Level 3 NVQ Diploma in Pharmacy Service Skills (5355-03)

Qualification handbook for centres

500/9576/6

www.cityandguilds.com
August 2017
Version 3.2

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Date and version No.	Change detail	Section
September 2012 Version 2.0	Unit 006 • Amended typing error on Learning Outcomes introduction from 'five' to 'four'. • Deleted Assessment Criteria 2 (explain current ethical and legal requirements that affect prescriptions, including those relating to clinical trials in Learning Outcome 3 to match RITS). • Deleted range b 'Current ethical and legal requirements' from in relation to deleted LO above.	Units
May 2013 Version 3.0	Changed unit numbers to bring in line with Walled Garden	Units
August 2013 Version 3.1	Corrected spelling errors and fixed bookmarks	
August 2017 Version 3.2	Adding GLH and TQT details Removing QCF	Introduction to the qualification Throughout

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification

Qualification title and level	Level 3 NVQ Diploma in Pharmacy Service Skills
GLH	344
TQT	750
City & Guilds qualification number	5355-03
Qualification accreditation number	500/9576/6
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

This qualification has been designed for those working in a pharmacy setting, either in the community or in a hospital. The qualification meets the needs of the pharmacy sector and related sector regulators and the requirements for endorsement of Skills for Health as the relevant Sector Skills Council for use in England, Wales and Northern Ireland. The qualification is based upon newly developed National Occupational Standards for Pharmacy. To achieve the qualification, candidates must complete fourteen mandatory units. Candidates must also complete a minimum of three optional units from a choice of thirteen.

1.1 Qualification structure

To achieve the **Level 3 NVQ Diploma in Pharmacy Services Skills (5355-03)**, learners must achieve **68** credits from the mandatory units and a minimum of **7** credits from a minimum of 3 of the optional units available, for a minimum of **75** credits.

The table below shows the unit titles and the credit value of each unit.

Unit accreditation number	City & Guilds unit number	Unit Title	Mandatory/ optional for full qualification	Credits
L/601/3461	301	Provide an effective and responsive pharmacy service	Mandatory	4
Y/601/3463	302	Process pharmaceutical queries	Mandatory	5
R/600/9413	202	Ensure your own actions reduce risks to health and safety	Mandatory	2
H/601/3465	304	Reflect on and develop your practice	Mandatory	4
T/601/3468	305	Receive prescription from individuals	Mandatory	3
M/601/3470	306	Confirm prescription validity	Mandatory	14
A6013472	307	Assemble prescribed Items	Mandatory	5
L/601/3475	308	Issue prescribed Items	Mandatory	10
A/600/9373	309	Prepare extemporaneous medicines for individual use	Mandatory	4
F/600/9374	310	Order pharmaceutical stock	Mandatory	3
M/600/9385	311	Receive pharmaceutical stock	Mandatory	3
T/600/9386	312	Maintain pharmaceutical stock	Mandatory	3

Unit accreditation number	City & Guilds unit number	Unit Title	Mandatory/ optional for full qualification	Credits
A/600/9387	313	Issue pharmaceutical stock	Mandatory	4
Y/600/9395	314	Undertake an in-process accuracy check of assembled prescribed items, prior to the final accuracy check	Mandatory	4
M/600/9368	315	Provide advice on symptoms and actions and uses of medicines	Optional	7
M/600/9371	204	Assist in the sale of medicines and products	Optional	8
R/601/3476	317	Manufacture and assembly of medicinal products	Optional	13
D/601/3478	318	Prepare aseptic products and carry out in-process checking	Optional	12
D/601/3481	319	Prepare documentation, materials and other items for manufacture and assembly of medicinal products	Optional	12
H/601/3448	213	Prepare documentation materials, components and other items for the preparation of aseptic products	Optional	6
A/601/3486	321	Check documentation, starting materials, components for the production of aseptic products	Optional	4
F/600/9388	322	Provide an effective service in a setting outside the pharmacy	Optional	2
A/600/9390	323	Assist in the supply of pharmaceutical appliances	Optional	2
J/600/9392	324	Process prescriptions for payment	Optional	5
M/600/9399	325	Prepare to conduct a review of an individual's medicines	Optional	5
M/600/9726	326	Enable learning through demonstrations and instructions	Optional	3
L/601/3430	203	Contribute to the effectiveness of teams	Optional	3
H/600/9397	428	Undertake the final accuracy check of dispensed medicines and products	Additional	12
T/601/3499	429	Take a medication history from an individual	Additional	12
D/601/3500	330	Determine the suitability of an individual's own medicine for use	Additional	5

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 NVQ Diploma in Pharmacy Service Skills (5355-03)	344	750

1.2 Opportunities for progression

This qualification will form part of the requirements for registration as a pharmacy technician. Candidates will be able to register once they also complete the City & Guilds Level 3 Diploma in Pharmaceutical Science.

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Recording forms	**www.cityandguilds.com**

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the City & Guild Level 3 NVQ in Pharmacy Services (7355) will receive automatic approval to offer the City & Guilds Level 3 NVQ Diploma in Pharmacy Service Skills.

Existing centres wishing to offer this qualification must use the standard Qualification Approval Process.

2.1 Resource requirements

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience which is clearly demonstrable through continuing learning and development

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

Assessors must:

- be a registered and practising Pharmacist or a practising Pharmacy Technician who is competent in the area of practice to which the NOS units being assessed apply
- other than in Northern Ireland, pharmacy technicians must be registered or eligible to register with the Pharmacy regulator. Within Great Britain, unregistered Pharmacy Technicians who are eligible to register can only act as assessors during the transitional registration period
- hold or be working towards the appropriate Assessor qualification as identified by the qualifications regulators. Assessors holding older 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.

Internal Verifiers must:

- be a registered and practising Pharmacist or a practising Pharmacy Technician
- other than in Northern Ireland, pharmacy technicians must be registered or eligible to register with the Pharmacy regulator. Within Great Britain, unregistered Pharmacy Technicians who are eligible to register can only act as verifiers during the transitional registration period
- It is crucial that internal verifiers 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

- have a working knowledge of pharmacy and/or GP dispensing settings, the regulation, legislation and codes of practice for the service (where applicable), and the requirements of national standards at the time any assessment is taking place
- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal verification roles as defined by the relevant national occupational standard
- hold or be working towards the appropriate Internal Verifier qualifications as identified by the qualifications regulators. Internal verifiers holding older qualifications must be able to demonstrate that they are assessing to current standards.
- have undertaken the appropriate assessor qualification identified by the regulator and practised as an assessor prior to undertaking the IV role.

It is recognised that internal verifiers are expected to verify the assessment process and not reassess the evidence provided.

Expert Witnesses

The use of expert witnesses 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 candidate in meeting the NOS identified in any given unit. This evidence must directly relate to candidate's performance in the work place which has been seen by the expert witness.

The expert witness must be either:

- a registered and practising Pharmacist or a practising Pharmacy Technician who is competent in the area of practice to which the NOS unit being assessed apply;
- other than in Northern Ireland, be registered or eligible to register with the Pharmacy regulator. Within Great Britain, unregistered Pharmacy Technicians who are eligible to register can only act as expert witnesses during the transitional registration period.

The expert witness must have:

- a working knowledge of NOS unit for the competences on which their expertise is based
- credible experience which is clearly demonstrable through continuing learning and development.

All expert witnesses must be inducted by the centre so that they are familiar with the standards for those units for which they are to provide expert witness evidence.

They must also understand the centre's recording requirements and will need guidance on the skills required to provide evidence for the NOS.

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 evidence.

Direct observations can only be undertaken by assessors and expert

Co-ordinating Assessors 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 assessment for the whole qualification.

Where more than one assessor is involved in a unit, there must be 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 verifiers to ensure standardised practice and judgments within the assessment process

External verifiers

External verifiers must:

- be a registered and practising Pharmacist or a practising Pharmacy Technician
- other than in Northern Ireland, be registered or eligible to register with the Pharmacy regulator. Within Great Britain, unregistered Pharmacy Technicians who are eligible to register with the Pharmacy regulator can only act as external verifiers during the transitional registration period.
- have working knowledge of pharmacy and/or GP dispensing settings, the regulation, legislation and codes of practice for the service (where applicable), and the requirements of national standards at the time any assessment is taking place
- hold, or be working towards, the appropriate external verifier qualification as identified by the qualifications regulators. External verifiers holding older qualifications must be able to demonstrate that they are assessing to current standards
- External verifiers who are not yet qualified against the appropriate competences but have the necessary occupational competence and experience, can be supported by a qualified external verifier who does not necessarily have the occupational expertise or experience.
- have credible experience which is clearly demonstrable through continuing learning and development.

Assessment Centres

Assessment centres will be responsible for maintaining up-to-date information on assessors, internal verifiers and expert witnesses and for ensuring the currency of the competence of internal verifiers and all those involved in the assessment process.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessment:

- a portfolio of evidence for **each** unit**.**

Evidence of candidates' performance will be drawn primarily from work activities that take place under normal working conditions in a normal work environment. Evidence of performance is expected in all Units of the qualification.

There is one main evidence requirement:

1. Direct observation of practice by:

- a qualified assessor or
- an expert witness

Other assessment methods may include:

- simulation (see below)
- direct questioning and assignments
- assessment of products
- APEL and APL
- Candidate's reflective accounts and personal statements
- Evidence by a witness testimony
- Professional Discussion

Direct Observation

Evidence should be gathered wherever possible from naturally occurring evidence collected in the work place. Knowledge to support performance should be based on practice evidence and reflection.

Direct observation by the assessor and /or expert witness evidence is to be an evidence requirement for every unit.

Where expert witness evidence has been used solely to evidence candidate performance in a unit the assessor must carry out a professional discussion to ensure the assessors final assessment decision is robust.

Witness Testimony

The use of witnesses is encouraged as a contribution to the provision of performance evidence presented for assessment. Witnesses are an important source of performance evidence in the workplace.

Witness Testimony is a statement or comment by someone who was present while the candidate was carrying out an activity (e.g. a colleague who does not have the necessary occupational competence to be classed as an expert witness).

Evidence from witnesses must meet the tests of validity, reliability and authenticity.

The requirements of expert witnesses are distinct and set out in 2.3.3

Professional discussion
It is a requirement that professional discussion, of which a record has been made, between the assessor and the candidate must take place when direct observation by an assessor is not possible.

Professional Discussion is a discussion which is planned and led by the assessor and must be recorded in such a way as to create an audit trail. It is not a question and answer session, but more of a chance for wider ranging discussions reflecting and evaluating on areas decided during the planning process.
Professional discussion provides a holistic approach to assessing knowledge and understanding and is useful in determining not only what and how a candidate is performing, but also their analytical and decision-making abilities.

Simulations
The use of simulation is normally only permitted in the following NOS units but must not be the sole source of performance evidence in that particular unit:

- Pharm 11-Prepare extemporaneous medicines for individuals use
- Pharm 15- Assist in the issuing of pharmaceutical stock
- HSS1- Make sure your own actions reduces risks to health and safety.

The use of simulations in other units is only permitted in circumstances specified within unit guidance and should only be undertaken in the minority of cases i.e.: where performance is critical and:

- where events either never or infrequently occur and yet a high degree of confidence is needed that the candidate would act appropriately for example:
  (i) where there is a high risk of harm or abuse to the individuals, key people in their lives and others
  (ii) where events such as medical emergencies (such as cardiac arrest) occur and competence is vital to ensure best practice and results
  (iii) where cash is being handled when this does not happen routinely in the workplace or
- where events happen frequently but where there is risk of harm to the candidate or service user in a real situation, for example, dealing with aggressive or abusive situations (although evidence from direct observation should be used where possible).

- Where simulations are used they must replicate working activities in realistic (but not necessarily actual) workplace environments and this must be agreed with the External Verifier beforehand.

Knowledge
The Pharmacy Services NOS describe the knowledge and understanding required to support competent performance on the workplace. The awarding bodies through their external verification arrangements are responsible for ensuring that all centres make provision for candidates to successfully cover the knowledge requirements. It is expected that when a centre applies to an awarding body to offer a qualification they will identify how the knowledge will be delivered and assessed, so that the external verifiers can ensure the knowledge is adequately covered.

4.2 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.
Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

5 Units

Availability of units

The units for this qualification follow:

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 301 Provide an effective and responsive pharmacy service

Level: 3
Credit value: 4

Unit aim
The aim of this unit is to enable candidates to provide an effective and responsive pharmacy service by identifying and responding to individuals' needs.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will be able to:
1. Identify individuals' needs
2. Identify and agree options
3. Resolve individuals' issues and concerns
4. Resolve potential conflict
5. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
6. Operate within the limitations of the job role

Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Provide an effective and responsive pharmacy service' Pharm 02.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of examples from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: 1, 2, 3, 4, 5 and 6

Unit 301 Provide an effective and responsive pharmacy service

Outcome 1 Identify individuals' needs

Assessment Criteria

The learner can:

1. deal with **individuals** promptly, politely and professionally
2. gather and interpret information from **individuals** about **issues or concerns**
3. ask **appropriate questions** to check your understanding of the **issues or concerns**
4. use knowledge of relevant products and services, for which information and/or advice is required.

Range

a. **Individuals:** could include; someone from another department or team, patients, patients' representatives, other healthcare staff

b. **Issues or concerns:** could include; the need for information and advice, changing requirements, complaints about services, complaints about products

c. **Appropriate questions:** could include; open questions, probing questions, closed questions

Unit 301 Provide an effective and responsive pharmacy service

Outcome 2 Identify and agree options

Assessment Criteria

The learner can:

1. identify **options** available to resolve services **issues or concerns**
2. identify the advantages and the disadvantages of each option for the **individuals** and the organisation
3. select the best option for the individual and the organisation.

Range

a. **Options:** could include; suggest an alternative product or service, suggest the service is provided at a different time, refer the individual to a colleague or manager

b. **Issues or concerns:** could include; the need for information and advice, changing requirements, complaints about services, complaints about products

c. **Individuals:** could include; someone from another department or team, patients, patients' representatives, other healthcare staff

Unit 301 Provide an effective and responsive pharmacy service

Outcome 3 Resolve individuals' issues and concerns

Assessment Criteria

The learner can:

1. suggest to the **individuals** ways in which **issues and concerns** may be resolved if you are unable to help
2. agree the proposed **option** for resolving the issues or concerns with the individuals
3. keep individuals fully informed of the process to resolve their **issues or concerns**
4. check with individuals to ensure that **issues or concerns** have been resolved to their satisfaction.

Range

a. **Options:** could include; suggest an alternative product or service, suggest the service is provided at a different time, refer the individual to a colleague or manager

b. **Issues or concerns:** could include; the need for information and advice, changing requirements, complaints about services, complaints about products

c. **Individuals:** could include; someone from another department or team, patients, patients' representatives, other healthcare staff

Unit 301 Provide an effective and responsive pharmacy service

Outcome 4 Resolve potential conflict

Assessment Criteria

The learner can:

1. work independently and with others to identify issues with systems and procedures in order to **minimise potential conflict**
2. explain to individuals when issues or concerns cannot be resolved
3. refer the issues or concerns to the **relevant person** when resolving it is beyond the limit of your responsibility
4. show empathy to the individual
5. manage conflict and/or angry individuals.

Range

a. **Minimise potential conflict:** could include; suggesting an alternative product/service, suggest the service is provided at a different time, refer the individual to a colleague or manager

b. **Relevant person:** could include; a colleague, supervisor, senior pharmacy technician, manager

Unit 301 Provide an effective and responsive pharmacy service

Outcome 5 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. understand the **basics of current legislation and regulations** that affect the delivery of products and services to the individuals
2. apply current legislation to their job role and responsibilities
3. apply knowledge of industry, organisational, professional codes of practice and ethical standards within their job roles to the delivery of products and services to the individuals
4. apply knowledge of **standard operating procedures (SOPs)** adhering to them at all times.

Range

a. **Basics of current legislation:** could include; regulations and practice of industry, organisation, professional and ethical standards. Health and Social, data protection e.g. Equal Opportunities, Disability Discrimination Act, trade description act, freedom of information act, consumer protection act

b. **Standard operating procedures (SOPs)**: could include, protocols, regulations and practice of industry, organisation, professional and ethical standards, patient confidentiality

Unit 301 Provide an effective and responsive pharmacy service

Outcome 6 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. demonstrate how to work within the **limits** of their own competence and authority
2. explain limitations when delivering products and services to individuals
3. identify where to get assistance from if they cannot provide information or advice to individuals
4. identity different **sources of information or advice** to individuals that can be accessed by the Pharmacist.

Range

a. **Limits:** could include; organisational policies

b. **Sources of Information or advice**: could include: polices and standard operating procedures, Patient Medication Records, product information, over the counter advice, minor aliments advice, complex storage information, information on prescription only medicines, interactions, etc

Unit 302 Process pharmaceutical queries

Level: **3**
Credit value: **5**

Unit aim
This unit will provide candidates with the knowledge and skills which will enable them to provide pharmaceutical information and advice. The aim of the unit is to highlight the importance of keeping clear and accurate documentation, while maintaining confidentiality. It also deals with how queries should be redirected to an appropriate person.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Obtain and record all details relevant to the enquiry
2. Compile and evaluate a response
3. Respond in a way which meets the enquirers' needs
4. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
5. Operate within the limitations of the job role

Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Process pharmaceutical queries' Pharm 03.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment and grading
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of examples from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2, 3, 4 and 5**

Unit 302 Process pharmaceutical queries

Outcome 1 Obtain and record all details relevant to the enquiry

Assessment Criteria

The learner can:

1. establish the identity of the **enquirer**
2. identify what information is required
3. explain why the information is needed
4. record the receipt of the request accurately and clearly in accordance with Standard Operating Procedures (SOPs)
5. treat the **enquirer** in a courteous manner and in a way that is sensitive to their needs
6. check the **enquirer's** understanding and repeat **critical information**
7. agree a timescale and **format** for the response.

Range

a. **Enquirer:** could include; a member of the pharmacy team, other health service professionals, a member of the public, a patient, a patients representative

b. **Critical information:** could include; orally or in writing, information about their medicines, information about their condition, information that can affect the decision made by the pharmacist, information that is already known

c. **Format:** could include; written, oral, electronic

Unit 302 Process pharmaceutical queries

Outcome 2 Compile and evaluate a response

Assessment Criteria

The learner can:

1. identify the relevant **source** of information and document clearly
2. seek approval to access information when necessary
3. access relevant information and evaluate to confirm it meets the needs of the **enquirer**
4. prepare a response in a structured **format** that meets the needs of the **enquirer**
5. confirm the response is relevant to the needs of the enquirer with an **appropriate person**.

Range

a. **Source:** could include; BNF, other pharmaceutical publications (e.g. Martindate, Cytotoxic Handbook, BNF for Children, MIMs, Summary of Product Characteristics (SPCs), Drug Tariff, Medicines, Ethics and Practice guide), local formulary, electronic sources, consumer information e.g. patient information leaflet, health promotion leaflet, Pharmaceutical company / manufacturer

b. **Appropriate person:** could include; pharmacist, prescriber, other healthcare professional, senior colleague, pharmacy technician

c. **Format:** could include; written, oral, electronic

d. **Enquirer:** could include; a member of the pharmacy team, other health service professionals, a member of the public, a patient, a patients representative

Unit 302 Process pharmaceutical queries

Outcome 3 Respond in a way which meets the enquirers' needs

Assessment Criteria

The learner can:

1. ensure that the information and/or advice offered is accurate and relevant with an **appropriate person**
2. respond to the **enquirer** within the agreed timescale or give them an update on the progress made
3. confirm with the **enquirer** that the response has met their needs
4. complete all relevant documentation storing appropriately.

Range

a. **Appropriate person:** could include pharmacist, prescriber, other healthcare professional, senior colleague, pharmacy technician

b. **Enquirer:** could include a member of the pharmacy team, other health service professionals, a member of the public, a patient, a patients representative

Unit 302 Process pharmaceutical queries

Outcome 4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. understand the **basics of current legislation** and regulations that affect the delivery of products and services to the individuals
2. use knowledge of industry, organisational, professional codes of practice, ethical standards and **standard operating procedures (SOPs)** within their job roles to the delivery service to the individual.

Range

a. **Basics of current legislation:** could include**: regulations** and practice of industry, organisation, professional and ethical standards. Health and Social, data protection e.g. Equal Opportunities, Disability Discrimination Act, Trade description act, freedom of information act, consumer protection act

b. **Standard operating procedures (SOPs)**: could include, protocols, regulations and practice of industry, organisation, professional and ethical standards, patient confidentiality

Unit 302 Process pharmaceutical queries

Outcome 5 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. demonstrate how to work within the limits of their own competence and authority
2. explain limitations when delivering the service to **individuals**
3. identify where to get **assistance** from if they cannot if unable to provide information or advice to individuals.

Range

a. **Individuals**: could include; a member of the pharmacy team, other health service professionals, a member of the pubic, a patient, a patient's representative

b. **Assistance** from appropriate person: could include; pharmacist, prescriber, other healthcare professional, senior colleague, pharmacy technician.

Unit 202 Ensure your own actions reduce risks to health and safety

Level: 2
Credit value: 2

Unit aim
This unit is about health and safety in your day to day work. This includes identifying and dealing with risks and hazards in your workplace.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will be able to:
1. Identify the hazards in the workplace
2. Act upon hazards in the workplace
3. Reduce the risks to health and safety in their workplace

Guided learning hours
It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the NOS HSS1.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will be accepted for this unit and the following learning outcomes: **1, 2 and 3**

Unit 202 Ensure your own actions reduce risks to health and safety

Outcome 1 Identify the hazards in the workplace

Assessment Criteria

The learner can:

1. identify which workplace procedures are relevant to your job
2. identify those working practices in your job which could harm you or others
3. identify those aspects of your **workplace** which could harm you or others
4. outline any differences between workplace legislation and suppliers or manufacturer's instructions.

Range

a. **Workplace:** could be your pharmacy or area of work

b. **Workplace legislation** could include; SOPs, machinery operating instructions, use of materials, medicines and raw materials, finished products, packaging etc

Unit 202 Ensure your own actions reduce risks to health and safety

Outcome 2 Act upon hazards in the workplace

Assessment Criteria

The learner can:

1. report hazards to the identified **responsible person**
2. demonstrate the ability to deal with **hazards** in the **workplace**.

Range

a. **Responsible person**: could be your manager, section leader or the health and safety person in your workplace

b. **Hazards**: could include; spills, trips, breakages, obstructions, faulty equipment or machinery, environmental factors, incorrect storage of medicines or raw materials

c. **Workplace**: could be your pharmacy or area of work

Unit 202 Ensure your own actions reduce risks to health and safety

Outcome 3 Reduce the risks to health and safety in their workplace

Assessment Criteria

The learner can:

1. carry out your work in accordance with **workplace legislation** or manufacturer's instructions
2. behave in a way that does not endanger the health and safety of yourself, others and materials in your **workplace**
3. contribute to health and safety improvements within your workplace
4. follow guidelines for environmentally friendly **working practices**
5. ensure personal presentation protects the health and safety of you or others in line with instructions.

Range

a. **Workplace legislation:** could include; Standard Operating Procedures (SOPs), health and safety legislation, protocols and policies, machinery operating instructions, use of materials, medicines and raw materials, finished products

b. **Workplace**: could be your pharmacy or area of work

c. **Workplace practices:** could be legislation, policies and SOPs

Unit 304 Reflect on and develop your practice

Level: **3**
Credit value: **4**

Unit aim
This unit introduces candidates with the knowledge and skills required to reflect on, evaluate and improve personal and professional practice.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Identify the competence requirements of the job role
2. Reflect on own performance
3. Implement a plan to improve performance
4. Evaluate the effectiveness of the development plan
5. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Reflect on and develop your practice' HSC33.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- Portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2, 3, 4 and 5**

Unit 304 Reflect on and develop your practice

Outcome 1 Identify the competence requirements of the job role

Assessment Criteria

The learner can:

1. identify what is required for **competent, effective and safe practice**
2. provide active support for individuals and **key people**.

Range

a. **Competent, effective and safe practice:** could include; regulatory standards, standard operating procedures, job competencies, pharmacy legislation, heath, safety and security, code of ethics, training plans, personal development plans

b. **Key people:** could include; family, friends, carers, others with whom the individual has a supportive relationship

Unit 304 Reflect on and develop your practice

Outcome 2 Reflect on own performance

Assessment Criteria

The learner can:

1. regularly review performance in the job role
2. use constructive **feedback** from individuals to develop practice
3. identify **supervision and support required**.

Range

a. **Feedback**: could include; verbally; in written form; electronically; in other forms of communication

b. **Supervision and support:** could include; formal, informal, provided from within your organisation; provided from outside your organisation

Unit 304 Reflect on and develop your practice

Outcome 3 Implement a plan to improve performance

Assessment Criteria

The learner can:

1. identify any actions needed to improve practice
2. prioritise aspects of practice that need to be enhanced
3. prepare SMART objectives using available resources
4. utilise **development opportunities**.

Range

a. **Development opportunities**: could include; training, educational programmes, coaching; personal and professional support

Unit 304 Reflect on and develop your practice

Outcome 4 Evaluate the effectiveness of the development plan

Assessment Criteria

The learner can:

1. reflect on practice following implementation of the plan
2. demonstrate improvement in practice
3. regularly review the impact of the plan on working practice
4. implement identified **development opportunities**.

Range

a. **Development opportunities**: could include; training; educational programmes; coaching; personal and professional support

Unit 304 Reflect on and develop your practice

Outcome 5 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. work in accordance with the **standard operating procedures (SOPs)** at all times
2. demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times
3. keep up to date records of your personal and professional development.

Range

a. **Standard operating procedures (SOPs)**: could include, basics of current legislation, regulations and practice of industry, organisation, professional and ethical standards

b. **Legal, professional and organisational requirements:** could include; current pharmacy legislation, professional and ethical standards, health and social legislation e.g. data protection, confidentiality, equal opportunities

Unit 305 Receive prescriptions from individuals

Level: **3**
Credit value: **3**

Unit aim
This unit introduces candidates to the working in the dispensary reception area of a pharmacy. Candidates will be expected to apply basic legislation and local requirements to the assessment of prescription to ensure they are suitable for dispensing and manage the interaction with individuals effectively. The aim of this unit is to provide the candidate with skills and knowledge needed to effectively receive and process prescriptions that are presented at the pharmacy before they are passed on to the dispensing process.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Ensure that the prescription declaration is complete
2. Complete financial transaction procedures
3. Provide the individual with relevant information
4. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
5. Operate within the limitations of the job role

Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Receive prescriptions from individuals' Pharm 07.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3, 4 and 5**

Unit 305 Receive prescriptions from individuals

Outcome 1 Ensure that the prescription declaration is complete

Assessment Criteria

The learner can:

1. greet the **individual** politely, promptly, maintaining privacy and confidentiality throughout
2. demonstrate how to deal with individuals with **special needs**
3. check that the patient details are clear, correct and complete
4. check that the patient declaration of the prescription has been completed
5. examine evidence of exemption where appropriate
6. state the different types of prescribers including the **types of prescriptions** used
7. check that the prescription is **legally valid**
8. issue a prescription receipt following local Standard Operating Procedures

Range

a. **Special needs**: could include; those who have special educational needs and physical needs, individuals with urgent prescribers, mothers with young children, individuals whose first language is not English

b. **Individual:** could include the patient, their representative or someone involved in their care

c. **Types of prescriptions**: could include paper based, electronic, NHS, private, veterinary, for clinical trials.

d. **Legally valid**: includes: the requirements of all current legislation regarding prescriptions.

Unit 305 Receive prescriptions from individuals

Outcome 2 Complete financial transaction procedures

Assessment Criteria

The learner can:

1. explain exemption and **appropriate prescription charge requirements**
2. complete a **financial transaction procedures**.

Range

a. **Appropriate prescription charge requirements:** could include; different prescription charging frameworks in different countries, multiple charge items, prescription charge prepayment certification, refunds

b. **Financial transaction procedures:** could include; using cash, cheque, credit card to pay prescription charges where appropriate, issue of official receipts, official reclaim forms or prescription receipts (i.e. numbered tickets), prepaid certificates, costing of private prescriptions including VAT

Unit 305 Receive prescriptions from individuals

Outcome 3 Provide the individual with relevant information

Assessment Criteria

The learner can:

1. manage individual's expectations for waiting or collection times
2. discuss potential **product availability problems**
3. discuss alternative delivery services
4. complete any required **dispensary records**
5. forward prescription for validation and dispensing.

Range

a. **Product availability problems**: could include; out of stock , out of stock from suppliers, insufficient quantity, advise where items may be purchased, confirm that item is prescribable according to the drug tariff and/or local formulary

b. **Dispensary records:** could include; paper based, or electronic records

Unit 305 Receive prescriptions from individuals

Outcome 4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. explain **current ethical and legal requirements** that affect prescriptions, including those relating to clinical trials
2. operate in accordance with the **standard operating procedures (SOPs)** at all times
3. access relevant national and local guidelines and policies and procedures.

Range

a. **Current ethical and legal requirements:** could include; current pharmacy legislation, types of prescibers, professional and ethical standards, health and social legislation e.g. data protection, confidentiality, equal opportunities

b. **Standard operating procedures (SOPs)**: could include; regulations and practice of industry, organisation, transactional and administration procedures, clinical trail dispensing procedures

Unit 305 Receive prescriptions from individuals

Outcome 5 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. work within the scope of responsibility and practice
2. understand the limitations of your scope of practice and when to refer to an **appropriate person**.

Range

a. **Appropriate person:** could include; a pharmacist or prescriber

Unit 306 Confirm prescription validity

Level: **3**
Credit value: **14**

Unit aim
This unit introduces candidates to the process of receiving a prescription, assessing if it is appropriate for the patient and meets all legal requirements.

The aim of this unit is to provide the candidate with the technical skills and knowledge to assess the validity of a prescription before it is dispensed.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Confirm prescriptions meet legal requirements
2. Confirm prescribed items are intended for the individual
3. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
4. Operate within the limitations of the job role

Guided learning hours
It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Confirm prescription validity' Pharm 08.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- Portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3 and 4**

Unit 306 Confirm prescription validity

Outcome 1 Confirm prescriptions meet legal requirements

Assessment Criteria

The learner can:

1. check the prescription **details** using appropriate reference sources
2. confirm that the prescriber has used the correct prescription form
3. confirm that the declaration on the prescription has been completed if required
4. confirm that prescription is **valid**
5. confirm that the individual has been given the **relevant information**.

Range

a. **Details**: include; clear and correct, complies with legal requirements, correctly written meeting BNF (British National Formulary), hospital and local formulary requirements

b. **Valid**: includes; legal requirements and legible, accurate and complete, signed and dated by a registered health care professional prescriber, correct prescription form used , special requirements as stated in BNF, not a forgery

c. **Relevant information:** could include; prescription fees, exemptions, waiting and collection times, possible alternative delivery services, availability of medicine/product

Unit 306 Confirm prescription validity

Outcome 2 Confirm prescribed items are intended for the individual

Assessment Criteria

The learner can:

1. interpret prescribing conventions and abbreviations
2. interpret the use of common proprietary and generic names
3. ensure that the correct dosage form **appropriate for the individual** is prescribed
4. ensure that the individual's **special needs** are met
5. understand different strengths, doses and quantities of medicines and why they are used.
6. understand how and when to use different **reference sources**

Range

a. **Appropriate for the individual**: could include; method of administration, form, dosage, time and frequency of administration, interaction with other prescribed and non-prescribed medicines or food, contra-indications

b. **Special needs:** could include; those who have special educational or physical needs, individuals with urgent prescriptions, mothers with young children, individuals whose first language in not English

c. **Reference sources**: could include; organisational policies and protocols, BNF, other pharmaceutical reference books, the Medicines Ethics and Practice Guide, electronic sources, the drug tariff

Unit 306 Confirm prescription validity

Outcome 3 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. apply basic principles of modern medicines management
2. understand how medicines are administered, their use and the effect they have on basic human physiology
3. understand the actions and uses of different drugs
4. complete the required **dispensary records** in accordance with **standard operating procedures (SOPs)**
5. use **patient medication records** to record information.

Range

a. **Dispensary records:** could include paper based or electronic.

b. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards

c. **Patient Medication Records:** includes; a record of the medication that a pharmacy has supplied to a particular patient

Unit 306 Confirm prescription validity

Outcome 4 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. work within the limitations of the job role
2. explain limitations when delivering pharmacy services to individuals
3. identify when to refer to an **appropriate person**.

Range

a. **Appropriate person:** could include; a pharmacist, a prescriber, another health care professional, a more senior colleague, a pharmacy technician

Unit 307 Assemble prescribed items

Level: **3**
Credit value: **5**

Unit aim
This unit introduces candidates to activities to be carried out when assembling prescribed items. It emphasises the need to work accurately and neatly, using the correct equipment within the constraints of the occupational role.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will be able to:
1. Dispense prescribed items
2. Pack and label prescribed items
3. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
4. Operate within the limitations of the job role

Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Assemble prescribed items' Pharm 09.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3 and 4**

Unit 307 Assemble prescribed items

Outcome 1 Dispense prescribed items

Assessment Criteria

The learner can:

1. use **Patient Medication Records**
2. explain different strengths, dose and calculating quantities of medicines
3. generate a correct label including all cautionary and additional labels
4. confirm the **medicine or product**:
   - matches the prescription/requisition including strength and form
   - will remain in date for the course of the treatment
   - is **fit for purpose**
5. take the appropriate action where there are **inconsistencies** with the medicine or product
6. correctly prepare the medicine or product using the correct equipment
7. accurately reconstitute the medicine or product as necessary.

Range

a. **Patient Medication Records**: Record of the medication that a pharmacy has supplied to a particular patient.

b. **Medicine or product:** could include**;** solid forms (tablets, capsules, pessaries, suppositories), liquid forms (oral, topical, injectable), preparations to be taken internally, preparations to be used externally, original packs, reconstitution e.g. antibiotics, cytotoxic drugs

c. **Fit for purpose**: could include; intact, presentable packaging, clean, non-contaminated packaging, within the expiry date

d. **Inconsistencies**: could include; expiry date, insufficient stock, insufficient stock of specific strengths, to-follows, specific brand required

Unit 307 Assemble prescribed items

Outcome 2 Pack and label prescribed items

Assessment Criteria

The learner can:

1. minimise risk by safely handling and storing of hazardous materials
2. label the **medicine or product** correctly, checking it against the prescription/requisition
3. pack the medicine or product in the correct packaging
4. select relevant medicine devices/sundry items as necessary to accompany the medicine or product
5. annotate the prescription/requisition appropriately
6. complete **dispensing records** legibly and accurately
7. forward the prescription and assembled items for checking as identified in the Standard Operating Procedures.

Range

a. **Dispensing records**: could include; paper based or electronic records.

b. **Medicine or product:** could include**;** solid forms (tablets, capsules, pessaries, suppositories), liquid forms (oral, topical, injectable), preparations to be taken internally, preparations to be used externally, original packs, reconstitution e.g. antibiotics, cytotoxic drugs

Unit 307 Assemble prescribed items

Outcome 3 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

a. work in accordance with the **standard operating procedures (SOPs)** at all times
b. comply with **legal, professional and organisational requirements**, guidelines and confidentiality at all times
c. apply knowledge of factors that cause deterioration of stock
d. explain the use of national prescribing conventions.

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards
b. **Legal, professional and organisational requirements:** could include; current pharmacy legislation, professional and ethical standards, health and social legislation eg data protection, confidentiality, equal opportunities

Unit 307 Assemble prescribed items

Outcome 4 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. work within the scope of own responsibility and practice in accordance with standard operating procedures (SOPs) at all times
2. demonstrate an understanding of the limitations of your scope of practice and when to **refer to others**.

Range

a. **Refer to others:** could include; a pharmacist, a prescriber, another health care professional, a more senior colleague, a pharmacy technician

Unit 308 Issue prescribed items

Level: **3**
Credit value: **10**

Unit aim
This unit introduces candidates to the process of issuing prescribed items to an individual.

The aim of this unit is to provide the candidate with the technical skills and knowledge to safely issue a prescription after it is dispensed.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will be able to:
1. Evaluate the individual's needs when issuing prescribed items
2. Issue the prescribed items
3. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
4. Operate within the limitations of the job role

Guided learning hours
It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Issue prescribed items' Pharm 10.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3 and 4**

Unit 308 Issue prescribed items

Outcome 1 Evaluate the individual's needs when issuing prescribed items

Assessment Criteria

The learner can:

1. confirm the individual's identity and that it correctly matches the prescription
2. identify if the individual has previously used the **medication or product**
3. establish if the individual is taking any other medication, either prescribed or non-prescribed
4. identify if the patient has any **special or additional needs.**

Range

a. **Medication or product:** could include**;** tablets and capsules, external liquids, internal liquids, injectables, inhalers and devices, eye/ear preparations, nasal/throat preparations, suppositories and enemas, pessaries and vaginal creams, dressings, topical preparations, patches, sublingual sprays/tablets

b. **Special or additional needs:** could include; those who have special educational or physical needs, individuals with urgent prescriptions, mothers with young children, individuals whose first language in not English

Unit 308 Issue prescribed items

Outcome 2 Issue the prescribed items

Assessment Criteria

The learner can:

1. check that **medicines or products** match the prescription
2. provide all the necessary devices/sundry items and ensure packaging is appropriate
3. provide advice and **appropriate information** to the individual relating to the use of the prescribed medicine or product clearly and accurately
4. provide information in the most **appropriate format** to the individual
5. confirm the individuals understanding of any advice or information given
6. complete all records clearly and accurately.

Range

a. **Medicines or product:** could include, tablets and capsules, external liquids, internal liquids, injectables, inhalers and devices, eye/ear preparations, nasal preparations, suppositories and enemas, pessaries and vaginal creams, dressings, topical preparations, patches, sublingual sprays/tablets

b. **Appropriate information:** could include; storage, repeat supply, expiry date, outstanding balance, dosage and usage, contra-indications, side effects, food/drink interactions, use and maintenance of appliances, other medications

c. **Appropriate format:** could include; written, oral, demonstration, electronic

Unit 308 Issue prescribed items

Outcome 3 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. maintain the individual's confidentiality at all times
2. work in accordance with the **standard operating procedures (SOPs)** at all times
3. comply with **legal, professional and organisational requirements**, guidelines and confidentiality at all times
4. select required information in order to counsel individuals regarding their medication.

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards

b. **Legal, professional and organisational requirements:** could include; current pharmacy legislation, professional and ethical standards, health and social legislation e.g. data protection, confidentiality, equal opportunities

Unit 308 Issue prescribed items

Outcome 4 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. confirm that issuing the prescription is within the limits of own occupational role
2. identify when the individual needs further advice or information
3. **refer** the individual to **an appropriate person** in a polite manner, passing on all the relevant information
4. work within the scope of own responsibility and practice in accordance with Standard Operating Procedures at all times.

Range

a. **Refer**: could include; the individual is confused, there are problems with the prescription, the individual asks to see the pharmacist
b. **Appropriate person:** could include; pharmacist, pharmacy technician, healthcare professional

Unit 309 Prepare extemporaneous medicines for individual use

Level: 3
Credit value: 4

Unit aim
This unit enables the learner to safely and accurately prepare extemporaneous products that are fit for purpose.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will be able to:
1. Follow current legislation when making extemporaneous medicines
2. Prepare to make extemporaneous medicines
3. Make extemporaneous medicines
4. Complete the extemporaneous preparation process

Guided learning hours
It is recommended that 25 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 11.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will be accepted for the following learning outcomes**: 1, 2, 3 and 4**

Unit 309 Prepare extemporaneous medicines for individual use

Outcome 1 Follow current legislation when making extemporaneous medicines

Assessment Criteria

The learner can:

1. follow **current legislation** requirements or **Standard Operating Procedures** (SOPs) when making medicines
2. recognise inconsistencies and **unusual events** when making medicines
3. report inconsistencies unusual events, or near misses to the **appropriate person**

Range

a. **Current legislation:** could include; current pharmacy legislation, current Good Manufacturing Practice, professional and ethical standards that govern the preparation of extemporaneous medicine, including health and safety and control of substances hazardous to health

b. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards

c. **Unusual events:** could include; wastage, errors, spills, differences in resultant preparation size, environmental issues or equipment failure, cross contamination (microbial, cross-chemical, physical/environmental/storage conditions)

d. **Appropriate person:** could include; Pharmacists, Pharmacy Technicians or other healthcare professional

Unit 309 Prepare extemporaneous medicines for individual use

Outcome 2 Prepare to make extemporaneous medicines

Assessment Criteria

The learner can:

1. interpret a request for an **extemporaneous medicine**
2. select the correct formula in respect of the prescription or order using available **reference sources**
3. **collect materials** required for preparation of an **extemporaneous medicine**
4. ensure work area and **equipment** are clean and ready to use.

Range

a. **Extemporaneous medicine** (the making of medicines for a particular individual to an appropriate formula from its component raw materials): could include; topical preparations, oral liquid preparations, dilutions

b. **Reference sources**; could include; British Pharmacopeia, British National Formulary, Martindale's, organisational polices and protocols, electronic sources, summary of product characteristics (SPCs), Safety data sheets, etc

c. **Collect materials**: could include; fit for purpose i.e. intact packaging, clean, non-contaminated packaging, raw materials are of the required pharmaceutical grade, within expiry date

d. **Equipment:** could include; ointment tile, spatulas, glass measures, stirring rods, pestle and mortar, weighing balances

Unit 309 Prepare extemporaneous medicines for individual use

Outcome 3 Make extemporaneous medicines

Assessment Criteria

The learner can:

1. carry out accurate calculations
2. weigh and measure raw materials
3. request checks when required following local procedures
4. **prepare the extemporaneous medicine**
5. pack and label the medicine the learner has prepared.

Range

a. **Prepare the extemporaneous medicine;** could include processes; dilution, suspension, solutions, mixing, incorporation, trituration, reconstitution (reconstitution as itself may not be considered as extemporaneous preparation)

Unit 309 Prepare extemporaneous medicines for individual use

Outcome 4 Complete the extemporaneous preparation process

Assessment Criteria

The learner can:

1. clean and tidy the work area and equipment
2. dispose of **waste materials** safely
3. complete all relevant **documentation** including PMR (Patient Medication Records)
4. explain the purpose of documentation used.

Range

a. **Equipment**: could include; ointment tile, spatulas, glass measures, stirring rods, pestle and mortar, weighing balances

b. **Waste materials:** could include; hazardous waste or general waste

c. **Documentation**: cold include; pre-printed or blank, worksheets, prescriptions and orders

Unit 310 Order Pharmaceutical Stock

Level: **3**
Credit value: **3**

Unit aim
This unit covers stock control requirements, including ordering stock from the correct supplier and dealing with complex orders such as seasonal variations.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will be able to:
1. Accurately order stock
2. Deal with complex orders
3. Process orders
4. Complete the ordering process
5. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
6. Operate within the limitations of the job role

Guided learning hours
It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 12.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2 3, 4, 5 and 6**

Unit 310 Order Pharmaceutical Stock

Outcome 1 Accurately order stock

Assessment Criteria

The learner can:

1. accurately identify **pharmaceutical stock requirements** for items formulations, strength and quantity
2. place an order for identified **stock**
3. confirm order is correct
4. apply knowledge of the difference between branded and generic drugs.

Range

a. **Stock:** could include; routine stock, controlled drugs, special orders (named- patient drugs, clinical trial stock, unlicensed items, non-formulary items) and emergency orders

b. **Pharmaceutical stock requirements:** could include; parameters set by computer ordering system, stock levels, reorder quantities, short- dated stock

Unit 310 Order Pharmaceutical Stock

Outcome 2 Deal with complex orders

Assessment Criteria

The learner can:

1. consider seasonal variations when placing an order
2. take into account any **special order requirements**.

Range

a. **Special order requirements**: could include; named- patient drugs, clinical trial stock, unlicensed items, non-formulary items and emergency/urgent orders

Unit 310 Order Pharmaceutical Stock

Outcome 3 Process orders

Assessment Criteria

The learner can:

1. request checks on orders when required
2. correctly **process orders**
3. demonstrate knowledge of the health and safety requirements related to the ordering of pharmaceutical stock.

Range

a. **Process orders**: could include; telephone orders, electronic orders, paper orders, faxed orders and urgent orders

Unit 310 Order Pharmaceutical Stock

Outcome 4 Complete the ordering process

Assessment Criteria

The learner can:

1. maintain all **documentation**
2. monitor the progress of outstanding orders
3. take appropriate action regarding outstanding orders.

Range

a. **Documentation**: could include; input and retrieval of stock data, paper or electronic, back up IT systems

Unit 310 Order Pharmaceutical Stock

Outcome 5 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. demonstrate working in accordance with the **Standard Operating Procedures** (SOPs) at all times
2. explain the importance of following SOPs, when ordering stock
3. demonstrate compliance with **legal, professional and organisational requirements**, guidelines and confidentiality at all times.

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, local or regional pharmaceutical contracts, sources of suppliers, seasonable variations, and unavailable stock.

b. **Legal, professional and organisational requirements**: could include; current pharmacy legislation, professional and ethical standards that govern the ordering of pharmaceutical stock, including health and safety and processes for drug alerts and company recalls

Unit 310 Order Pharmaceutical Stock

Outcome 6 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. explain the limits of your own authority
2. report any problems to the **appropriate person**.

Range

a. **Appropriate person;** could include; a pharmacist, doctor, pharmacy technician or another healthcare professional

Unit 311 Receive Pharmaceutical Stock

Level: 3
Credit value: 3

Unit aim
This unit enables learners to receive and store pharmaceutical stock. This unit requires learners to show that they understand current legislation and good practice when receiving pharmaceutical stock.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will be able to:
1. Receive stock
2. Correctly store stock
3. Complete the receipt of stock
4. Know about the current legislation and good practice for receipt of stock-
5. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
6. Operate within the limitations of the job role

Guided learning hours
It is recommended that 9 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 13.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2, 3, 4 and 6**

Unit 311 Receive Pharmaceutical Stock

Outcome 1 Receive stock

Assessment Criteria

The learner can:

1. confirm deliveries against delivery notes and the original order
2. apply knowledge of the difference between branded and generic drugs
3. identify any **discrepancies and delivery problems**
4. take **appropriate action** to remedy any discrepancies and delivery problems including drug recalls
5. sign for received order when stock is **fit for purpose**.

Range

a. **Discrepancies and delivery problems**: could include; incorrect items, incorrect drug formulation, incorrect drug strength, incorrect quantity, incorrect pack size, out of date or short dated stock, damaged stock, unavailable stock, wrong delivery address and missing order/parcels

b. **Appropriate action**: could include; reorder stock, remove stock and reporting stock issues to a supervisor

c. **Fit for purpose**: could include; intact, presentable packaging, clean non-contaminated packaging and within expiry date

Unit 311 Receive Pharmaceutical Stock

Outcome 2 Correctly store stock

Assessment Criteria

The learner can:

1. store stock safely in correct **storage location**
2. identify **special storage requirements** for received stock
3. store stock according to stock rotation procedures
4. describe the importance of placing received stock in a **safe storage environment.**

Range

a. **Storage location:** could include; refrigerator, secured area, ventilated area and isolated area

b. **Special storage requirements:** could include; low temperature, room temperature, special orders, clinical trials products

c. **Safe storage environment:** could include; stock stored safely, refrigerators in working order, walkways free from obstacles

Unit 311 Receive Pharmaceutical Stock

Outcome 3 Complete the receipt of stock

Assessment Criteria

The learner can:

1. notify the **appropriate person** of the **change in the availability of stock**
2. complete all relevant **documentation** records accurately
3. process the documentation promptly.

Range

a. **Appropriate person:** could include; the supplier, pharmacist, pharmacy technician, supervisor, prescriber, and other healthcare professional
b. **Change in the availability of stock**: could include; stock not on the original order, is not the complete order, beyond expiry date, has inconsistent batch number of has batch number for which drug alerts, recalls have been issued and stock is damaged or contaminated
c. **Documentation**: could include; input and retrieval of stock data, paper or electronic, back up IT systems

Unit 311 Receive Pharmaceutical Stock

Outcome 4 Know about the current legislation and good practice for receipt of stock-

Assessment Criteria

The learner can:

1. describe the importance of following SOPs related to receiving stock
2. state the different formulations, strengths and forms of medications available
3. discuss the differences between generic and branded medications
4. demonstrate knowledge of local ordering systems including sources and suppliers of stock
5. follow current health and safety legislation in relation to moving and handling received stock
6. demonstrate a working knowledge of local or regional pharmaceutical contracts.

Unit 311 Receive Pharmaceutical Stock

Outcome 5 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. understand current legislation and own responsibilities that apply to the receipt of pharmaceutical stock
2. understand the importance of following **SOPs** related to receiving pharmaceutical stock
3. work in accordance with SOPs related to receiving pharmaceutical stock
4. demonstrate knowledge of the COSHH and health and safety requirements related to receipt of pharmaceutical stock

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, local or regional pharmaceutical contracts, stock rotation, safe storage of stock, sources of suppliers, and unavailable stock.

Unit 311 Receive Pharmaceutical Stock

Outcome 6 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. work within the limits of your own authority
2. know when to refer to an **appropriate person**.

Range

a. **Appropriate person;** could include; a pharmacist, doctor, pharmacy technician or another healthcare professional

Unit 312 Maintain pharmaceutical stock

Level: **3**
Credit value: **3**

Unit aim
This unit enables learners to understand how to maintain pharmaceutical stock and storage areas. Learners will need to show that they can accurately carry out stock checks.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Maintain a safe storage environment
2. Carry out stock checks
3. Deal with stock related problems
4. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
5. Operate within the limitations of the job role

Guided learning hours
It is recommended that **4** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 14.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2, 3, 4 and 5**

Unit 312 Maintain pharmaceutical stock

Outcome 1 Maintain a safe storage environment

Assessment Criteria

The learner can:

1. carry out checks of **storage conditions** ensuring they are fit for purpose
2. take the **appropriate action** in respect of problems with storage conditions.

Range

a. **Storage conditions**: could include; general areas, secure areas, isolated areas, low temperature areas and ventilated areas

b. **Appropriate action:** could include; replacement of stock, safe disposal of stock, completion of appropriate documentation and communication of relevant information

Unit 312 Maintain pharmaceutical stock

Outcome 2 Carry out stock checks

Assessment Criteria

The learner can:

1. carry out stock checks ensuring stock is **fit for purpose**
2. rotate stock to reduce wastage
3. check stock is available in sufficient formulations and quantity including **special orders**
4. **reconcile details** of stock checks as required
5. describe the difference between branded and generic drugs.

Range

a. **Fit for purpose**: could include; within expiry date, intact packaging and clean, non contaminated packaging

b. **Special orders**: could include; named- patient drugs, clinical trial stock, unlicensed items, non-formulary items and emergency/urgent orders

c. **Reconcile details**: could include; input and retrieval of stock data, paper or electronic, back up IT systems

Unit 312 Maintain pharmaceutical stock

Outcome 3 Deal with stock related problems

Assessment Criteria

The learner can:

1. take the **appropriate action** in respect of expired and damaged stock
2. take the **appropriate action** in respect of over-stock
3. promptly deal with any recalls or drug alerts following agreed guidelines
4. describe the importance of maintaining a safe storage environment
5. describe your responsibilities in relation to **current legislation** and the maintenance of stock.

Range

a. **Appropriate action**, could include; replacement of stock, safe disposal of stock, completion of appropriate documentation and communication of relevant information

b. **Current legislation**: could include; current pharmacy legislation, professional and ethical standards that govern the maintenance of pharmaceutical stock, including health and safety, control of substances hazardous to health and processes for drug alerts and company recalls

Unit 312 Maintain pharmaceutical stock

Outcome 4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. describe the importance of following Standard Operating Procedures (SOPs) related to maintaining stock
2. comply with the health and safety requirements related to maintaining pharmaceutical stock and disposing of outdated, damaged or decontaminated stock
3. understand the importance of good stock management, including the quantity of stock taking account of seasonal variations.

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, stock levels, stock rotation, safe storage of stock, spoilt stock, disposal of stock, sources of suppliers, and unavailable stock

Unit 312 Maintain pharmaceutical stock

Outcome 5 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. act within the limits of your authority when dealing with stock problems
2. refer to an **appropriate person**
3. understand your responsibilities and current legislation that applies to maintaining pharmaceutical stock

Range

a. Appropriate person: could include; supplier, pharmacist, pharmacy technician and supervisor

Unit 313 Issue Pharmaceutical Stock

Level: 3
Credit value: 4

Unit aim
This unit will enable the learner to issue pharmaceutical stock and understand why stock must be issued correctly.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Assemble stock for issue
2. Issue stock
3. Complete the issuing process
4. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
5. Operate within the limitations of the job role

Guided learning hours
It is recommended that **4** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 15

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will be accepted for the following learning outcomes**: 1, 2, 3, 4 and 5**

Unit 313 Issue Pharmaceutical Stock

Outcome 1 Assemble stock for issue

Assessment Criteria

The learner can:

1. produce a **requisition** when appropriate
2. select the correct products for issue
3. confirm that the product selected is:
   a) the correct drug or appliance or device
   b) the correct quantity
   c) the correct pack size
   d) within the expiry date
   e) of intact packaging
4. explain the different formulation of drugs and why it is important to issue sufficient quantities of the correct formulation and strength
5. identify any stock that is not **fit for purpose**.

Range

a. **Requisition**: could include; picking lists (could be from bar codes), ward orders and assembly lists
b. **Fit for purpose:** could include**;** within expiry date, intact packaging and clean, non contaminated packaging

Unit 313 Issue Pharmaceutical Stock

Outcome 2 Issue stock

Assessment Criteria

The learner can:

1. issue stock including **special orders** and urgent requests informing the appropriate person in line with stock rotation
2. issue stock **fit for purpose**
3. take **appropriate action** if stock is not available.

Range

a. **Special orders**: could include; named- patient drugs, clinical trial stock, unlicensed items, non-formulary items and emergency/urgent orders

b. **Fit for purpose**: could include; within expiry date, intact packaging and clean, non contaminated packaging

c. **Appropriate action**: could include; notifying the supervisor, notifying the person requesting the stock and ordering the stock

Unit 313 Issue Pharmaceutical Stock

Outcome 3 Complete the issuing process

Assessment Criteria

The learner can:

1. place stock safely and securely within the **appropriate packaging**
2. label packaging correctly
3. issue stock to the correct **destination**
4. complete all paper and electronic **documentation** correctly
5. explain which products need special packaging and transportation and why it is important to adhere to these special requirements.

Range

a. **Appropriate packaging:** could include; cool containers, special labels (fragile, heavy, cytotoxic medicines, fridge item) and protective containers
b. **Destination**:: could include; internal order, external order and return of goods to supplier
c. **Documentation:** could include**;** paper records or electronic records

Unit 313 Issue Pharmaceutical Stock

Outcome 4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. comply with **current legislation** that applies to issuing pharmaceutical stock
2. describe your responsibilities under current legislation when issuing pharmaceutical stock-
3. describe the importance of following **Standard Operating Procedures** (SOPs) related to issuing pharmaceutical stock
4. comply with health and safety requirements related to issuing pharmaceutical stock
5. describe the difference between branded and generic drugs
6. describe the importance of checking stock for issue against current drug alerts or recalls.

Range

a. **Current legislation**: could include; current pharmacy legislation, professional and ethical standards that govern the issue of pharmaceutical stock, including health and safety and processes for drug alerts and company recalls

b. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, urgent requests, special labelling, packaging and transportation requirements, stock not fit for purpose correct delivery methods and stock destinations

Unit 313 Issue Pharmaceutical Stock

Outcome 5 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. work within the limits of your own authority
2. refer to an **appropriate person.**

Range

a. **Appropriate person**: could include; supplier, pharmacist, pharmacy technician or supervisor

Unit 314 Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Level: 3
Credit value: 4

Unit aim
This unit enables learners to have the skills to check their own dispensing work prior to the final accuracy check.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will be able to:
1. Confirm the prescription is suitable for dispensing
2. Check dispensed items
3. Resolve dispensing errors and near misses
4. Confirm an in-process accuracy check
5. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
6. Operate within the limitations of the job role

Guided learning hours
It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to Pharm 27.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2, 3, 4, 5and 6**

Unit 314 Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Outcome 1 Confirm the prescription is suitable for dispensing

Assessment Criteria

The learner can:

1. ensure that the prescription has been clinically screened and confirmed as suitable to dispense
2. check with the **appropriate person** to confirm that the prescription is valid.

Range

a. **Appropriate person**: could include; a pharmacist, prescriber or pharmacy technician

Unit 314 Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Outcome 2 Check dispensed items

Assessment Criteria

The learner can:

1. check the correct item has been selected and is **fit for purpose**
2. check the correct strength, form and quantity of **medicines** have been dispensed
3. check the label against the prescription and ensure the contents and directions match the prescribed items
4. check that the assembled items are **fit for purpose** and appropriately packaged
5. check that appropriate **devices and sundry items** are included
6. check future supply arrangements are made when sufficient stock is not available
7. annotate and endorse the prescription or documentation.

Range

a. **Fit for purpose**: could include; intact presentable packaging, clean, non-contaminated packaging, within expiry date for course of treatment, packaging complies with legal requirements and complies with relevant regulatory requirements

b. **Medicines**; could include; solid forms (tablets, capsules, pessaries, suppositories), liquid forms (oral, topical, injectable), preparations to be taken internally, preparations to be used externally, original packs, cytotoxic drugs, medical devices, appliances, controlled drugs

c. **Devices and sundry items**: could include; spoons, measuring cups, oral syringes and bungs, pharmacy bags, pill cutter and splitters or haler aids

Unit 314 Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Outcome 3 Resolve dispensing errors and near misses

Assessment Criteria

The learner can:

1. identify any **dispensing errors**
2. rectify dispensing errors
3. record dispensing errors
4. understand the causes and consequences of near misses and dispensing errors.

Range

a. **Dispensing errors**: could include; incorrect medicine, incorrect form, incorrect strength, incorrect quantity, incorrect labelling (medicine, form, strength, quantity directions, omitted cautionary information, storage, expiry date), incorrect container and closure, omitted patient information leaflet, measuring devices (dispensing cups, spoons, oral syringes and bungs) omitted warning cards (e.g. steroid, methotrexate), near miss (an error made during the dispensing process which is identified and rectified before the medicine has been finally checked and reaches the patient)

Unit 314 Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Outcome 4 Confirm an in-process accuracy check

Assessment Criteria

The learner can:

1. pass the dispensed prescription on for a **final accuracy check** once the **in-process accuracy check** has been confirmed.

Range

a. **Final accuracy check**: includes a final check (process performed on dispensed items by a suitably qualified person immediate prior to the dispensed medicines/products being issued to individuals or their representatives and includes a check that nothing has changed since the last clinical check
b. **In-process accuracy check**: includes; second check of a prescription prior to the final accuracy check or a self check

Unit 314 Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Outcome 5 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. demonstrate working in accordance with the **Standard Operating Procedures** at all times
2. demonstrate compliance with **legal, professional and organisational requirements**, guidelines and confidentiality at all times
3. apply knowledge of the types of medicines and supply
4. apply knowledge of common proprietary and generic names
5. apply knowledge of how medicines are administered
6. explain when and why patient medication records (PMRS) are used
7. explain the importance of maintaining **dispensary records.**

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, dispensing standards and procedures, checking dispensed items procedure, prescription endorsing procedures, near miss or dispensing error reporting

b. **Current legislation**: could include; current pharmacy legislation, types of prescribers, professional and ethical standards that govern the dispensing of prescriptions, health and social legislation (data protection, confidentiality, equal opportunities), health and safety and control of substances hazardous to health

c. **Dispensary records**: could include; paper records or electronic records, unavailable stock

Unit 314 Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Outcome 6 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. explain the limits of your own authority
2. report any problems to the **appropriate person**.

Range

a. **Appropriate person**: could include; a pharmacist, prescriber, pharmacy technician

Unit 315 Provide advice on symptoms and the actions and uses of medicines

Level: 3
Credit value: 7

Unit aim
To enable the learner to provide up to date information and advice on healthcare and medicines.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will be able to:
1. Identify individual' s needs
2. Provide information and advice
3. Comply with current legislation, policy, good practice , organisational and professional codes of practice and ethical standards
4. Operate within the limitations of the job role

Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)
This unit is linked to the Pharm 04.

Support of the unit by a sector or other appropriate body
This unit is endorsed Skills for Health

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2, 3, and 4**

Unit 315 Provide advice on symptoms and the actions and uses of medicines

Outcome 1 Identify individual' s needs

Assessment Criteria

The learner can:

1. acknowledge requests for **information** and **advice**
2. respect the individual's privacy, dignity and confidentiality
3. gather information from the **individual** using the appropriate **questioning technique**
4. refer the individual to a pharmacist or pharmacy technician if the request for information is beyond own competence and capability
5. explain to the individual why you have to refer them to a pharmacist or pharmacy technician
6. collate the information gathered and pass on to the pharmacist or pharmacy technician.

Range

a. **Information**: could include; written, oral or electronic

b. **Advice**: could include; information about symptoms, information regarding medicines, information about products, information about services, healthcare symptoms, procedures

c. **Individual**: could include; those asking for themselves, those asking on behalf of others, those with a general idea, a clear idea and with special needs or those with no idea of their needs

d. **Questioning techniques**: could include; 2WHAM questions, open and closed questions

Unit 315 Provide advice on symptoms and the actions and uses of medicines

Outcome 2 Provide information and advice

Assessment Criteria

The learner can:

1. provide relevant, complete and up to date information consistent with **Standard Operating Procedures (SOPs)**
2. ensure that the information is at an appropriate level for the **individual**
3. ensure that the information is in the individual preferred **format**
4. confirm with the individual that they have understood the information
5. confirm with the individual that the information you have provided meets their requirements.

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards

b. **Individual**: could include; those asking for themselves, those asking on behalf of others, those with a general idea, a clear idea and with special needs or those with no idea of their needs

c. **Format:** could include; oral information, written information or electronic information

Unit 315 Provide advice on symptoms and the actions and uses of medicines

Outcome 3 Comply with current legislation, policy, good practice , organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. describe the type of **information** you are permitted to provide
2. outline the main actions, interactions and side effects of most commonly used medicines
3. apply knowledge of different classes of medicines
4. demonstrate working in accordance with the **standards operating procedures** at all times
5. demonstrate compliance with **legal, professional and organisational requirements**, guidelines and confidentiality at all times.

Range

a. **Type of information**: could include; patient confidentiality, legal and ethical requirements, red card substances and pharmacy protocol, patient information leaflets (PILs), healthcare leaflets and pack information to assist individuals, information from manufacturer, information from other healthcare providers

b. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards

c. **Current legislation**: could include; current pharmacy legislation, professional and ethical standards that govern the advice or sale of medicines, health and social legislation (data protection, confidentiality, equal opportunities)

Unit 315 Provide advice on symptoms and the actions and uses of medicines

Outcome 4 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. work within the limitations of own authority
2. report any problems to the appropriate person.

Range

a. Appropriate person: could include; a pharmacist, prescriber, pharmacy technician

Unit 204 Assist in the sale of medicines and products

Level: **2**
Credit value: **8**

Unit aim
This unit enables the learners to competently sell over the counter medicines and products in a pharmacy setting.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Identify customers' needs
2. Refer a customer to the appropriate authority
3. Understand when sales of OTC medicines cannot be completed
4. Sell medicines or products
5. Know the local policy, legislation and good practice for sale of medicines

Guided learning hours
It is recommended that **50** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 05

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2, 3, 4 and 5**

Unit 204 Assist in the sale of medicines and products

Outcome 1 Identify customers' needs

Assessment Criteria

The learner can:

1. acknowledge **customers** promptly and politely
2. use appropriate **questioning techniques** to ascertain customer requirements.

Range

a. **Customer**: could include; those asking for themselves, those asking on behalf of others, those with a general idea, a clear idea and with special needs or those with no idea of their needs

b. **Questioning techniques**: could include; 2WHAM questions, open and closed questions

Unit 204 Assist in the sale of medicines and products

Outcome 2 Refer a customer to the appropriate authority

Assessment Criteria

The learner can:

1. identify when to refer to an **appropriate authority**
2. refer customers who request medicines with the same active ingredient or with similar action to an appropriate authority
3. give relevant information to the **appropriate person** about the referral
4. describe how to deal with different **individuals**.

Range

a. **Appropriate authority**: includes; a pharmacist or prescriber

b. **Appropriate person:** could include; a pharmacist, prescriber, pharmacy technician

c. **Individuals**: could include; those asking for themselves, those asking on behalf of others, those with a general idea, a clear idea and with special needs or those with no idea of their needs

Unit 204 Assist in the sale of medicines and products

Outcome 3 Understand when sales of OTC medicines cannot be completed

Assessment Criteria

The learner can:

1. inform the pharmacist when a customer requests excessive or regular quantities of **medicines** that are liable to abuse or misuse
2. explain to the customer when the sale of medicines cannot be completed.

Range

a. **Medicines:** could include; general sales list (GSL), pharmacy only (PO), pharmacy medicines (P), Schedule 5 drugs

Unit 204 Assist in the sale of medicines and products

Outcome 4 Sell medicines or products

Assessment Criteria

The learner can:

1. offer customers a choice of **medicines or products** to meet their requirements
2. provide **information and advice** to the customer regarding the medicines or products
3. pack medicines or products appropriately
4. take payment according to organisational policies.

Range

a. **Medicines or products:** could include; general sales list (GSL), pharmacy only (PO) , pharmacy medicines (P)

b. **Information and advice**: could include; written or oral, patient information leaflets (PILs), healthcare leaflets and pack information to assist individuals, information from manufacturer, and information from other healthcare providers

Unit 204 Assist in the sale of medicines and products

Outcome 5 Know the local policy, legislation and good practice for sale of medicines

Assessment Criteria

The learner can:

1. list different sources of information suitable for customers
2. state why it is important that **Standard Operating Procedures** must be followed at all times
3. state why it is important that the pharmacy protocol is followed at all times.

Range

a. **Standard operating procedures (SOPs)**: could include; current pharmacy legislation, protocols, regulations and practice of industry, organisation, professional and ethical standards, health and social legislation (data protection, confidentiality, equal opportunities)

Unit 317 Manufacture and assembly of medicinal products

Level: 3
Credit value: 13

Unit aim
The aim of this unit is to provide the candidate with knowledge of legislation and policies relevant to a pharmacy services setting, including decontamination. It also provides candidates with the skills needed in order to manufacture and assembly medicinal products.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Prepare environment, equipment and ingredients for assembly or manufacture of medicinal products
2. Prepare and process medicinal products
3. Complete the assembly and manufacturing process of medicinal products
4. Comply with standard operating procedures, health and safety and environmental monitoring policies
5. Operate within the limitations of the job role

Guided learning hours
It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Manufacture and assembly of medicinal products' Pharm 17.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment and grading
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2, 3, 4 and 5**

Unit 317 Manufacture and assembly of medicinal products

Outcome 1 Prepare environment, equipment and ingredients for assembly or manufacture of medicinal products

Assessment Criteria

The learner can:

1. ensure that the correct worksheet, labels, raw materials, **equipment** and consumables are available and ready for use
2. put on the appropriate protective clothing following the correct gowning procedure
3. ensure the **environmental areas** are clean and prepared using the correct materials
4. ensure all **environmental monitoring** has been completed
5. explain possible **sources of contamination**.

Range

a. **Equipment:** could include; balances, Measures, mixers, pumps, filters, tablet counters, steriliser eg autoclave, dry heat oven

b. **Environmental areas:** could include; laminar flow cabinets, clean room, isolators, non-sterile and sterile preparation room, changing rooms

c. **Environmental monitoring:** could include; air pressure, differentials, settle plates (e.g. sessional and weekly), surface sampling (e.g. contact plates)

d. **Sources of contamination:** could include; microbial, chemical, particulate

Unit 317 Manufacture and assembly of medicinal products

Outcome 2 Prepare and process medicinal products

Assessment Criteria

The learner can:

1. use correct **process** and **equipment** to prepare **products** in accordance to batch sheet
2. undertake all **process checks** at the relevant stages
3. complete necessary sterilisation processes to meet quality assurance requirements
4. label and pack products including secondary packaging
5. prepare quality assurance samples
6. complete all necessary reconciliation calculations for the product and the labels.

Range

a. **Process:** could include; mixing, filtration, reconstitution, trituration, filling, assembly

b. **Equipment:** could include; balances, measures, mixers, pumps, filters, tablet counters, steriliser (eg autoclave), dry heat oven

c. **Products:** could include; topical fluids, intravenous products using terminal sterilisation, solid dose forms (capsules, tablets, powders, suppositories), ointments and creams, oral mixtures/solutions

d. **Process checking:** could include; in-process check (e.g. volume measurements), visual products check, quality control sampling, reconciliation calculation of labels, containers etc, oral check, pre-packs

Unit 317 Manufacture and assembly of medicinal products

Outcome 3 Complete the assembly and manufacturing process of medicinal products

Assessment Criteria

The learner can:

1. complete all **documentation** clearly and accurately, ready for checking
2. quarantine product following the final check by the **appropriate person**
3. ensure that the **environmental areas** are cleaned and decontaminated using the correct cleaning method
4. ensure that the **environmental areas** are cleaned and decontaminated using the correct cleaning method
5. ensure that all equipment is dismantled, cleaned, decontaminated and correctly stored or disposed of correctly.
6. ensure **waste** is disposed of correctly.

Range

a. **Documentation:** could include; batch work sheets, batch number allocation records, environmental monitoring records e.g. air pressure differential logs, cleaning records, equipment logs, quality exception reports
b. **Appropriate person:** could include; pharmacist, pharmacy technician, supervisor
c. **Environmental areas:** could include; laminar flow cabinets, clean room, isolators, non-sterile and sterile preparation room, changing rooms
d. **Waste:** could include; a hazardous waste, general waste, sharps

Unit 317 Manufacture and assembly of medicinal products

Outcome 4 Comply with standard operating procedures, health and safety and environmental monitoring policies

Assessment Criteria

The learner can:

1 work within the relevant **standard operating procedure (SOPs)** including the relevant health and safety and COSHH procedures

2 monitor relevant **environmental parameters**
- prior to preparation
- during preparation
- following completion of preparation

3 take appropriate action if the **environmental parameters** are outside the set limits.

Range

a. **Standard operating procedures (SOPs)**: could include; current pharmacy legislation, current Good Manufacturing Practice, professional and ethical standards that govern the manufacture and assembly of medicinal products, including health and safety and control of substances hazardous to health

b. **Environmental parameters:** could include; air pressure differentials, temperature, air flow, microbiological monitoring

Unit 317 Manufacture and assembly of medicinal products

Outcome 5 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. report any defects to an **appropriate person**
2. record and report any out of specification results/**unusual events** where appropriate
3. record and report any near misses or errors to colleagues
4. explain the **importance** or reporting near misses or errors
5. take appropriate action following an **unusual event**, within the limits of own authority.

Range

a. **Unusual events:** could include; wastage/spills, errors, differences in resultant batch size, environmental issues, failure of equipment
b. **Importance:** to minimise the risk of errors occurring in future
c. **Appropriate persons:** could include; pharmacist, pharmacy technician, supervisor

Unit 318 Prepare aseptic products and carry out in-process checking

Level: 3
Credit value: 12

Unit aim
This unit introduces candidates to the legislation and policies around the preparation of aseptic products.
The aim of this unit is to provide the candidate with the skills needed for the preparation of aseptic for both dispensing and manufacturing.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will be able to:
1. Monitor the working environment
2. Prepare and maintain suitable working environments
3. Complete documentation accurately
4. Prepare a range of aseptic products
5. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
6. Operate within the limits of own responsibility

Guided learning hours
It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Prepare aseptic products and carry out in-process checking' Pharm 19.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment and grading
This unit will be assessed by:
- Portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3, 4, 5 and 6**

Unit 318 Prepare aseptic products and carry out in-process checking

Outcome 1 Monitor the working environment

Assessment Criteria

The learner can:

1. undertake relevant **environmental monitoring**
2. ensure that **environmental parameters** are within set limits
3. take **appropriate action** if the **environmental parameters** are outside the set limits
4. explain possible **sources of contamination**.

Range

a. **Environmental monitoring:** could include; air sampling, settle plates (e.g. sessional and weekly), surface samples (eg contact plates, finger dabs)

b. **Environmental parameters:** could include; air pressure differentials, temperature, air flow, microbiological monitoring

c. **Appropriate Action:** could include; refer to colleague/supervisor, refer to manager, you deal with the problem

d. **Sources of contamination:** could include; microbial, chemical, particulate

Unit 318 Prepare aseptic products and carry out in-process checking

Outcome 2 Prepare and maintain suitable working environments

Assessment Criteria

The learner can:

1. put on the appropriate clean room clothing following correct gowning procedure
2. clean and prepare the **environmental areas** using the correct materials
3. disinfect starting materials, **equipment and consumables** prior to introduction into and within the work area
4. clean and decontaminate all **work areas** using the correct cleaning method and removing all waste
5. store or dispose of **waste materials** in accordance with legal requirements.

Range

a. **Environmental areas:** could include; sterile preparation area, changing rooms, non-sterile preparation room

b. **Equipment/consumables:** could include; syringes, needles, filters, transfer devices, giving sets, venting device

c. **Work area:** could include; Isolators, laminar flow cabinets

d. **Waste materials:** could include; sharps, cyrotoxic drugs, other hazardous waste, general waste

Unit 318 Prepare aseptic products and carry out in-process checking

Outcome 3 Complete documentation accurately

Assessment Criteria

The learner can:

1. complete all necessary reconciliation calculations correctly and accurately on all the relevant **documentation**
2. make clear and accurate entries on all the relevant **documentation**.

Range

a. **Documentation:** could include; environmental monitoring records (eg air pressure differential log), cleaning records, work sheets, equipment logs, quality exception reports

Unit 318 Prepare aseptic products and carry out in-process checking

Outcome 4 Prepare a range of aseptic products

Assessment Criteria

The learner can:

1. prepare the **product** using the correct **processes** and equipment according to worksheet and **standard operating procedures (SOPs)**
2. undertake all quality, accuracy and safety **checks,** calculations and formulas'
3. correctly store and/or transport the **product**
4. explain the importance of maintaining the cold chain.

Range

a. **Product**: could include; intravenous additives, parenteral nutrition, cytotoxic drugs, patient controlled analgesia (PCA) syringes, aseptic topical preparations (eg eye drops, irrigations), docking or reconstitution of dry powder vials, radiopharmaceuticals

b. **Processes**: could include; mixing, filtration, reconstitution, filling

c. **Checks**: could include; volume checks, visual products checks, quality control sampling, reconciliation of labels, end of process check, equipment checks

d. **Standard operating procedures (SOPs)**: could include; basics of current legislation, regulations and practice of industry, organisation, professional and ethical standards

Unit 318 Prepare aseptic products and carry out in-process checking

Outcome 5 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. work within relevant **Standard Operating Procedures (SOPs)** including the relevant health and safety and COSHH procedures and within own limits of responsibility
2. apply **current legislation** to their job role and responsibilities
3. apply knowledge of industry, organisational, professional codes of practice and ethical standards within their job role to the delivery of products and services.

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards

b. **Current legislation**: could include; current pharmacy legislation, professional and ethical standards, current Good Manufacturing Practice (GMP) that govern the preparation of Aseptic products, health and social legislation (data protection, confidentiality, equal opportunities) **,** including health and safety and control of substances hazardous to health (COSHH)

Unit 318 Unit 318 Prepare aseptic products and carry out in-process checking

Outcome 6 Operate within the limits of own responsibility

Assessment Criteria

The learner can:

1. take the corrective action within limits of own responsibility in the event of an accident/incident/error during the preparation
2. complete the required **documentation** in case of an **accident/incident/error**
3. report to the **appropriate person** any problems outside your area of responsibility
4. feedback any near misses or errors to colleagues to minimise future errors.

Range

a. **Accidents/incidents/errors:** could include; dropping equipment on the floor, puncturing a bag, using a wrong starting material, measuring an incorrect quantity, failure of equipment, the visual appearance of the product is not what was expected (eg particles, colour), needle stick injuries, personal injury

b. **Documentation**: could include; environmental monitoring records (eg air pressure differential log), cleaning records, work sheets equipment logs, quality exception reports, accident/ incident forms, RIDDOR forms

c. **Appropriate person**: could include; pharmacist, pharmacy technician, supervisor

Unit 319 Prepare documentation, materials and other items for manufacture and assembly of medicinal products

Level: 3
Credit value: 12

Unit aim
The aim of this unit is to provide the candidate with the skills and knowledge needed to prepare documentation, materials and other items for the manufacture and assembly of medicinal products.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will be able to:
1. Follow health and safety procedures in the work place
2. Prepare work area
3. Prepare and complete appropriate documentation
4. Generate accurate labels
5. Identify and accurately select raw materials for preparation of products
6. Operate within the limitations of the job role

Guided learning hours
It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Prepare documentation, materials and other items for manufacture and assembly of medicinal products' Pharm 20.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3, 4, 5 and 6**

Unit 319 Prepare documentation, materials and other items for manufacture and assembly of medicinal products

Outcome 1 Follow health and safety procedures in the work place

Assessment Criteria

The learner can:

1. demonstrate an understanding of health and safety
2. operate in accordance with **standard operating procedures (SOPs)**
3. demonstrate an understanding of COSHH procedures.

Range

a. **Standard operating procedures (SOPs)**: could include; current pharmacy legislation, current Good Manufacturing Practice, professional and ethical standards that govern the preparing to manufacture and assemble medicinal products, including health and safety and control of substances hazardous to health

Unit 319 Prepare documentation, materials and other items for manufacture and assembly of medicinal products

Outcome 2 Prepare work area

Assessment Criteria

The learner can:

1. select appropriate protective clothing for entry into the work area
2. follow appropriate gowning procedures
3. identify **sources of contamination**
4. deal with **sources of contamination** appropriately
5. clean the **environmental areas** using correct materials
6. dispose of **waste material** appropriately
7. monitor and record **environmental parameters**
8. ensure that **environmental parameters** are within set limits.

Range

a. **Sources of contamination**: could include; microbial, particulate, chemical
b. **Environmental areas**: could include; laminar or flow cabinets, clean room, isolators, non sterile and sterile preparation room
c. **Waste material**: could include; hazardous, sharps, general waste
d. **Environmental Parameters**: could include; air pressure, filter pressure and environmental monitoring results

Unit 319 Prepare documentation, materials and other items for manufacture and assembly of medicinal products

Outcome 3 Prepare and complete appropriate documentation

Assessment Criteria

The learner can:

1. chose the correct worksheet for **product**
2. complete any calculations
3. allocate batch number and expiry date for product
4. make clear and accurate entries on **documentation.**

Range

a. **Product**: could include topical fluids, IV preparations, solid dose forms (capsules, tablets, powders, suppositories), ointments and creams, oral mixtures and pre-packed items, CPR boxes and over labelling

b. **Documentation**: could include batch worksheet, batch number and allocation record, environmental monitoring records (eg air pressure differential log), equipment logs, cleaning records, quality exception reports

Unit 319 Prepare documentation, materials and other items for manufacture and assembly of medicinal products

Outcome 4 Generate accurate labels

Assessment Criteria

The learner can:

1. produce appropriate **labels** for the product
2. explain the importance of producing appropriate labels.

Range

a. **Labels:** could include; accurate, quantity, meeting legal requirements

Unit 319 Prepare documentation, materials and other items for manufacture and assembly of medicinal products-

Outcome 5 Identify and accurately select raw materials for preparation of products

Assessment Criteria

The learner can:

1. select correct materials, **consumables/equipment** for product
2. confirm materials are fit **for purpose**
3. ensure there are sufficient quantities of materials completing calculations when necessary
4. ensure the first check is conducted by an **appropriate person**
5. prepare raw materials, consumables and equipment and transfer to work area.

Range

a. **Consumables/equipment**: could include; measures, pumps, mixers, filters, syringes, needles, filters, transfer devices, venting devices, giving sets, alcohol wipes, tablet counter, steriliser
b. **Fit for purpose**: could include; intact packaging, clean, non-contaminated packaging, within expiry date
c. **Appropriate person**: could include; pharmacist, pharmacy technician, supervisor

Unit 319 Prepare documentation, materials and other items for manufacture and assembly of medicinal products

Outcome 6 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. take appropriate action following an **unusual event**
2. understand the importance of working within the limitations of the job role
3. refer to an **appropriate person** following an unusual event.

Range

a. **Unusual event**: could include; waste/spills, errors, differences in resultant batch size, environmental issues, failure of equipment

b. **Appropriate person**: could include; pharmacist, pharmacy technician, supervisor

Unit 213 Prepare documentation, materials, components and other items for the preparation of aseptic products

Level: 2
Credit value: 6

Unit aim
The aim of this unit is to provide the candidate with the skills needed to ensure that documentation, materials and other items are correctly prepared prior to the preparation of aseptic products.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Prepare, monitor and maintain suitable working environments
2. Complete documentation accurately
3. Prepare starting materials for the preparation of aseptic products
4. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
5. Operate within the limitations of the job role

Guided learning hours
It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Prepare documentation, materials, components and other items for the preparation of aseptic products' Pharm 21.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment and grading
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3, 4 and 5**

Unit 213 Prepare documentation, materials, components and other items for the preparation of aseptic products

Outcome 1 Prepare, monitor and maintain suitable working environments

Assessment Criteria

The learner can:

1. select and wear appropriate clothing
2. clean the appropriate **environmental areas** using the correct equipment and materials
3. keep the environmental work area clean and tidy
4. monitor relevant environmental parameters and ensure that where appropriate they are within set limits
5. apply knowledge of **sources of contamination** to ensure delivery of a quality product.

Range

a. **Environmental areas:** could include; laminar flow cabinet, clean room, isolators, non-sterile and sterile preparation room, changing rooms

b. **Sources of contamination:** could include; microbial, chemical, particulate

Unit 213 Prepare documentation, materials, components and other items for the preparation of aseptic products

Outcome 2 Complete documentation accurately

Assessment Criteria

The learner can:

1. generate worksheets according to local guidelines and protocols
2. select and confirm the correct worksheet for the **product**, completing any calculations as appropriate
3. allocate the batch number and expiry date for the product
4. make clear and accurate entries on all the relevant **documentation**.

Range

a. **Products:** could include; intravenous additives, parenteral nutrition, cytotoxic drugs, patient, controlled analgesia (PCA) syringes, aseptic topical preparations (eg eye drops, irrigations), docking or reconstitution of dry powder vials, radiopharmaceuticals

b. **Documentation:** could include; environmental monitoring records (e.g. air pressure differential log), cleaning records, work sheets, equipment logs, quality exception reports, batch worksheets, batch number allocation record

Unit 213 Prepare documentation, materials, components and other items for the preparation of aseptic products

Outcome 3 Prepare starting materials for the preparation of aseptic products

Assessment Criteria

The learner can:

1. generate complete, accurate and legible labels
2. ensure that all labels produced are accounted for
3. select the correct starting materials and **consumables**, for the product, recording the relevant information on the worksheet
4. confirm the starting materials and consumables are **fit for purpose**
5. disinfect the starting materials and consumables for transfer to the clean room.

Range

a. **Consumables:** could include; measures, mixers, pumps, filters, syringes, needles, transfer devices, venting devices, giving sets, alcohol wipes

b. **Fit for purpose:** could include; intact packaging, clean non-contaminated packaging, within expiry date

Unit 213 Prepare documentation, materials, components and other items for the preparation of aseptic products

Outcome 4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. work within relevant **standard operating procedures** including the relevant health and safety and COSHH procedures
2. work using the correct prescription or order.

Range

a. **Standard operating procedures (SOPs)**: could include; current pharmacy legislation, current Good Manufacturing Practice, professional and ethical standards that govern preparing to make aseptic products, including health and safety and control of substances hazardous to health

Unit 213 Prepare documentation, materials, components and other items for the preparation of aseptic products

Outcome 5 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. work within limits of own authority
2. report any problems outside own area of responsibility to an **appropriate person**
3. apply knowledge of industry, professional codes of practice and ethical standards within their job roles to the delivery of products and services.

Range

a. **Appropriate person:** could include; pharmacist, pharmacy technician, supervisor

Unit 321 Check documentation, starting materials, components and other consumables for the production of aseptic products

Level: 3
Credit value: 4

Unit aim

This unit will provide candidates with the knowledge and skills needed in order to check documentation, starting materials, components and other consumables needed for the production of aseptic products.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Check worksheets and other relevant documentation for the product
2. Check and reconcile labels
3. Check accuracy and integrity of raw materials, equipment and other consumables
4. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
5. Understand about health, hygiene and quality assurance standards

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to: 'Check documentation, starting materials, components and other consumables for the production of aseptic products' Pharm 23.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment and grading

This unit will be assessed by:

- Portfolio of evidence

Guidance

The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3, 4 and 5**

Unit 321 Check documentation, starting materials, components and other consumables for the production of aseptic products

Outcome 1 Check worksheets and other relevant documentation for the product

Assessment Criteria

The learner can:

1. check that you have the correct worksheets for the **product**
2. check that the transcriptions, calculations, batch numbers and expiry dates are all correct
3. check the allocated batch number and expiry date for the product
4. make clear and accurate entries on all relevant **documentation**.

Range

a. **Product**: could include; intravenous additives, parentral nutrition, cytotoxic drugs, PCA (Patient Controlled Analgesia) aseptic topical preparations, radiopharmaceuticals (e.g. Irrigations)

b. **Documentation**: could include; batch worksheets, batch number allocation record, environmental monitoring records (eg air pressure differential logs), cleaning records, equipment logs, work sheets

Unit 321 Check documentation, starting materials, components and other consumables for the production of aseptic products

Outcome 2 Check and reconcile labels

Assessment Criteria

The learner can:

1. check that all entries on labels and worksheets are correct
2. check the labels which carry the individuals' details against the worksheet
3. check that the labels generated are correct, complete, accurate and legible
4. ensure that the correct **environmental area** is being used for the product to be made.

Range

a. **Environmental areas:** could include; laminar flow cabinet, isolators, non sterile preparation room, clean room

Unit 321 Check documentation, starting materials, components and other consumables for the production of aseptic products

Outcome 3 Check accuracy and integrity of raw materials, equipment and other consumables

Assessment Criteria

The learner can:

1. ensure that the starting materials have been collected correctly and are ready for the aseptic process
2. ensure the correct raw materials and **equipment/consumables** have been assembled for the product
3. ensure that the relevant information has been recorded on the worksheet
4. check the raw materials and equipment/consumables are **fit for purpose**.

Range

a. **Equipment/consumables:** could include; measures, mixers, pumps, filters, syringes, needles, transfer devices, venting device

b. **Fit for purpose:** could include; intact packaging, clean, non-contaminated packaging, in date (not expired) product ready for use at point of administration

Unit 321 Check documentation, starting materials, components and other consumables for the production of aseptic products

Outcome 4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. work within the relevant **standard operating procedures**, including the relevant health and safety and COSHH procedures and within own limits of responsibility
2. feedback any near misses or errors to colleagues
3. explain the importance of recording near misses or errors
4. report any problems outside your own area of responsibility to an **appropriate person**.

Range

a. **Standard operating procedures (SOPs)**: could include; current pharmacy legislation, current Good Manufacturing Practice, professional and ethical standards that govern the production aseptic products, including health and safety and control of substances hazardous to health

b. **Appropriate person:** could include; pharmacist, pharmacy technician, supervisor

Unit 321 Check documentation, starting materials, components and other consumables for the production of aseptic products

Outcome 5 Understand about health, hygiene and quality assurance standards

Assessment Criteria

The learner can:

1. explain the basic principles of quality assurance
2. explain basic hygiene principles
3. explain the importance of maintaining a clean working environment
4. explain the importance of personal hygiene and the correct use of protective/clean room clothing
5. explain **sources of contamination**.

Range

a. **Sources of contamination**: could include; microbial, chemical cross-contamination, particulate

Unit 322 Provide an effective service in a setting outside of the pharmacy

Level: 3
Credit value: 2

Unit aim
The aim of this unit is to enable a learner to assist in the provision of pharmacy services to clients who are unable to visit the pharmacy.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Prepare to deliver a service to individuals unable to visit the pharmacy according to SOPs
2. Provide information to the recipient of the service and respond to their queries
3. Respond to queries relating to the service provided
4. Maintain the security and safety of self and products while delivering a service
5. Complete all relevant records accurately and clearly in accordance with SOPs

Guided learning hours
It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 24.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3, 4 and 5**

Unit 322 Provide an effective service in a setting outside of the pharmacy

Outcome 1 Prepare to deliver a service to individuals unable to visit the pharmacy according to SOPs

Assessment Criteria

The learner can:

1. identify the needs of **service** users
2. plan a visit to service users
3. review the guidance for service provision in the Medicines, Ethics and Practice Guide (MEP) and within **Standard Operating Procedures** (SOPs)
4. make all necessary preparations prior to visit.

Range

a. **Service:** could include; collection of prescriptions, delivery of dispensed items/stock orders/requisitions or monitored dosage systems

b. **Standard operating procedures (SOPs)**: could include; current pharmacy legislation, protocols, regulations and practice of industry, organisation, professional and ethical standards that govern delivery of pharmacy services in a setting outside a pharmacy and health and social legislation eg data protection, confidentiality, equal opportunities

Unit 322 Provide an effective service in a setting outside of the pharmacy

Outcome 2 Provide information to the recipient of the service and respond to their queries

Assessment Criteria

The learner can:

1. obtain necessary signatures from **recipients** of the service
2. respect individuals' privacy, dignity, wishes and beliefs, minimising any unnecessary discomfort
3. work within the parameters of your job role.

Range

a. **Recipients**: could include; the patient or patients representative

Unit 322 Provide an effective service in a setting outside of the pharmacy

Outcome 3 Respond to queries relating to the service provided

Assessment Criteria

The learner can:

1. provide information suitable for the needs of the recipients
2. check the individual understands your instructions

Range

a. **Recipients**: could include; the patient or patients representative

Unit 322 Provide an effective service in a setting outside of the pharmacy

Outcome 4 Maintain the security and safety of self and products while delivering a service

Assessment Criteria

The learner can:

1. demonstrate how you maintain the **security** of products in transit
2. deliver the service whilst **maintaining health and safety**.

Range

a. **Security:** could include; safe keeping of items to ensure protection and precaution against any harm of damage

b. **Maintaining health and safety:** could include; maintaining your own health and safety by informing where you are going, what time you expect to be back and ensuring you have some means of calling for help; health, safety and security of products

Unit 322 Provide an effective service in a setting outside of the pharmacy

Outcome 5 Complete all relevant records accurately and clearly in accordance with SOPs

Assessment Criteria

The learner can:

1. complete all **necessary records** accurately and clearly
2. report any issues to the **appropriate person** in accordance with Standard Operating Procedures (SOPs).

Range

a. **Necessary records:** could include; manual or electronic relating to the issuing of prescribed items or equipment, owing items, financial transactions
b. **Appropriate person;** could include; a carer, healthcare professional, an individual from social care, a pharmacist or pharmacy technician
c. **Standard operating procedures (SOPs)**: could include; current pharmacy legislation, protocols, regulations and practice of industry, organisation, professional and ethical standards that govern delivery of pharmacy services in a setting outside a pharmacy and health and social legislation eg data protection, confidentiality, equal opportunities

Unit 323 Assist in the supply of pharmaceutical appliances

Level: 3
Credit value: 2

Unit aim
This unit will enable the learners to demonstrate their competence in the selection and supply of appliances.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Complete all the preparations necessary to supply an appliance
2. Match the appliance to the requirements of the individual
3. Supply the appliance
4. Understand the procedures and techniques involved in the supply of appliances
5. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Guided learning hours
It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 25.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes**: 1, 2, 3, 4 and 5**

Unit 323 Assist in the supply of pharmaceutical appliances

Outcome 1 Complete all the preparations necessary to supply an appliance

Assessment Criteria

The learner can:

1. select a **suitable setting** for the consultation
2. respect the individual's privacy, dignity and confidentiality while minimising any unnecessary discomfort
3. confirm the individual understands the consultation process.

Range

a. **Suitable setting:** could include; customers home, consulting room, private area

Unit 323 Assist in the supply of pharmaceutical appliances

Outcome 2 Match the appliance to the requirements of the individual

Assessment Criteria

The learner can:

1. confirm the **appliance** prescribed matches the drug tariff criteria
2. conduct all operations which involve physical contact in a polite manner, putting the individual at ease
3. take measurements when appropriate to ensure the **appliance** will fit
4. confirm the appliance supplied matches the request.

Range

a. **Appliance:** could include: hosiery, ostomy care items, continence care appliances, dressings and sutures

Unit 323 Assist in the supply of pharmaceutical appliances

Outcome 3 Supply the appliance

Assessment Criteria

The learner can:

1. check that the appliance can be used appropriately, making any necessary adjustments
2. confirm that the individual can fit and use the appliance correctly
3. provide all relevant information in a manner that is clear and at an appropriate level for the individual
4. complete required **records** and receipts.

Range

a. **Records:** could include; manual or electronic relating to the issuing of prescribed items or equipment, owing items, financial transactions

Unit 323 Assist in the supply of pharmaceutical appliances

Outcome 4 Understand the procedures and techniques involved in the supply of appliances

Assessment Criteria

The learner can:

1. explain how to use the drug tariff, the classifications of appliances and the criteria for payment
2. explain the importance of the correct use and maintenance of **appliances**
3. explain the correct methods for measuring individuals for **appliances**.

Range

a. **Appliances:** could include; hosiery, ostomy care items, continence care appliances, dressings and sutures

Unit 323 Assist in the supply of pharmaceutical appliances

Outcome 5 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. demonstrate a working knowledge of the **current ethical and legal requirements** that govern the issuing of appliances
2. confirm that issuing the prescribed items is within the **limit of your responsibility**.

Range

a. **Current ethical and legal requirements**: could include; current pharmacy legislation, protocols, regulations and practice of industry, organisation, standard operating procedures, professional and ethical standards that govern the issuing of appliances and health and social legislation eg data protection, confidentiality, equal opportunities
b. **Limit of your responsibility**: could include; referral to a pharmacist, pharmacy technician or prescriber

Unit 324 Process prescriptions for payment

Level: 3
Credit value: 5

Unit aim
This unit covers endorsing prescriptions in readiness for payment by the pricing authority.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will be able to:
1. Process prescriptions for payment
2. Complete the submission process
3. Understand procedures for processing prescriptions for payment

Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 26.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2 and 3**

Unit 324 Process prescriptions for payment

Outcome 1 Process prescriptions for payment

Assessment Criteria

The learner can:

1. confirm items are **allowed** on prescription
2. check **endorsements** on **prescriptions** are correct
3. complete all **necessary documentation**
4. recognise when to refer to an **appropriate person**
5. clarify any missing information with the **appropriate person**
6. make accurate and appropriate endorsements on prescription following **Standard Operating Procedure** (SOPs) at all times.

Range

a. **Allowed:** could include; items not blacklisted, items included in the drug tariff, items prescribable in primary care, selected list items, discount not given, broken bulk, out of pocket expenses, limited stability, calendar packs and special containers, multiple prescription charges, drugs with a commonly used pack size, black listed items, borderline substances, additional fees

b. **Endorsements:** could include; manual or computerised

c. **Prescriptions:** could include; prescribed by general practitioners, nurse prescribers, pharmacist prescribers, doctors from clinics or hospitals, doctors from drug addition clinics, general practitioners for drug addition, other registered prescribers or repeat dispensing forms

d. **Appropriate person:** could include; a pharmacist, the prescriber, a more senior colleague, a pharmacy technician, staff from the pricing authority

e. **Standard Operating Procedure**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, and prescription endorsements

f. **Necessary documentation**: could include; records related to issuing equipment, owing items, financial transactions

Unit 324 Process prescriptions for payment

Outcome 2 Complete the submission process

Assessment Criteria

The learner can:

1. record the number of **prescription forms**, items and charges
2. complete accurate end of month documentation, including prescriptions for resubmission
3. complete end of month submission to the pricing authority.

Range

a. **Prescription forms:** could include; prescriptions from general practitioners, nurse prescribers, pharmacist prescribers, doctors from clinics or hospitals, doctors from drug addition clinics, general practitioners for drug addition, other registered prescribers or repeat dispensing forms

Unit 324 Process prescriptions for payment

Outcome 3 Understand procedures for processing prescriptions for payment

Assessment Criteria

The learner can:

1. explain the importance of following the end of month submission procedures
2. list reasons for the return of items by pricing authority.

Range

a. **Current legislation:** could include; regulations and practice of industry, organisation, professional and ethical standards, classifications and criteria for payment and drug tariff

Unit 325 Prepare to conduct a review of an individual's medicines

Level: 3
Credit value: 5

Unit aim

This unit enables the learner to prepare an individual or the carer for a medicines review. This will involve explaining the review process, making the individual comfortable and obtaining basic information ready for the review. This activity is performed in accordance with Standard Operating Procedures.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. make preparations prior to review
2. obtain information from an individual or carer
3. complete all documentation accurately
4. comply with current legislation, policy, good practice and ethical standards
5. operate within the limitations of the job role

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Pharm 30.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

This unit will be assessed by:

- portfolio of evidence

Guidance

The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for these learning outcomes: **1, 2, 3, 4 and 5**

Unit 325 Prepare to conduct a review of an individual's medicines

Outcome 1 Make preparations prior to review

Assessment Criteria

1. arrange and document appointment for medication review
2. ensure individuals are aware of the purpose of the review
3. collect relevant patient records
4. provide a safe, clean and confidential environment for the discussion
5. collect appropriate pharmacy documentation

Range

a. **Documentation:** could include; paper based records or electronic records

Unit 325 Prepare to conduct a review of an individual's medicines

Outcome 2 Obtain information from an individual or carer

Assessment Criteria

The learner can:

1. demonstrate obtaining **valid consent** from an individual
2. check personal details of the individual
3. encourage individual to discuss their needs and understanding of their **medicines,** and encourage them to ask questions
4. adapt communication style to meet the needs of the individual
5. demonstrate they can respect an individual's privacy, dignity, wishes and beliefs

Range

a. **Valid Consent**

England definition

For consent to be valid, it must be given voluntarily by an appropriately informed person (the patient or where relevant someone with parental responsibility for a patient under the age of 18) who has the capacity to consent to the intervention in question. Acquiescence where the person does not know what the intervention entails is not "consent".

NI definition

For consent to be valid, it must be given voluntarily by an appropriately informed person (the individual or where relevant someone with parental responsibility for a young person under the age of 18) who has the capacity to consent to the intervention in question. Acquiescence where the person does not know what the intervention entails is not "consent".

Wales definition

For consent to be valid, it must be given voluntarily by an appropriately informed person who has the capacity to consent to the intervention in question. The informed person may either be the patient, someone with parental responsibility or a person who has authority under a Power of Attorney. Consent will not be legally valid if the patient has not been given adequate information or where they are under the undue influence of another. Acquiescence where the person does not know what the intervention entails is not "consent". Where a patient does not have capacity to give consent, then treatment may be given providing it is given in accordance with the Mental Capacity Act 2005.

Scotland definition

In order for valid consent to treatment to exist, the patient must have been given, and been able to understand, a certain degree of information about the nature, purpose and possible outcomes of the proposed treatment. The caselaw in Scotland and England broadly suggests that, for the purpose of avoiding civil liability for treatment without consent, a doctor must provide such information as would be provided by a responsible body of medical opinionalid consent

b. **Medicines**: could include; prescribed medicines, over the counter purchased medicines which are Pharmacy (P) medicines , General Sales List Medicines (GSL), homeopathic medicines, herbal medicines, vitamins and dietary supplements, medicines liable to be misused

Unit 325 Prepare to conduct a review of an individual's medicines

Outcome 3 Complete all documentation accurately

Assessment Criteria

The learner can:

1. ensure all **documentation** is completed legibly
2. identify and record all **medicines** taken by the individual
3. .mark the individual's Patient Medication Record (PMR) with date and other appropriate information

Range

a. **Documentation:** could include; paper based records or electronic records

b. **Medicines**: could include; prescribed medicines, over the counter purchased medicines which are Pharmacy (P) medicines , General Sales List Medicines (GSL), homeopathic medicines, herbal medicines, vitamins and dietary supplements, medicines liable to be misused

Unit 325 Prepare to conduct a review of an individual's medicines

Outcome 4 Comply with current legislation, policy, good practice and ethical standards

Assessment Criteria

The learner can:

1. ensure they work in accordance with the **Standard Operating Procedures** and within the scope of their responsibility and practice at all times
2. comply with **legal, professional and organisational polices** at all times

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards and documentation

b. **Legal, professional and organisational requirements**: could include; current pharmacy legislation, classification of medicines, professional and ethical standards, health and social legislation, e.g. data protection, confidentiality, equal opportunities, valid consent that govern the preparation for conducting a review an individual's medicines

Unit 325 Prepare to conduct a review of an individual's medicines

Outcome 5 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. report any problems to the **appropriate person**
2. explain the limits of their own authority.

Range

a. **Appropriate person:** could include; a pharmacist, a pharmacy technician or a prescriber or other healthcare professional

Unit 326 Enable learning through demonstrations and instructions

Level: 3
Credit value: 3

Unit aim
This unit enables the learner to plan, deliver and review training. This includes demonstration skills and giving instruction to others.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will be able to:
1. Plan for a learner's training needs
2. Deliver the appropriate training
3. Review the training delivered, to ensure that it meets the learner's needs

Guided learning hours
It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the LLUK L11.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2 and 3**

Unit 326 Enable learning through demonstrations and instructions

Outcome 1 Plan for a learner's training needs

Assessment Criteria

The learner can:

1. write a training needs analysis for an individual
2. plan for any **barriers to learning**
3. design a **realistic training programme** to meet the individual's needs which ensures health and safety.

Range

a. **Barriers to learning**: could include; visual, oral, aural, learning disability

b. **Realistic training programme:** could include; deciding when you should use demonstration or instruction to encourage learning or reviewing the potential use of technology based learning

Unit 326 Enable learning through demonstrations and instructions

Outcome 2 Deliver the appropriate training

Assessment Criteria

The learner can:

1. instruct the **learner** following the designed training programme
2. carry out training in an **appropriate environment**
3. respond to the needs of the individuals during learning
4. encourage the learner to ask questions during the **demonstration**

Range

a. **Learner:** could include; colleagues, patients, clients or carers

b. **Appropriate environment:** could include; safety, noise, available resources, privacy, allows learners to see demonstration clearly, allows learning to hear instructions clearly, reduced distractions or disruptions

c. **Demonstration:** could include; structured, accurate and realistic use of equipment, skills, showing an individual how to do something, giving learners instructions on what or how to carry out a particular activity, procedures, processes , at a manner, level and speed to encourage learners to take part

Unit 326 Enable learning through demonstrations and instructions

Outcome 3 Review the training delivered, to ensure that it meets the learner's needs

Assessment Criteria

The learner can:

1. give constructive **feedback** to the learner on their progress
2. provide extra support if identified during feedback
3. analyse the effectiveness of the training.

Range

a. **Feedback:** could include; checking on the progress of learners, checking regularly that learners understand and adapt instruction as appropriate, giving learners positive feedback on the learning experience and the outcomes achieved, identifying anything that prevents learning and review this with the learner

Unit 203 Contribute to the effectiveness of teams

Level: **2**
Credit value: **3**

Unit aim
The aim of this unit is to introduce candidates to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The unit also addresses time management, legislations and policies.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Explain the importance of own role and how it contributes to the team performance
2. Use feedback to improve personal team performance
3. Manage time and commitments effectively
4. Establish effective working relationships with all members of the team
5. Comply with organisational, national and European legislation

Guided learning hours
It is recommended that **5** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Contribute to effectiveness of teams' HSC241.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment and grading
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes **1, 2 ,3 and 5**
Simulation will be accepted for learning outcome 4 where no differences of opinion or conflicts arise.

Unit 203 Contribute to the effectiveness of teams

Outcome 1 Explain the importance of own role and how it contributes to the team performance

Assessment Criteria

The learner can:

1. describe the **team's** overall objectives and purpose
2. explain how own role and responsibilities contribute to team activities, objectives and purposes
3. identify other team members, their roles and responsibilities within the team
4. inform other members in the team of their activities and ideas.

Range

a. **Team:** could include; work team, a multidisciplinary team, broader multi agency team

Unit 203 Contribute to the effectiveness of teams

Outcome 2 Use feedback to improve personal team performance

Assessment Criteria

The learner can:

1. use **feedback** or suggestions from others to enable them to improve own practice within the team
2. propose suggestions or ideas to benefit team members and improve team working
3. agree, seek support and take responsibility for any development and learning that can help you to interact with the team more effectively.

Range

a. **Feedback:** could include; written, or verbal, appraisals, review meeting, personal development plans, team meetings

Unit 203 Contribute to the effectiveness of teams

Outcome 3 Manage time and commitments effectively

Assessment Criteria

The learner can:

1. fulfil own **commitments** to other team members within agreed timescales and according to overall work priorities
2. inform appropriate team members when they cannot fulfil commitments within specified timescales.

Range

a. **Commitments:** could include; daily work schedules, specific work tasks, rota, rest breaks, urgent work

Unit 203 Contribute to the effectiveness of teams

Outcome 4 Establish effective working relationships with all members of the team

Assessment Criteria

The learner can:

1. **behave** towards other team members in a way that supports the effective functioning of the team
2. resolve **differences of opinion and conflicts** within the team in ways which respects other team members' points of view
3. select appropriate advice and guidance in order to resolve issues with other team members
4. support other team members in the completion of activities or objectives.

Range

a. **Behave:** could include; verbal and non verbal communication, sharing tasks, covering others work commitments**,**
b. **Differences of opinion and conflicts:** could include; verbal and non verbal communication, written communication, work tasks
c. **Appropriate advice and guidance:** could include; information from manager, supervisor, senior Pharmacy Technician, organisational policies and procedures, legislation

Unit 203 Contribute to the effectiveness of teams

Outcome 5 Comply with organisational, national and European legislation

Assessment Criteria

The learner can:

1. comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities.
2. comply with current local, UK and European legislation, and organisational requirements, procedures and practices
3. access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working.

Unit 428 Undertake the final accuracy check of dispensed medicines and products

Level: 4
Credit value: 12

Unit aim
The aim of this unit is to enable learners to undertake the final accuracy check of dispensed prescriptions, prior to being given to the patient or representative.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will be able to:
1. Apply the requirements for a valid prescription
2. Check accuracy of dispensed work against prescriptions
3. Communicate dispensing errors and near misses
4. Understand the process for avoiding dispensing errors on prescriptions
5. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
6. Operate within the limitations of the job role

Guided learning hours
It is recommended that **55** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Pharm 28.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.
Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.
The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3, 4, 5 and 6**

A Final accuracy check is the final accuracy checking process performed on dispensed items by a suitably qualified person immediately prior to the dispensed

medicines/products being issued to individuals or their representatives and includes a check that nothing has changed since the last clinical check

Unit 428 Undertake the final accuracy check of dispensed medicines and products

Outcome 1 Apply the requirements for a valid prescription

Assessment Criteria

The learner can:

1. ensure that a prescription has been clinically checked
2. confirm the prescription is legal, valid, appropriate to the patient and correctly written
3. demonstrate an understanding of current legislation and procedures relating to different **types of medicines supply** and the validity of prescriptions.

Range

a. **Types of medicines supply;** could include; in-patient, NHS prescriptions, discharge, out patients, pre-pack, private prescriptions, clinical trail prescriptions

Unit 428 Undertake the final accuracy check of dispensed medicines and products

Outcome 2 Check accuracy of dispensed work against prescriptions

Assessment Criteria

The learner can:

1. perform an accuracy check on each of the dispensed **medicines** or products
   a) check that the correct item has been dispensed in the correct form and correct strength
   b) check that the correct quantity has been dispensed or arrangements for further future supply made as indicated on the prescription
   c) check that the label on the item matches the dispensed product and the prescription requirements including the form and strength
   d) check that the assembled items are **fit for purpose**
   e) check appropriate packaging has been used
   f) check appropriate selection of medicine devices or sundry items to accompany the medicine or product
2. check that the packaging is **fit for purpose** and includes **devices and sundry items**
3. record any dispensing errors and near misses in the correct **documentation format**
4. demonstrate an understanding of the packaging and labelling requirements for medicines and products.

Range

a. **Medicines**; could include; solid forms (tablets, capsules, pessaries, suppositories), liquid forms (oral, topical, injectable), preparations to be taken internally, preparations to be used externally, original packs, cytotoxic drugs, medical devices, appliances, controlled drugs
b. **Fit for purpose**: could include; intact presentable packaging, clean, non-contaminated packaging, within expiry date for course of treatment, packaging complies with legal requirements and complies with relevant regulatory requirements
c. **Devices and sundry items**: could include; spoons, measuring cups, oral syringes and bungs, pharmacy bags, pill cutter and splitters or haler aids
d. **Documentation format**; could include; paper based records or electronic records

Unit 428 Undertake the final accuracy check of dispensed medicines and products

Outcome 3 Communicate dispensing errors and near misses

Assessment Criteria

The learner can:

1. inform the dispensers of the **dispensing error** or near misses as necessary
2. describe the communication skills required when performing a final accuracy check on a prescription
3. describe when and why Patient Medication Records (PMRs) are used.

Range

a. **Dispensing errors**: could include; incorrect medicine, incorrect form, incorrect strength, incorrect quantity, incorrect pack size, expired contents, incorrect labelling (medicine, form, strength, patient name, date, batch number, quantity, directions, spellings, omitted cautionary information, storage, expiry date) incorrect container and closure, omitted patient information leaflet, measuring devices (dispensing cups, spoons, oral syringes and bungs) omitted warning cards (eg steroid, methotrexate), omitted additional labels, missing signatures, unacceptable presentation and incorrect local procedure

Unit 428 Undertake the final accuracy check of dispensed medicines and products

Outcome 4 Understand the process for avoiding dispensing errors on prescriptions

Assessment Criteria

The learner can:

1. annotate prescriptions and other dispensary records
2. place medicines and products in appropriate packaging
3. demonstrate understanding of causes and consequences of **near misses and dispensing errors**
4. explain how dispensing errors would be rectified

Range

a. **Near misses and dispensing errors; could include;** incorrect medicine, incorrect form, incorrect strength, incorrect quantity, incorrect pack size, expired contents, incorrect labelling (medicine, form, strength, patient name, date, batch number, quantity, directions, spellings, omitted cautionary information, storage, expiry date), incorrect container and closure, omitted patient information leaflet, measuring devices (dispensing cups, spoons, oral syringes and bungs) omitted warning cards (eg steroid, methotrexate), omitted additional labels, missing signatures, unacceptable presentation and incorrect local procedure , near miss (an error made during the dispensing process which is identified and rectified before the medicine has been finally checked and reaches the patient)

Unit 428 Undertake the final accuracy check of dispensed medicines and products

Outcome 5 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. work in accordance with **Standard Operating Procedures** at all times
2. comply with **current ethical, legal and professional requirements** that govern the dispensing and checking of a prescription
3. understand the Standard Operating Procedures and the importance of adhering to them at all times
4. demonstrate an understanding of basic principles of medicines management

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, clinical governance, error reporting and recording.

b. **Current ethical, legal and professional requirements**: could include; current pharmacy legislation, classification of medicines, validity of prescriptions, medicines management, prescribing conventions, drug knowledge, professional and ethical standards, health and social legislation, eg data protection, confidentiality, equal opportunities, that govern the final accuracy check of dispensed items.

Unit 428 Undertake the final accuracy check of dispensed medicines and products

Outcome 6 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. work within the limits of own role
2. refer any queries to an **appropriate person**.

Range

a. **Appropriate person:** could include; suitably qualified person, could be a pharmacist, prescriber or pharmacy technician

Unit 429 Take a medication history from an individual

Level: 4
Credit value: 12

Unit aim
This unit will provide the candidate with the knowledge and skill necessary to identify the prescribed and/or purchased medicines and other substances taken by an individual.

Learning outcomes
There are **seven** learning outcomes to this unit. The learner will be able to:
1. Provide a safe and confidential environment for communication
2. Modify communication to meet individuals' needs
3. Establish details of the individual and their medication
4. Analyse the use of individuals' medication
5. Report on the individuals' medication use
6. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
7. Operate within the limitations of the job role

Guided learning hours
It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Take a medication history' Pharm 29.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment and grading
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3, 4, 5, 6 and 7**

Unit 429 Take a medication history from an individual

Outcome 1 Provide a safe and confidential environment for communication

Assessment Criteria

The learner can:

1. establish that environment is suitable for open and confidential discussion with the individual or their **carer** about their medication
2. confirm that all reasonable steps have been taken to minimise any health and safety risks in the environment prior to commencing a discussion with the individual or their carer
3. obtain **valid consent** from the individual or their carer in accordance with **standard operating procedures (SOPs)**
4. apply knowledge of the actions to take if **valid consent** is not obtained.

Range

a. **Carer:** could include; someone who is responsible for supporting an individual through the provision of some of the care be it physical, emotional or finical. A carer may be an employed healthcare worker or a family friend or volunteer

b. **Standard Operating Procedures:** could include; protocols, regulations and practice of industry, organisation, professional and ethical standards and valid consent

c. **Valid consent**

England definition:

For consent to be valid, it must be given voluntarily by an appropriately informed person (the patient or where relevant someone with parental responsibility for a patient under the age of 18) who has the capacity to consent to the intervention in question. Acquiescence where the person does not know what the intervention entails is not “consent”.

NI definition:

For consent to be valid, it must be given voluntarily by an appropriately informed person (the individual or where relevant someone with parental responsibility for a young person under the age of 18) who has the capacity to consent to the intervention in question. Acquiescence where the person does not know what the intervention entails is not ”consent”.

Wales definition:

For consent to be valid, it must be given voluntarily by an appropriately informed person who has the capacity to consent to the intervention in question. The informed person may either be the patient, someone with parental responsibility or a person who has authority under a Power of Attorney. Consent will not be legally valid if the patient has not been given adequate information or where they are under the undue influence of another. Acquiescence where the person does not know what the intervention entails is not “consent”. Where a patient does not have capacity to give consent, then treatment may be given providing it is given in accordance with the Mental Capacity Act 2005.

Scotland definition:

In order for valid consent to treatment to exist, the patient must have been given, and been able to understand, a certain degree of information about the nature, purpose and possible outcomes of the proposed treatment. The case law in Scotland and England broadly suggests that, for the purpose of avoiding civil liability for treatment without consent, a doctor must provide such information as would be provided by a responsible body of medical opinion

Unit 429 Take a medication history from an individual

Outcome 2 Modify communication to meet individuals' needs

Assessment Criteria

The learner can:

1. use all aspects of communication to fully engage the individual or their **carer** in assessment of their medication
2. adapt communication styles according to needs of the individual or their **carer**
3. actively listen to the individual or their **carer** and use questioning skills
4. develop a rapport and encourage the individual or their carer to ask questions, seek information and advice.

Range

a. **Carer:** could include; someone who is responsible for supporting an individual through the provision of some of the care be it physical, emotional or financial. A carer may be an employed healthcare worker or a family friend or volunteer

Unit 429 Take a medication history from an individual

Outcome 3 Establish details of the individual and their medication

Assessment Criteria

The learner can:

1. obtain personal details from the individual, their carer or **appropriate sources**
2. determine what **medicines and other substances** the individual is taking and why
3. obtain appropriate information from the individual or their carer about their medicines
4. identify any issues with individuals' non compliance with their medication
5. ask the individual or their carer if they have experienced any problems or difficulties with their medication
6. apply a working knowledge of medicines and issues that may affect how they are taken.

Range

a. **Appropriate sources:** could include; individual/carer, individuals own medicines, hospital notes, GP records, repeat prescription, community/hospital pharmacy, nursing/residential home Medication Administration Records (MAR) Charts

b. **Medicines:** could include; prescribed medicines, over the counter purchased medicines, herbal medicines, homeopathic medicines, supplements, GSL medicines, vaccinations, clinical trial drugs, controlled drugs

c. **Other substances:** could include; alcohol, tobacco, substances of misuse

Unit 429 Take a medication history from an individual

Outcome 4 Analyse the use of individuals' medication

Assessment Criteria

The learner can:

1. identify from appropriate sources when and how the **medicines** and **other substances** are being taken by the individual
2. use appropriate sources to identify **details of medicines** and other substances that have been
    - started recently
    - stopped
    - changed
    - used regularly
    - used occasionally
    - swapped or shared between individuals or their family and friends
3. apply an in-depth understanding of the **routes of administering medicines.**

Range

a. **Medicines** could include prescribed medicines, over the counter purchased medicines, herbal medicines, homeopathic medicines, supplements, GSL medicines, Vaccinations, clinical trial drugs

b. **Other substances**: could include alcohol, tobacco, substances of misuse

c. **Details of medicines:** could include strength, dose, frequency of dosing, route of administration, formulation, length of treatment, brand, if appropriate, approved name, date of dispensing

d. **Routes of administering medicines:** could include oral, sublingual, buccal, topical, inhaled, injected, eye/ear/nose, transdermal, rectal, vaginal, peritoneal

Unit 429 Take a medication history from an individual

Outcome 5 Report on the individuals' medication use

Assessment Criteria

The learner can:

1. maintain clear, accurate and legible records in accordance with **Standard Operating Procedures (SOPs)** , organisational policies and within the scope of your responsibility and practice
2. convey information obtained from the individual or their carer to an **appropriate person** and record outcomes in accordance with **SOPs**
3. apply an in-depth understanding of the importance of maintaining confidentiality of an individual and their medication records.

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards

b. **Appropriate person**: could include a pharmacist or a prescriber

Unit 429 Take a medication history from an individual

Outcome 6 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. demonstrate working in accordance with the **Standard Operating Procedures (SOPs)** at all times
2. demonstrate compliance with **legal, professional and organisational requirements**, guidelines and confidentiality at all times
3. apply an in-depth understanding of the basic principles of medicines management.

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, valid consent, reporting adverse reactions to medicines and maintaining accurate patent records

b. **Legal, professional and organisational requirements**: could include; current pharmacy legislation, classification of medicines, validity of prescriptions, medicines management, prescribing conventions, drug knowledge, professional and ethical standards, health and social legislation, eg data protection, confidentiality, equal opportunities, that govern the process of taking a medication history

Unit 429 Take a medication history from an individual

Outcome 7 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. report any problems or adverse reactions that the individual may have experienced from their medication in line with **Standard Operating Procedures (SOPs)**
2. demonstrate working in within the scope of own responsibility and practice in accordance with **SOPs** at all times
3. demonstrate a critical understanding of the limitations of your scope of practice and when to refer to an **appropriate person**.

Range

a. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, valid consent, reporting adverse reactions to medicines and maintaining accurate patent records

b. **Appropriate person**: could include a pharmacist or a prescriber

Unit 330 Determine the suitability of an individual's own medicines for use

Level: 3
Credit value: 5

Unit aim
The aim of this unit is to provide candidates with the knowledge and skills needed to ensure that the medicines match correctly all the information on an individual's prescription chart or medication record. It also focuses the identification of any discrepancies and dealing with any problems appropriately.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will be able to:
1. Confirm the process for using individual's own medicines
2. Appraise individual's own medicines for use
3. Review individual's own medicines for relabeling and new supply
4. Manage individual's own medicines if unsuitable for use
5. Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards
6. Operate within the limitations of the job role

Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to: 'Determine the suitability of an individual's own medicines for use' Pharm 31.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- Portfolio of evidence.

Guidance
The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of example s from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for these learning outcomes: **1, 2, 3, 4, 5 and 6**

Unit 330 Determine the suitability of an individual's own medicines for use

Outcome 1 Confirm the process for using individual's own medicines

Assessment Criteria

The learner can:

1. explain the purpose of checking the individual's own medicines
2. answer any questions related to the process
3. obtain appropriate information about the individual's medicines
4. obtain **valid consent** from the individual or their **carer** for use, removal or destruction of the individual's own medicines
5. apply knowledge of patient **issues that may effect medicines** and how they are taken
6. apply an in-depth knowledge of different forms of medicines and use of compliance aids.

Range

a. **Carer:** could include, responsible for supporting an individual through the provision of some of the care be it physical, emotional or financial ,employed healthcare worker or a family friend or volunteer

b. **Issues that may affect how medicines are taken:** could include, problems with reading, swallowing difficulties, dexterity problems, personal beliefs about taking medicines

c. **Valid consent:**

England definition

For consent to be valid, it must be given voluntarily by an appropriately informed person (the patient or where relevant someone with parental responsibility for a patient under the age of 18) who has the capacity to consent to the intervention in question. Acquiescence where the person does not know what the intervention entails is not "consent".

NI definition

For consent to be valid, it must be given voluntarily by an appropriately informed person (the individual or where relevant someone with parental responsibility for a young person under the age of 18) who has the capacity to consent to the intervention in question. Acquiescence where the person does not know what the intervention entails is not "consent".

N. Wales definition

For consent to be valid, it must be given voluntarily by an appropriately informed person who has the capacity to consent to the intervention in question. The informed person may either be the patient, someone with parental responsibility or a person who has authority under a Power of Attorney. Consent will not be legally valid if the patient has not been given adequate information or where they are under the undue influence of another. Acquiescence where the person does not know what the intervention entails is not "consent". Where a patient does not have capacity to give consent, then treatment may be given providing it is given in accordance with the Mental Capacity Act 2005.

Scotland definition

In order for valid consent to treatment to exist, the patient must have been given, and been able to understand, a certain degree of information about the nature, purpose and possible outcomes of the proposed treatment. The caselaw in Scotland and England broadly suggests that, for the purpose of avoiding civil liability for treatment without consent, a doctor must provide such information as would be provided by a responsible body of medical opinion

Unit 330 Determine the suitability of an individual's
Outcome 2 Appraise individual's own medicines for use

Assessment Criteria

The learner can:

1. assess the individual's own medicines to ensure they are **fit for purpose**
2. complete **appropriate documentation** accurately and legibly
3. identify any discrepancies between the individual's own medicines and prescribed items
4. report any discrepancies and other issues identified between the individual's own medicines and prescribed items to an appropriate person
5. apply an in-depth understanding of factors which affect the storage of medication including expiry date.

Range

a. **Fit for purpose**: could include, intact, presentable packaging, clean, non-contaminated packaging, within the expiry date, compliance with current mandatory requirements

b. **Appropriate documentation:** could include, paper based records, electronic records

Unit 330 Determine the suitability of an individual's own medicines for use

Outcome 3 Review individual's own medicines for relabeling and new supply

Assessment Criteria

The learner can:

1. identify unlabelled medicines that are **appropriate for use** and label according to **Standard Operating Procedures (SOPs)**
2. arrange for medicines to be re-labelled according to current labelling legislation where appropriate
3. arrange for any new medicines required to be issued in accordance with **SOPs**.

Range

a. **Appropriate for use**: could include, the medicine being in its original primary packaging, confirmation from individual that it has been issued for their own use, confirmation from individual or their carer of the dose, form and directions in line with patient records, checking if all items have been stored in accordance with manufacturer's instructions, fit for purpose

b. **Standard Operating Procedures:** could include; protocols, regulations and practice of industry, organisation, professional and ethical standards

Unit 330 Determine the suitability of an individual's own medicines for use

Outcome 4 Manage individual's own medicines if unsuitable for use

Assessment Criteria

The learner can:

1. check that the unlabelled medicines that are not re-labelled are suitable for removal and/or destruction with an **appropriate person**
2. arrange for medicines not appropriate for use to be removed and/destroyed in accordance with **Standard Operating Procedure (SOPs)**
3. record any medicines destroyed in accordance with **SOPs**.

Range

a. **Appropriate person**; could include, a pharmacist or a prescriber

b. **Standard Operating Procedures:** could include; protocols, regulations and practice of industry, organisation, professional and ethical standards

Unit 330 Determine the suitability of an individual's own medicines for use

Outcome 5 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

Assessment Criteria

The learner can:

1. refer any unidentifiable medicines or **products** to an **appropriate person**
2. demonstrate working in accordance with the **Standard Operating Procedures (SOPs)** at all times
3. demonstrate compliance with **legal, professional and organisational requirements**, local guidelines, policies and confidentiality at all times.

Range

a. **Products**: could include; sharps, substances for misuse, other devices
b. **Appropriate person**; could include; a pharmacist or a prescriber
c. **Standard operating procedures (SOPs)**: could include; protocols, regulations and practice of industry, organisation, professional and ethical standards, valid consent, recording of information, compliance aids and destruction of unwanted medicines
d. **Legal, professional and organisational requirements**: could include; current pharmacy legislation, labelling requirements, storage requirements, professional and ethical standards, health and social legislation, e.g. data protection, confidentiality, equal opportunities, that govern the use of an individual's own medicines

Unit 330 Determine the suitability of an individual's own medicines for use

Outcome 6 Operate within the limitations of the job role

Assessment Criteria

The learner can:

1. demonstrate working within the scope of own responsibility
2. Identify when to refer to an **appropriate person**.

Range

a. **Appropriate person**; could include, a pharmacist or a prescriber

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve

'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

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