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City & Guilds Group
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centresupport@cityandguilds.com
# Level 2 Certificate in Pharmaceutical Science (5356-02)

## Qualification handbook for centres

<table>
<thead>
<tr>
<th>Version and date</th>
<th>Change detail</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 December 2012</td>
<td>Amendments made to AC1, LO4 for Units 206 and 207</td>
<td>Units</td>
</tr>
<tr>
<td>3.0 November 2013</td>
<td>Amendments to method of assessment for all units, unit number changed from (201-210) to (251-260) Amendments to the range</td>
<td>Assessment Units</td>
</tr>
<tr>
<td>3.1 November 2013</td>
<td>Minor amendment to range for unit 252 LO4</td>
<td>Units</td>
</tr>
<tr>
<td>3.2 July 2014</td>
<td>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</td>
<td>Units</td>
</tr>
<tr>
<td>3.3 October 2014</td>
<td>Reference to Teaching guidance for centres document Amendment to reference of Sample tests Minor amendment to Unit 251 LO1, AC1. Removed ‘supplier’ from range of ‘Pharmacy customer’ - Internal colleagues only</td>
<td>Centre documents Assessment materials Units</td>
</tr>
<tr>
<td>3.4 November 2015</td>
<td>Minor amendments / updates to Sample tests following review (v1.2) Minor amendments / updates to Teaching guidance for centres document. See document for details (v1.1)</td>
<td>Assessment materials Centre documents</td>
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<tr>
<td>3.5 August 2017</td>
<td>Adding GLH and TQT details Removing QCF</td>
<td>Introduction to the qualification Appendix 1</td>
</tr>
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1 Introduction to the qualification

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

<table>
<thead>
<tr>
<th>Qualification title and level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GLH</td>
<td>180</td>
</tr>
<tr>
<td>TQT</td>
<td>300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City &amp; Guilds qualification number</th>
<th>5356-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification accreditation number</td>
<td>500/9575/4</td>
</tr>
</tbody>
</table>

Registration and certification
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.

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

**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.

<table>
<thead>
<tr>
<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Certificate in Pharmaceutical Science</td>
<td>180</td>
<td>300</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample tests</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>Teaching guidance for centres</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>

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:

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

The test specifications for the units and qualifications are below:

**Unit 251:** Communications with pharmacy customers  
**Duration:** 50 minutes  
**Pass mark:** 75%

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

**Unit 252:** Law, regulation, health and safety in the pharmacy  
**Duration:** 50 minutes  
**Pass mark:** 75%

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

**Unit 253:** Working in the pharmacy team  
**Duration:** 50 minutes  
**Pass mark:** 65%

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Outcome</th>
<th>No. of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>253</td>
<td>1 Know the legal and ethical requirements relevant to work within the pharmacy team</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>2 Understand the principles that underpin effective teamwork</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>3 Know own strengths and weaknesses as part of a pharmacy team</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>
### Unit 254: Ordering and issuing stock in the pharmacy

**Duration:** 50 minutes  
**Pass mark**: 70%

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

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

**Duration:** 40 minutes  
**Pass mark**: 75%

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

### Unit 256: Preparing for and manufacture of aseptic products

**Duration:** 50 minutes  
**Pass mark**: 75%

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Outcome</th>
<th>No. of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>256</td>
<td>1 Know the legislation, policies and good practice relevant to aseptics</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>2 Know the requirements for environmental and personal hygiene in the aseptic unit</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>3 Know the processes used for manufacture and preparation of aseptic products</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>4 Know about the requirements for packaging documentation and storage</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Unit number</td>
<td>Outcome</td>
<td>No. of questions</td>
<td>%</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----</td>
</tr>
<tr>
<td>257</td>
<td>1 Know the legislation policies and good practice relevant to medicines manufacture</td>
<td>8</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>2 Know the requirements for environmental and personal hygiene</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>3 Know about the materials and processes used in medicines manufacture</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>4 Know about the requirements for packaging, labelling and documentation</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Outcome</th>
<th>No. of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>259</td>
<td>1 Know the procedures for receiving and processing prescriptions</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>2 Know the procedures for issuing prescriptions</td>
<td>7</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>3 Understand why pharmacy records are maintained and how to maintain them</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Unit 260: Assemble prescriptions safely  
**Duration:** 50 minutes  
**Pass mark**: 75%

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Outcome</th>
<th>No. of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>260</td>
<td>1 Know the procedures for assembling prescribed items</td>
<td>5</td>
<td>21</td>
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<tr>
<td></td>
<td>2 Know how to assemble prescribed items</td>
<td>8</td>
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<td></td>
<td>3 Understand why records are maintained</td>
<td>2</td>
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<tr>
<td></td>
<td>4 Know how to reduce risks and errors</td>
<td>9</td>
<td>38</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
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* 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

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

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<td>H/601/7774</td>
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<td>252</td>
<td>Law, regulation, health and safety in pharmacy</td>
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<td>253</td>
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<td>254</td>
<td>Ordering and issuing stock in the pharmacy</td>
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<td>255</td>
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<td>256</td>
<td>Preparing for and manufacture of aseptic products</td>
<td>A/601/7781</td>
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<tr>
<td>257</td>
<td>Assisting in the preparation, manufacture and assembly of medicinal products</td>
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<td>258</td>
<td>Selling over the counter medicines in the pharmacy</td>
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<td>259</td>
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<td>260</td>
<td>Assemble prescriptions safely</td>
<td>Y/601/7559</td>
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Unit 251  Communicating with pharmacy customers

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  Communicating with pharmacy customers
Outcome 1  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:
  o Internal; colleagues
  o External; patients, patient representatives, retail customers
  o 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:
  o different methods: face-to-face, telephone, written, electronic, paper
  o 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  Communicating with pharmacy customers
Outcome 2  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  Communicating with pharmacy customers
Outcome 3  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  Communicating with pharmacy customers
Outcome 4  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
Unit 252  Law, regulation, health and safety in pharmacy

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  Ordering and issuing stock in the pharmacy
Outcome 2  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  Ordering and issuing stock in the pharmacy
Outcome 3  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  Ordering and issuing stock in the pharmacy
Outcome 4  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.
Unit 256  Preparing for and manufacture of aseptic products
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:
  o Rules and Guidance for Pharmaceutical Manufacturers and Distributors (The Orange Guide)
  o Medicines Act 1968, Section 10
  o Human Medicines Regulations
  o Aseptic Dispensing for NHS patients
  o Quality Assurance of Aseptic Services
  o Health and Safety, Control of Substances Hazardous to Health (COSHH)
  o 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 i.e. 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 Distributers (The Orange Guide)
  - Quality Assurance of Aseptic Preparation Services (The Yellow Guide)
- **Documentation:** environmental monitoring records (e.g., 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 i.e. 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
Unit 260  Assemble prescriptions safely

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  
Assemble prescriptions safely
Outcome 2  
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  
Assemble prescriptions safely
Outcome 3  
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  Assemble prescriptions safely
Outcome 4  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.

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.

**Quality support (new centres)**  
For Sales advice and support  
For quality assurance

**TechBac enquiries**  
E: centresupport@cityandguilds.com  
E: directsales@cityandguilds.com  
E: csdirect@cityandguilds.com  
E: 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

**UK centres**  
General e-assessment (e-volve) support  
Enquiries  
E: evolvesupport@cityandguilds.com

**UK learners**  
General qualification information  
E: learnersupport@cityandguilds.com

**International learners**  
General qualification information  
E: learnersupport@cityandguilds.com

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