

# Education and training of pharmacy support staff: evidence framework

September 2020



# Contents

<b>About this guidance</b> .....	<b>3</b>
Pharmacy teams and the GPhC .....	3
<b>Education and training requirements</b> .....	<b>4</b>
Requirements for the education and training of pharmacy support staff .....	4
<b>Learning outcomes</b> .....	<b>5</b>
Guidance on achieving the learning outcomes .....	5
<b>Developing and delivering a pharmacy support staff course</b> .....	<b>7</b>
Developing the pharmacy support staff course or qualification .....	7
Delivering the pharmacy support staff course or qualification .....	8
Approval of a pharmacy support staff course or qualification .....	9
Pharmacy support staff course or qualification teach out periods.....	9
Apprenticeships.....	10
Submission templates.....	10
Submission template parts 1 and 2 .....	10
Submission template part 3 .....	10
<b>Evidence to meet the criteria for approval</b> .....	<b>12</b>
Criteria 1 – Equality, diversity and inclusion.....	12
Criteria 2 – Course curriculum.....	14
Criteria 3 – Assessment.....	17
Criteria 4 – Management, resources and capacity.....	20
Criteria 5 – Quality management .....	24
Criteria 6 – Supporting trainees and the learning experience.....	27
<b>Appendices</b> .....	<b>30</b>
Appendix 1: Learning outcomes for support staff .....	30
Appendix 2: Glossary .....	32

# About this guidance

## Pharmacy teams and the GPhC

We regulate pharmacists, pharmacy technicians and pharmacies in Great Britain. Our role is to protect the public and give them assurance that they will receive safe and effective care when using pharmacy services. We set standards for pharmacy professionals and pharmacies to enter and remain on our register.

We set requirements for the education and training of pharmacy support staff, to make sure they hold the necessary knowledge, attitudes and behaviours to provide safe and effective care to people using pharmacy services. Our requirements cover both the education and training of pharmacy support staff, and the criteria for the approval (accreditation/recognition) of support staff courses and/or qualifications. The training and supervision of pharmacy support staff is the responsibility of the pharmacy owner, as set out by Principles 1 and 2 of the *Standards for registered pharmacies*. Standard 9 of the *Standards for pharmacy professionals* also states that pharmacy professionals should delegate tasks only to people who are competent and appropriately trained, or are in training, and exercise proper oversight. We have updated our education and training requirements for pharmacy support staff.

The new requirements replaced our *Interim policy on minimum training requirements for unregistered pharmacy staff – September 2018*.

This document is designed to support course/qualification designers and developers as they write courses/qualifications for pharmacy support staff. It also provides clarity for course providers, awarding organisations, employers and support staff about achieving certain learning outcomes within the education and training requirements. It should be read alongside the requirements in full. Awarding organisations and course providers must demonstrate that they meet the requirements to have a pharmacy support staff course/qualification approved by us. This document provides examples of the type of information and evidence awarding organisations and course providers should submit, to have a pharmacy support staff course/qualification approved by us.

These requirements should be read alongside:

- **[GPhC requirements for the education and training of pharmacy support staff \(2020\)](#)**
- **[Guidance for employers on the education and training requirements of pharmacy support staff \(2020\)](#)**
- **[Standards for registered pharmacies \(2012\)](#)**
- **[Guidance to ensure a safe and effective pharmacy team \(2018\)](#)**
- **[Working in pharmacy when not on the register \(2017\)](#)**

# Education and training requirements

## Requirements for the education and training of pharmacy support staff

Support staff are a major part of the pharmacy workforce. They do not have the responsibilities or accountability of registered pharmacy professionals but play a key role in supporting the work of pharmacy professionals in providing safe and effective pharmacy services. Their accountability to their employer, who must meet our requirements, also means they must perform their role in a way that meets our **Standards for registered pharmacies**.

Pharmacy support staff undertake many different roles in many different contexts. What they all have in common is that they play a key part in making sure people receive safe and effective pharmacy services. Pharmacy support staff often assist pharmacy professionals with dispensing and supplying medicines and devices, as well as providing information and advice about medicines and pharmacy services. Making sure the supply of medicines to patients is safe and effective is a vital pharmacy service; if these roles are not performed well, they can risk the safety of pharmacy users and the ability of the whole pharmacy team to meet the standards we set.

New roles are appearing in different sectors of pharmacy and the boundaries between different support staff roles are becoming more fluid. While different settings will require different skills, they will all contribute to the safe and effective supply of medicines to the public and require competent and knowledgeable staff. This is why it is important that all pharmacy support staff have the appropriate education and training for their particular role.

Meeting our education and training requirements means:

- demonstrating the relevant knowledge, understanding, abilities and behaviours for these roles at minimum Regulated Qualifications Framework (RQF) level 2/Scottish Credit and qualifications Framework (SCQF) level 5 (in Scotland) or a level accredited as equivalent to this. The RQF and SCQF are national frameworks that define different levels of knowledge which an employer can expect from an individual who has completed a course/qualification at that level.

This is defined as achieving the learning outcomes listed in the education and training requirements. These outcomes may be demonstrated by successfully completing, or working towards completing:

- a course accredited by us covering the required learning outcomes at a level equivalent to RQF L2/SCQF L5, or
- a nationally recognised pharmacy services qualification at minimum RQF L2/SCQF L5 in Scotland, or
- an apprenticeship that meets both our requirements and the relevant apprenticeship standard/framework

Where a course/qualification is delivered through an apprenticeship, all elements of the apprenticeship must be met.<sup>1</sup>

---

<sup>1</sup> In England, the pharmacy support staff apprenticeship contains an End Point Assessment (EPA) which must be passed in order to complete the apprenticeship.

# Learning outcomes

## Guidance on achieving the learning outcomes

The learning outcomes have been developed to:

- make sure that support staff are aware of, and can demonstrate, the core knowledge, skills, and behaviours (where relevant) that underpin person-centred care
- make sure that support staff work in a way that supports the work of pharmacy professionals effectively and that maintains confidence in pharmacy services
- support pharmacy professionals in following the Standards for pharmacy professionals when they are supervising, managing and delegating to support staff to deliver pharmacy services

The guidance provided in this section is intended to help course and qualification providers and developers in making decisions about the design and delivery of the course or qualification, for trainees to achieve the learning outcomes.

### Outcomes for all support staff

These are the generic outcomes we expect from all support staff which relate to behaviours and non-technical skills of the role. They capture the activities patients, public, members of the pharmacy or wider healthcare team and employers should be able to expect from anyone when carrying out a pharmacy support role. These requirements relate to core knowledge, skills, and behaviours (where relevant) that apply to any role in which a member of support staff contributes to safe and effective services through their role in the dispensing and supply of medicines and medical devices.

### Role-specific learning outcomes

These are the role-specific learning outcomes we expect from support staff and must be designed to show the technical skills required for the role they perform. In the **Guidance for employers on the education and training requirements of pharmacy support staff**, we state that employers should identify the key tasks and functions required by pharmacy support staff and engage with course providers and awarding organisations to make sure that appropriate training for these tasks and functions is provided. Examples of dispensing and supply roles, applying technical knowledge and skills, have been provided in the implementation guidance for employers. As the range of activities and settings changes and evolves, the areas and tasks for which staff will need to be competent will evolve. Employers will need to make sure staff are trained appropriately whether performing tasks in person or at a distance.

### Technical knowledge and skills

The technical knowledge and skills content of the course or qualification must be derived from, and mapped to, an appropriate framework for pharmacy knowledge and skills in the UK. An example of this is the National Occupational Standards (NOS) framework which includes a suite of 26 units specific to pharmacy. Course providers and awarding organisations must make sure that these functions are covered through a documented mapping exercise to an appropriate external framework such as the NOS. For staff who work to support pharmacy professionals to deliver other specialised pharmacy services to individuals, it may be appropriate to include content from the wider healthcare suite of NOS, depending on the tasks they perform. The provider or awarding organisation will be required to

demonstrate, through the approval process, how the technical knowledge and skills selected for the role are appropriate and covered by the course or qualification<sup>2</sup>.

### **Apprenticeship standard/framework**

For providers who wish to develop courses or qualifications for the role of a pharmacy services assistant,<sup>3</sup> or a role which encompasses the tasks identified within the relevant apprenticeship standard or framework, the role can be derived from, and mapped to, the pharmacy services assistant apprenticeship standard or framework. However, if the role requirements are wider than the apprenticeship pharmacy services assistant role, providers will also need to map to another appropriate framework such as the NOS.

---

<sup>2</sup> Pharmacy owners are already expected to identify essential elements of training for each role within the team, see our ***Guidance to ensure a safe and effective pharmacy team*** 4.2.5

<sup>3</sup> Apprenticeship standards and frameworks vary by the counties in the UK, please refer the appropriate standard or framework.

# Developing and delivering a pharmacy support staff course

## Developing the pharmacy support staff course or qualification

The guidance in this section provides further information on what course providers and awarding organisations should consider when designing and delivering a pharmacy support staff course/qualification. Awarding organisations must be able to demonstrate how their quality assurance processes make sure that centre providers are able to deliver the qualification to meet the GPhC requirements. Course providers and awarding organisations should embed the guiding principles of the design, development and management of the pharmacy support staff course or qualification in the three core documents below:

- management plan
- teaching and learning strategy
- assessment strategy

These documents have the following functions.

The management plan:

- sets out the roles and responsibilities and lines of accountability of the course provider, employer and the trainee in the delivery of the course or qualification
- defines structures and processes to manage course or qualification delivery and communication channels including addressing fitness to practise concerns, in line with the learning agreement
- should be clear, realistic and achievable

The teaching and learning strategy:

- sets out how the learning outcomes in the education and training requirements for support staff will be delivered
- shows how the outcomes are being integrated
- embeds the education and training requirements into the course or qualification

The assessment strategy:

- sets out the mix of methods used for assessing knowledge and competence
- shows how the chosen mix of assessment methods are robust and appropriate for assessing knowledge and competence
- sets out course or qualification regulations appropriate for at least national level 2 in England and Wales or national level 5 in Scotland

Further information about how to meet these requirements can be found against criteria 3 and 4, in the evidence to meet the criteria for approval section.

## Delivering the pharmacy support staff course or qualification

Course providers must make sure that there are appropriate agreements in place with both the employer and the trainee which clearly set out how various aspects of the course or qualification will be delivered, and by whom. Awarding organisations must be able to demonstrate their quality assurance procedures to show centre providers have the necessary agreements in place to meet these requirements.

It is the responsibility of the course provider to establish and manage agreements that apply to all aspects of the course or qualification, with the relevant people involved in its delivery. The diverse nature of the education and training of pharmacy support staff means that agreements may vary in different educational and workplace settings.

The course provider must also explain how concerns about a trainee will be addressed. More information about raising concerns can be found against criterion 4, in the evidence to meet the criteria for approval section.

### Formal agreements with the employer or other stakeholders

These agreements must set out the separate roles and responsibilities of both the employer and course provider for course/qualification delivery. These should reflect the principles in the management plan. It must cover:

- the roles and responsibilities of course providers and employers in the day-to-day delivery of the course or qualification including access to the workplace to plan assessments and reviews
- the active links between course providers and employers including communication links
- how trainees are supported by employers and course providers
- how trainee concerns are raised and dealt with, and
- the overall outcomes of the course or qualification

Awarding organisations must be able to demonstrate how they quality assure the formal agreement process.

### Learning agreement with the trainee

The learning agreement with the trainee must set out how the course provider will deliver the course/qualification in line with the course/qualification's teaching, learning, and assessment strategy. It must cover:

- the trainee's roles and responsibilities;
- how learning is delivered;
- how and when competence is assessed;
- how trainees are supported by course providers and employers;
- how trainee concerns are raised and dealt with;



- how other concerns are raised and dealt with;
- how learning takes place in an environment that promotes equality and diversity
- the overall outcomes of the course/qualification

Awarding organisations must be able to demonstrate how they quality assure the learning agreement process.

## Approval of a pharmacy support staff course or qualification

In order to meet the GPhC education and training requirements for support staff, courses or qualifications must be approved by the GPhC. The approval process assesses whether courses or qualifications are fit for purpose. Course providers and awarding organisations must demonstrate how they meet the criteria to have their pharmacy support staff course or qualification approved.

We approve pharmacy support staff courses and qualifications in two ways: accreditation and recognition.

**Accreditation** relates to the approval of courses that are delivered directly by a course provider, who directly manages all parts of the course.

**Recognition** relates to the approval of national qualifications delivered countrywide. These courses are mapped to any recognised framework at the appropriate RQF level. We recognise the quality assurance of these awarding organisations and do not directly accredit the specific providers.

**Further information about our approval processes for education and training providers** can be found on our website. Course providers and awarding organisations can seek information from us before, or during, the approval process for further clarity.

## Pharmacy support staff course or qualification teach out periods

The new education and training requirements will be effective from October 2020. Pharmacy support staff courses and qualifications that are currently accredited to the old requirements may continue as usual until their accreditation or recognition expires, trainees currently undertaking these courses or qualifications will continue to meet the requirements upon completion.

At the point of accreditation or recognition of new courses or qualifications to the updated requirements, providers will be asked to justify the teach out period for each old course or qualification after the accreditation or recognition period expires. Any trainees remaining on a course or qualification when accreditation expires may continue on the course or qualification for the agreed teach out period.

The teach out period should not normally exceed 100% of the normal course or qualification duration; for this reason, six months, and one year, teach out periods are likely to be expected for shorter courses or qualifications, and up to two-year periods for longer courses or qualifications. The maximum time for a teach out period is two years. After that time, for any trainees remaining on the course or qualification, the provider or awarding organisation will be required to map their progress through recognition of prior learning and transfer any trainees to a course or qualification approved to the new requirements.

## Apprenticeships

Pharmacy support staff courses and qualifications delivered through an apprenticeship must meet all GPhC requirements, through either a recognised qualification or an accredited course. Where a course/qualification is delivered through an apprenticeship, all the requirements of the apprenticeship must be met.

### Submission templates

In order to accredit courses or recognise qualifications, we require support staff submission templates to be completed and sent to us. These submission templates must explain, in a holistic way, how the course provider or an awarding organisation plan to meet (or will continue to meet) our support staff requirements.

#### Submission template parts 1 and 2

The submission template (parts 1 and 2) has been designed to enable course providers and awarding organisations to demonstrate how the proposed course or qualification outcomes and requirements have been met. This template **only needs to be completed once** per accreditation or recognition cycle and should include information on all proposed support staff course and qualification offerings. For example, if a provider has three separate courses they wish to offer, they would only complete a single *parts 1 and 2 submission template* for all three courses.

#### Submission template part 3

The submission template (part 3) has been designed to enable course providers/awarding organisations to demonstrate how the role-specific learning outcomes have been met. One part 3 template should be completed **for each individual course/qualification** to be offered. For example, if a provider has three separate courses they wish to offer, they would complete three separate part 3 submission documents detailing the role specific outcomes of each course.

The part 3 templates have been designed to enable course provider and awarding organisations to utilise the most relevant template based on the specific national framework that has been used to design the course or qualification. Currently the GPhC recognises the National Occupational Standards relevant to Pharmacy, and the Apprenticeships and Technical Education Standard (England) for Pharmacy Services Assistants.

There are currently three iterations of the Part 3 template:

- Part 3 – Support Staff Template – National Occupational Standards
- Part 3 – Support Staff Template – Apprenticeship Standard (England)
- Part 3 – Support Staff Template – Apprenticeship (England) and National Occupational Standards

The Part 3 National Occupational Standards template should be used where a course provider or awarding organisation has developed a course or qualification based solely on the National Occupational Standards.

The Part 3 Apprenticeship Standard (England) template should be used where a course provider or awarding organisation has developed a course or qualification based solely on the apprenticeship standard for England.

The Part 3 Apprenticeship (England) and National Occupational Standards template should be used where a course provider or awarding organisation has developed a course or qualification based on **both** the apprenticeship standard for England and the National Occupational Standards; whereby the National Occupational Standards would be *value added*<sup>4</sup> in terms of the overall course or qualification.

---

<sup>4</sup> Value added refers to a course or qualification that goes above the minimum requirements of the apprenticeship standard.

# Evidence to meet the criteria for approval

In this section we provide details of the evidence that must be provided to show how awarding organisations and course providers meet (or continue to meet) our criteria for approval.

## Criteria 1 – Equality, diversity and inclusion

- Courses must be based on, and promote, the principles of equality, diversity and fairness; meet all relevant legal requirements; and must be delivered in such a way that the diverse needs of all trainees are met.**

No	Criteria	Evidence and supporting information
1a	<b>Systems and policies must promote the principles and legal requirements of equality, diversity and fairness</b>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>demonstrate the systems and policies in place to promote the principles and legal requirements of equality, diversity and fairness</li> <li>demonstrate the steps taken to make sure that equality, diversity and fairness have been considered in both the design and the delivery, including the practice environment, of the course</li> <li>have systems in place to capture equality and diversity data to make sure policies and procedures are fair and do not discriminate against applicants or trainees</li> <li>collect and review data on protected characteristics and act upon where necessary</li> <li>demonstrate how equality and diversity data is collected to inform relevant policies and improve course design, delivery, and the trainee’s experience</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
1b	<b>Reasonable adjustments must be made to teaching, learning or assessment to help those with specific needs to meet requirements. Teaching, learning</b>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>demonstrate awareness of duties regarding equality and human rights legislation in the UK</li> </ul>

	<p><b>and assessment may be modified for this purpose but learning outcomes may not</b></p>	<ul style="list-style-type: none"> <li>• have procedures in place for identifying or requesting reasonable adjustments to course delivery or assessment</li> <li>• make reasonable adjustments as required and in line with UK legislation</li> <li>• work with others in order to provide and implement reasonable adjustments for pharmacy support staff with specific needs</li> <li>• document requests for reasonable adjustments to course delivery and assessment</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
<p><b>1c</b></p>	<p><b>Course design and delivery must make sure that support staff understand principles of equality and diversity as they relate to the delivery pharmacy services</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• demonstrate where and how learning outcomes relating to equality and diversity are covered by the course</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>

## Criteria 2 – Course curriculum

2. Courses must be designed and delivered to develop the skills, knowledge and behaviours required to work safely as part of the pharmacy team.

No	Criteria	Evidence and supporting information
2a	<p><b>All courses must make sure that trainees completing them successfully achieve the learning outcomes required for their role, including the outcomes relevant to all support staff</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• demonstrate how courses will be delivered to support trainees to develop the skills, knowledge, understanding and behaviours required to meet the learning outcomes</li> <li>• demonstrate how the assessment strategy makes sure that only those who demonstrate meeting the learning outcomes relevant to their role pass the course</li> <li>• provide a mapping document of the course curriculum to the GPhC learning outcomes</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
2b	<p><b>The technical knowledge and skills content of the course is relevant to the tasks or activities to be carried out by the support staff in question. It should be both derived from and mapped to an appropriate knowledge and skills framework for pharmacy services in the UK, such as the National Occupational Standards framework</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• demonstrate how the technical knowledge and skills required for safe and effective practice at support staff level are identified</li> <li>• demonstrate how the technical knowledge and skills are relevant to the tasks and activities carried out in the support staff role</li> <li>• demonstrate that the course has been mapped to an appropriate knowledge and skills framework for pharmacy services in the UK, this should include clear mapping of the course curriculum to the learning outcomes</li> </ul> <p>Awarding organisations must:</p>

No	Criteria	Evidence and supporting information
		<ul style="list-style-type: none"> <li>demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
2c	<p><b>All course providers must make sure that trainees who complete the course can apply technical knowledge and skills required for their role. They must specify the purpose of the course and identify the tasks and technical skills required, clearly setting out what content the course will cover. They should be able to demonstrate that it is designed to do so by mapping the course content to an appropriate knowledge and skills framework</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>consider the relevance of the course design and demonstrate how the course design meets the needs of the role identified</li> <li>detail how assessment will be used in the course to show that those who complete the course successfully can apply technical knowledge and skills required for their role</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualifications</li> <li>show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
2d	<p><b>The level of the course is equivalent to minimum RQF L2/ SQCF L5 in Scotland</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>demonstrate that the course is equivalent to the correct minimum level</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
2e	<p><b>Courses must be designed and delivered using strategies which bring together knowledge, competence and work experience. Learning must be applied to, and demonstrated in, the workplace</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>have a clear and achievable teaching and learning strategy</li> <li>show how course content, through design and delivery, will allow pharmacy support staff to demonstrate that they have developed the knowledge, skills and competence to meet the learning outcomes in the workplace</li> </ul>

No	Criteria	Evidence and supporting information
		<p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
2f	<p><b>Courses must be structured in a logical and coherent way. Course structure, content and assessments must reflect relevant and current principles in education and pharmacy</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• demonstrate how course content aligns with the tasks performed in the support staff role, and reflects current practice</li> <li>• set out how course content, design and delivery will support trainees to demonstrate they have the knowledge and skills they need to meet the learning outcomes</li> <li>• demonstrate the processes in place to make changes in response to significant changes to law and/or practice</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>



## Criteria 3 – Assessment

### 3. Courses must have an assessment strategy which assesses skills, knowledge and behaviours required to work safely as part of the pharmacy team

No	Criteria	Evidence and supporting information
3a	<b>The provider must have a strategy or plan that sets out the different assessments in the course and how these assessments make sure that all learning outcomes have been met by the trainee</b>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• have an assessment strategy that sets out clearly how the trainee will be assessed. The assessment strategy must include: <ul style="list-style-type: none"> <li>- assessment regulations</li> <li>- requirements for designated educational supervisors and assessors</li> <li>- marking criteria for each assessment method, including grade descriptors</li> <li>- verification of assessment decisions</li> <li>- policies for resits and resubmissions</li> <li>- procedures for suspected plagiarism and/or malpractice</li> <li>- appeals procedures</li> <li>- mapping of assessments to the required learning outcomes</li> <li>- details of how assessments are quality managed and reviewed</li> </ul> </li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
3b	<b>All the required outcomes of the course must be assessed, using methods that are robust and appropriate to the outcome level</b>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• evidence how assessments are designed and mapped to learning outcomes</li> <li>• evidence how the approach and mix of assessment methods proposed will test the knowledge and competency requirements of the learning outcomes</li> </ul>

No	Criteria	Evidence and supporting information
		<ul style="list-style-type: none"> <li>• evidence that the assessment methods chosen clearly align with the teaching and learning strategy, to make sure both strategies are coherent and integrated</li> <li>• evidence how assessment methods allow trainees to develop and improve without posing a risk to patients</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
3c	<p><b>Assessment regulations are appropriate for a course that allows trainees who complete it to work in the supply of medicines. This means that the regulations should prioritise working safely and supporting the practice of pharmacy professionals</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• make sure that assessment regulations prioritise patient safety, which means unsafe practice cannot be passed</li> <li>• make sure that a trainee may not pass the course unless all outcomes have been demonstrated through assessment</li> <li>• clearly set out how support staff will learn and demonstrate competency without being a risk to patient safety</li> <li>• provide support staff with feedback and opportunities to identify and address errors, throughout the course, to allow them to learn and train safely</li> <li>• evidence how assessment methods will allow support staff to develop and improve without being a risk to patients</li> <li>• make sure assessment pass criteria reflects safe practice</li> <li>• have systems in place to monitor and assess support staff to make sure that they are able to practise safely and effectively</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> </ul>

No	Criteria	Evidence and supporting information
		<ul style="list-style-type: none"> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
3d	<p><b>Trainees must receive appropriate and timely feedback on their performance to support their development</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• make sure appropriate feedback mechanisms are in place, which include set timelines and action that will be taken if deadlines are not met</li> <li>• make sure appropriate feedback means constructive feedback - for example, focussing on understanding how the trainee can improve their performance against the outcomes of the course</li> <li>• provide deadlines for assessments to be marked and for feedback to be given. Feedback must be given in time for it to be used effectively by the trainee.</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>

## Criteria 4 – Management, resources and capacity

### 4. The education and training facilities, infrastructure, leadership, staffing and staff support must be adequate to deliver the course

No	Criteria	Evidence and supporting information
4a	<b>There must be adequate resources to enable all trainees on the course to meet outcomes, including staffing, facilities, learning materials and learning resources</b>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• make sure there are sufficient resources to deliver a pharmacy support staff course</li> <li>• show how the staffing profile can support the delivery of the course</li> <li>• make sure there is a sufficient number of appropriately qualified and experienced professionals to deliver the course and provide support</li> <li>• make sure the pharmacy environment is suitable and has sufficient capacity to support the planned numbers of trainees under the supervision of a registrant</li> <li>• make sure that each practice environment has sufficient facilities and equipment to the deliver the course</li> <li>• make sure learning resources are appropriate, fit for purpose and accessible by trainees on the course</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
4b	<b>There must be a sufficient number and appropriate mix of teaching staff, mentors and assessors to deliver the course</b>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• confirm the number and skill mix of individuals involved in delivering the course</li> <li>• make sure their staffing profile can support the delivery of the course and the trainees experience</li> <li>• show how resourcing is adequate to deliver a support staff course</li> </ul> <p>Awarding organisations must:</p>

No	Criteria	Evidence and supporting information
		<ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
4c	<p><b>The roles and responsibilities of the trainee, employer and course provider must be defined and set out in agreements</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• have formal agreements in place for all trainees which must describe the range of roles and responsibilities, including those of: <ul style="list-style-type: none"> <li>- the trainee</li> <li>- employer</li> <li>- course provider</li> </ul> </li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
4d	<p><b>Trainees who successfully complete the course, or parts of the course, must receive certificates which clearly state what the trainee has achieved</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• provide certificates for trainees who complete the course successfully, or parts of the course, stating what they have achieved and listing specific units relevant to the national framework used</li> <li>•</li> </ul> <p><i>Note: course providers may include on the certificate that the course has been approved by the GPhC (although this is not a requirement).</i></p> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>

No	Criteria	Evidence and supporting information
4e	<p><b>Course regulations must include procedures for dealing with behavioural issues such as academic malpractice. They must communicate these procedures clearly to trainees and employers and link them to expectations in role</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• evidence that there are processes and communication channels in place between the course provider, training site and the trainee to deal with concerns that are raised due to behavioural issues such as academic malpractice</li> <li>• evidence that they inform trainees of the procedures in place for raising concerns against them due to behavioural issues such as academic malpractice</li> <li>• evidence how they communicate to trainees the types of behavioural issues that may result in concerns being raised against them</li> <li>• evidence how they inform employers of the process in place for raising concerns due to behavioural issues</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
4f	<p><b>Course providers must have procedures to deal with any concerns raised during the course. This may include:</b></p> <ul style="list-style-type: none"> <li>• <b>concerns about the trainee themselves</b></li> <li>• <b>the environment they are working or training in</b></li> <li>• <b>the practice of those they come into contact with</b></li> </ul>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• have procedures to deal with concerns about support staff, the practice environment, or the practice of those that trainees come into contact with</li> </ul> <p>This could be demonstrated through the provision of:</p> <ul style="list-style-type: none"> <li>• relevant policies and/or process maps</li> <li>• case studies or examples of concerns</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> </ul>

No	Criteria	Evidence and supporting information
		<ul style="list-style-type: none"> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
4g	<p><b>The provider must support the trainee to raise a concern where appropriate. Serious concerns, such as those related to safety must be reported appropriately. This could include raising concerns to the GPhC</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• evidence how they inform trainees of the process to follow should they need to raise a concern relating to the practice environment, or the practice of those they come into contact with</li> <li>• address any concerns raised by trainees in a timely manner following policies and procedure</li> <li>• document how concerns are addressed and maintain records</li> <li>• report serious concerns to the GPhC</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
4h	<p><b>Course providers must have processes to manage and address complaints or concerns about the course in a clear, timely and transparent manner</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• evidence how complaints or concerns are dealt with and by whom</li> <li>• evidence how trainees are informed of complaints procedures, including processes around raising concerns about employers and course providers</li> <li>• address any concerns raised about the course by trainees in a timely manner following policies and procedure</li> <li>• document how concerns are addressed and maintain records</li> <li>• demonstrate, in detail, the complaints procedure and appeals process</li> </ul> <p>Awarding organisations must:</p>

No	Criteria	Evidence and supporting information
		<ul style="list-style-type: none"> <li>demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>

## Criteria 5 – Quality management

### 5. The quality of courses must be monitored, reviewed and evaluated in a systematic and developmental way

No	Criteria	Evidence and supporting information
5a	<b>All relevant aspects of the course are quality managed, monitored and reviewed and issues identified are addressed, including teaching, learning and assessment. Procedures for this must be set out, and timings and responsibilities for taking action must be described</b>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>have quality assurance processes that are robust, rigorous and transparent</li> <li>provide evidence of quality management procedures, including roles and responsibilities, and how they are applied</li> <li>provide evidence of quality assurance and monitoring, taking into account the views and feedback of relevant stakeholders and patients</li> <li>be open with the GPhC about matters affecting an approved pharmacy support staff course, and raise relevant issues proactively with the GPhC. It is a requirement of the Pharmacy Order 2010 that course providers assist the GPhC in its work by providing information on request in a timely manner</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
5b	<b>Feedback from those on the course and their employers must</b>	Course providers must:



No	Criteria	Evidence and supporting information
	<p><b>be collected as part of quality management processes and used to improve the course</b></p>	<ul style="list-style-type: none"> <li>• obtain feedback from trainee pharmacy support staff and their employers and evidence how feedback is used to improve the course</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
5c	<p><b>The course must reflect developments in medicines, medical devices, pharmacy law, pharmacy practice and national guidelines so that it is up to date</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• provide evidence of how advances in pharmacy practice, changes to national standards/frameworks, and developments within a wider healthcare context are taken into account throughout the course</li> <li>• detail the processes in place for making significant or minor changes to the course as and when updates occur</li> <li>• seek approval for significant changes to a course from the GPhC</li> </ul> <p><i>Note: Approval is not needed for routine modifications to a course. If a course provider is unclear whether a proposed change is significant or routine, they should seek advice from the GPhC</i></p> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>

No	Criteria	Evidence and supporting information
5d	<p><b>Data about the trainees and their progression on the course is collected, reviewed and used to inform the management of the course. This should include analysis and review of equality and diversity characteristics of trainees</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• evidence how data collected about trainees and their progression on the course is reviewed and used to inform the management of the course</li> <li>• have systems and policies in place for capturing equality and diversity data (data may include information based on protected characteristics)</li> <li>• evidence how equality and diversity data collected informs policy and procedures and improves the course’s design and delivery</li> <li>• make sure policies and procedures are fair and do not discriminate against applicants or trainees</li> <li>• make sure trainees undertaking the course understand their legal obligations regarding equality, diversity and inclusion</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>

## Criteria 6 – Supporting trainees and the learning experience

### 6. Support staff must receive support for their initial education and training in all learning environments.

No	Criteria	Evidence and supporting information
6a	<p><b>Trainees and those involved in supporting, supervising and teaching them must have access to clear information and resources to enable them to meet the requirements of the course. This includes providing information on processes and course regulations, (about appeals, for example) and providing information to employers about the time and opportunities required by trainees to meet course requirements</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• provide clear and detailed information and guidance to trainees, and all those involved in the delivery of the course. This should include all relevant policies, procedures and processes</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
6b	<p><b>Trainees have access to a designated individual (or individuals) at course provider level who can help them with academic and pastoral issues related to the course</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• evidence that each trainee has access to a designated individual(s) who can assist with academic and pastoral issues related to the course</li> <li>• make sure that trainees interact regularly with their designated supervisor, including providing evidence of completed assessments and sign off workplace competence</li> <li>• have mechanisms in place for liaising with employers regularly about the progress of a trainee</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>

No	Criteria	Evidence and supporting information
6c	<p><b>Agreements between the provider and employer specify that there is a designated supervisor in their place of work who is able to provide support and supervision on a regular and reliable basis to the trainee</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• set out formal agreements between the course provider and the employer, in the formal management plan. The following information must be included: <ul style="list-style-type: none"> <li>- the roles and responsibilities of course providers and employers in the day-to-day delivery of the course/qualification including access to the workplace to plan assessments and reviews;</li> <li>- the active links between course providers and employers including communication links;</li> <li>- how trainees are supported by employers and course providers;</li> <li>- how trainee concerns are raised and dealt with; and</li> <li>- the overall outcomes of the course/qualification</li> </ul> </li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
6d	<p><b>Those involved in supporting, supervising and teaching on the course must receive the information and support they need to be able to perform their roles in supporting and supervising trainees</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• demonstrate that they provide information and support to those who teach, supervise and support trainees</li> <li>• evidence that there are mechanisms in place to support regular interactions between the course provider and those who teach, support and supervise trainees</li> </ul> <p>Awarding organisations must:</p>

No	Criteria	Evidence and supporting information
		<ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>
6e	<p><b>Course providers must seek to provide trainees with a positive learning experience</b></p>	<p>Course providers must:</p> <ul style="list-style-type: none"> <li>• provide trainees with an overview of what to expect and how to successfully complete the course/qualification</li> <li>• provide trainees with information about how to access support from their provider</li> <li>• provide trainees with information on how to access training and other useful resources</li> <li>• show how agreements with the employer allow trainees adequate time to undertake their training</li> </ul> <p>Awarding organisations must:</p> <ul style="list-style-type: none"> <li>• demonstrate the process by which they make sure their centre provider(s) meet this criterion through the quality assurance of the qualification</li> <li>• show their oversight in terms of quality assurance processes, policies and/or procedures</li> </ul>

# Appendices

## Appendix 1: Learning outcomes for support staff

#	Outcome	Level
1	Act to maintain the interests of individuals and groups, making patients and their safety their first concern	Does
2	Recognise what it means to give person-centred care and support in pharmacy settings, including settings where patients are not physically present	Shows how
3	Respect diversity and cultural differences, ensuring that person-centred care is not compromised because of personal values and beliefs	Does
4	Listen to and communicate effectively with users of pharmacy services, which could include: <ul style="list-style-type: none"> <li>• individual patients</li> <li>• carers</li> <li>• other members of the pharmacy or healthcare team</li> <li>• other health and social care staff</li> </ul> using a range of techniques to determine their needs	Shows how
5	Adapt information and communication style to meet the needs of particular audiences and communication channels	Shows how
6	Recognise principles of consent and apply them as appropriate to their role	Does
7	Act to maintain the confidentiality of individuals using pharmacy services	Does
8	Apply the principles of information governance as required by their role	Shows how
9	Recognise and raise concerns, even when it is not easy to do so, using appropriate systems	Knows how
10	Recognise and raise concerns about safeguarding people, particularly children and vulnerable adults	Knows how
11	Work effectively as part of the pharmacy team and/or the wider health team	Shows how
12	Recognise, apply and work within the relevant legal and regulatory requirements, local processes and standard operating procedures as applicable to their own role	Does
13	Recognise and work within the limits of their knowledge and skills, seeking support and referring to others when needed	Does
14	Identify the roles and responsibilities of those they work with and functions of the wider pharmacy and healthcare system	Knows
15	Refer issues and/or individuals as appropriate to another member of the pharmacy team, other health and social care staff, organisations or services	Shows how

#	Outcome	Level
16	Apply policies around health and safety relevant to their role, including recognising hazards and acting appropriately to avoid harm to themselves and others	Does
17	Demonstrate trust and respect for individuals, members of the pharmacy team and health professionals at all times	Does
18	<p>Apply technical knowledge and skills identified as being required for the safe and effective performance of their role in</p> <ul style="list-style-type: none"> <li>• the dispensing and supply of medicines and medical devices,</li> <li>• advising on their use or</li> <li>• assisting in the provision of pharmacy services<sup>5</sup>.</li> </ul> <p>This includes applying legal and regulatory requirements, including best practice in the context of their role, using relevant systems and accurate performance of pharmacy tasks.</p>	Does
19	Make use of feedback on performance, local HR processes and reflection, to identify and act on their own learning needs	Knows how

---

<sup>5</sup> It is for employers to identify the tasks or functions of a role and for course providers to make sure these knowledge and skills required for these tasks or functions are provided by the course through deriving the technical content of the course or qualification from an appropriate framework for pharmacy skills in the UK, such as the National Occupational Standards.

## Appendix 2: Glossary

Term	Definition
<b>Accreditation</b>	The processes by which a course is reviewed for quality assurance purposes to make sure that the course of education or training meets the relevant GPhC standards, accreditation criteria or training policies
<b>Applicant</b>	A person applying to enrol with a course/qualification provider to undertake a recognised or accredited pharmacy support staff course/qualification
<b>Apprenticeship</b>	A course funded by a relevant country in the Great Britain by an apprenticeship levy (where relevant), combining paid employment and study. The learning content of each apprenticeship is defined in the 'standard' or 'framework' for each apprenticeship
<b>Assessor</b>	Appropriately trained and qualified people who are competent to assess the performance of pharmacy support staff trainees
<b>Awarding organisation</b>	A recognised examination board which sets examinations and awards qualifications, and who are approved by a body that regulates qualifications in the Great Britain
<b>Course provider</b>	An organisation that delivers a recognised or accredited or pharmacy support staff course/qualification in Great Britain. The course/qualification provider could be directly accredited by the GPhC or deliver a recognised course/qualification, which has been developed by an awarding body and recognised by the GPhC
<b>Designated supervisor</b>	The designated supervisor should be delegated by the employer as responsible for having oversight of the trainee's training and should be a source of advice and guidance. The supervisor might have another role as well, such as being an assessor
<b>Formative assessment</b>	A form of assessment that is ongoing, developmental and continuous and is used to give feedback and support to the trainee on progress towards outcomes and to inform the educational supervisor of action to take
<b>Practice environment</b>	Any environment where trainee pharmacy support staff undertake education and training
<b>Learning outcomes for all support staff</b>	These are the generic requirements we expect from all support staff and which relate to behaviours and non-technical skills in their role
<b>National Occupational Standards (NOS) – framework for pharmacy skills</b>	National Occupational Standards specify UK standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively. NOS, which are approved by UK government regulators, are available for almost every role in every sector in the UK
<b>Pharmacy support staff trainee</b>	A person registered with a course/qualification provider, undertaking a recognised or accredited pharmacy support staff course/qualification



<b>Protected characteristics</b>	The nine protected characteristics as listed in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation
<b>Reasonable adjustments</b>	Arrangements put in place to change the environment in order to avoid disadvantaging a person or group of people due to a specific need, which could be temporary or permanent. The Equality Act 2010 sets out of the duty to make such adjustments for those with protected characteristics
<b>Recognition</b>	Recognition relates to the approval of national qualifications delivered country wide. These courses are mapped to any recognised framework at the appropriate RQF level. We recognise the quality assurance of these awarding organisations and do not directly accredit the specific providers.
<b>Role-specific learning outcomes</b>	These requirements set out that support staff must be trained in the technical skills required for the tasks they perform
<b>RQF</b>	Regulated Qualifications Framework (RQF) for general and vocational qualifications regulated by Ofqual in England and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland;
<b>CQFW</b>	Credit and Qualifications Framework for Wales (CQFW) for all qualifications in Wales;
<b>SCQF</b>	Scottish Credit and Qualifications Framework (SCQF) for all qualifications in Scotland;
<b>Summative assessment</b>	A form of assessment used to measure whether the trainee has achieved one or more learning outcomes