

**Skills 4 Pharmacy support staff course
reaccreditation event report, Pharmacy Services
Assistant, part 3, October 2023**



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Event summary and conclusions

Provider	Skills 4 Pharmacy
Course name	Skills 4 Pharmacy Level 2 Pharmacy Services Apprenticeship
Event type	Reaccreditation
Event date	06 October 2023
Approval period	January 2024 – January 2027
Relevant requirements	<u>Requirements for the education and training of pharmacy support staff, October 2020</u>
Framework used	Apprenticeship Framework (England) and National Occupational Standards
Outcome	Please refer to parts 1 and 2.
Standing conditions	A link to the standing conditions can be found here .
Recommendations	Please refer to parts 1 and 2.
Minor amendments	Please refer to parts 1 and 2.
Registrar decision	Please refer to parts 1 and 2.

Technical knowledge and skills

The technical knowledge and skills content of the course/qualification must be derived from, and mapped to, an appropriate national framework for pharmacy knowledge and skills recognised in the UK.

Part 3: Role-specific learning outcomes (Apprenticeship standard)

Section 1: Dispensing and supply of medicines and medicinal products

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

Please type your commentary here

This is covered the Dispensing and Supply of Medicines and Medicinal Products domain.

This is divided into 4 Outcomes as follows:

1. Outcome 1A: Know and understand about the supply of prescribed items
2. Outcome 1B: Supply prescribed medicine
3. Outcome 1C: Know and understand about stock control and the supply chain
4. Outcome 1D- Be able to control stock in the supply chain

Outcomes 1A and 1B relate to the dispensing against prescription activity, including receiving and issuing prescribed items.

Outcomes 1C and 1D relate to stock control and the supply chain and include the tasks of ordering routine stock, receiving orders, putting stock away and maintaining it in a safe storage environment and also issuing stock.

The domain was ordered in the same way as the apprenticeship standard but there are two distinct processes. They will be taught and assessed separately but there is opportunity for some cross-referencing, for example, some of the laws covers both processes. Often orders are generated at the dispensing stage using automatic ordering systems.

For both processes, learners will attend live sessions every two weeks where they will learn about the domain. Both processes within the domain are timetabled separately. There are also activities to do in the workplace such as reading.

We have mapped our criteria to the apprenticeship standard, the GPhC requirements and the QCF qualification. We felt that the standard requires basic skills and more had to be added to meet GPhC's requirements and also to ensure that there was no reduction in content from the previous qualifications that could compromise patient safety.

Please see course specification within appendix 3 and assessment criteria under each domain learning outcome.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

Outcomes 1A and 1B relate to the dispensing process. As per assessment strategy, methods used includes knowledge checks via the use of multiple-choice questioning and may also include the use of reflective accounts, observations, professional discussions, expert witness testimony and also where relevant OTC logs. Please refer to the assessment strategy as outlined in appendix 2.

Outcomes 1C and 1D relate to stock control and the supply chain. As per assessment strategy, methods used includes knowledge checks via the use of multiple choice questioning and may also include the use of reflective accounts, observations, professional discussions, expert witness testimony and also where relevant OTC logs. Please refer to the assessment strategy as outlined in appendix 2.

For both topics they will collect evidence of their activities in relation to these tasks and upload it to the e-portfolio system, which will be marked by their tutor and mapped against the standardised assessment criteria listed on the e-portfolio system, Bud.

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes No

Accreditation/recognition team's commentary:

On the basis of the submission and discussions during the event, the team agreed that this learning outcome was met

Section 2: Team work

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

This is covered by the domain Teamwork. This is divided into 4 outcomes as follows:

1. Outcome 2A: Know and understand about regulation, law, and standard operating procedures
2. Outcome 2B: Work in accordance with regulation, law and standard operating procedures
3. Outcome 2C: Know and understand how to contribute to the pharmacy team
4. Outcome 2D: Make a positive contribution to the pharmacy team

Outcomes 2A and 2B relate to legislation, procedures and regulation that are relevant to the pharmacy team, such as GPhC regulation, workplace SOPs e.g. grievance and disciplinary and equality law.

Outcomes 1C and 1D relate to how the learner interacts within the team. Learners will develop self-awareness and how to improve their own contribution to the team.

The domain will relate to other topics, for example, referring to a pharmacist or displaying evidence of their professional behaviour in their interaction with team members.

For both outcomes, learners will attend live sessions every two weeks where they will learn about the domain. Both processes within the domain are timetabled separately. There are also activities to do in the workplace such as reading.

We have mapped our criteria to the apprenticeship standard, the GPhC requirements and the previous qualification. We felt that the standard requires basic skills and more had to be added to meet GPhC's requirements and also to ensure that there was no reduction in content from the previous qualifications that could compromise patient safety.

Please see course specification within appendix 3 and assessment criteria under each domain learning outcome.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

A lot of the evidence for this domain will cross-reference from other curriculum domains, for example, asking for checks on their work, referring patients, contacting the local surgery or nursing home with a prescription query.

As per assessment strategy, methods used includes knowledge checks via the use of multiple choice questioning and may also include the use of reflective accounts, observations, professional discussions, expert witness testimony and also where relevant OTC logs. Please refer to the assessment strategy as outlined in appendix 2.

For both topics they will collect evidence of their activities in relation to these tasks and upload it to the e-portfolio system, which will be marked by their tutor and mapped against the standardised assessment criteria listed on the e-portfolio system, Bud.

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes No

Accreditation/recognition team's commentary:

On the basis of the submission and discussions during the event, the team agreed that this learning outcome was met

Section 3: Communication, pharmacy law and ethics

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

Please type your commentary here

This is covered in the Communication, pharmacy law and ethics domain which is divided into 4 learning outcomes as follows:

1. Outcome 3A- Know and understand about effective communication
2. Outcome 3B- Communicate effectively
3. Outcome 3C- Know and understand about law and ethics in the pharmacy
4. Outcome 3D- Apply pharmacy law and ethics to practice

Outcomes 3A and 3B relate to communications when learners are introduced to effective communication skills and techniques, for example, questioning skills, transactional analysis. Learners need to demonstrate good communication skills with a range of people, including patients and the public. Members of the pharmacy team and the wider multi-disciplinary team.

Outcomes 3C and 3D relate to the law and how it is applied to pharmacy practice. This covers pharmacy specific laws and generic law, such as data protection, equality.

The domain was ordered in the same way as the apprenticeship standard but there are two distinct processes. They will be taught and assessed separately but there is opportunity for some cross-referencing. Law and ethics is embedded through pharmacy practice so there will be cross-referencing to all other domains where specific laws are applied.

For both outcomes, learners will attend live sessions every two weeks where they will learn about the domain. Both processes within the domain are timetabled separately. There are also activities to do in the workplace such as reading.

We have mapped our criteria to the apprenticeship standard, the GPhC requirements and the previous qualification. We felt that the standard requires basic skills and more had to be added to meet GPhC's requirements and also to ensure that there was no reduction in content from the previous qualifications that could compromise patient safety.

Please see course specification within appendix 3 and assessment criteria under each domain learning outcome.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

Please type your commentary here

Outcomes 3A and 3B relate to communications when learners are introduced to effective communication skills and techniques.

Outcomes 3C and 3D relate to the law and how it is applied to pharmacy practice. This covers pharmacy specific laws and generic law, such as data protection, equality.

Please see course specification for assessment criteria under each outcome.

As per assessment strategy, methods used includes knowledge checks via the use of multiple choice questioning and may also include the use of reflective accounts, observations, professional discussions, expert witness testimony and also where relevant OTC logs. Please refer to the assessment strategy as outlined in appendix 2.

For both topics they will collect evidence of their activities in relation to these tasks and upload it to the e-portfolio system, which will be marked by their tutor and mapped against the standardised assessment criteria listed on the e-portfolio system, Bud.

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes No

Accreditation/recognition team's commentary:

On the basis of the submission and discussions during the event, the team agreed that this learning outcome was met

Section 4: Person centred care

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

This is covered in the domain Person-centred care, which is divided into 4 learning outcomes as follows:

1. Outcome 4A: Know and understand what is meant by person centred care and support
2. Outcome 4B: Apply the principles of person-centred care to practice
3. Outcome 4C- Know and understand how to promote healthy lifestyles
4. Outcome 4D- Contribute to the promotion of healthy lifestyles.

Outcomes 4A and 4B relate the concept of person-centred care, which is an addition to the pharmacy support staff requirements and fits with the Standard for Pharmacy Professionals and threads through education and training for pharmacy professionals at all levels.

Outcomes 4C and 4D relate health promotion and how the pharmacy support worker can support the team to in health promotion and health education.

The domain was ordered in the same way as the apprenticeship standard but there are two subtle topics. They will be taught and assessed separately but consecutively so they can be linked and there is opportunity for some cross-referencing, for example, assisting people to improve their health by making different lifestyle choices is person-centred.

For both outcomes, learners will attend live sessions every two weeks where they will learn about the domain. Both topics within the domain are timetabled separately. There are also activities to do in the workplace such as reading.

We have mapped our criteria to the apprenticeship standard, the GPhC requirements and the previous qualification. We felt that the standard requires basic skills and more had to be added to meet GPhC's requirements and also to ensure that there was no reduction in content from the previous qualifications that could compromise patient safety.

Please see course specification within appendix 3 and assessment criteria under each domain learning outcome.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

Please type your commentary here

Outcomes 4A and 4B relate the concept of person-centred care, which is an addition to the pharmacy support staff requirements and fits with the Standard for Pharmacy Professionals and threads through education and training for pharmacy professionals at all levels.

Outcomes 4C and 4D relate health promotion and how the pharmacy support worker can support the team to in health promotion and health education.

Please see course specification for assessment criteria under each outcome.

As per assessment strategy, methods used includes knowledge checks via the use of multiple choice questioning and may also include the use of reflective accounts, observations, professional discussions, expert witness testimony and also where relevant OTC logs. Please refer to the assessment strategy as outlined in appendix 2.

For both topics they will collect evidence of their activities in relation to these tasks and upload it to the e-portfolio system, which will be marked by their tutor and mapped against the standardised assessment criteria listed on the e-portfolio system, Bud.

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes No

Accreditation/recognition team's commentary:

On the basis of the submission and discussions during the event, the team agreed that this learning outcome was met

Section 5: Health and safety in the workplace

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

Please type your commentary here

This is covered by the Health and Safety in the workplace domain which is divided into two learning outcomes as follows.

1. Outcome 5A- Know and understand health and safety laws and procedures
2. Outcome 5B- Apply health and safety law and procedures to practice

Health and safety is introduced during induction built on throughout the course. This should link to all other domains and learners demonstrate the application of health and safety law to everyday activities in their workplace.

For both outcomes, learners will attend live sessions every two weeks where they will learn about the domain. Both topics within the domain are timetabled separately. There are also activities to do in the workplace such as reading.

We have mapped our criteria to the apprenticeship standard, the GPhC requirements and the previous qualification. We felt that the standard requires basic skills and more had to be added to meet GPhC's requirements and also to ensure that there was no reduction in content from the previous qualifications that could compromise patient safety.

Please see course specification within appendix 3 and assessment criteria under each domain learning outcome.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

Please type your commentary here

This is covered by the Health and Safety in the workplace domain which is divided into two learning outcomes as follows.

1. Outcome 5A- Know and understand health and safety laws and procedures
2. Outcome 5B- Apply health and safety law and procedures to practice

Health and safety is introduced during induction built on throughout the course. This should link to all other domains and learners demonstrate the application of health and safety law to everyday activities in their workplace.

Please see course specification for assessment criteria under each outcome.

As per assessment strategy, methods used includes knowledge checks via the use of multiple choice questioning and may also include the use of reflective accounts, observations, professional discussions, expert witness testimony and also where relevant OTC logs. Please refer to the assessment strategy as outlined in appendix 2.

For both topics they will collect evidence of their activities in relation to these tasks and upload it to the e-portfolio system, which will be marked by their tutor and mapped against the standardised assessment criteria listed on the e-portfolio system, Bud.

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes No

Accreditation/recognition team's commentary:

On the basis of the submission and discussions during the event, the team agreed that this learning outcome was met

Section 6: Preparation for the End Point Assessment (EPA)

Describe the assessment process used to confirm the candidate's readiness for formative assessments throughout and how this is communicated to the employer to support gateway decision

Provider's commentary

Learners undergo summative assessment at the end of each domain. Further information is available in the assessment strategy (appendix 2). This mirrors the end point assessment process and provides an opportunity for learners to practice the techniques they will need. In consultation with the employer, who will be asked to complete a gateway meeting. Skills 4 Pharmacy will confirm with the learner and employer via their tutor to determine if the learner is ready for end point assessment and will provide a mock EPA. Once the learner has demonstrated readiness they will be forwarded to the independent End Point Assessment Organisation.

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes No

Accreditation/recognition team's commentary:

On the basis of the submission and discussions during the event, the team agreed that this learning outcome was met

Part 3: Role-specific learning outcomes (National Occupational Standards)

Please note, the NOS unique identifiers are hyperlinked to the relevant NOS standard.

PHARM04 - Provide advice on non-prescribed medicines and products

How does the course/qualification support the trainee to achieve this NOS outcome and where the outcome is taught?

Provider's commentary

This is covered in an Optional domain: Provide advice on non-prescribed medicines and products, which is divided into 6 outcomes as follows:

1. Outcome 7A- Know and understand about the law, SOPs, policies and protocols that are relevant to the supply of non-prescribed medicines and products
2. Outcome 7B- Know and understand how to communicate effectively when providing advice on non-prescribed medicines and products
3. Outcome 7C- Know and understand about actions, uses, advantages and disadvantages of non-prescribed medicines and products to enable you to assist individuals to make informed choices
4. Outcome 7D- Work within the law. SOPs, policies and protocols when communicating with individuals and advising them on the use of non-prescribed medicines and products
5. Outcome 7E Demonstrate effective communication when supplying non-prescribed medicines and products
6. Outcome 7F Apply knowledge and understanding about non-prescribed medicines and products to ensure safe and accurate supply to individuals

This module was created using the National Occupational Standard Pharm04-2016. This has in the past been a stand-alone qualification for medicines counter assistants and has a lot more content than some of the other modules. Learners need a basic understanding of how medicines work in the body and what is available to buy without a prescription for various small ailments and conditions. They need to know law and know when they must refer to a pharmacist.

For both outcomes, learners will attend live sessions every two weeks where they will learn about the domain. Both topics within the domain are timetabled separately. There are also activities to do in the workplace such as reading.

We have mapped our criteria to the apprenticeship standard, the GPhC requirements and the previous qualification. We felt that the standard requires basic skills and more had to be added to meet GPhC's requirements and also to ensure that there was no reduction in content from the previous qualifications that could compromise patient safety.

Please see course specification within appendix 3 and assessment criteria under each domain learning outcome.

How and where does the course/qualification assess the trainee's achievement of this NOS outcome at the stated competency level?

Provider's commentary

Please see course specification for assessment criteria under each outcome.

As per assessment strategy, methods used includes knowledge checks via the use of multiple choice questioning and may also include the use of reflective accounts, observations, professional discussions, expert witness testimony and also where relevant OTC logs. Please refer to the assessment strategy as outlined in appendix 2.

For both topics they will collect evidence of their activities in relation to these tasks and upload it to the e-portfolio system, which will be marked by their tutor and mapped against the standardised assessment criteria listed on the e-portfolio system, Bud.

GPhC accreditation/recognition team use only:

NOS met/will be met? Yes No

Accreditation/recognition team's commentary:

This is an optional module provided by provider due to stakeholder demands. How are knowledge and skills covered for this NOS.

- OTC module (level 2) with NOSs at level 3
- Optional module due to stakeholder demand
- A lot done with employers to get the level right
- Sequenced with knowledge first but with module last in curriculum
- Underpinning values plus legislation
- Learner and employer agree then sign to say whether included or not in learner's course
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On the basis of the submission and discussions during the event, the accreditation team agreed that this NOS was met

PHARM07 - Receive prescriptions

How does the course/qualification support the trainee to achieve this NOS outcome and where the outcome is taught?

Provider's commentary

Provider's commentary

This NOS is covered within the Dispensing and Supply of Medicines and Medicinal Products domain. Therefore, Skills4Pharmacy will cross reference and will holistically completed this NOS.

How and where does the course/qualification assess the trainee's achievement of this NOS outcome at the stated competency level?

Provider's commentary

Please see course specification for assessment criteria under each outcome.

As per assessment strategy, methods used includes knowledge checks via the use of multiple choice questioning and may also include the use of reflective accounts, observations, professional discussions,

expert witness testimony and also where relevant OTC logs. Please refer to the assessment strategy as outlined in appendix 2.

For both topics they will collect evidence of their activities in relation to these tasks and upload it to the e-portfolio system, which will be marked by their tutor and mapped against the standardised assessment criteria listed on the e-portfolio system, Bud.

(expand as necessary)

GPhC accreditation/recognition team use only:

NOS met/will be met? Yes No

Accreditation/recognition team's commentary:

On the basis of the submission and discussions during the event, the accreditation team agreed that this NOS was met

PHARM28 - Undertake the final accuracy check of dispensed medicines and products

How does the course/qualification support the trainee to achieve this NOS outcome and where the outcome is taught?

Provider's commentary

This is covered in an Optional domain: Undertake the final accuracy check of dispensed medicines and products, which is divided into 6 outcomes as follows:

1. Outcome 8A: Apply knowledge and understanding of the requirements for a valid prescription.
2. Outcome 8B: Understand and be able to check the accuracy of dispensed work against prescriptions.
3. Outcome 8C: Understand and be able to communicate dispensing errors and near misses.
4. Outcome 8D: Understand and be able to apply the process to avoid dispensing errors on prescriptions.
5. Outcome 8E: Understand and ensure compliance with current legislation, policy, good practice, SOPs, ethical standards and organisational/professional codes of practice.
6. Outcome 8F: Understand and work within limits of competency and job roles.

This module was created using the National Occupational Standard PHARM28. There has been stakeholder demand for accuracy checking dispensers and although this has in the past been a stand-alone qualification for pharmacy technicians, many learners complete accuracy checking at level 2. Learners will need an understanding of dispensing and accuracy checking processes, as per the above learning outcomes. They need to know law and know when they must refer to a pharmacist.

How and where does the course/qualification assess the trainee's achievement of this NOS outcome at the stated competency level?

Provider's commentary

For all outcomes, learners will attend live sessions every two weeks where they will learn about the domain. Both topics within the domain are timetabled separately. There are also activities to do in the workplace such as reading.

Please see course specification within appendix 3 and assessment criteria under each domain learning outcome.

GPhC accreditation/recognition team use only:

NOS met/will be met? Yes No

Accreditation/recognition team's commentary:

New optional module provided by provider due to stakeholder demand.

- This optional module requires clinical knowledge
- Responsibility to include depends on professional judgement of pharmacist
- S4P tutor would do observation
- Accuracy check and professional discussion
- Knowledge pitched at correct level in accord with employer's SOPs
- Agreement on optionality has to be signed-off at the start of the course

On the basis of the submission and discussions during the event, the accreditation team agreed that this NOS was met

