Open Awards Level 2

Technical Occupational Entry in the Principles and Practice for Pharmacy Support Staff (Certificate)

Ofqual QAN: TBC

Contents

Version Control	
v1.1	Overview of qualification updated to make it clear this is an 'Occupational Focus' qualification rather than the extended version of the Occupational Entry category (page 4).

Work experience/ employment expectations updated (page 4) to c.14hours per week over a 12 month period (or equivalent).

Provider guidance updated (page 14) to cover the need to contact Open Awards when withdrawing learners e.g, if they leave employment part-way through the course.

Additional detail added around the use of sample assignments and the need for providers to set their own assignments and keep their approach under regular review (page 16).

Additional detail added to delivery and assessment plan section to clarify where there is crossover between Open Awards policies and providers processes for implementation (page 18). |
| v1.2 | Additional clarification added around use of simulated observation only where all other methods of evidencing criteria have been exhausted (pages 18, 19) |

About the Qualification

Title	Open Awards Level 2 Technical Occupational Entry in the Principles and Practice for Pharmacy Support Staff (Certificate)
Qualification Accreditation Number	TBC
Sector	1 - Health, Public Services and Care
Level	Two
Funding	[Please click here for more information](#)
Pricing Information	[Please click here for more information](#)
Review Date	31/8/28

Purpose	D – Confirm occupational competence and/or "licence to practice"
Sub-Purpose	D1 – Confirm competence in an occupational role to the standards required

Total Qualification Time/Guided Learning	
Total Qualification Time (hours)	360
Guided Learning (hours)	265

If a provider chooses to deliver the optional units, the guided learning hours will be as follows:

	GLH	TQT
One additional optional unit	335 hours	460 hours
Two additional optional units	405 hours	560 hours

If a learner achieves additional units but not all of the mandatory units, unit certification will be awarded only. The learner will not be awarded the full qualification.

Age Range and Restrictions	
Pre -16	x
16 – 18	✓
18+	✓
Any other restrictions specific to the qualification(s)	None

Overview

The qualification is based on National Occupational Standards and is recognised by the statutory regulator, the General Pharmaceutical Council (GPhC), as meeting the Initial Education and Training Standards for Pharmacy Support Staff (October 2020).

This qualification has been designed to confirm occupational competence for pharmacy support staff working in a range of pharmacy settings, including: registered pharmacies; GP practices; care homes; CCGs and hospitals. The qualification supports the wide range of work activities undertaken by Pharmacy Support Staff and has flexibility to recognise a learner's specific job description and role.

This qualification has been designed to be an 'Occupational Focus' qualification, that aligns to the knowledge, skills, and behaviours of the relevant employer-led occupational standard (ST0299).

Any Specified Entry Requirements

This qualification is suitable for learners aged 16+.

There are no specific entry requirements with regards to prior qualifications. However, learners are expected to be working towards Level 2 maths and English qualifications if they haven't already achieved these.

Additional mandatory entry requirements include:
- Good character checks e.g. Disclosure and Barring Service
- Health checks to seek information about conditions that may affect an applicant's fitness to practise as a trainee and how any such conditions will be managed.

Learners (or trainees) must be employed (either full-time or part-time) in a suitable pharmacy setting to ensure they have the opportunity to develop competencies and complete tasks as outlined in the units within this qualification. This should include access to a registered pharmacy professional to act as a supervisor or mentor.

It is expected that learners will be in employment for a minimum of 14 hours per week over a 12-month period (or equivalent). There is flexibility in the total duration of the course however, learners complete the course promptly, normally within three years, at a pace which is compatible with safe practice.

There must be a learning agreement in place before the course starts between the training provider, the learner and the employer to ensure roles and responsibilities are clearly defined and that the full requirements of the qualification can be met. An example agreement can be downloaded from the Open Awards Portal.

These agreements should be exemplified with clear guidance for both trainees and employers on the requirements relating to the training course itself, and requirements around supervision to ensure patient safety.

Recommended Assessment Method Summary

Learners will be required to complete a portfolio of evidence set and marked by the education provider and externally quality assured by Open Awards.

Candidates must provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work.

Types of evidence could include:

a) Written assignments
b) Examinations
c) Observation of performance
d) Questioning (written or oral)
e) Practical Activities
f) Photographs or videos
g) Personal statements
h) Reflective logs
i) Project work
j) Witness testimonies
k) Group discussion

Assessment practices must follow Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence[1]. The Skills for Health Assessment Principles have been reviewed and amended to reflect up to date practices around remote assessment. The change can be seen in section 2.4.

Assessment practices must reflect the Equality and Diversity Policy of Open Awards.

This qualification is graded as pass/fail and learners must evidence they have met all assessment criteria in the units they are registered to in order to meet the rules of combination.

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[1] https://www.skillsforhealth.org.uk/wp-content/uploads/2022/10/Assessment-of-Competence-SfH-Assessment-Principles-v5-September-2022.pdf

Qualification Structure

Rules of Combination

Credit Value of the Qualification:	36 Credits
Minimum Credits to be achieved at the Level of the Qualification:	36 Credits
Mandatory Units:	36 Credits
Optional Unit Group B	10 Credits - not required to meet the rules of combination.

Qualification Units

Mandatory Units (all units must be achieved to be awarded the qualification)

Unit Reference Number	Unit Name	Credits	Level
H/618/5933	[Effective Teamwork and Communication in a Pharmacy Setting](#)	5	Level Two
Y/618/5931	[Person-Centred Care in a Pharmacy Setting](#)	4	Level Two
D/618/5929	[Principles of Health and Safety in a Pharmacy Setting](#)	3	Level Two
D/618/5932	[Roles, Responsibilities and Personal Development in Pharmacy Services](#)	4	Level Two
K/618/5934	[Dispensing and Supply of Medicines and Medicinal Products](#)	10	Level Two
T/618/5936	[Managing Pharmaceutical Stock](#)	10	Level Two

Optional Unit Group B

Unit Reference Number	Unit Name	Credits	Level
A/618/5940	[Safe Preparation and Manufacturing of Medicines and Pharmaceutical Products](#)	10	Level Two
A/618/5937	[Selling Over the Counter Medicines and Products](#)	10	Level Two

All units have been mapped to the General Pharmaceutical Council (GPhC) learning outcomes from the Initial Education and Training Standards for Pharmacy Support Staff (2020)[2]. Providers must ensure that these standards are embedded throughout their course delivery and assessment plans and that learners area fully aware of them.

The two optional units have been included as additional content to reflect the potential for Pharmacy Support Staff to undertake additional areas of responsibility in their roles in line with employer requirements or to undertake rotations in a different pharmacy setting. The optional units are not required to achieve the full qualification; where learners complete the additional units the achievement will appear on their unit transcript.

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[2] https://openawards.org.uk/media/4071/appendix-4-gphc-learning-outcomes-and-units-mapping.pdf

Delivering this Qualification

Becoming a Provider

To deliver this qualification you must be a recognised Open Awards Provider. For more information, head to our website or contact the team on 0151 494 2072.

How to Deliver

To request to deliver this qualification, please login to the Portal and then click on 'Actions', 'Tracking' and 'Initiate a Workflow'. You will then need to select 'Apply to Deliver Regulated Qualification(s) = Specialist Resources'.

For this qualification, you will be required to submit a delivery and assessment plan as part of this application to ensure that you are able to meet the assessment principles outlined below.

In addition, you will be required to provide evidence that you have the following in place:

- Appropriate qualified and experienced staff
- Sufficient staff from relevant disciplines to deliver the course and support pharmacy support staff's learning
- Sufficient resources to deliver the course
- Facilities that are fit for purpose
- Access to appropriate learning resources

For support with this process, please see the following document in the Portal 'Provider Portal Guidance – Qualification Approval' or contact the team on customerservices@openawards.org.uk or 0151 494 2072.

Registering Learners

Once you are ready to deliver this qualification, you will need to register your learners within 6 weeks (30 working days) of the individual learner's start date.

You will need to register your learners via the Portal.

Please note, there are two qualification accreditation numbers (apprenticeship route and non-apprenticeship route). Please ensure you register your learners to the correct qualification.

Quality Assurance and Standardisation

Delivery of this qualification must be done so in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes. Please see our website for more information.

Provider Staff Requirements

It is expected that providers will have occupationally competent staff with relevant sector experience for their role in the delivery of the units/qualifications being offered.

Providers are responsible for ensuring that their staff are occupationally competent and have access to appropriate training and support. They are also responsible for notifying Open Awards of staff changes.

Providers should have an awareness of the GPhC's Guidance on Supervising Pharmacy Professionals in Training[3] when planning the resources for delivering this qualification. This guidance must be embedded into your delivery plans; this will be checked as part of the pre-verification activities.

Assessors and Internal Quality Assurers (IQA) must:

- hold a current GPhC registration as a pharmacy professional
- be occupationally competent in the area of practice to which the unit being assessed applies (e.g. holding a relevant qualification at an equivalent or higher level than the level of the qualification or demonstrate current occupational experience)
- hold or be working towards the appropriate assessor or IQA qualification (relevant to role being undertaken). Staff holding legacy qualifications must be able to demonstrate that they are assessing or internally verifying to current standards
- have credible experience which is clearly demonstrable through continuing learning and development.

In addition, IQAs must understand the nature and context of the assessors' work and that of their candidates due to the critical nature of the work and the legal and other implications of the assessment process. This includes having a working knowledge of the working environment in which the learner is being assessed.

It is recognised that internal quality assurers are expected to verify the assessment process and not reassess the evidence provided but it is expected that IQAs will have undertaken an appropriate assessor qualification and practised as an assessor prior to undertaking the internal quality assurer role.

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[3]
https://www.pharmacyregulation.org/sites/default/files/document/guidance_on_supervising_pharmacy_professionals_in_training_august_2018.pdf

Expert witnesses

The use of expert witness testimony is encouraged as a contribution to the provision of performance evidence presented for assessment. The role of the expert witness is to submit evidence to the assessor as to the competence of the learner in meeting the unit. This evidence must directly relate to learner's performance in the workplace which has been seen by the expert witness.

The expert witness must be:

- a registered Pharmacist or a registered Pharmacy Technician who is occupationally competent and knowledgeable in the area of practice to which the unit being assessed applies

The expert witness must have:

- a working knowledge of units on which their expertise is based
- credible experience which is clearly demonstrable through continuing learning and development.

Providers are responsible for ensuring that all expert witnesses are familiar with the standards for those units for which they are to provide expert witness testimony. They must also understand the provider's recording requirements and will need guidance on the skills required to provide evidence for the units. It is not necessary for expert witnesses to hold an assessor qualification because the qualified assessor makes all assessment decisions about the acceptability of evidence regardless of source. This would include expert witness testimony.

Co-ordinating and Lead Assessors

In order that the requirements for occupational competence of assessors and expert witnesses can be met while allowing flexibility of delivery, candidates may have more than one assessor or expert witness involved in the assessment process.

Where more than one assessor is involved in the qualification there must be a named assessor who is responsible for the overall co-ordination of the assessment for each candidate. This person will be responsible for integrating, planning and directing the assessment for the whole qualification. Where more than one assessor is involved in a unit, there must be one named assessor who is responsible for the overall coordination of the assessment for that unit. The lead assessor must ensure that the best use is made of all available evidence and will make the final judgment of competence in each unit where other assessors have been involved. It is expected that all assessors will work closely with internal quality assurers to ensure standardised practice and judgments within the assessment process.

Open Awards will also ensure that, External Quality Assurers (EQA) must:

- be a registered Pharmacist or a registered Pharmacy Technician
- have working knowledge of pharmacy and/or GP dispensing settings, the regulation, legislation and codes of practice for the service (where applicable) at the time any assessment is taking place
- hold, or be working towards, the appropriate external verifier qualification as identified by the qualification's regulators. External quality assurers holding legacy qualifications must be able to demonstrate that they are assessing to current standards
- have credible experience which is clearly demonstrable through continuing learning and development.

External quality assurers who are not yet qualified against the appropriate competences but have the necessary occupational competence and experience, can be supported by a qualified external quality assurer who does not necessarily have the occupational expertise or experience.

External Quality Assurers will monitor the provider's processes and practice to ensure they meet the Awarding Organisation, qualification and regulatory requirements. The EQA will also provide support to provider staff and give advice and guidance to facilitate improvements.

Student Support and Induction

Entry Requirements

Providers must complete initial assessments with learners before confirming their place on the course.

There are no specific entry requirements for a learner with regards to prior qualifications.

Learners (or trainees) must be employed (either full-time or part-time) in a suitable pharmacy setting to ensure they have the opportunity to develop competencies and complete tasks as outlined in the units within this qualification. This should include access to a registered pharmacy professional to act as a supervisor or mentor.

At a minimum, learners must be:

- employed (full-time or part-time) in a suitable role within a pharmacy setting
- registered on a training course within three months of commencing their role
- supervised by a pharmacy professional
- given tasks within their area of competence as a trainee
- given tasks that allow them to develop and evidence the knowledge, skills and behaviour within the qualification specification

Providers must provide evidence that trainees will work with:

- registered pharmacy professionals
- other members of the pharmacy team
- other teaching staff; or
- relevant healthcare professionals with a range of experience or relevant qualifications.

Providers must provide evidence that:

- trainees will be supported by staff, both in their learning and training environments, who have relevant experience in the area of work where the trainee is training
- there are mechanisms for securing sufficient levels of resourcing to deliver a pharmacy support staff course to an acceptable standard
- their staffing profile can support the delivery of the course and the trainee's experience; and learning resources, accommodation

Additional mandatory entry requirements include:

- Good character checks e.g. Disclosure and Barring Service
- Health checks to seek information about conditions that may affect an applicant's fitness to practise as a trainee and how any such conditions will be managed.

Providers are required to have clear procedures in place for managing these responsibilities with any relevant employers or other parties, including who is responsible for completing a DBS check and/or health checks. Providers must ensure that learners are aware of why these checks are taking place and how the data collected about them will be used.

Information, Advice and Guidance

Providers must ensure that all learners are supported with clear and accurate advice and guidance in relation to the requirements of the course, and progression routes.

This must include, as a minimum:

- Entry requirements
- Progression routes
- Course content and level of demand Professional behaviours and attitudes expected
- Work-place requirements including the requirement to access role models; pharmacy professionals; and multi-disciplinary teams

IAG should be provided on application to the learner to ensure the course is appropriate for the learner and that they are fully informed of the expectations and demands of the course. IAG should be provided throughout the course to ensure that the learner is fully supported and receives ongoing feedback to support their ongoing professional development.

Induction

In addition to IAG, providers should provide a full induction to the course to include

- roles and responsibilities
- learning agreements / stakeholder agreements
- delivery plans, timescales and deadlines
- course content and level of demand
- supervision arrangements
- assignments, observations and resits
- work-place requirements including the requirement to access role models; pharmacy professionals; and multi-disciplinary teams
- GPhC Standards for initial education and training of pharmacy support staff
- Induction, training and ongoing support
- Professional behaviours and attitudes expected

The induction should also include training on the following policies and procedures to cover both the training provider and the employer:

- Health and Safety
- Whistleblowing
- Equality and Diversity
- Complaints and Appeals
- Plagiarism
- Supervisions and Observations
- Data Protection
- Confidentiality
- Conflicts of Interest

Supervision

Providers must work directly with the learner and their employer to put robust supervision systems in place to ensure patient safety. This must include clear stakeholder agreements that outlines roles and responsibilities relating to supervision of trainees.

As a minimum:

- Learners must be supervised in all learning and training requirements (including in the workplace)
- Risk assessments must be implemented to ensure patient safety at all times

Ongoing Support

Throughout the course, providers must ensure that learners receive regular supervision and feedback. This should include feedback on:

- Performance within assessments
- Occupational performance
- Behaviour and attitude
- Professional development
- Performance against GPhC Standards for initial education and training of Pharmacy Support Staff

Evidence of monitoring and feedback should be retained to support annual quality compliance activities.

Withdrawal or Partial Achievement

Providers are required to register learners with Open Awards within six weeks of their course start date. Following this registration, providers are required to account for all learners during and at the end of their course.

Where a learner leaves their course for any reason, providers are required to notify Open Awards and to provide reasons for the withdrawal. Please see the Provider Handbook for the process of withdrawing learners via the Portal.

Providers should contact your Quality and Standards Advisor before withdrawing a learner e.g., if as a result of the learner's employment status changing, as soon as practicable to identify any action that can be taken to support the learner to stay on-programme.

In the case of a learner leaving employment part-way through a course, Open Awards will work closely with providers to minimise any disadvantage to the learner and to ensure any achievement to date is awarded.

Assessment

Open Awards units and qualifications have been designed around the principle that the learner will build evidence towards the achievement of the assessment criteria over a period of time

This qualification consists of both skills units and knowledge units. This qualification will be graded pass or fail.

Each learner is required to build a portfolio of evidence to demonstrate that all the assessment criteria associated with each unit has been met.

Indicative content has been provided for some assessment criteria to support standardised approach across providers. In these cases, the assessor must refer to the assessment criteria and indicative content when making a judgement.

Learners are permitted to use one piece of evidence to demonstrate knowledge, skills and understanding across different assessment criteria and/or different units. This qualification should incorporate holistic assessment for the units where appropriate.

Tutors and assessors need to ensure that all evidence presented in a portfolio is:

Valid: it should clearly demonstrate the knowledge or skills that are set out in the assessment criteria. It should also clearly be the work of the learner.

Reliable: it will in general, produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive: so that no individual learner is excluded from the opportunity to show their achievement because of their individual background or experience.

Assessors are required to review and assess all learner evidence and must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit. Assessors will also ensure that the evidence produced by the learner is their own work.

Assessors retain records (e.g. Feedback Sheets, Individual Progress Record, Group Progress Record) on behalf of the Provider which are made available and used by the Provider's Internal Quality Assurer and Open Awards' Quality Assurance Team.

Use of Sample Assignments

The sample assignments have been developed as an indicative approach to assessment methods and question types for each of the units. Therefore, we accept that there is a range of appropriate tasks and evidence that may not be included in the examples provided. Unit specifications include guidance relating to

the different types of evidence that may be appropriate for knowledge-based criteria vs. skills/ competency-based criteria.

The overall assessment methodology is a portfolio of evidence to combine knowledge-based and written evidence with evidence from the learner's workplace, including direct observation of the skills-based criteria. Therefore, providers must devise their own assessments to meet their own delivery plans, including considering the learners' work placements/ diverse employer contexts and naturally occurring evidence. Providers must not use the sample assignments in their entirety or as the sole source of evidence.

Providers are required to submit an assessment and delivery plan prior to starting delivery of the qualification (see below section), including internally set assignment briefs and mapping documents, and provider assessors and IQAs are required to attend standardisation and training activities annually to ensure consistent application of the standard across providers. EQAs review assessment plans and assignment briefs/ tasks in advance of delivery. Providers must review their delivery and assessment plans, and internal assessments, and adapt these year-on-year in response to stakeholder feedback and IQA/EQA outcomes and mitigate against risk of predictability.

These control measures are in line with our CASS strategy for high-risk qualifications to minimise the risk of variance in the standard required across our providers.

All assessment decisions are subject to external quality assurance to ensure consistency across providers.

Open Awards will continue to refresh its bank of assignment briefs over time and in response to provider feedback.

Delivery and Assessment Plan

Providers are required to produce a delivery and assessment plan **before** they start delivering this qualification. The plan must evidence how the learner will be supported to meet all the assessment criteria and associated indicative content.

This plan is subject to pre-verification by the Lead Quality Reviewer to ensure it meets the following assessment principles.

This qualification must be assessed in line with Open Awards Quality Assurance procedures as well as in line with Skills for Health Assessment Principles for Occupational Competence (v5 September 2017)[4].

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[4] https://www.skillsforhealth.org.uk/wp-content/uploads/2022/10/Assessment-of-Competence-SfH-Assessment-Principles-v5-September-2022.pdf

The GPhC's Standards for the Initial Education and Training of Pharmacy Support Staff must also be embedded[5].

Delivery and assessment plans must include, as a minimum:

- Deadlines and dates for submissions
- Delivery plan for units (i.e. order of delivery; lesson planning)
- Observation plans, methods, and evidence
- Assessment plan and internally set assignments
- Roles and responsibilities (including requirements for designated educational supervisors and assessors)
- Student support and supervision
- Marking criteria for internal assignments
- Procedures for resits and resubmissions
- Procedures for suspected plagiarism and/or malpractice
- Appeals procedures
- Mapping of learning outcomes and assessment criteria

Where there is crossover between policies and guidance, e.g. Open Awards policy for resits and resubmissions providers are requested to provide evidence of how they will meet Open Awards policy and their plans for implementing any required procedures or guidance.

Skills-based Criteria

The primary method of assessment for the skills-based units is observation in the workplace by the assessor. Across the qualification's skills-based units there must be at least three observations which cover the required skills. Evidence should be generated over a period of time to show consistent performance. Expert witness testimony may be used where it is difficult for an assessor to observe aspects of practice. Expert witness testimony is NOT a substitute for the requirement of three observations by the assessor across the qualification.

At any time during assessment the assessor observes unsafe practice, the assessment will be stopped immediately.

Where the assessment activity involves individuals using pharmacy services, consent should be sought from the individual/patient that they are happy for the assessor to be present and this should be recorded by the assessor.

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[5]
https://www.pharmacyregulation.org/sites/default/files/standards_for_the_initial_education_and_training_of_pharmacy_technicians_october_2017.pdf

Learners will be expected to achieve all learning outcomes and assessment criteria. Where learners are not able to achieve the skills-based learning outcomes in their usual place of employment (e.g. a custodial setting), the training provider and employer must ensure that the learner is given opportunities to achieve the learning outcomes in a work placement or another suitable setting. This may include simulation (on a case by case basis for individual learners or individual settings) only where all other methods for evidencing the criteria has been exhausted. In this eventuality, it is the responsibility of the Provider to ensure there is a clear and credible rationale for individual learners which is subject to confirmation through external quality assurance activities.

Prior to starting the qualification, an assessment of the learner's employment setting should be carried out by the training provider and employer to identify such gaps.

As the primary method of assessment for skills-based criteria is workplace observation, simulated observation is only likely to be realistically presented where naturally occurring workplace observation is not possible and considered on an individual learner basis. Simulation is seen as a 'last resort' if all other ways of evidencing the criteria had been exhausted.

Knowledge-based Criteria

For knowledge-based units, evidence will be assessed using internally set, internally marked written assignments. The Awarding Organisation will provide sample assignments and assessment guidance to providers. The assignments will be internally quality assured, then subject to externally quality assurance sampling by the Awarding Organisation.

Providers must also carry out regular standardisation activities as part of the ongoing quality assurance of assessment decisions within the assignments used for knowledge-based units and assignments should be refreshed over time.

Re-takes/ resits

If the learner does not pass the assignment on the first attempt, they will be given a maximum of two further opportunities to re-take the assessment criteria that they failed on the first attempt. Re-takes should be submitted within two weeks (for each re-take).

Providers should use recording documentation to record assignment re-take results and feedback.

Additional assessment methods

In addition to the evidence requirements set out in each unit, a range of assessment methods have been identified for the qualification units which may include evidence generated using the following:

- Question and answer sessions based on the learner's workplace activities
- Learner's own personal statements/reflections
- Professional discussion

The additional assessment methods above should NOT be used instead of or in place of the stated assessment methodology in each unit.

The additional assessment methods provide the opportunity for different learning styles and individual needs of learners to be taken into account. If providers are proposing to use an assessment method that is not included within the recommended list, providers should contact the External Quality Assurer with full details of the proposed method which will need formal approval from the Awarding Organisation before it can be used.

Training and support

Open Awards offers a variety of training and support to Providers. Our online training and support is free of charge and can be accessed on the following link ehttps://oalearn.org.uk/shop. An everlasting coupon (PLUC code) will be issued to each Provider to gain free access to these resources.

Internal Quality Assurance (IQA)

All Providers delivering Open Awards provision must operate rigorous internal quality assurance systems. A Provider must identify how they will internally quality assure and standardise their delivery and assessment before delivering a course.

Internal Quality Assurers must:

- hold a current GPhC registration as a pharmacy professional
- be occupationally competent in the area of practice to which the unit being assessed applies (e.g. holding a relevant qualification at an equivalent or higher level than the level of the qualification or demonstrate current occupational experience)
- hold or be working towards the appropriate assessor or IQA qualification (relevant to role being undertaken). Staff holding legacy qualifications must be able to demonstrate that they are assessing or internally verifying to current standards
- have credible experience which is clearly demonstrable through continuing learning and development.

External Quality Assurance (EQA)

Provider approval, compliance monitoring and external quality assurance is carried out by the Open Awards Quality Assurance Team/ External Quality Assurers who will confirm that the Provider is assessing to standard and ensure that there are robust internal quality assurance systems embedded.

This qualification has been classified as high risk in line with our CASS strategy. For further guidance on External Quality Assurance activities for high-risk qualifications, please refer to the [Provider Handbook.](#)

Standardisation

Providers are required to contribute to national standardisation as requested by Open Awards. Open Awards offers standardisation events that are held throughout the year. Such events will also provide an opportunity to identify and share best practice. Up to date details of training and standardisation events can be found on our website.

For further guidance on Quality Assurance and Standardisation, please refer to the [Provider Handbook.](#)

Recognition of Prior Learning and Achievement (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they may already possess. Evidence of learning must be sufficient, reliable and valid.

It is the responsibility of the Provider to inform Open Awards at registration of any exemptions and/or equivalences for which a claim may be made. These claims will be subject to external quality assurance by the Open Awards Quality Assurance Team.
For more information, please see our Recognition of Prior Learning Policy found on [the Portal](#).

Health and Safety

Due to the practical requirements of some of the units within this qualification, providers must ensure that appropriate risk assessments are in place for both the activities and individual learners to ensure the learners, staff and patient safety throughout the course.
As part of this, providers must ensure that learners and staff have access to appropriate clothing and personal protective equipment (PPE).

Providers must work directly with the trainee and their employer to put robust supervision systems in place to ensure patient safety. This must include clear stakeholder agreements that outlines roles and responsibilities relating to supervision of trainees.

As a minimum:
- Learners must be supervised in all learning and training requirements (including in the workplace)
- Risk assessments must be implemented to ensure patient safety at all times

Providers must have clear reporting procedures in place for any concerns, whether these are raised by the trainee, employer or provider staff. Any serious concerns that could impact patient safety should be reported to Open Awards, and where appropriate, the General Pharmaceutical Council.

Feedback and Continuous Improvement

Providers must have procedures in place to review their delivery and assessment plans, and to identify action for continuous improvement. As a minimum, this must include collecting feedback from the following stakeholders:

- Learners
- Employers
- Patients
- Pharmacy professionals

Any feedback that could identify a requirement to amend or review the qualification should be shared with Open Awards to contribute to validity reviews.

Any feedback that identifies an error or a serious concern that could impact patient safety should be reported to Open Awards, and consideration given to whether the concern should be reported to the General Pharmaceutical Council.

Appendix A – General Pharmaceutical Council Initial Education and Training Standards for Pharmacy Support Staff

This document sets out the mapping of the units from the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff to the General Pharmaceutical Council (GPhC) learning outcomes from the Initial Education and Training Standards for Pharmacy Support Staff (2020). Each learning outcome has been mapped to either full units or specific learning outcomes or assessment criteria from the units.

			Principles of Health and Safety in a Pharmacy Setting	Person-centred Care in a Pharmacy Setting	Roles, Responsibilities and Personal Development in Pharmacy Services	Effective Teamwork and Communication in a Pharmacy Setting
1	Does	Act to maintain the interests of individuals and groups, and making patients and their safety their first concern	x	x	x	x
2	Shows how	Recognise what it means to give person-centred care and support in pharmacy settings, including settings where patients are not physically present		x		x
3	Does	Respect diversity and cultural differences, ensuring that person-centred care is not compromised		x		x

		because of personal values and beliefs				
4	Shows how	Listening to and communicate effectively with users of pharmacy services, which could include: - individual patients - carers - others member of the pharmacy or healthcare team - other health and social care staff using a range of techniques to determine their needs		x		x
5	Shows how	Adapt information and communication style to meet the needs of particular audiences and communication channels				x
6	Does	Recognise principles of consent and apply them as appropriate to their role		x		x
7	Does	Act to maintain the confidentiality of individuals using pharmacy services		x		x

8	Shows how	Apply the principles of information governance as required by their role		x		x
9	Knows how	Recognise and raise concerns, even when it is not easy to do so, using appropriate systems		x	x	
10	Knows how	Recognise and raise concerns about safeguarding people, particularly children and vulnerable adults		x		
11	Shows how	Work effectively as part of the pharmacy team and/or the wider health team	x	x	x	x
12	Does	Recognise, apply and work within the relevant legal and regulatory requirements, local processes and standard operating procedures as applicable to their own role	x	x	x	x
13	Does	Recognise and work within the limits of their knowledge and skills, seeking support and referring to others when needed	x	x	x	x
14	Knows	Identify the roles and responsibility of those they work with and	x	x	x	x

		functions of the wider pharmacy and healthcare system				
15	Shows how	Refer issues and/or individuals as appropriate to another member of the pharmacy team, other health and social care staff, organisations or services		x	x	x
16	Does	Apply policies around health and safety relevant to their role, including recognising hazards and acting appropriately to avoid harm to themselves and others	x	x	x	
17	Does	Demonstrate trust and respect for individuals, members of the pharmacy team and health professionals at all times		x		x
18	Does	Apply technical knowledge and skills identified as being required for the safe and effective performance of their role in - the dispensing and suply of medicines and medical devices - advising on their use or - assisting in the provision of pharmacy service.	x		x	

		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.				
19	Knows how	Make use of feedback on performance, local HR processes and reflection, to identify and act on their own learning needs			x	

Appendix B - Mapping of the Pharmacy National Occupational Standards (NOS) to the qualification content

		Unit 5 - Dispensing and supply of medicines and medicinal products	Unit 6 - Managing Pharmaceutical Stock	Unit 7 - Selling Over the Counter Medicinal Products	Unit 8 - Preparation and Manufacturing of Medicines and Pharmaceutical Products
PHARM01	Assist with the provision of a pharmacy service	x		x	
PHARM02	Provide an effective and responsive pharmacy service	x		x	
PHARM03	Respond to pharmaceutical queries and requests for information	x		x	
PHARM04	Provide advice on non-prescribed medicines and products			x	
PHARM07	Receive prescriptions	x			
PHARM08	Confirm prescription validity	x			
PHARM09	Assemble prescribed items	x			
PHARM10	Issue prescribed items	x			

Code	Description				
PHARM12	Order pharmaceutical stock		x		
PHARM13	Receive pharmaceutical stock		x		
PHARM14	Maintain pharmaceutical stock		x		
PHARM15	Supply pharmaceutical stock		x		
PHARM17	Manufacture and assemble medicinal products				x
PHARM19	Prepare aseptic products				x
PHARM20	Prepare documentation and materials for the manufacture and assembly of medicinal products				x
PHARM21	Prepare documentation and materials for the production of aseptic products				x
PHARM23	Check documentation and materials prior to the preparation of aseptic products				x
PHARM25	Supply dressings and appliances	x		x	
PHARM28	Undertake the final accuracy check of dispensed medicines and products	x			
PHARM29	Retrieve and reconcile information about an individual's medicines			x	

PHARM31	Confirm the suitability of an individual's medicines for use and ensure sufficient supply			x	
PHARM32	Assist in the issuing of prescribed items	x	x		
PHARM33	Order medicines and products for individuals		x		

Appendix C - Mapping of the Level 2 Pharmacy Services Assistant apprenticeship standard to the qualification content

		Unit 1- Principles of Health and Safety in a Pharmacy Setting	Unit 2 - Person-centred Care in a Pharmacy Setting	Unit 3 - Roles, Responsibilities and Personal Development in Pharmacy Services	Unit 4 - Effective Teamwork and Communication in a Pharmacy Setting	Unit 5 - Dispensing and supply of medicines and medicinal products	Unit 6 - Managing Pharmaceutical Stock
Dispensing and supply of medicines and medicinal products (Know/Understand)	dispensing procedures, and practices					x	
	the different types of prescriptions					x	
	how to complete pharmacy calculations, eg the number of tablets or volume of liquid to be supplied.					x	

	different weights and measures eg grams, kilograms, millilitres to litres					x	
	doses and forms of medicines					x	x
	issues that may affect how medicines are taken					x	
	the documentation relating to administration, supply and methods of medicines distribution support					x	x
	the management of					x	x

	medicines and the supply chain						
Dispensing and supply of medicines and medicinal products (Be able to)	receive and log prescriptions	x		x		x	
	assemble prescribed items, undertake an in-process accuracy check and issue prescribed items	x		x		x	
	work according to legislative requirements, and organisational policies	x		x		x	x
	order, receive, maintain and issue pharmaceutical stock	x		x			x

	provide appropriate advice when authorised on supplied medicines and products, their storage and disposal	x		x		x	x
Team work (Know-Understand)	the roles and responsibilities of the pharmacy and healthcare team	x	x	x	x		
	how to follow standards and codes of conduct, as well as work within the limitations of your role			x			
	the requirements and rationale behind			x			

	Standard Operating Procedures (SOPs)						
	how to work in the patients' best interest, with other people, both inside and external to the organisation		x	x	x		
	where to go for help and advice about anything to do with work			x			
	the importance of personal development and how to reflect on your work						
Team work (Be able to)	work within the parameters of Standard		x	x			

	Operating Procedures (SOPs) of the pharmacy					
	act in accordance with systems and organisational governance			x	x	
	recognise and act within the pharmacy regulatory, legal and ethical standards	x	x	x	x	
	support the team in the development of others			x		
	maintain and further develop your own skills and knowledge through			x		

	development activities; maintain evidence of your personal development and actively prepare for and participate in appraisal							
Communication, pharmacy law and ethics (know/understand)	why it is important to communicate effectively at work; how to communicate with individuals who have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communication				x			

	legislation, policies and local ways of working and handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure	x		x	x		
	application of relevant systems used in Pharmacy Practice and the restrictions and values			x	x		

	around the use of social media						
communication, pharmacy law and ethics (be able to)	communicate effectively with the public, carers and other health and social care professionals using a range of techniques to determine their needs, and keep information confidential				x		
	handle information (record, report and store information) related to individuals and/or patients in line with local				x		

	and national policies						
	use pharmacy IT systems and other IT resources according to legislative requirements and organisational policies				x		
Person centred care (know/understand)	what it means to give 'person centred care and support' and give people choices about their care		x				
	why it is important to gain consent		x		x		
	why it is important to get people actively		x				

	involved in their own health and care					
	the importance of treating people as valuable and unique individuals	x				
	how to promote healthy lifestyles, such as the importance of healthy eating, regular exercise and reducing health risks such as alcohol consumption and smoking.	x				
	how health inequalities affect different parts of society	x				

	the other organisations which can support the wellbeing of a patient		x			
Person centred care (Be able to)	demonstrate person centred care and support within a pharmacy setting		x			
	make pharmacy patients and patient safety your first concern	x	x			
	use judgement and refer service user as appropriate to another member of the team, GP, healthcare worker,	x	x			

	manufacturer etc					
	maintain the interests of patients and the health of the public	x	x			
	promote and advocate equality, diversity and inclusion		x			
	promote healthy lifestyles to customers		x			
Health and safety in the workplace (know/understand)	how to identify risks and hazards in a workplace environment	x				
	what appropriate action should be taken in	x				

health and safety in the workplace (be able to)							
	response to incidents or emergencies following local guidelines						
	work safely within the parameters of your role using Standard Operating Procedures	x		x	x		
health and safety in the workplace (be able to)	apply policies which relate to health and safety at work	x			x		
	act appropriately in situations to prevent harm to yourself and others	x	x	x			

Appendix D – Example Learner / Stakeholder Agreement

Open Awards Level 2 Diploma in Principles and Practice for Pharmacy Support Staff (RQF)

This is an agreement between the tutor(s), trainee and employer.

N.B. This document has been provided as an example template and should be amended to meet the specific requirements of the individual trainee, employer and training provider. GPhC's Standards for the Initial Education and Training of Pharmacy Support Staff should be reviewed to ensure that all requirements are met, and roles and responsibilities are clearly defined.

Trainee name	
Employer name and contact	
Training provider name and contact	
Start date	
Planned end date	

1. **Stakeholder commitment**

Trainee	Training Provider	Employer
Comply with policies and procedures	Provide induction and training on policies and procedures. Comply with policies and procedures.	Provide feedback on compliance with policies and procedures in the workplace. Comply with policies and procedures.
Interact regularly with workplace colleagues	Provide support for academic and general welfare needs	Provide access to and opportunity to work with: • Pharmacy professionals • Multi-disciplinary teams

		• Other healthcare professionals
		• Peers (i.e. other trainees or workplace colleagues)
Respond positively to feedback and actions for improvement	Provide feedback on progress and professional development	Provide feedback on progress and professional development
Meet deadlines for assignments	Provide clear deadlines for assignments and support to meet these	Provide support to meet deadlines for assignments
Have an understanding of Embed GPhC Standards for the Initial Education and Training of Pharmacy Support Staff and reflect on own performance against these	Embed GPhC Standards for the Initial Education and Training of Pharmacy Support Staff into course delivery and assessment plan	Have an understanding of Embed GPhC Standards for the Initial Education and Training of Pharmacy Support Staff and give trainee opportunity to meet these
Discuss and resolve any concerns at an early stage	Discuss and resolve any concerns at an early stage	Discuss and resolve any concerns at an early stage
Dedicate time to study and reflect on learning	Provide guidance on time management, and the use of reflective practice	Support the dedication of time to study and reflect on learning
Positive and proactively seek answers, adhering to boundaries related to the stage of learning to make sure patient safety is maintained	Encourage a proactive approach to seeking answers and solving problems, with clearly defined boundaries related to the stage of learning to make sure patient safety is maintained	Encourage a proactive approach to seeking answers and solving problems, with clearly defined boundaries related to the stage of learning to make sure patient safety is maintained
Work to an agreed training plan	Provide a training plan	Support the timelines and deadlines outlined in the training plan
	Provide career advice about professional	Provide supervision in the workplace

	development and work pathways	

2. **Responsibilities**

Course providers must provide:

- robust systems in place to support trainees in both the training environment and the learning environment

- a clear description of who is responsible for each part of the process in those systems

- opportunity for trainees to interact regularly with their workplace colleagues, including their designated educational supervisor as well as peers;

- trainee access to support for their academic and general welfare needs

- trainee access to career advice about their professional development and work pathways.

- opportunity for trainees to work with a range of professional role models including other members of the pharmacy team and other healthcare professionals. This may also include pharmacy professionals who do not work in the same pharmacy team, such as course provider pharmacy technicians

- opportunity for trainees to have access to peers, such as other trainees or workplace colleagues, for support and guidance

- opportunity for trainees to work with other health or care professionals and trainees during their training. This may include relationships with other local health or care professionals in local GP practices or clinics, various wards in hospitals or district nurses. Trainees may work for a period of time in another setting or regularly working and communicating with other health or care professionals at a distance

(Tick to confirm who is taking responsibility for each aspect of delivery and supervision)

	Training Provider	Employer	Comments
Provide advice and guidance			
Register trainee with the awarding body			
Complete induction on policies and procedures			
Ensure all practice is appropriate supervised			
Confirming work tasks			
Confirming assignment deadlines and briefs			
Carry out regular progress reviews against delivery and assessment plan			
Carry out formal progress reviews during and at the end of training			
Escalate concerns that cannot be resolved, or if the problem is outside the scope of the learning relationship			

Agreed process for raising concerns

(including how to raise a concern, how concerns will be dealt with and timescales)

Learner Comments

Training Provider Comments

Employer Comments

	Name	Signature	Date
Trainee			
Training Provider			
Employer			

Appendices and Links

The following documents can be viewed on the Open Awards website:

1. Provider Handbook
2. Enquiries and Appeals Policy and Procedures
3. Complaints Policy
4. Equality and Diversity Policy
5. Invoicing Policy
6. Privacy Policy
7. Reasonable Adjustments and Special Considerations Policy and Procedures

Additional supporting documents can be viewed in the Open Awards Portal.

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Open Awards

17 De Havilland Drive,
Estuary Commerce Park
Speke
Liverpool
L24 8N
0151 494 2072
enquiries@openawards.org.uk
www.openawards.org.uk
@openawards