevant to pharmacy technical services
		4.2	Evaluate systems used to monitor mandatory training and workforce competence
		4.3	Analyse the contribution of continuing professional development to maintaining competence and service quality
		4.4	Develop a workforce development plan that addresses competence, learning and compliance requirements
5.	Understand apprenticeship learning, professional progression and workforce succession planning within pharmacy technical services	5.1	Evaluate the contribution of apprenticeships to workforce development and organisational sustainability
		5.2	Assess apprenticeship standards and professional development pathways relevant to pharmacy technical services
		5.3	Develop appropriate learning and support arrangements to promote apprentice success and progression
		5.4	Evaluate workforce succession planning approaches and develop recommendations to support future service capability
6.	Be able to develop approaches that promote organisational learning and professional development within pharmacy technical services	6.1	Evaluate the characteristics of effective learning organisations and their application to regulated healthcare environments
		6.2	Assess barriers and enablers to workplace learning and knowledge sharing
		6.3	Develop an initiative that promotes reflective practice, innovation or continuous professional development
		6.4	Justify approaches to strengthening organisational learning and workforce capability

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Indicative Content	
LO1	1.1 must include principles of adult learning; andragogy; experiential, reflective and social learning theories; relevance of different theoretical approaches to workplace learning and professional development. 1.2 must include learner motivation and engagement; prior knowledge and experience; learning needs and preferences; accessibility and inclusion; opportunities for practice, feedback and reinforcement; factors influencing knowledge retention and transfer into workplace practice. 1.3 must include strengths, limitations and suitability of different educational delivery approaches; consideration of learner characteristics, learning objectives and workplace requirements. Other examples include face-to-face learning, blended learning, digital learning, simulation, supervised workplace learning and reflective activities. 1.4 must include relationships between learning theory, programme design and competence development; learner-centred approaches; alignment of learning activities with knowledge, skills and behavioural expectations; application to regulated healthcare and technical services.
LO2	2.1 must include identification of organisational and individual development needs; review of relevant competency requirements, performance information and learning gaps; engagement with relevant stakeholders; prioritisation of training needs. Other examples include competency matrices, performance reviews, audit findings, service developments and regulatory changes. 2.2 must include defined training aims, learning outcomes, intended participants and content; sequencing of learning activities; selection and justification of delivery methods; consideration of organisational, professional and regulatory requirements; arrangements for checking learning. 2.3 must include development of appropriate learning materials; alignment with learning outcomes; accessible and accurate technical content; selection and application of suitable delivery techniques; learner engagement and opportunities for participation or practice. Other examples include facilitated technical briefings, practical demonstrations, structured workplace training and digital learning activities. 2.4 must include evaluation against intended learning outcomes; collection and interpretation of relevant feedback and assessment evidence; consideration of knowledge or skill development and workplace application; identification of strengths, limitations and improvement actions.
LO3	3.1 must include principles of validity, reliability, fairness and sufficiency; distinction between knowledge, performance and occupational competence; strengths and limitations of assessment methods. Other examples include direct observation, professional discussion, portfolio evidence, questioning and objective assessments. 3.2 must include interpretation of specified competence standards; review of evidence against defined requirements; identification of evidence gaps; recording and justification of assessment judgements; recognition of relevant professional and organisational boundaries.

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	3.3 must include assessment objectives and criteria; selection of appropriate assessment methods; evidence requirements; assessment arrangements; consideration of accessibility and reasonable adjustments; consistency and documentation of assessment decisions. 3.4 must include structure and application of competency frameworks; relationships between assessed competence, ongoing performance and patient safety; limitations of assessment evidence; maintaining competence over time; identification of improvements to workforce assurance arrangements.
LO4	4.1 must include identification of applicable statutory, regulatory and organisational training requirements; distinction between requirements arising from law, regulation, policy and local risk assessment; implications for workforce compliance, patient safety and service delivery. Other examples include health and safety, fire safety, infection prevention and control, information governance, data security, safeguarding, equality and diversity, manual handling, resuscitation awareness, conflict resolution, Prevent awareness and duty of candour, where applicable. 4.2 must include training matrices; learning management systems; training and competency records; compliance monitoring; renewal and refresher requirements; identification of overdue or incomplete training; data quality, reporting and escalation arrangements. 4.3 must include CPD principles; reflective practice; learning and development records; identification of changing competence requirements; maintenance of professional knowledge and skills; relationships between CPD, professional development and service quality. Other examples include professional portfolios, specialist development, career progression and revalidation principles where applicable. 4.4 must include analysis of workforce development priorities; mandatory training and CPD requirements; identified competency gaps; development objectives and proposed learning activities; monitoring arrangements; alignment with organisational and service needs.
LO5	5.1 must include the purpose and structure of apprenticeships; contribution to skills development, recruitment, retention and workforce sustainability; opportunities and limitations of apprenticeship provision within pharmacy technical services. 5.2 must include relevant apprenticeship standards and their occupational knowledge and skills requirements; workplace learning and assessment arrangements; opportunities for educational and professional progression; distinction between apprenticeship completion and requirements for professional registration where applicable. Other examples include on-programme learning, off-the-job training, apprenticeship assessment, end-point assessment where relevant to the applicable standard, higher technical qualifications, specialist practice and leadership development. 5.3 must include identification of apprentice learning and support needs; workplace supervision; learning agreements or development plans; coaching and mentoring; monitoring progress; consideration of off-the-job training, assessment preparation, accessibility and progression arrangements. 5.4 must include future workforce requirements; skills gap analysis; identification and development of potential successors; specialist expertise and

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	leadership pipelines; workforce resilience; risks associated with loss of competence or organisational knowledge.
LO6	6.1 must include principles of learning organisations; organisational learning and knowledge sharing; relationships between learning, innovation, quality improvement and professional practice; characteristics of environments that support continuous development. 6.2 must include organisational and cultural factors affecting learning; access to development opportunities; workload and resource constraints; psychological safety; professional relationships; leadership support; mechanisms for sharing specialist knowledge and experience. 6.3 must include identification of a relevant organisational learning need; design of a proportionate learning or development initiative; consideration of participant engagement, resources and implementation arrangements; appropriate measures for monitoring effectiveness. Other examples include communities of practice, peer learning, reflective review sessions, mentoring arrangements and structured learning from quality events. 6.4 must include evaluation of proposed learning and development approaches; consideration of organisational needs, workforce capability and patient safety; evidence supporting the selected approach; expected benefits, limitations and arrangements for sustaining improvement.

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Assessment Requirements

Assessment must demonstrate the application of education, training, competency assessment and workforce development knowledge and skills within pharmacy technical services or relevant regulated healthcare environments.

Learners must demonstrate Level 5 analytical and evaluative capability, including the ability to select and justify educational approaches, identify workforce development needs, design and evaluate training, assess evidence of competence, interpret workforce compliance information and develop justified organisational learning recommendations.

LO2, LO3, LO4 and LO6 require evidence of applied skills. Learners must develop training and assessment arrangements, apply relevant educational and assessment methods, and produce workforce development or organisational learning recommendations.

One correction to the table above: LO5 should also use the applied stem Be able to evaluate apprenticeship learning, professional progression and workforce succession planning within pharmacy technical services, because AC 5.3 requires learners to develop learning and support arrangements. This is more consistent with the agreed approach to LO wording.

Assessment may draw on authentic workplace activities or realistic scenarios supported by relevant workforce, training and competency information.

Learners are not required to hold a teaching or assessing qualification, manage an apprenticeship programme, make formal competence authorisation decisions or hold responsibility for organisation-wide workforce planning.

The qualification does not confer teaching, assessing, occupational competence or professional registration status in its own right.

Assessment guidance

Evidence may include:

- Evaluations of educational theories and workplace learning approaches
- Training needs analyses
- Training plans and learning resources
- Direct observation of a learning or training activity
- Training evaluation reports
- Competency assessment plans
- Reviews and assessments of competency evidence
- Evaluations of competency frameworks
- Mandatory training compliance analyses
- CPD and workforce development plans
- Apprenticeship support plans
- Professional progression and succession planning evaluations
- Organisational learning initiatives
- Professional discussions supported by relevant evidence

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LO1 – Educational theory and workplace learning

Learners should evaluate educational approaches within realistic healthcare and technical services contexts.

Assessment should require learners to compare relevant learning theories, consider factors affecting engagement and retention, and explain how educational principles inform competency-based learning.

The emphasis should be on the suitability of different educational approaches for workforce development rather than extensive theoretical discussion unrelated to professional practice.

LO2 – Training design, delivery and evaluation

Learners must undertake a training needs analysis and develop an appropriate training intervention.

The intervention should include defined learning outcomes, content, delivery arrangements and suitable learning resources.

I recommend that learners also demonstrate delivery of a relevant learning activity, such as a technical briefing, workplace training session or structured practical demonstration.

Direct observation of delivery should be required. This may take place in the workplace or through an appropriately structured simulation.

Learners should evaluate the intervention using relevant feedback, evidence of learning or performance information.

A substantial training programme covering several months should not be required.

LO3 – Competency assessment

Learners must evaluate competency assessment methods, develop an assessment plan and assess evidence against defined standards.

The assessment should provide sufficient evidence to allow learners to demonstrate valid and justified assessment judgements.

Where learners do not hold formal assessor responsibilities, suitable workplace evidence or a realistic assessment simulation may be used.

Learners should demonstrate understanding of their professional boundaries and relevant organisational arrangements for competence authorisation.

The unit should not imply that completing it qualifies learners to act as formal vocational assessors.

LO4 – Workforce compliance and CPD

Learners should analyse workforce training and competency information and identify compliance or development concerns.

Assessment should require consideration of statutory, regulatory and organisational requirements, together with relevant systems for monitoring training and competence.

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Learners must develop a workforce development plan that addresses identified needs.

The plan may relate to a defined team, specialist service or workforce group rather than an entire organisation.

LO5 – Apprenticeships, progression and succession

Learners should evaluate apprenticeships and relevant professional development pathways in pharmacy technical services.

Assessment should include consideration of how apprentices can be supported through workplace learning, supervision, progress monitoring and assessment preparation.

Learners must develop appropriate learning and support arrangements for a realistic apprentice or apprentice cohort.

The assessment should also require evaluation of succession planning arrangements, particularly where specialist technical expertise is critical to future service capability.

Learners are not required to manage an apprenticeship programme or undertake formal apprenticeship assessment.

LO6 – Organisational learning

Learners should evaluate organisational learning approaches and identify barriers or opportunities within pharmacy technical services.

For AC 6.3, learners must develop an initiative that supports professional learning, reflective practice or knowledge sharing.

The initiative should have a defined purpose, intended participants, delivery approach and appropriate measures for evaluating effectiveness.

Actual organisational implementation is not mandatory.

An integrated workforce development project could generate evidence across several learning outcomes, provided the different assessment requirements remain clearly identifiable.

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