

# Level 2 Certificate in Pharmaceutical Science (5356-02)



Qualification handbook for centres  
500/9575/4

---

[www.cityandguilds.com](http://www.cityandguilds.com)  
August 2017  
Version 3.5

## **About City & Guilds**

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

## **City & Guilds Group**

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

## **Equal opportunities**

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on our website.

## **Copyright**

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (which can be found on our website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

## **Publications**

City & Guilds publications are available from our website or from our Publications Sales department, using the contact details shown below.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

## **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**[www.cityandguilds.com](http://www.cityandguilds.com)  
[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

# Level 2 Certificate in Pharmaceutical Science (5356-02)

## Qualification handbook for centres

Version and date	Change detail	Section
2.0 December 2012	Amendments made to AC1, LO4 for Units 206 and 207	Units
3.0 November 2013	Amendments to method of assessment for all units, unit number changed from (201-210) to (251-260) Amendments to the range	Assessment Units
3.1 November 2013	Minor amendment to range for unit 252 LO4	Units
3.2 July 2014	Pass marks added to test specifications for all units Update of range for: Unit 251 LO1, LO3, LO4 Unit 252 LO1, LO2 Unit 253 LO3 Unit 256 LO1, LO4 Unit 257 LO1, LO3 Unit 258 LO2, LO4 Unit 259 LO1, LO2 Unit 260 LO4	Units
3.3 October 2014	Reference to Teaching guidance for centres document Amendment to reference of Sample tests	Centre documents Assessment materials
	Minor amendment to Unit 251 LO1, AC1. Removed 'supplier' from range of 'Pharmacy customer' - Internal colleagues only	Units
3.4 November 2015	Minor amendments / updates to Sample tests following review (v1.2)	Assessment materials
	Minor amendments / updates to Teaching guidance for centres document. See document for details (v1.1)	Centre documents
3.5 August 2017	Adding GLH and TQT details	Introduction to the qualification
	Removing QCF	Appendix 1

City & Guilds  
**Believe you can**



[www.cityandguilds.com](http://www.cityandguilds.com)

# Contents

<b>1</b>	<b>Introduction to the qualification</b>	<b>5</b>
1.1	Qualification structure	5
1.2	Opportunities for progression	6
1.3	Qualification support materials	6
<b>2</b>	<b>Centre requirements</b>	<b>7</b>
2.1	Resource requirements	7
2.2	Candidate entry requirements	7
<b>3</b>	<b>Course design and delivery</b>	<b>8</b>
3.1	Initial assessment and induction	8
3.2	Recommended delivery strategies	8
<b>4</b>	<b>Assessment</b>	<b>9</b>
4.1	Summary of assessment methods	9
4.2	Test specifications	10
<b>5</b>	<b>Units</b>	<b>14</b>
<b>Unit 251</b>	<b>Communicating with pharmacy customers</b>	<b>16</b>
<b>Unit 252</b>	<b>Law, regulation, health and safety in pharmacy</b>	<b>21</b>
<b>Unit 253</b>	<b>Working in the pharmacy team</b>	<b>26</b>
<b>Unit 254</b>	<b>Ordering and issuing stock in the pharmacy</b>	<b>30</b>
<b>Unit 255</b>	<b>Receiving, storing and maintaining stock in the pharmacy</b>	<b>35</b>
<b>Unit 256</b>	<b>Preparing for and manufacture of aseptic products</b>	<b>39</b>
<b>Unit 257</b>	<b>Assisting in the preparation, manufacture and assembly of medicinal products</b>	<b>44</b>
<b>Unit 258</b>	<b>Selling over the counter medicines in the pharmacy</b>	<b>49</b>
<b>Unit 259</b>	<b>Processing a prescription</b>	<b>54</b>
<b>Unit 260</b>	<b>Assemble prescriptions safely</b>	<b>58</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>63</b>

City & Guilds  
**Believe you can**



[www.cityandguilds.com](http://www.cityandguilds.com)

# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	<b>Level 2 Certificate in Pharmaceutical Science</b>
<b>GLH</b>	180
<b>TQT</b>	300
<b>City &amp; Guilds qualification number</b>	5356-02
<b>Qualification accreditation number</b>	500/9575/4
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

This knowledge qualification has been designed for those wishing to work in a pharmacy setting, either in the community or in a hospital. The qualification can be used as a stand alone knowledge qualification or, taken in conjunction with the City & Guilds Level 2 NVQ Certificate in Pharmacy Service Skills, will contribute to the Level 2 Apprenticeship in Pharmacy as specified by Skills for Health.

## 1.1 Qualification structure

To achieve the Level 2 Certificate in Pharmaceutical Science, learners must achieve 15 credits from the mandatory units and a minimum of 15 credits from the optional units available.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
H/601/7774	251	Communicating with pharmacy customers	Mandatory	5
M/601/7776	252	Law, regulation, health and safety in pharmacy	Mandatory	5
T/601/7777	253	Working in the pharmacy team	Mandatory	5
M/601/7552	254	Ordering and issuing stock in the pharmacy	Optional	5
T/601/7553	255	Receiving, storing and maintaining stock in the pharmacy	Optional	5
A/601/7781	256	Preparing for and manufacture of aseptic products	Optional	5

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
R/601/9164	257	Assisting in the preparation, manufacture and assembly of medicinal products	Optional	5
H/601/9167	258	Selling over the counter medicines in the pharmacy	Optional	5
F/601/7555	259	Processing a prescription	Optional	5
Y/601/7559	260	Assemble prescriptions safely	Optional	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 2 Certificate in Pharmaceutical Science	180	300

## 1.2 Opportunities for progression

This knowledge qualification has been designed to prepare candidates wishing to work in a pharmacy setting. It can be taken as a stand alone qualification or, with the City & Guilds Level 2 NVQ Certificate in Pharmacy Service Skills, as part of the Apprenticeship for Pharmacy at Level 2. Candidates can progress to 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
Sample tests	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Teaching guidance for centres	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

The passwords to access these documents are located in the **Walled Garden**.



# Centre requirements

## 1.4 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.

### Qualification consultants

Qualification consultants 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 Qualification consultants 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 Qualification consultant qualification as identified by the qualifications regulators. Qualification consultants holding older qualifications must be able to demonstrate that they are assessing to current standards
- Qualification consultants who are not yet qualified against the appropriate competences but have the necessary occupational competence and experience, can be supported by a qualified Qualification consultant who does not necessarily have the occupational expertise or experience
- have credible experience which is clearly demonstrable through continuing learning and development.

### 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.

## 1.5 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.

## 2 Course design and delivery

### 2.1 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[s] 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.

### 2.2 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.

## 3 Assessment

### 3.1 Summary of assessment methods

For this qualification the following assessments are available:

<b>Unit No.</b>	<b>Title</b>	<b>Assessment Method</b>	<b>Where to obtain assessment materials</b>
251	Communicating with pharmacy customers	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve
252	Law, regulation, health and safety in pharmacy	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve
253	Working in the pharmacy team	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve
254	Ordering and issuing stock in the pharmacy	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve
255	Receiving, storing and maintaining stock in the pharmacy	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve
256	Preparing for and manufacture of aseptic products	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve
257	Assisting in the preparation, manufacture and assembly of medicinal products	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve
258	Selling over the counter medicines in the pharmacy	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve
259	Processing a prescription	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve
260	Assemble prescriptions safely	City & Guilds e-volve online multiple choice test	Examinations provided on e-volve

## 3.2 Test specifications

The test specifications for the units and qualifications are below:

**Unit 251: Communicating with pharmacy customers**

**Duration:** 50 minutes

**Pass mark\*:** 75%

Unit number	Outcome	No. of questions	%
251	1 Understand the importance of effective communications with pharmacy customers	12	50
	2 Understand the importance of identifying pharmacy customers' needs	5	21
	3 Know how to meet pharmacy customers' needs	3	12
	4 Know how to work within the limitations of their role	4	17
	Total	24	100

**Unit 252: Law, regulation, health and safety in the pharmacy**

**Duration:** 50 minutes

**Pass mark\*:** 75%

Unit number	Outcome	No. of questions	%
252	1 Understand the main laws relating to the delivery of a pharmacy service	10	42
	2 Know the requirements of a pharmacy workplace health and safety	4	17
	3 Understand the hazards and risks within the pharmacy workplace	5	21
	4 Know how to respond to pharmacy workplace hazards and risks	5	20
	Total	24	100

**Unit 253: Working in the pharmacy team**

**Duration:** 50 minutes

**Pass mark\*:** 65%

Unit number	Outcome	No. of questions	%
253	1 Know the legal and ethical requirements relevant to work within the pharmacy team	7	35
	2 Understand the principles that underpin effective teamwork	9	45
	3 Know own strengths and weaknesses as part of a pharmacy team	4	20
	Total	20	100

**Unit 254: Ordering and issuing stock in the pharmacy****Duration:** 50 minutes**Pass mark\*:** 70%

<b>Unit number</b>	<b>Outcome</b>	<b>No. of questions</b>	<b>%</b>
254	1 Understand pharmacy stock and its control	9	45
	2 Know how to order pharmacy stock	4	20
	3 Know how to issue pharmacy stock	5	25
	4 Understand pharmacy stock records	2	10
	Total	20	100

**Unit 255: Receiving, storing and maintaining stock in the pharmacy****Duration:** 40 minutes**Pass mark\*:** 75%

<b>Unit number</b>	<b>Outcome</b>	<b>No. of questions</b>	<b>%</b>
255	1 Understand pharmacy stock	8	50
	2 Know how to receive and store pharmacy stock	5	31
	3 Know how to maintain pharmacy stock	3	19
	Total	16	100

**Unit 256: Preparing for and manufacture of aseptic products****Duration:** 50 minutes**Pass mark\*:** 75%

<b>Unit number</b>	<b>Outcome</b>	<b>No. of questions</b>	<b>%</b>
256	1 Know the legislation, policies and good practice relevant to aseptics	7	31
	2 Know the requirements for environmental and personal hygiene in the aseptic unit	7	31
	3 Know the processes used for manufacture and preparation of aseptic products	4	17
	4 Know about the requirements for packaging documentation and storage	5	21
	Total	23	100

**Unit 257: Assisting in the preparation, manufacture and assembly of medicinal products****Duration:** 50 minutes**Pass mark\*:** 70%

<b>Unit number</b>	<b>Outcome</b>	<b>No. of questions</b>	<b>%</b>
257	1 Know the legislation policies and good practice relevant to medicines manufacture	8	37
	2 Know the requirements for environmental and personal hygiene	7	32
	3 Know about the materials and processes used in medicines manufacture	4	18
	4 Know about the requirements for packaging, labelling and documentation	3	13
	Total	22	100

**Unit 258: Selling over the counter medicines in the pharmacy****Duration:** 50 minutes**Pass mark\*:** 70%

<b>Unit number</b>	<b>Outcome</b>	<b>No. of questions</b>	<b>%</b>
258	1 Know about appropriate questions and techniques to obtain information from individuals	3	12
	2 Know how to choose suitable medicinal products to sell over the counter	15	60
	3 Know how to provide information and advice to individuals	2	8
	4 Understand local policy, legislation and good practice for the sale of medicines	5	20
	Total	25	100

**Unit 259: Processing a prescription****Duration:** 40 minutes**Pass mark\*:** 70%

<b>Unit number</b>	<b>Outcome</b>	<b>No. of questions</b>	<b>%</b>
259	1 Know the procedures for receiving and processing prescriptions	6	36
	2 Know the procedures for issuing prescriptions	7	41
	3 Understand why pharmacy records are maintained and how to maintain them	4	23
	Total	17	100

**Unit 260: Assemble prescriptions safely****Duration:** 50 minutes**Pass mark\*:** 75%

<b>Unit number</b>	<b>Outcome</b>	<b>No. of questions</b>	<b>%</b>
260	1 Know the procedures for assembling prescribed items	5	21
	2 Know how to assemble prescribed items	8	33
	3 Understand why records are maintained	2	8
	4 Know how to reduce risks and errors	9	38
	Total	24	100

**\* Please note that pass marks are subject to review as part of a continuous quality assurance process carried out by City & Guilds.**

**Use of calculators**

Candidates are permitted to use calculators in the assessment for Unit 260.

## 4 Units

### Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (UAN) **[www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)**

### 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.



## Summary of units

<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Unit accreditation number</b>	<b>Credit value</b>
251	Communicating with pharmacy customers	H/601/7774	5
252	Law, regulation, health and safety in pharmacy	M/601/7776	5
253	Working in the pharmacy team	T/601/7777	5
254	Ordering and issuing stock in the pharmacy	M/601/7552	5
255	Receiving, storing and maintaining stock in the pharmacy	T/601/7553	5
256	Preparing for and manufacture of aseptic products	A/601/7781	5
257	Assisting in the preparation, manufacture and assembly of medicinal products	R/601/9164	5
258	Selling over the counter medicines in the pharmacy	H/601/9167	5
259	Processing a prescription	F/601/7555	5
260	Assemble prescriptions safely	Y/601/7559	5

**Level:** 2  
**Credit value:** 5  
**UAN number:** H/601/7774

### Unit aim

This unit will ensure that the learner will have the necessary knowledge and understanding to be able to communicate effectively with pharmacy customers.

### Learning outcomes

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

1. Understand the importance of effective communications with pharmacy customers
2. Understand the importance of identifying pharmacy customers' needs
3. Know how to meet pharmacy customers' needs
4. Know how to work within the limitations of their role

### Guided learning hours

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

### 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:

- an on-line test covering underpinning knowledge.

## Unit 251

### Outcome 1

## Communicating with pharmacy customers

Understand the importance of effective communications with pharmacy customers

### Assessment Criteria

The learner can:

1. describe the key features of **effective communication** with **pharmacy customers**
2. describe how to use **verbal communication** within a pharmacy setting
3. describe how to use **non-verbal communication** within a pharmacy setting
4. describe the possible consequences of **poor communication** with pharmacy customers
5. describe techniques for managing potential **conflict** within a pharmacy setting
6. describe what actions to take when dealing with **complaints**.

### Range

- **Effective communication:** '55-38-7' model (Mehrabian's model of communication)
- **Pharmacy customers:**
  - Internal; colleagues
  - External; patients, patient representatives, retail customers
  - Special requirements; hearing/sight impairment, language difficulties, physical disabilities
- **Verbal communication skills:** clarity and tone of voice, questioning skills, confidence
- **Non-verbal communication skills:** body language, attitude, personal, organisation code of conduct for appearance, listening, empathising, eye contact
- **Poor communication:**
  - different methods: face-to-face, telephone, written, electronic, paper
  - body language: positive and negative, attitude, eye contact, gestures, tone and volume of voice
- **Conflict:** individual emotions, anxious, upset, angry, fearful, confused
- **Complaints:** waiting times, dispensing errors, stock availability, payments, poor customer service, brand changes, products

## Unit 251

### Outcome 2

## Communicating with pharmacy customers

Understand the importance of identifying pharmacy customers' needs

### Assessment Criteria

The learner can:

1. describe how to **identify** pharmacy customers' **needs**
2. describe different **types** of pharmacy customers' **needs**
3. explain the **importance** of correctly recognising pharmacy customers' **needs**.

### Range

- **Identify:** listen, observe, patient medication records (PMR), prescription information, ask questions; open and closed
- **Types of needs:** information, guidance, specific products, medication, healthcare advice, special requirements (eg visual, hearing, language)
- **Importance:** loss of business, loss of revenue, impact on health, impact on effective running of pharmacy

## Unit 251

### Outcome 3

## Communicating with pharmacy customers

### Know how to meet pharmacy customers' needs

#### Assessment Criteria

The learner can:

1. list **information sources** or advice available to meet pharmacy customers' needs
2. describe how to **check** that pharmacy customers' needs have been met.

#### Range

- **Information sources:** customer, customer representative, standard operating procedures (SOP), reference books (British National Formulary, British Pharmacopeia, Medicines Ethics and Practice, Drug Tariff, Pharmacy Standard Operating Procedures, NPA Information Guides, Chemist and Druggist Price List, Martindale, Stockley's Drug Interactions), electronic resources, leaflets, posters, customer complaints procedure, colleagues (both within the pharmacy and external eg other healthcare professionals, stores), stock suppliers, medicines manufacturers
- **Check:** open and closed questions, listening, summarising

## Unit 251

### Outcome 4

## Communicating with pharmacy customers

Know how to work within the limitations of their role

### Assessment Criteria

The learner can:

1. explain the **roles and responsibility** of **staff** when dealing with pharmacy customers
2. describe which **requests** should be referred to the pharmacist or other senior persons
3. describe when **complaints** should be **referred to a relevant authority** in line with organisational policy.

### Range

- **Staff:** dispensing staff
- **Roles and responsibilities:** dealing with pharmacy customer queries, labelling and assembling prescriptions, receiving prescriptions, issuing prescriptions, obtaining further supplies, accuracy check (both of own work as part of dispensing and where suitably qualified, the final accuracy check)
- **Requests:** clinical advice; side effects, how to take medicines
- **Complaints:** waiting times, dispensing errors, stock availability, payments, poor customer service, brand changes
- **Referred to a relevant authority:** Pharmacist, Manager, Pharmacy Technician, Supervisor, other Healthcare professionals

**Level:** 2  
**Credit value:** 5  
**UAN number:** M/601/7776

**Unit aim**

This unit will ensure that the learner will have the necessary knowledge and understanding to be able to carry out their pharmacy job role lawfully and safely.

**Learning outcomes**

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

1. Understand the main laws relating to the delivery of a pharmacy service
2. Know the requirements of a pharmacy workplace health and safety
3. Understand the hazards and risks within the pharmacy workplace
4. Know how to respond to pharmacy workplace hazards and risks

**Guided learning hours**

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

**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:

- an on-line test covering underpinning knowledge.

## Unit 252      **Law, regulation, health and safety in pharmacy**

Outcome 1      Understand the main laws relating to the delivery of a pharmacy service

### Assessment Criteria

The learner can:

1. outline the main **pharmacy services legislations**
2. describe the key differences in the legal requirements for the **different classes of medicines**
3. describe role, responsibilities and legal duties of the **staff** responsible for the pharmacy workplace
4. describe the **impact** of legislation on the pharmacy workplace.

### Range

- **Pharmacy services legislation:** data protection, waste disposal, trade descriptions, consumer protection; sale and supply of medicines, Controlled Drugs (CDs), poisons, veterinary products, denatured alcohol; Equality Act, Health and Safety at Work Act
- **Different classes of medicine:** General Sales List (GSL), Pharmacy (P), Prescription-only medicines (POM), Controlled Drugs (CDs)
- **Staff:** Responsible Pharmacist, Superintendent Pharmacist, Pharmacist, Pharmacy Technician, Health & Safety Representative, Clinical Governance Lead, Data Protection Lead, Caldicott Guardian
- **Impact:** management of confidentiality, management of waste, management and adhering to consumer protection and sales



## Unit 252      Law, regulation, health and safety in pharmacy

Outcome 2      Know the requirements of a pharmacy workplace health and safety

### Assessment Criteria

The learner can:

1. identify the responsibilities and **legal duties for health and safety** by law for:
  - the pharmacy workplace
  - their job role
2. describe the **safe working practices** that should be followed in the pharmacy workplace
3. explain why **personal presentation** is important in maintaining health and safety in the pharmacy workplace
4. describe how **personal behaviour** contributes to health and safety of staff and customers in the pharmacy workplace.

### Range

- **Legal duties for health and safety:**

Employers; it is an employer's duty to protect the health, safety and welfare of their employees and other people who might be affected by their business. Employers must do whatever is reasonably practicable to achieve this.

Employees; they have a duty to take care of their own health and safety and that of others who may be affected by their actions at work. Workers must co-operate with employers and co-workers to help everyone meet their legal requirements.
- **Safe working practice:** manual handling, visual display screens, personal protective equipment, reporting of injuries
- **Personal presentation:** jewellery, footwear, hair, hand hygiene, dress code
- **Personal behaviour:** dealing with emergencies, eating, drinking, smoking, drugs, using equipment

## Unit 252

## Law, regulation, health and safety in pharmacy

### Outcome 3

Understand the hazards and risks within the pharmacy workplace

#### Assessment Criteria

The learner can:

1. define the terms “hazards” and “risks”
2. identify the **hazards** which exist in the pharmacy workplace
3. name the **risks** to the environment which may be present in the workplace and/or job role
4. describe how to **minimise risks**
5. explain the importance of remaining alert to the presence of hazards in the pharmacy workplace.

#### Range

- **Hazards:** spills, trips, breakages, obstructions, faulty equipment or machinery, environmental factors, incorrect storage of medicines or raw materials, disposal of waste and unwanted medicines
- **Risks:** contamination, infection, injury or harm to self, others or/and the environment
- **Minimise risks:** risk assessment, standard operating procedures (SOPs), organisational fire alarms and drills, major incident procedures, on-going training

## Unit 252

## Law, regulation, health and safety in pharmacy

### Outcome 4

Know how to respond to pharmacy workplace hazards and risks

#### Assessment Criteria

The learner can:

1. outline the extent and responsibility of your role in controlling risks in the pharmacy workplace
2. identify which **risks** and **hazards** must be referred
3. outline the **workplace instructions** for managing risks that you are not able to deal with
4. name the responsible people to whom health and safety matters should be reported
5. describe where and when to get **additional health and safety assistance**
6. describe how to safely use **common equipment and materials** in the pharmacy workplace according to manufacturers and suppliers instructions.

#### Range

- **Hazards:** spills, trips, breakages, obstructions, faulty equipment or machinery, environmental factors, incorrect storage of medicines or raw materials, disposal of waste and unwanted medicines
- **Risks:** contamination, infection, injury or harm to self, others or/and the environment
- **Workplace instructions:** organisational procedures for reporting incidences and accidents, SOPs
- **Additional health and safety assistance:** Head office, organisations health and safety department, Chief Executive or larger organisations, HSE, relevant pharmacy support organisations
- **Common equipment and materials:** cytotoxic medicines, VDU screen, computer and peripherals

## Unit 253

## Working in the pharmacy team

**Level:** 2  
**Credit value:** 5  
**UAN number:** T/601/7777

### Unit aim

This unit will ensure that the learner will have the necessary knowledge and understanding to be able to function as a productive member of the pharmacy team.

### Learning outcomes

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

1. Know the legal and ethical requirements relevant to work within the pharmacy team
2. Understand the principles that underpin effective teamwork
3. Know own strengths and weaknesses as part of a pharmacy team

### Guided learning hours

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

### 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:

- an on-line test covering underpinning knowledge.

## Unit 253

## Working in the pharmacy team

### Outcome 1

Know the legal and ethical requirements relevant to work within the pharmacy team

#### Assessment Criteria

The learner can:

1. identify the **codes of practice and conduct** that provide standards and guidance to pharmacy team members
2. describe **current legislation** and **organisational procedures** relating to:
  - accessing records
  - storage and retrieval of information including data protection
  - team working
3. describe how to apply organisational policies and procedures to individual services and to relationships within the pharmacy team
4. state why it is important to adhere to **organisational procedures** at all times
5. outline legislation and **organisational procedures** on equality, diversity, discrimination and rights when working in a team.

#### Range

- **Codes of practice and conduct:** Standard of Conduct, Ethics and Performance, Code of Conduct for Pre-registration Trainee Pharmacy Technicians, Code of Conduct for Pre-registration Trainee Pharmacists
- **Current legislation:** Data Protection, Freedom of Information, Disability Discrimination, Equal Opportunities, Human Rights, Equality and Diversity
- **Organisational procedures:** Standard Operating Procedures (SOPs), organisational policies and procedures relating to; disciplinary procedures, grievance, complaints, raising concerns, appraisal and performance review, whistle-blowing

## Unit 253

## Working in the pharmacy team

### Outcome 2

Understand the principles that underpin effective teamwork

#### Assessment Criteria

The learner can:

1. state the **key feature** of effective team work for a pharmacy team
2. explain how **individual styles of interaction** impact on team work
3. describe the potential impact of poor teamwork in a pharmacy team:
  - a. on staff
  - b. on the customers
  - c. on the organisation
4. describe **techniques** for overcoming problems when interacting with the pharmacy team
5. explain the **organisation's policy and procedure** for handling complaints.

#### Range

- **Key feature:** communication
- **Individual styles of interaction:** Belbin Team Roles
- **Techniques:** team rota, team meetings, sharing responsibilities, training, team building
- **Organisation's policy and procedures:** complaints procedure, customer services policies and procedures, Standard Operating Procedures (SOPs)

## Unit 253

## Working in the pharmacy team

### Outcome 3

Know own strengths and weaknesses as part of a pharmacy team

#### Assessment Criteria

The learner can:

1. work within the limits of own competence and authority
2. identify own **strengths and weaknesses** as an individual pharmacy worker
3. identify own strengths and weaknesses as a pharmacy team member
4. outline team related **development and learning opportunities** available.

#### Range

- **Strengths and weaknesses:**

**Individual:** self-awareness, initiative, communication, personality, selling skills, confidence, reliability, empathy

**Team:** time keeping, communication, leadership, reliability, supporting others, organisation, empathy

- **Development and learning opportunities:** SWOT analysis, SMART objectives, team dynamics, team building, barriers to effective working, handling problems within the team, personal development plan, appraisals

**Level:** 2  
**Credit value:** 5  
**UAN number:** M/601/7552

**Unit aim**

This unit provides learners with knowledge of the importance of efficient, safe stock management when ordering and issuing stock.

**Learning outcomes**

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

1. Understand pharmacy stock and its control
2. Know how to order pharmacy stock
3. Know how to issue pharmacy stock
4. Understand pharmacy stock records

**Guided learning hours**

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

**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:

- an on-line test covering underpinning knowledge.



## Unit 254

## Ordering and issuing stock in the pharmacy

### Outcome 1

### Understand pharmacy stock and its control

#### Assessment Criteria

The learner can:

1. explain current procedures for dealing with stock
2. explain the **roles and responsibilities** of staff for stock control
3. list different drug **formulations** within pharmacy stock
4. discuss the **'products recall'** process
5. describe the difference between branded and generic medicines.

#### Range

- **Roles and responsibilities:** date checking, stock rotation, fit for purpose
- **Formulations:** types of formulations eg hard capsules, tablets, lozenges, injections ie intravenous, intramuscular, subcutaneous, internal liquids ie mixtures, suspensions, ointments, creams, lotions, suppositories, pessaries, eye drops, ear drops, nose drops, mouthwashes, patches
- **Products recall:** after issue; Medicines and Healthcare products Regulatory Agency (MHRA) classes of recall, segregating stock

**Unit 254**  
Outcome 2

**Ordering and issuing stock in the pharmacy**  
Know how to order pharmacy stock

**Assessment Criteria**

The learner can:

1. describe the pharmacy **order process**
2. name **sources of stock**
3. describe how to respond to an **urgent need for stock**.

**Range**

- **Order process:** using correct source, order appropriate amount, seasonal variations, shelf life, contracts
- **Sources of stock:** wholesalers, direct from manufacturer, hospitals, specials manufacturers, other pharmacies
- **Urgent need for stock:** hospital, community

## Unit 254

Outcome 3

## Ordering and issuing stock in the pharmacy

Know how to issue pharmacy stock

### Assessment Criteria

The learner can:

1. describe the pharmacy stock **issuing process**
2. describe how to respond to an urgent stock request
3. name **packaging** required for specific products
4. state the action taken where stock is **not fit for purpose**.

### Range

- **Issuing process:** accurate product selection, issuing to other pharmacies, issuing between pharmacies, types of order requisitions; GP, picking lists, barcodes, internal stores
- **Packaging:** protective, containers, labelling, refrigeration, security
- **Not fit for purpose:** segregation, expired, contaminated, damaged, drug recall/alert

## Unit 254

Outcome 4

## Ordering and issuing stock in the pharmacy

Understand pharmacy stock records

### Assessment Criteria

The learner can:

1. describe the **systems** used to maintain stock records
2. explain how the computer is used for stock control purposes.

### Range

- **Systems:** electronic, paper based, live stock level systems, back-up

## Unit 255

# Receiving, storing and maintaining stock in the pharmacy

**Level:** 2  
**Credit value:** 5  
**UAN number:** T/601/7553

### Unit aim

This unit provides learners with knowledge of the importance of efficient, safe stock management when receiving, storing and maintaining stock.

### Learning outcomes

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

1. Understand pharmacy stock
2. Know how to receive and store pharmacy stock
3. Know how to maintain pharmacy stock

### Guided learning hours

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

### 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:

- an on-line test covering underpinning knowledge.

## Unit 255      **Receiving, storing and maintaining stock in the pharmacy**

Outcome 1      Understand pharmacy stock

### **Assessment Criteria**

The learner can:

1. explain **current procedures** for dealing with stock
2. explain the roles and responsibilities of staff for stock control
3. list different products **formulations**
4. discuss the **products recall** process
5. describe the difference between branded and generic medicines.

### **Range**

- **Current procedures:** storage temperature, storage location, stock rotation, date checking, segregating stock, special storage area
- **Formulations:** types of formulations eg hard capsules, tablets, lozenges, injections ie intravenous, intramuscular, subcutaneous, internal liquids ie mixtures, suspensions, ointments, creams, lotions, suppositories, pessaries, eye drops, ear drops, nose drops, mouthwashes, patches
- **Product recall:** whilst in storage; company recall, Medicines and Healthcare products Regulatory Agency (MHRA), classes of recall, segregating stock

## Unit 255      **Receiving, storing and maintaining stock in the pharmacy**

Outcome 2      Know how to receive and store pharmacy stock

### **Assessment Criteria**

The learner can:

1. describe the pharmacy stock **receipt process**
2. name **sources of stock**
3. describe **how to deal** with **discrepancies**
4. list different stock **locations**.

### **Range**

- **Receipt process:** expected stock to be delivered, fit for purpose, stored in the correct area
- **Sources of stock:** wholesalers, direct from manufacturer, hospitals, specials manufacturers, other pharmacies
- **How to deal:** credit notes, returns, reporting, re-ordering
- **Discrepancies:** incorrect drug strength, formulation, quantity, order, expired, damaged, missing stock, contaminated, short dated
- **Locations:** Controlled Drugs cabinet, refrigerator, ambient, special storage area

## Unit 255

## Receiving, storing and maintaining stock in the pharmacy

### Outcome 3

Know how to maintain pharmacy stock

#### Assessment Criteria

The learner can:

1. describe the **systems** used to maintain stock
2. state the importance of maintaining correct **storage conditions**.

#### Range

- **Systems:** stock rotation, shelf life, seasonal variations, checking of; temperature, expiry date, quantity, damaged stock
- **Storage conditions:** temperature, light, moisture, security, isolated



## Unit 256

# Preparing for and manufacture of aseptic products

**Level:** 2

**Credit value:** 5

**UAN number:** A/601/7781

### Unit aim

The unit will help the learner develop the necessary knowledge and understanding to be able to work safely in an Aseptic Unit.

### Learning outcomes

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

1. Know the legislation, policies and good practice relevant to aseptics
2. Know the requirements for environmental and personal hygiene in the aseptic unit
3. Know the processes used for manufacture and preparation of aseptic products
4. Know about the requirements for packaging, documentation and storage

### Guided learning hours

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

### 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:

- an on-line test covering underpinning knowledge.

<b>Unit 256</b>	<b>Preparing for and manufacture of aseptic products</b>
Outcome 1	Know the legislation, policies and good practice relevant to aseptics

### Assessment Criteria

The learner can:

1. list the **current legislation** related to aseptic processes
2. state how Good Manufacturing Practice applies to aseptic processes
3. state the importance of Standard Operating Procedures in aseptic processes
4. describe the difference between batch manufacture and dispensing for an individual patient
5. explain the importance of knowing the **limits** of own role
6. describe the importance of knowing **who to report to**.

### Range

- **Current legislation:**
  - Rules and Guidance for Pharmaceutical Manufacturers and Distributors (The Orange Guide)
  - Medicines Act 1968, Section 10
  - Human Medicines Regulations
  - Aseptic Dispensing for NHS patients
  - Quality Assurance of Aseptic Services
  - Health and Safety, Control of Substances Hazardous to Health (COSHH)
  - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- **Limits:** accidents, injuries, errors
- **Who to report to:** Pharmacist, Pharmacy Technician, supervisor, more senior colleague

## Unit 256

## Preparing for and manufacture of aseptic products

### Outcome 2

Know the requirements for environmental and personal hygiene in the aseptic unit

#### Assessment Criteria

The learner can:

1. list the different types of **environmental areas** used for the manufacture of aseptic products
2. name **sources of contamination**
3. describe the personal hygiene requirements in aseptic processes
4. explain the need for maintaining the **aseptic environment**.

#### Range

- **Environmental areas:** changing room, clean room, preparation room, laminar flow cabinet, isolator
- **Sources of contamination:** microbial, chemical, particulate
- **Aseptic environment:** air sampling, settle plates, sessional and weekly cleaning, surface sampling ie contact plates, finger dabs, air pressure differentials, temperature, air flow, microbiological monitoring

## Unit 256

## Preparing for and manufacture of aseptic products

### Outcome 3

Know the processes used for manufacture and preparation of aseptic products

#### Assessment Criteria

The learner can:

1. describe the **common materials** used in aseptic processes
2. describe common **aseptic processes**
3. state the processes for the safe handling and disposal of **hazardous waste**.

#### Range

- **Common materials:** consumables; measures, mixers, pumps, filters, syringes, needles, transfer devices, venting devices, giving sets, alcohol wipes
- **Aseptic processes:** mixing, filtration, reconstitution, filling, transfer, dilution, checks; in-process, equipment, volume, visual product, quality control sampling, reconciliation of labels, end of process
- **Hazardous waste:** sharps, clinical waste, toxic waste

## Unit 256      Preparing for and manufacture of aseptic products

Outcome 4      Know about the requirements for packaging, documentation and storage

### Assessment Criteria

The learner can:

1. outline the **packaging and labelling** requirements for aseptic products
2. identify **documents** used in the aseptic processes
3. outline the importance of maintaining correct **storage conditions**.

### Range

- **Packaging and labelling:**
  - Medicines Act 1968, Section 10 exemptions/The Human Medicines Regulations
  - Rules and Guidance for Pharmaceutical Manufacturer's and Distributors (The Orange Guide)
  - Quality Assurance of Aseptic Preparation Services (The Yellow Guide)
- **Documentation:** environmental monitoring records (eg air pressure differential log), cleaning records, worksheets, equipment logs, quality exception reports, batch worksheets, batch number allocation records, accident or incident reporting forms
- **Storage conditions:** light, temperature, moisture, isolated, secure

## Unit 257

# Assisting in the preparation, manufacture and assembly of medicinal products

**Level:** 2  
**Credit value:** 5  
**UAN number:** R/601/9164

### Unit aim

The aim of this unit is to provide the learner with the knowledge to understand the processes and procedures required for assisting in pharmacy manufacturing.

### Learning outcomes

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

1. Know the legislation, policies and good practice relevant to medicines manufacture
2. Know the requirements for environmental and personal hygiene
3. Know about the materials and processes used in medicines manufacture
4. know about the requirements for packaging, labelling and documentation

### Guided learning hours

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

### 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:

- an on-line test covering underpinning knowledge.

## Unit 257

# Assisting in the preparation, manufacture and assembly of medicinal products

### Outcome 1

Know the legislation, policies and good practice relevant to medicines manufacture

#### Assessment Criteria

The learner can:

1. list the **current legislation** related to pharmacy manufacturing
2. state how Good Manufacturing Practice applies to pharmacy manufacturing
3. state the importance of Standard Operating Procedures in pharmacy manufacturing
4. describe the difference between batch manufacture and dispensing for an individual patient
5. state the importance of knowing the **limits** of your role and knowing to whom matters are **reported**.

#### Range

- **Current legislation:**
  - Human Medicines Regulations, Medicines Act 1968, Section 10
  - Rules and Guidance for Pharmaceutical Manufacturers and Distributors (The Orange Guide)
  - Good Manufacturing Practice
  - Health and Safety
  - Control of Substances Hazardous to Health (COSHH)
  - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- **Limitations:** accidents, injuries, errors
- **Reported:** Pharmacist, Pharmacy Technician, supervisor, colleagues

## Unit 257

# Assisting in the preparation, manufacture and assembly of medicinal products

## Outcome 2

Know the requirements for environmental and personal hygiene

### Assessment Criteria

The learner can:

1. list the different types of **environmental areas** used for the manufacturing of medicines
2. name **sources of contamination**
3. describe **personal hygiene** requirements in pharmacy manufacture
4. describe the need for maintaining the medicines **manufacturing environment**.

### Range

- **Environmental areas:** non-sterile and sterile preparation areas, changing rooms, clean room, laminar flow cabinets, isolators
- **Sources of contamination:** microbial, chemical, particulate
- **Personal hygiene:** hygiene requirements in accordance with SOPs for personnel assisting in medicines manufacture ie hand washing, hand hygiene, personal presentation, changing procedures, personal protective equipment
- **Manufacturing environment:** hygiene requirements for the maintenance of a controlled environment used in medicines manufacture ie air pressure monitoring, use and maintenance of equipment, calibration of balances, sessional cleaning, equipment log, contact and settle plates air pressure differentials, temperature, microbiological monitoring



## Unit 257

# Assisting in the preparation, manufacture and assembly of medicinal products

## Outcome 3

Know about the materials and processes used in medicines manufacture

### Assessment Criteria

The learner can:

1. describe the common **materials** used in medicines manufacturing
2. describe the common **processes** used in medicines manufacturing.

### Range

- **Materials:** bottles/containers, closures, syringes/needles, transfer sets, secondary packaging, filters, personal protective equipment, raw materials, balances
- **Processes:** mixing, dissolving, incorporation, filling, filtration, assembly, weighing, measuring, sterilising, sealing, trituration, levigation, comminution

## Unit 257

# Assisting in the preparation, manufacture and assembly of medicinal products

### Outcome 4

know about the requirements for packaging, labelling and documentation

#### Assessment Criteria

The learner can:

1. outline the packaging and labelling requirements for manufactured medicinal products
  2. identify **documents** used in the medicines manufacturing process.
- 
- **Documentation:** documentation for working procedures; environmental maintaining records (eg air pressure reading records), cleaning records and equipment logs, batch worksheets and associated documents for recording manufacture; batch records, batch work sheets, batch number allocation record

## Unit 258

# Selling over the counter medicines in the pharmacy

**Level:** 2  
**Credit value:** 5  
**UAN number:** H/601/9167

### Unit aim

This unit provides the knowledge required to assist with the sale of over the counter medicines and the provision of information and advice on symptoms, products and healthcare.

### Learning outcomes

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

1. Know about appropriate questions and techniques to obtain information from individuals
2. Know how to choose suitable medicinal products to sell over the counter
3. Know how to provide information and advice to individuals
4. Understand local policy, legislation and good practice for the sale of medicines

### Guided learning hours

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

### 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:

- an on-line test covering underpinning knowledge.

## Unit 258

## Selling over the counter medicines in the pharmacy

### Outcome 1

Know about appropriate questions and techniques to obtain information from individuals

#### Assessment Criteria

The learner can:

1. describe when to use the **questions** in the 2WHAM protocol and when alternatives might be appropriate
2. describe how to assess **individual** needs using **questioning techniques** appropriate to a pharmacy setting.

#### Range

- **Questions:** 2WHAM
- **Questioning Techniques:** open questions, closed questions, compound and leading questions
- **Individuals:** customers: requesting specific medicines, information and guidance, special needs (visual impairment, hearing impairment, language difficulties, physical disability, other medical conditions), customer representatives

## Unit 258

## Selling over the counter medicines in the pharmacy

### Outcome 2

Know how to choose suitable medicinal products to sell over the counter

#### Assessment Criteria

The learner can:

1. state uses, side effects and contraindications for active ingredients in a range of **commonly used non-prescription medicines**
2. describe the difference between the **classes of medicines**
3. describe reasons why it might not be possible to sell some products to the customer
4. describe how product knowledge can be kept up to date
5. explain why it is important to keep product knowledge up to date.

#### Range

- **Commonly used non-prescription medicines:** products available for eg coughs, colds and flu, indigestion and heartburn, constipation and diarrhoea, haemorrhoids, pain, hay fever, skin and scalp problems, dental, women's/men's health, children's health, travel health, eye and ear problems
- **Classes of medicines:** General Sales Medicines (GSL), Pharmacy (P), Prescription-only medicines (POM), products available in different pack sizes

## Unit 258

## Selling over the counter medicines in the pharmacy

### Outcome 3

Know how to provide information and advice to individuals

#### Assessment Criteria

The learner can:

1. list the common **resources** available to assist in the provision of advice on medicines and products
2. identify when to use **different formats** of information available to meet the needs of a range of **individuals**.

#### Range

- **Resources:** suppliers/manufacturers information, healthcare leaflets, PAGB-OTC directory, pharmacy magazines
- **Different formats:** oral, written ie patient information leaflets, healthcare leaflets, pack information, information from manufacturer, electronic
- **Individuals:** customers: requesting specific medicines, information and guidance, special needs (visual impairment, hearing impairment, language difficulties, physical disability, other medical conditions), customer representatives

## Unit 258

# Selling over the counter medicines in the pharmacy

### Outcome 4

Understand local policy, legislation and good practice for the sale of medicines

#### Assessment Criteria

The learner can:

1. identify when and how to **refer** to the appropriate authority
2. explain the **legal and ethical responsibilities** of the pharmacist and other members of the pharmacy team, including self
3. state the **Pharmacy Protocol** or Standard Operating Procedure.

#### Range

- **Refer:** request for product or advice outside limits of learner's authority, sale of medicines to elderly, children, pregnant women, requests for medicines with the same or similar active ingredients, requests for regular quantities of medicines requested liable to abuse or misuse
- **Legal and ethical responsibilities:** when medicines may not be sold, confidentiality, protocols, high risk medicines, medicines liable to abuse or misuse
- **Pharmacy Protocol:** basics of current pharmacy legislation, Responsible Pharmacist, staff training requirements, 2WHAM, when to refer, medicines liable to abuse/misuse, medicines newly available OTC

## Unit 259

## Processing a prescription

**Level:** 2  
**Credit value:** 5  
**UAN number:** F/601/7555

### Unit aim

This unit provides learners with knowledge of processing prescriptions.

### Learning outcomes

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

1. Know the procedures for receiving and processing prescriptions
2. Know the procedures for issuing prescriptions
3. Understand why pharmacy records are maintained and how to maintain them

### Guided learning hours

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

### 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:

- an on-line test covering underpinning knowledge.



## Unit 259

## Processing a prescription

### Outcome 1

Know the procedures for receiving and processing prescriptions

#### Assessment Criteria

The learner can:

1. describe the **roles and responsibilities** of staff for receiving **prescriptions**
2. describe the procedures for receiving prescriptions
3. list the different types of prescriptions
4. list the **transactions** involved in processing **prescriptions**.

#### Range

- **Roles and responsibilities:** check name and address, legible, date, legal requirements, exemptions, age, patient numbers, following SOP
- **Prescriptions:** NHS prescriptions including all areas of the UK (England, Wales, Scotland and Northern Ireland eg FP10s, WP10 MDAs etc), discharge, in-patient, outpatient, clinical trials, dental, veterinary, private, independent prescriber
- **Transactions:** prescription charges, multiple charge items, exemptions, prescription refunds, prepayment certificates, official reclaim forms, prescription receipts, cost of private prescriptions including and excluding VAT, advise where items might be purchased, prescription charge legislation across the UK

## Unit 259

## Processing a prescription

Outcome 2

Know the procedures for issuing prescriptions

### Assessment Criteria

The learner can:

1. describe the **roles and responsibilities** of staff for issuing prescriptions
2. describe the **procedures for issuing** prescriptions
3. list **consumables** that may be issued with prescriptions.

### Range

- **Roles and responsibilities:** check suitability to hand out, refer it to a pharmacist, check identity, provide advice
- **Procedures for issuing:** information to identify patients or their representatives, usage, repeat supplies, outstanding balance, storage and expiry dates, maintenance of devices, possible side effects, route of administration and specific formulations ie mixtures, suspensions, eye drops, patient information leaflet, additional instruction leaflets
- **Consumables:** oral syringes, plastic spoons, dropper bottles, patient information leaflets, spacers, devices

## Unit 259

## Processing a prescription

### Outcome 3

Understand why pharmacy records are maintained and how to maintain them

#### Assessment Criteria

The learner can:

1. explain the **importance** of maintaining pharmacy records
2. discuss how pharmacy **records** can be maintained using a computer.

#### Range

- **Importance:** customer identification, repeat dispensing, audit, legal and contractual requirements
- **Records:** purpose, type of records, function of records, patient identification, use of computer systems, paper and electronic records, error records

**Level:** 2  
**Credit value:** 5  
**UAN number:** Y/601/7559

### Unit aim

This unit aims to provide learners with knowledge and understanding required for assembling prescribed items safely.

### Learning outcomes

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

1. Know the procedures for assembling prescribed items
2. Know how to assemble prescribed items
3. Understand why records are maintained
4. Know how to reduce risks and errors

### Guided learning hours

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

### 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:

- an on-line test covering underpinning knowledge.

## Unit 260

## Assemble prescriptions safely

Outcome 1

Know the procedures for assembling prescribed items

### Assessment Criteria

The learner can:

1. describe the **roles and responsibilities** of staff for assembling **prescriptions**
2. describe the procedures for assembling prescribed items
3. list the different types of **prescriptions**
4. list the different **types of checks** made on prescriptions.

### Range

- **Roles and responsibilities:** labelling, picking, fit for purpose, in date, data entry into customer records
- **Prescriptions:** NHS prescription (FP10s etc), discharge, inpatient, outpatient, clinical trials, dental, veterinary, private, independent prescriber
- **Types of checks:** clinical (Pharmacist), in-process, final (Accuracy Checking Pharmacy Technician and Pharmacist)

## Unit 260

Outcome 2

## Assemble prescriptions safely

Know how to assemble prescribed items

### Assessment Criteria

The learner can:

1. list the different **formulations** of medicines
2. describe different types of **dispensing equipment**
3. accurately perform dispensing calculations
4. outline the **packaging** and **labelling** requirements for assembled items
5. describe the need for **endorsing**.

### Range

- **Formulations:** types of formulations eg hard capsules, tablets, lozenges, injections ie intravenous, intramuscular, subcutaneous, internal liquids ie mixtures, suspensions, ointments, creams, lotions, suppositories, pessaries, eye drops, ear drops, nose drops, mouthwashes, patches
- **Dispensing equipment:** measurement, counting and transfer equipment
- **Packaging:** patient information leaflet, consumables, containers, closures
- **Labelling:** BNF, cautionary and advisory, dispensing label
- **Endorsing:** community, hospital, SOPs

## Unit 260

Outcome 3

## Assemble prescriptions safely

Understand why records are maintained

### Assessment Criteria

The learner can:

1. explain the importance of maintaining **dispensing records**
2. discuss why patient medication records are used.

### Range

- **Dispensary records:** type of records, function of records, outstanding balance, patient identification, paper and electronic records including Patient Medication Records (PMR), error recording

## Unit 260

Outcome 4

## Assemble prescriptions safely

Know how to reduce risks and errors

### Assessment Criteria

The learner can:

1. identify **factors** which cause deterioration of stock
2. list the **sources of contamination**
3. describe **processes** used to reduce the risk from hazardous materials
4. identify the different causes of **errors**
5. list the possible **consequences** of **errors**.

### Range

- **Factors:** environmental conditions, storage conditions, microbial contamination
- **Sources of contamination:** microbial, chemical, physical, particulate
- **Processes:** personal hygiene and presentation, safe handling, safe dispensing technique, correct storage conditions and maintenance of storage conditions, correct container, maintenance and cleaning of dispensing equipment, shortened expiry dates, personal protective equipment (PPE), used cytotoxic
- **Errors:** near misses, dispensing errors
- **Consequences:** customer, customers family, staff member, organisation



## 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](http://www.cityandguilds.com).

***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.

***Providing City & Guilds qualifications – a guide to centre and qualification approval*** 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.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

***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**  
Find out how to register and certificate candidates on-line
- **Events**  
Contains dates and information on the latest Centre events
- **Online assessment**  
Contains information on how to register for e-volve assessments.

## Useful contacts

### UK Centres

Registrations, Exam entries (Dated/On-Demand/e-volve Scheduling), invoices, Missing or late exam materials, Results entries, Certification. Publication enquiries: logbooks, centre documents, forms, free literature.

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

### Quality support (new centres)

For Sales advice and support  
For quality assurance

E: [directsales@cityandguilds.com](mailto:directsales@cityandguilds.com)

E: [csdirect@cityandguilds.com](mailto:csdirect@cityandguilds.com)

### TechBac enquiries

E: [Techbac@cityandguilds.com](mailto:Techbac@cityandguilds.com)

---

### International centres

Quality assurance, sales advice, results, entries, enrolments, invoices, missing or late exam materials

Please contact your local office:

[www.cityandguilds.com/aboutus/international](http://www.cityandguilds.com/aboutus/international)

---

### UK centres

General e-assessment (e-volve) support  
Enquiries

E: [evolvesupport@cityandguilds.com](mailto:evolvesupport@cityandguilds.com)

---

### UK learners

General qualification information

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

---

### International learners

General qualification information

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

---

### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

**If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

---

**Published by City & Guilds**  
**1 Giltspur Street**  
**London**  
**EC1A 9DD**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

**City & Guilds is a registered charity**  
**established to promote education**  
**and training**