



Unregistered  
pharmacy staff -  
Medicines Counter  
Assistant  
programme

Boots

Report of a reaccreditation event  
November 2018

## Event summary and conclusions

<b>Provider</b>	Boots
<b>Course</b>	Medicines Counter Assistant (known as the Healthcare Programme)
<b>Event type</b>	Reaccreditation
<b>Event date</b>	9 November 2018
<b>Accreditation period</b>	January 2019 – January 2022
<b>Outcome</b>	Approval The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the Medicines Counter Assistant programme (known as the Healthcare Programme) provided by Boots should be reaccredited for a period of three years.
<b>Conditions</b>	There were no conditions
<b>Standing conditions</b>	Please refer to Appendix 1
<b>Recommendations</b>	No recommendations were made
<b>Registrar decision</b>	The Registrar of the GPhC accepted the team's recommendation and approved the reaccreditation of the programme for a further period of 3 years.
<b>Key contact (provider)</b>	Kirti Solanki, Pharmacy Learning and Development Manager
<b>Accreditation team</b>	Ms Leonie Milliner, accreditation team chair (lay member), Chief Executive, Association for Nutrition Ms Donna Bartlett, accreditation team member (pharmacy technician), Locum Technician, Lancashire Teaching Hospitals Dr Ruth Edwards, accreditation team member (pharmacist), Head of Professional Experience, Aston Pharmacy School Ms Laura McEwen-Smith, accreditation team member (pharmacy technician), Principal Pharmacy Technician; Health Education Kent Surrey & Sussex Pharmacy Education
<b>GPhC representative</b>	Mr Chris McKendrick, Quality Assurance Officer, GPhC
<b>Rapporteur</b>	Mrs Jane Smith, Chief Executive Officer, European Association for Cancer Research

## Introduction

### Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and is the accrediting body for pharmacy education in Great Britain. The accreditation process is based on the GPhC's Accreditation and Recognition of unregistered pharmacy staff training programme(s) – interim guidance (September 2018).

The powers and obligations of the GPhC in relation to the accreditation of pharmacy education are legislated in the Pharmacy Order 2010. For more information, visit:

<http://www.legislation.gov.uk/uksi/2010/231/contents/made>

### Background

Boots was accredited by the previous regulator, the Royal Pharmaceutical Society (RPSGB), in September 2009 to provide medicines counter assistant training. The programme was reaccredited by the GPhC for a period of three years in July 2012. There were no conditions or recommendations and areas of strength were identified:

- the development of an innovative e-learning platform.
- the support in place for the learning and development of the medicines counter assistants.

Extensions to this reaccreditation were subsequently granted until January 2019. In line with the GPhC's process for accreditation of Accreditation and Recognition of unregistered pharmacy staff, an event was scheduled 9 November 2018 to review the programme's suitability for further reaccreditation.

### Documentation

Prior to the event, the provider submitted documentation to the GPhC in line with the agreed timescales. The documentation was reviewed by the accreditation team and it was deemed to be satisfactory to provide a basis for discussion.

### The event

The event was held at the GPhC offices on 9 November 2018 and comprised a number of meetings between the GPhC accreditation team and representatives of Boots. A pre-visit meeting was held by teleconference on 26 October 2018 where the content of the submission and mapping of the programme was discussed.

### Declarations of interest

There were no declarations of interest.

## Key findings

### Section 1: The training programme

**The team was satisfied that all four criteria relating to the training programme are met. (See Appendix 2 for criteria)**

The programme is taught at RQF level 2 / SCQF level 5 or equivalent and meets the requirements of the following units of the Pharmacy National Occupational Standards (NOS):

1. Assist with the provision of a pharmacy service
2. Make sure your own actions reduce risks to health and safety
3. Contribute to the effectiveness of teams
4. Provide advice on non-prescribed medicines and products
5. Receive prescriptions
15. Assist in the issuing of prescribed items

The performance standards met by this programme have been aligned to the company standard operating procedures, which integrates the course more closely with the work undertaken day-to-day by staff.

The team reviewed the provider's mapping document (Appendix 3) which cross references the requirements of each of the six units of the national standards with the programme content. The team was satisfied that all areas are covered and are mapped appropriately.

The programme is delivered via distance learning and is currently paper-based. A new online learning platform will be rolled out from 2019 onwards, with all new students taking the online version. The mapping for the programme does not change between the paper and online versions; the information and mapping discussed at this event apply to both versions. As well as providing an improved experience for students, the online platform will allow tutors and the central team to have access to improved monitoring and reporting tools via a digital dashboard.

The programme comprises two parts, Part 1, the core module, and Part 2, a healthcare module. Both modules are assessed formatively and summatively. The programme and all assessments are developed by a panel of pharmacists within the Boots Pharmacy Learning & Development team and reviewed by a NVQ Level 2 Assessor.

The average completion time for the programme is six months. Students cannot complete in fewer than three months. Students who have not completed in 12 months are reviewed and steps are put in place to provide support if required. In all cases, the programme must be successfully completed within 3 years of registration.

## Section 2: Academic and management structures

**The team was satisfied that all four criteria relating to the academic and management structures are met.**

The programme is reviewed quarterly by the programme team. Patients and the public are involved in the process of programme review through the Boots Insight Team which takes feedback from a customer panel consisting of more than 2000 people.

The course assessments consist of:

- Achieving all performance standards by showing competence in the practical skills needed in the medicines counter area. Students must be assessed as competent by their tutor in 100% of the standards.
- An eTest at the end of both modules. The pass mark for these tests is 70% with a maximum of three attempts allowed. The tests are automatically marked and the tutor is responsible for ensuring the tests are taken under exam conditions. Students receive feedback if they fail a test; they are pointed to the topic area(s) they failed so that they can review that particular section in the module.

Pharmacists acting as tutors are provided with training on assessing and regular on-site inspections are

carried out to ensure that tutors are assessing appropriately. Visits are more frequent if concerns have been raised by students or as a result of previous inspections. The team spoke to a tutor on the programme who confirmed that he received clear guidance on the role and was aware that he could seek support from the Learning and Development Team if needed.

Appropriate policies and processes are in place for dealing with student appeals and to identify and deal with suspected plagiarism.

### Section 3: Resources

**The team was satisfied that all eight criteria relating to the resources are met.**

The programme is developed and supported by the Pharmacy Learning & Development team at the provider's Head Office. The team consists of three pharmacists and a team of experienced Learning & Development co-ordinators. In addition, any programme-related queries which come through the general stores helpline are referred to the Pharmacy Support Group helpdesk, a team of eight staff trained to deal with general programme queries and consisting of a pharmacy advisor, three pharmacy technicians and four pharmacists. Queries which cannot be dealt with by this team are referred on to the Learning & Development team. This includes queries relating to extenuating circumstances, special arrangements and appeals and investigations, to ensure consistency in line with programme regulations.

The Learning and Development team are enabled to keep up to date in pharmacy and educational developments through development days and digital workshops. Pharmacy-specific developments are regularly highlighted to staff by the Insights Team and information is also passed on by the provider's Healthcare Academy Trainers who work in universities.

Given the planned introduction of the online learning platform, access to the course material will be through the use of store iPads and in-store PCs. Students will also be able to access their programme via their own devices. Most stores have multiple iPads available, with 6,500 across all Boots stores. Students are given one hour's paid study time off the shop floor each week. The provision of this time is closely monitored and stores are incentivised to support students to complete on time.

Appropriate record-keeping systems are in place and will be enhanced with the new online platform. At an individual level, students who declare special learning requirements are offered appropriate support or adjustments. The provider is also considering how to support students who have difficulties with online learning, for example by considering the use of speak-talk technology. At the programme development level, the provider ensures that the course materials recognise diversity in terms of names and images. The provider has a Diversity and Inclusion team which audits all documentation and provides advice in this area.

Currently, feedback is collected from students and the tutor via a form completed at the same time as the final declaration. On the new online platform, there will be separate feedback forms for each module. In addition, feedback is also gained from conversations with students and tutors during site visits. Queries received by the helpdesk are analysed quarterly and are also used to inform future programme developments.

The team spoke to several students who had completed the programme. They found the programme content very detailed but relevant to their work. All were aware of how and where to seek advice and support if it was needed.

Tutors on the programme must be a registered pharmacy technician or pharmacist. Other staff can act as mentors and buddies, and support is made available to them in this role. Apart from their tutor, who might also be their line manager, pastoral care is available to students via a confidential and independent helpline

available to all employees. The helpline can provide support for non-work related matters. Boots also has an internal charity to support staff in difficulty. This is well-publicised and available to all employees.

Systems are in place to issue digital certificates of completion and checks are made to ensure that these are only issued to students who have successfully completed the programme.

## Appendix 1 – Standing conditions

The following are standing conditions of accreditation and apply to all providers:

1. The record and report include other comments from the team, and providers are required to take all comments into account as part of the accreditation process. The provider must confirm to the GPhC that required amendments have been made.
2. The provider must respond to the definitive version of the record and report within three months of receipt. The summary report, along with the provider's response, will be published on the GPhC's website for the duration of the accreditation period.
3. The provider must seek approval from the GPhC for any substantial change (or proposed change) which is, or has the potential to be, material to the delivery of an accredited course. This includes, but is not limited to:
  - a. the content, structure or delivery of the accredited programme;
  - b. ownership or management structure of the institution;
  - c. resources and/or funding;
  - d. student numbers and/or admissions policy;
  - e. any existing partnership, licensing or franchise agreement;
  - f. staff associated with the programme.
4. The provider must make students and potential students aware that successful completion of an accredited course is not a guarantee of employment.
5. The provider must make students and potential students aware of the existence and website address where they can view the GPhC's accreditation reports and the timescales for future accreditations.
6. Whenever required to do so by the GPhC, providers must give such information and assistance as the GPhC may reasonably require in connection with the exercise of its functions. Any information in relation to fulfilment of these standing conditions must be provided in a proactive and timely manner.

## Appendix 2 – Accreditation criteria

GPhC accreditation criteria for unregistered pharmacy staff training programme(s)

### Section 1: The training programme

- 1.a** For the MCA provision, the programme content is mapped to unit 4 (SFHPPHARM04), unit 5 (SFHPPHARM07) and unit 15 (SFHPPHARM32).
- 1.b** For the DA provision, the unit(s) are relevant, specific and mapped clearly to the programme being developed.
- 1.c** For the MCA and DA 'combined' provision, the programme content is mapped to unit 4 (SFHPPHARM04), unit 5 (SFHPPHARM07) and unit 15 (SFHPPHARM32) and additional units are relevant, specific and mapped clearly to the programme being developed.
- 1.d** The programme(s) is (are) aligned and thought to the Pharmacy National Occupational Standards (NOS) at RQF level 2 / SCQF level 5 or equivalent.
- 1.e** For each unit, the transfer of underpinning knowledge into the workplace is demonstrated through the use of a variety of methods.
- 1.f** Assessments have been developed by subject experts from the Pharmacy sector and directly relate to the relevant units of the Pharmacy National Occupational Standards (NOS) at RQF level 2 / SCQF level 5 or equivalent.

## Section 2: Academic and management structures

- 2.a** Assessment process and strategies assure appropriate standards in assessment and that students are able to demonstrate fitness for purpose.
- 2.b** In the processes of programme review and development, the training provider has taken account of advances in pharmacy practice and developments potentially impacting on pharmacy.
- 2.c** Course regulations include procedures for appeals against assessment decisions.
- 2.d** Course regulations include procedures for dealing with suspected plagiarism and/or malpractice.

## Section 3: Resources

- 3.a** Buildings, human, equipment, and other resources available to the training provider are sufficient for the effective delivery of the course to the numbers of students on the course, and overall.
- 3.b** Record keeping systems are able to generate data on candidates completing, completion rates, student sector of practice, and disability.
- 3.c** Systems are in place for issuing certificates of completion to successful students in the GPhC's approved format.
- 3.d** There is an appropriate mix of tutors, mentors and assessors.
- 3.e** The student has access to a personal tutor or tutors for academic guidance and pastoral care.
- 3.f** The student is instructed in the use of information resources.
- 3.g** There are adequate student feedback mechanisms in place.
- 3.h** The training provider seeks to provide the student with a positive learning experience.



## Appendix 3 – Mapping

### Unregistered staff training programme(s) mapping

1.	Assist with the provision of a pharmacy service		
General Pharmaceutical Council (GPhC) Learning Outcomes			
To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:		Name of document and unit/module number	Accreditation team use only
1.1	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	<ul style="list-style-type: none"> <li>• Programme Overview</li> <li>• Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• All performance standards</li> <li>• <a href="#">All Healthcare Module Sections</a></li> </ul>	Maps
1.2	A working knowledge of the importance of working within the limits of your competence and authority, when to seek agreement or permission from others and when to refer on to an appropriate person	<ul style="list-style-type: none"> <li>• Programme Overview</li> <li>• Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> </ul>	Maps

<b>1.3</b>	A working knowledge of the current health and safety legislation and how it applies to the working environment	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> <li>Core Module: Section 7 - Introduction to medicines</li> </ul>	Maps
<b>1.4</b>	A working knowledge of the legal, organisational and policy requirements relevant to your role, the role of others in your organisation and the activities being carried out	<ul style="list-style-type: none"> <li>Core Module: Section 1 - Your Pharmacy Team</li> <li>Core Module: Section 2 - Why people use pharmacies</li> <li>Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>Core Module: Section 10 - Pharmacy regulations</li> </ul>	Maps
<b>1.5</b>	A working knowledge of the relevant national and local guidelines, policies and procedures that are available and how and when they should be accessed	<ul style="list-style-type: none"> <li>Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>Core Module: Section 9 - Confidentiality and data protection</li> <li>Core Module: Section 10 - Pharmacy regulations</li> </ul>	Maps
<b>1.6</b>	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	<ul style="list-style-type: none"> <li>Core Module: Section 9 - Confidentiality and data protection</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
<b>1.7</b>	A working knowledge of the duty to report any acts or omissions that could be detrimental to individuals, yourself, colleagues or your employer	<ul style="list-style-type: none"> <li>Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
<b>1.8</b>	A working knowledge of what constitutes good customer service	<ul style="list-style-type: none"> <li>Core Module: Section 6 - Patient-centred care</li> </ul>	Maps
<b>1.9</b>	A working knowledge of the organisation's policy on the service provided to individuals and how this applies to your role	<ul style="list-style-type: none"> <li>Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> <li>Core Module: Section 9 - Confidentiality and data protection</li> </ul>	Maps
<b>1.10</b>	A working knowledge of the organisation's procedure for handling complaints	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> </ul>	Maps

<b>1.11</b>	A working knowledge of how to assess complaints and what action to take	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> </ul>	Maps
<b>1.12</b>	A working knowledge of when you should refer complaints and to whom	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> </ul>	Maps
<b>1.13</b>	A working knowledge of the methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	<ul style="list-style-type: none"> <li>Core Module: Section 1 - Your Pharmacy Team</li> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> </ul>	Maps
<b>1.14</b>	A working knowledge of the importance of establishing the requirements of individuals clearly and accurately	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> </ul>	Maps
<b>1.15</b>	A working knowledge of the importance of collecting the relevant information about the individual and their problem	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
<b>1.16</b>	A working knowledge of the importance of verbal and non-verbal communication when communicating with individuals	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> </ul>	Maps
<b>1.17</b>	A working knowledge of how to give clear and accurate information and check the individual's understanding	<ul style="list-style-type: none"> <li>Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> </ul>	Maps
<b>1.18</b>	A working knowledge of how to manage conflict and/or individuals who are distressed	<ul style="list-style-type: none"> <li>Core Module: Section 1 - Your Pharmacy Team</li> <li>Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> </ul>	Maps

1.19	A working knowledge of the relevant products and services or advice for which information and/or advice is required	<ul style="list-style-type: none"> <li>• Core Module: Section 2 - Why people use pharmacies</li> <li>• Core Module: Section 6 - Patient-centred care</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
1.20	A working knowledge of the where to get assistance if you cannot provide information and advice yourself	<ul style="list-style-type: none"> <li>• Programme Overview</li> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 2 - Why people use pharmacies</li> <li>• Core Module: Section 6 - Patient-centred care</li> </ul>	Maps
1.21	A working knowledge of the source(s) of information that can be accessed and the information that can be given to individuals by you and other colleagues	<ul style="list-style-type: none"> <li>• Programme Overview</li> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 2 - Why people use pharmacies</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
1.22	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	<ul style="list-style-type: none"> <li>• Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>• Core Module: Section 9 - Confidentiality and data protection</li> </ul>	Maps

2	Make sure your own actions reduce risks to health and safety		
General Pharmaceutical Council (GPhC) Learning Outcomes			
To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:		Name of document and unit/module number	Accreditation team use only
2.1	A working knowledge of what 'hazards' and 'risks' are	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.2	A working knowledge of what their own responsibilities and legal duties for health and safety in the workplace	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.3	A working knowledge of their own responsibilities for health and safety as required by the law covering their job role	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.4	A working knowledge of the hazards which exist in their workplace and the safe working practices which they must follow	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.5	A working knowledge of the particular health and safety hazards which may be present in their own job and the precautions they must take	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.6	A working knowledge of the importance of remaining alert to the presence of hazards in the whole workplace	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.7	A working knowledge of the importance of dealing with, or promptly reporting risks	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.8	A working knowledge of the responsibilities of health and safety in their job description	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.9	A working knowledge of the safe working practices for their own job role	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps

2.10	A working knowledge of the responsible people they should report health and safety matters to	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.11	A working knowledge of where and when to get additional health and safety assistance	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.12	A working knowledge of their own scope and responsibility for controlling risks	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.13	A working knowledge of workplace instructions for managing risks which they are unable to deal with	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.14	A working knowledge of suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> <li>Core Module: Section 7 - Introduction to medicines</li> </ul>	Maps
2.15	A working knowledge of the importance of personal presentation in maintaining health and safety in their workplace	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
2.16	A working knowledge of the importance of personal behaviour in maintaining the health and safety of themselves and others	<ul style="list-style-type: none"> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps

<b>3</b>	<b>Contribute to the effectiveness of teams</b>		
	<b>General Pharmaceutical Council (GPhC) Learning Outcomes</b>		
	<b>To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:</b>	<b>Name of document and unit/module number</b>	<b>Accreditation team use only</b>
3.1.	A working knowledge of legal and organisational requirements on equality,	<ul style="list-style-type: none"> <li>Core Module: Section 1 - Your Pharmacy Team</li> <li>Core Module: Section 5 - Effective communication</li> </ul>	Maps

	diversity, discrimination and rights when working in teams		
<b>3.2.</b>	A working knowledge of codes of practice and conduct, standards and guidance relevant to their own roles, responsibilities, accountability and duties of others when working in teams to support individuals	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> </ul>	Maps
<b>3.3.</b>	A working knowledge of current local, UK and European legislation, and organisational requirements, procedures and practices for: <ul style="list-style-type: none"> <li>a) Accessing records</li> <li>b) Recording, reporting, confidentiality and sharing information, including data protection</li> <li>c) Team working</li> </ul>	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 9 - Confidentiality and data protection</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>• Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
<b>3.4.</b>	A working knowledge of how to access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 5 - Effective communication</li> </ul>	Maps
<b>3.5.</b>	A working knowledge of the principles that underpin effective team working	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 6 - Patient-centred care</li> <li>• Core Module: Section 5 - Effective communication</li> </ul>	Maps
<b>3.6.</b>	A working knowledge of individuals' styles of interaction and how these can affect team working	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 5 - Effective communication</li> </ul>	Maps
<b>3.7.</b>	A working knowledge of barriers to developing relationships within the team and how these can be overcome	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 5 - Effective communication</li> </ul>	Maps
<b>3.8.</b>	A working knowledge of problems which may be encountered when relating to and	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 5 - Effective communication</li> </ul>	Maps

	interacting with other team members and how these can be best handled		
3.9.	A working knowledge of their own strengths and weaknesses as an individual worker and as a team member	<ul style="list-style-type: none"> <li>Core Module: Section 1 - Your Pharmacy Team</li> <li>Core Module: Section 5 - Effective communication</li> </ul>	Maps
3.10.	A working knowledge of development and learning opportunities available to support them in team working and activities	<ul style="list-style-type: none"> <li>Programme overview</li> <li>Core Module: Section 1 - Your Pharmacy Team</li> <li>Core Module: Section 5 - Effective communication</li> </ul>	Maps

<b>4</b>	<b>Provide advice on non-prescribed medicines and products</b>		
	<b>General Pharmaceutical Council (GPhC) Learning Outcomes</b>		
	<b>To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:</b>	<b>Name of document and unit/module number</b>	<b>Accreditation team use only</b>
4.1.	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	<ul style="list-style-type: none"> <li>Programme Overview</li> <li>Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> <li>All performance standards</li> <li>All Healthcare Module Sections</li> </ul>	Maps
4.2.	A working knowledge of the importance of working within the limits of your competence and authority, when to seek agreement or	<ul style="list-style-type: none"> <li>Programme Overview</li> <li>Core Module: Section 3 - Patient safety &amp; clinical governance</li> </ul>	Maps



	permission from others and when to refer on to an appropriate person	<ul style="list-style-type: none"> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• All performance standards</li> <li>• <a href="#">All Healthcare Module Sections</a></li> </ul>	
4.3.	A working knowledge of the current health and safety legislation and how it applies to the working environment	<ul style="list-style-type: none"> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
4.4.	A working knowledge of the legal, organisational and policy requirements relevant to your role, the role of others in your organisation and the activities being carried out	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 5 - Effective communication</li> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
4.5.	A working knowledge of the relevant national and local guidelines, policies and procedures that are available and how and when they should be accessed	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 5 - Effective communication</li> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• Core Module: Section 13 - Health &amp; Safety</li> <li>• All Performance standards</li> <li>• <a href="#">All Healthcare Module Sections</a></li> </ul>	Maps
4.6.	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	<ul style="list-style-type: none"> <li>• Core Module: Section 9 - Confidentiality and data protection</li> </ul>	Maps

4.7.	A working knowledge of the duty to report any acts or omissions that could be detrimental to individuals, yourself, colleagues or your employer	<ul style="list-style-type: none"> <li>• Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
4.8.	A working knowledge of the methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	<ul style="list-style-type: none"> <li>• Core Module: Section 5 - Effective communication</li> <li>• Core Module: Section 6 - Patient-centred care</li> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• <a href="#">All Healthcare Module Sections</a></li> </ul>	Maps
4.9.	A working knowledge of the when and how to use the relevant protocols for the safe sale of medicines	<ul style="list-style-type: none"> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• <a href="#">All Healthcare Module Sections</a></li> </ul>	Maps
4.10.	A working knowledge of the main actions and side effects of the active ingredients within the most commonly used non-prescription medicines	<ul style="list-style-type: none"> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• <a href="#">All Healthcare Module Sections</a></li> </ul>	Maps
4.11.	A working knowledge of the different classes of medicines	<ul style="list-style-type: none"> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• <a href="#">All Healthcare Module Sections</a></li> </ul>	Maps

4.12.	A working knowledge of the interactions, cautions and contraindications of commonly used non-prescribed medicines	<ul style="list-style-type: none"> <li>Core Module: Section 7 - Introduction to medicines</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> <li>Core Module: Section 10 - Pharmacy regulations</li> <li>All Healthcare Module Sections</li> </ul>	Maps
4.13.	A working knowledge of the which medicines or products are liable to misuse or abuse by individuals	<ul style="list-style-type: none"> <li>Core Module: Section 8 - The Boots Healthcare Way</li> <li>Healthcare Module: Pain</li> <li>Healthcare Module: Coughs &amp; colds</li> <li>Healthcare Module: Gastrointestinal health</li> <li>Healthcare Module: Sleep</li> <li>Healthcare Module: Children's health</li> </ul>	Maps
4.14.	A working knowledge of the how to give advice on the appropriate use of non-prescribed medicines and products	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> <li>Core Module: Section 7 - Introduction to medicines</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> <li>Core Module: Section 10 - Pharmacy regulations</li> <li>All Healthcare Module Sections</li> </ul>	Maps
4.15.	A working knowledge of the how to maintain the privacy of the individual when asking questions related to their needs	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> <li>Core Module: Section 9 - Confidentiality and data protection</li> </ul>	Maps
4.16.	A working knowledge of the use of appropriate questioning techniques to obtain relevant information	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> <li>All Healthcare Module Sections</li> </ul>	Maps
4.17.	A working knowledge of the divergent needs of individuals	<ul style="list-style-type: none"> <li>Core Module: Section 6 - Patient-centred care</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> </ul>	Maps
4.18.	A working knowledge of the sources of information that can be accessed and the	<ul style="list-style-type: none"> <li>Programme Overview</li> <li>Core Module: Section 1 - Your Pharmacy Team</li> </ul>	Maps

	information that can be given to individuals by you and other colleagues	<ul style="list-style-type: none"> <li>Core Module: Section 2 - Why people use pharmacies</li> <li>Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> <li>All Healthcare Module Sections</li> </ul>	
4.19.	A working knowledge of the when you should refer for information/advice and to whom	<ul style="list-style-type: none"> <li>Programme Overview</li> <li>Core Module: Section 1 - Your Pharmacy Team</li> <li>Core Module: Section 2 - Why people use pharmacies</li> <li>Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>Core Module: Section 8 - The Boots Healthcare Way</li> <li>All Healthcare Module Sections</li> </ul>	Maps
4.20.	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	<ul style="list-style-type: none"> <li>Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>Core Module: Section 9 - Confidentiality and data protection</li> </ul>	Maps

<b>5</b>	<b>Receive prescriptions</b>		
	<b>General Pharmaceutical Council (GPhC) Learning Outcomes</b>		
	<b>To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:</b>	<b>Name of document and unit/module number</b>	<b>Accreditation team use only</b>
5.1	A working knowledge of the Standard Operating Procedures regarding the receiving and retrieving of prescriptions and the importance of adhering to them at all times	<ul style="list-style-type: none"> <li>Programme Overview</li> <li>Core Module: Section 3 - Patient safety &amp; clinical governance</li> </ul>	Maps

		<ul style="list-style-type: none"> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• All performance standards</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	
5.2	A working knowledge of the importance of working within the limits of your competence and authority, when to seek agreement or permission from others and when to refer on to an appropriate person	<ul style="list-style-type: none"> <li>• Programme Overview</li> <li>• Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>• All performance standards</li> </ul>	Maps
5.3	A working knowledge of the current legislation relating to prescription charges and exemptions and differences in practice across the UK	<ul style="list-style-type: none"> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
5.4	A working knowledge of the legal, organisational and policy requirements relevant to your role, the role of others in your organisation and the activities being carried out	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 6 - Patient-centred care</li> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>• Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
5.5	A working knowledge of the relevant national and local guidelines, policies and procedures that are available and how and when they should be accessed	<ul style="list-style-type: none"> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> </ul>	Maps

		<ul style="list-style-type: none"> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>Core Module: Section 13 - Health &amp; Safety</li> <li>All Performance standards</li> </ul>	
5.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	<ul style="list-style-type: none"> <li>Core Module: Section 9 - Confidentiality and data protection</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
5.7	A working knowledge of the duty to report any acts or omissions that could be detrimental to individuals, yourself, colleagues or your employer	<ul style="list-style-type: none"> <li>Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>Core Module: Section 9 - Confidentiality and data protection</li> <li>Core Module: Section 10 - Pharmacy regulations</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>Core Module: Section 13 - Health &amp; Safety</li> <li>All Performance standards</li> </ul>	Maps
5.8	A working knowledge of regulations and procedures relating to different types of prescriptions and medicines	<ul style="list-style-type: none"> <li>Core Module: Section 7 - Introduction to medicines</li> <li>Core Module: Section 10 - Pharmacy regulations</li> <li>Core Module: Section 11 - The prescription</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
5.9	A working knowledge of methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	<ul style="list-style-type: none"> <li>Core Module: Section 5 - Effective communication</li> <li>Core Module: Section 6 - Patient-centred care</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
5.10	A working knowledge of the different types of prescribers	<ul style="list-style-type: none"> <li>Core Module: Section 11 - The prescription</li> </ul>	Maps
5.11	A working knowledge of the different types of prescriptions and when they are used	<ul style="list-style-type: none"> <li>Core Module: Section 11 - The prescription</li> </ul>	Maps

5.12	A working knowledge of the different ways of receiving prescriptions	<ul style="list-style-type: none"> <li>Core Module: Section 11 - The prescription</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
5.13	A working knowledge of the details required on a prescription and why they are necessary	<ul style="list-style-type: none"> <li>Core Module: Section 11 - The prescription</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
5.14	A working knowledge of exemptions and how individuals can claim refunds, including the use of official forms and prepayment certificates	<ul style="list-style-type: none"> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
5.15	A working knowledge of the transactional and administration procedures as required by government regulations and those that apply to your workplace	<ul style="list-style-type: none"> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
5.16	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	<ul style="list-style-type: none"> <li>Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>Core Module: Section 9 - Confidentiality and data protection</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps

<b>15</b>	<b>Assist in the issuing of prescribed items</b>		
	<b>General Pharmaceutical Council (GPhC) Learning Outcomes</b>		
	<b>To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:</b>	<b>Name of document and unit/module number</b>	<b>Accreditation team use only</b>

15.1	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	<ul style="list-style-type: none"> <li>• Programme Overview</li> <li>• Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 8 - The Boots Healthcare Way</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>• All performance standards</li> </ul>	Maps
15.2	A working knowledge of the importance of working within the limits of your competence and authority, when to seek agreement or permission from others and when to refer on to an appropriate person	<ul style="list-style-type: none"> <li>• Programme Overview</li> <li>• Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>• All performance standards</li> </ul>	Maps
15.3	A working knowledge of the current health and safety legislation and how it applies to the working environment	<ul style="list-style-type: none"> <li>• Core Module: Section 13 - Health &amp; Safety</li> </ul>	Maps
15.4	A working knowledge of the legal, organisational and policy requirements relevant to your role, the role of others in your organisation and the activities being carried out	<ul style="list-style-type: none"> <li>• Core Module: Section 1 - Your Pharmacy Team</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 6 - Patient-centred care</li> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>• Core Module: Section 13 - Health &amp; Safety</li> <li>• All performance standards</li> </ul>	Maps
15.5	A working knowledge of the relevant national and local guidelines, policies and procedures	<ul style="list-style-type: none"> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> </ul>	Maps



	that are available and how and when they should be accessed	<ul style="list-style-type: none"> <li>• Core Module: Section 7 - Introduction to medicines</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>• Core Module: Section 13 - Health &amp; Safety</li> <li>• All Performance standards</li> </ul>	
15.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	<ul style="list-style-type: none"> <li>• Core Module: Section 9 - Confidentiality and data protection</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
15.7	A working knowledge of the duty to report any acts or omissions that could be detrimental to individuals, yourself, colleagues or your employer	<ul style="list-style-type: none"> <li>• Core Module: Section 3 - Patient safety &amp; clinical governance</li> <li>• Core Module: Section 4 - Standard Operating Procedures (SOPs)</li> <li>• Core Module: Section 9 - Confidentiality and data protection</li> <li>• Core Module: Section 10 - Pharmacy regulations</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> <li>• Core Module: Section 13 - Health &amp; Safety</li> <li>• All Performance standards</li> </ul>	Maps
15.8	A working knowledge of methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	<ul style="list-style-type: none"> <li>• Core Module: Section 5 - Effective communication</li> <li>• Core Module: Section 6 - Patient-centred care</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
15.9	A working knowledge of the current ethical and legal requirements that govern the issuing of a prescription	<ul style="list-style-type: none"> <li>• Core Module: Section 5 - Effective communication</li> <li>• Core Module: Section 6 - Patient-centred care</li> <li>• Core Module: Section 9 - Confidentiality and data protection</li> <li>• Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps

<b>15.10</b>	A working knowledge of the importance of confirming the individual's identity before issuing dispensed items	<ul style="list-style-type: none"> <li>Core Module: Section 9 - Confidentiality and data protection</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
<b>15.11</b>	A working knowledge of the importance of providing relevant information on the prescribed item within your scope of practice	<ul style="list-style-type: none"> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
<b>15.12</b>	A working knowledge of how medicines are administered and how to safely store them	<ul style="list-style-type: none"> <li>Core Module: Section 7 - Introduction to medicines</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
<b>15.13</b>	A working knowledge of the importance of ensuring that the appropriate packaging is used for issued medication	<ul style="list-style-type: none"> <li>Core Module: Section 7 - Introduction to medicines</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps
<b>15.14</b>	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	<ul style="list-style-type: none"> <li>Core Module: Section 9 - Confidentiality and data protection</li> <li>Core Module: Section 12 - Receiving and issuing prescriptions</li> </ul>	Maps

<b>Assessment summary</b>		
<b>Assessment method</b>	<b>Pass mark</b>	<b>Weighting</b>
Performance Standards (not optional)	100%	Equal weighting - essential component
Core Module Assessment (not optional)	70%	Equal weighting - essential component
Healthcare Module Assessment (not optional)	70%	Equal weighting - essential component

<b>Total</b>		<b>100%</b>
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