

# **Reaccreditation of a Medicines Counter Assistant training programme, Buttercups Training**

Report of a reaccreditation event, 14 August 2018

## **Introduction**

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.

Buttercups Training Ltd ('the provider') was originally accredited by the previous regulator, the Royal Pharmaceutical Society of Great Britain, in 2007 to provide a training programme for medicines counter assistants. It was subsequently reaccredited by the GPhC in January 2011 subject to three conditions, and again in 2014 when the accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council that the Medicines Counter Assistant programme delivered by Buttercups should be reaccredited for a full period of 3 years. There were no conditions or recommendations. In 2014 the accreditation team identified an area of strength in the innovative e-learning opportunities provided for the learners.

Reaccreditation was carried out in line with the General Pharmaceutical Council's processes and was to the General Pharmaceutical Council's 2010 standards for accreditation of medicines counter assistant courses, which reflect the knowledge and understanding equivalent to the three units of the Pharmacy National Occupational Standards (NOS) at RQF level 2 / SCQF level 5 or equivalent (formally the Pharmacy Services Skills S/NVQ level 2 (QCF)).

## Documentation

Documentation was submitted to the GPhC and a pre-event meeting was held on 18 July 2018. At the pre-event it was agreed that the GPhC team would review the mapping for the various programmes by 30 July and this would be sent back to the provider to make any amendments (if required). The provider would then submit this back to the GPhC by 07 August. Should major issues be identified during the mapping exercise, the GPhC and the provider would renegotiate timings.

## The event

The reaccreditation event was held 14 August 2018 at the General Pharmaceutical Council offices, Canary Wharf, London and involved meetings between the GPhC's accreditation team and representatives of the course provider along with a demonstration of the provider's e-learning package and a teleconference with trainees and supervising pharmacists.

## The Accreditation Team:

The GPhC accreditation team ('the team') comprised:

Name	Designation at the time of accreditation event
Ms Leonie Milliner*	Accreditation team leader, Chief Executive, Association for Nutrition
Ms Elizabeth Fidler	Accreditation team member (pharmacy technician), Associate Head of Pharmacy, HEE London and Kent, Surrey and Sussex
Ms Donna Bartlett	Accreditation team member (pharmacy technician), Locum Technician, Lancashire Teaching Hospitals
Dr Ruth Edwards	Accreditation team member (pharmacist), Head of Pharmacy Practice, Aston

Pharmacy School

---

along with:

Name	Designation at the time of visit
Mr Chris McKendrick*	Quality Assurance Officer (Education), General Pharmaceutical Council
Dr Ian Marshall	Rapporteur, Emeritus Professor of Pharmacology, University of Strathclyde; Proprietor, Caldarvan Research (Educational and Writing Services)

---

**The provider:**

Buttercups Training representatives ('the provider') comprised:

Name	Designation at the time of accreditation event	Meetings attended
Ms Emma Seton*	Chief Pharmacist	2, 4
Mr Rick Humphries	Head of Digital Strategy	2, 4
Mrs Helen Abbott*	Head of Centre	

---

\*attended 18 July 2018 pre-event meeting

**Declarations of interest**

There were no conflicts of interest declared.

## The Accreditation Criteria

	<b>Accreditation team's commentary</b>
<b>1. The Training Programme</b>	<p><b>All four accreditation criteria relating to the training programme are met.</b></p> <p>The course has been developed by taking into consideration the National Occupational Standards (NOS) as well as the NVQ Level 2 (QCF), and the Diploma in Pharmaceutical Science Level 2 knowledge, and has been designed with reference to the MCA template. The programme can be added to the Level 2 apprenticeship programme which has been reviewed as appropriate by the provider's partnership colleges and Ofsted. The team agreed that the documentation submitted specified that the modules of the course map to the following three units of the NVQ Level 2 Pharmacy Services Skills: Assist in the issuing of prescribed items; Receive prescriptions from individuals; Assist in the sale of medicines and products. However, the team queried 5.15 of the mapping relating to knowledge of the transactional and administrative procedures as required by government regulations as applied to the trainee's workplace, and whether there was a place for summary care records. The provider indicated that feedback from employers indicated they would like basic information about summary care records, which is included in module 3 of the MCA course, but that MCAs would not access it. Prior to starting the course modules, the trainees undertake a course introduction module to highlight the key features of the programme, how it works on the e-learning platform, the assessment process and any rules and regulations for the course. The course itself is delivered as an e-learning programme with 11 modules with titles: Module 1 – The Role of the MCA; Module 2 – Prescription Handling; Module 3 – The Wider Role of Pharmacy; Module 4 – Pain and Analgesia; Module 5 – Coughs and Colds; Module 6 – Gastro-intestinal Problems; Module 7 – Summer and Travel Medicines; Module 8 – Ears, Eyes and Mouth; Module 9 – Skin, Hair and Feet; Module 10 – Women's Health and Men's Health; Module 11 – Healthy Lifestyles. A feature of the course is the virtual pharmacy scenarios in the modules, an on-line scenario-based learning environment where trainees are presented with a customer with whom they must interact and use their knowledge and communication skills in order to reach a satisfactory conclusion. This is designed to help learners to self-assess during the modules and is used as a formative assessment. Trainees will have a nominated supervising pharmacist and an optional mentor. The nominated supervising pharmacist or mentor will be given access to a mentor course for the programme which contains information on the role of mentors. The team learned that trainees may also have additional supervision through a manager or additional workplace mentor who is not necessarily a pharmacist. Supervising pharmacists will have</p>

	<p>access to a quick start guide for the programme, access to the programme introduction with full details of how the programme works, and guidance on the assessments they will be expected to carry out. In addition, there are learner and mentor handbooks. Supervising pharmacists must complete an electronic responsibility agreement to indicate that they have read and understood their role. The teaching and assessments have been developed by the provider's in-house development team and professional development pharmacist, alongside input from colleagues in the Teaching, Learning and Assessment team, under the supervision of the provider's Chief Pharmacist.</p>
<p><b>2. Academic Management Structures</b></p>	<p><b>All four criteria relating to Academic and Management Structures are met.</b></p> <p>The programme is assessed by two main routes, formative and summative, to ensure that teaching is adequate before the learner enters the assessment process and are not being set up to fail. The assessment process will follow the provider's internal SOP to ensure consistency and clear escalation pathways should any issues arise. The assessment strategy is designed to prove competence in dealing safely and appropriately with the public when dealing with queries about minor ailments, and also to prove competence in providing informed, evidence-based advice to promote a healthy lifestyle. The team learned that assessments must be carried out by the trainee's supervising pharmacist who plays a key role in the delivery of the course, as other registered staff in the pharmacy may not have been trained as medicine counter assistants. Formative assessments will utilise multiple choice questions (MCQs) and Virtual Pharmacy™ scenarios. There is a set pass mark of 70% for the MCQs, but trainees can repeat the assessments as frequently as required to assist with their learning. However, if poor or unsafe decision-making is demonstrated during the scenarios, the trainees will fail and have to restart the assessment. In the summative assessments, practical competence is tested by the completion of an electronic activity book which requires trainees to demonstrate that they understand the roles of the pharmacy team, any SOPs or organisation policies relevant to their role, and that they can apply the knowledge gained to their role within the pharmacy. It was stressed that the summative assessment is the responsibility of the supervising pharmacist who is expected to observe the trainee over a period of time and take appropriate action if not satisfied with the trainee's progress or performance; this will involve reference to Buttercups Teaching, Learning and Assessment team that might recommend further training or may undertake an additional assessment. The activity books and supervising pharmacist assessments are sampled by Buttercups according to an internal verification strategy. Sampling may also occur where there are additional concerns or risks identified by employers or by Buttercups, or should a learner dispute that their workplace supervisor has assessed them unfairly. Serious concerns about a trainee could be investigated by the trainee's employing company. Trainees undertake a final test under exam conditions after receipt of a declaration of practical competence. The final test, which is supervised by a workplace pharmacist under exam conditions using an authorisation code, is a randomly generated online test with 'true or false' questions and a 70% pass mark. Trainees will have two attempts at this test; if they fail they will be required to complete a further period of training before sitting a third and final test. Appeals against assessment decisions would be referred to an Appeal Panel and involve the Head of Centre, independently of the original assessor. The</p>

	<p>team agreed that the automatic right of a trainee to appeal to the Board if removed from the course should be included in the Student Handbook. The team learned that cases of plagiarism or malpractice are investigated initially by the Quality Assurance team and reported to the Head of Centre. All the provider's courses undertake an ongoing cycle of maintenance/updates, with professional development team pharmacists and course development pharmacists monitoring all sources of changes and sharing updates where relevant. The team learned that a pharmacy pre-registration tutor has been engaged recently to bring a patient-facing view to the provider's team of experts. In addition, there is an internal email address to direct any potential feedback or suggested changes from other colleagues to be reviewed and actioned where relevant. The course development team is authorised to make any immediate changes based on patient safety. In addition, it completes numerous rounds of proof-reading in the process of reviews and updates to ensure that the content is correct.</p>
<p><b>3. Resources</b></p>	<p><b>All seven accreditation criteria relating to Resources are met. One criterion is met subject to rewording of the award certificate.</b></p> <p>There are around 120 members of staff employed by Buttercups with a Board comprising three pharmacists that is responsible for the governance of the company, supported by two advisors. The Head of Operations is responsible for updates to policies and SOPs. The Teaching, Learning and Assessment Team is responsible for the tutoring and assessing of programmes; the company operates in several healthcare fields and it was estimated that staff in this team devote around 10% of their time to the pharmacy support staff programmes. The Course Development Team regularly reviews the course materials and receives feedback to inform the development under the direction of the Chief Pharmacist. A dedicated Safeguarding and Welfare Team is responsible for identifying and investigating any safeguarding or welfare related issues with trainees, and for ensuring trainee understanding around the Government Prevent Duty and Safeguarding Duty and British Values. A Functional Skills Team and a Professional Services Team are responsible for the processing of queries and administration support. The Learner Review Team completes induction and reviews calls with trainees to support them throughout their course journey. The Client Relationship Team is responsible for managing the trainees through liaison with their respective company head offices. In addition, the company has an in-house IT team and a Funding, Enrolments and Finance team. The programme is supported by a customised learning management system (LMS) which keeps data on workplace address, date of birth, additional needs and any disabilities; the system can produce reports on current learners, withdrawals and completions. It permits trainees and employers to access trainees' progress records and creates automated reports for employers. It can also generate completion rates via employer or via data relevant to equal opportunities such as additional needs. It meets the needs of the ESFA and awarding bodies, and is GDPR compliant. A bespoke e-learning platform (b-Hive) hosts both staff and learner training. The team learned that currently there about 3000 learners per year on the MCA course but was told that the projected annual intake going forward will be around 2000</p>

	<p>MCA trainees, a reduction from previous numbers due to the potential introduction of a combined Healthcare Assistant (HCA) programme. The non-completion/withdrawal rate was estimated at 15-20% due to a variety of reasons. The MCA course is aimed at trainees new to the pharmacy. Trainees must be nominated by their manager or employer; they are not screened, but where there are concerns over levels of English required to complete the course, the provider is able to offer further support with its functional skills level 1 course. The provider is also scrutinised by external organisations in the delivery of many of their courses, to ensure adequate leadership and management. Certification is automated through the LMS to ensure the correct certificate is issued, alerting the certification department of successful completion; the LMS also alerts staff to unusual features e.g. apparently completed with the exception of a missing module. The team considered that the inclusion of the word “dispensing” on the MCA certificate was inappropriate given the fact that MCAs are not allowed to dispense. The provider agreed to modify the wording of the certificate, omitting the word “dispensing”. The mentor/supervising pharmacist has access to a short course to assist them in carrying out their role. Buttercups staff can act as tutors, assessors or counsellors, but not mentors; there are over 40 tutors and assessors available to support the trainees but generally four nominated pod tutors deal with the majority of the MCA trainees. Out-of-hours support is available in the evenings and weekends for trainees and their mentors, and trainees can access a tutor at any time through the telephone or online. MCA trainees interviewed by teleconference told the team that they found the content of the course very full, but interesting and useful. Trainees are asked to complete an appraisal form on exit from the programme; such evaluations and reports are considered by the Board and the senior management team who address any issues raised and research any negative feedback. They are also used to influence the future development of the programme; ease of understanding, interest, usefulness and relevance, and accuracy of initial advice and guidance were all rated highly in trainee feedback. The team learned that MCA trainees particularly appreciated the Virtual Pharmacy approach, but disliked the formulary workbooks which have now been removed as a discrete element of the course and incorporated into the Virtual Pharmacy approach. Equally positive was feedback from stakeholders and patients. The team was told that all staff members aim to support trainees and are available for support and guidance. The learner journey process ensures that trainees are tracked from start to finish of their programme and are offered a variety of learning methods to suit their style. Post qualification, trainees are encouraged to continue with their learning through membership of the company’s Academy.</p>
--	---

### **Summary and conclusions**

The team agreed to recommend to the Registrar of the General Pharmaceutical Council that Buttercups Training should be reaccredited as a Medicines Counter Assistant course provider for a period of 3 years. There were no conditions set.

There is a *standing condition* for all course providers, which is that documentary references to the pharmacy regulator must be to the General Pharmaceutical Council. Also, if any other amendments are required to be made to documents for accuracy or completeness, they will be detailed in the record. The provider must detail the changes which have been made with reference to the specific document in the mapping document that we will send. The provider must also forward each of its certificates to the GPhC for approval.

Please note that the team's recommendations are not binding on the Registrar, who may accept, modify or reject them. Please note that the accreditation team's feedback is confidential until it has been ratified by the Registrar of the General Pharmaceutical Council but it may be shared with staff and students internally.

## **Appendix 1 - Accreditation Criteria for Medicines Counter Assistant training programmes**

### **1. The training programme**

- a.** The course content covers the knowledge and understanding associated with units Pharm 05 (unit 4) Pharm 07 (unit 5) and Pharm 32 (Unit 15) of the Pharmacy services skills S/NVQ level 2 (QCF)
- b.** The programme is taught at Qualifications Credit Framework level 2.
- c.** The programme is planned with reference to the Medicines Counter Assistant template.
- d.** For each unit, the transfer of underpinning knowledge into the workplace is demonstrated through the use of a variety of methods

### **2. Academic and Management Structures**

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

### **3. Resources**

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

## Appendix 2 – Programme requirements

<b>4. Provide advice on non-prescribed medicines and products</b>				
<b>To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:</b>		<b>Name of document and module number</b>	<b>Page Name</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	Module 1 - Your role in the pharmacy	Standard Operating Procedures	Mapped/covered
4.2	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	Module 1 - Your role in the pharmacy Module 2- Handling prescriptions Modules 4-11	Customer Requests for Medicines How to refer to the pharmacist Limitations to Your Role in the Dispensary Referral points throughout	Mapped/covered
4.3	A working knowledge of the current health and safety legislation and how it applies to the working environment	Module 1- Your role as an MCA	Workplace health and safety	Mapped/covered
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	Module 1- Your role as an MCA Module 3- The Wider Role of Pharmacy	Your role as an MCA Standard Operating Procedures Safeguarding your Patients Classification of the Medicines in Pharmacy Improving Access and Choice for efficiency and effectiveness of medicines	Mapped/covered

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	Module 1- Your role as an MCA  Module 3- The Wider Role of Pharmacy	Standard Operating Procedures Patient Confidentiality  Improving Access and Choice for Patients  Extending Pharmacy Services Improving the efficiency and effectiveness of medicines	Reference to pharmacy policy NHSE would be expected to be included. Additional text was added by the provider for current policies in all parts of GB. Mapped/covered
4.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	Module 1- Your role as an MCA  Module 2- Handling prescriptions	Patient Confidentiality  Computer Records and Data Protection	There was no clear link to requirement for IG training or knowledge, including who checks the SOPs cover requirements. Additional activity was added by the provider to Activity Book 2.4. Mapped/covered
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	Module 1- Your role as an MCA	Safeguarding your Patients	Mapped/covered
4.8	A working knowledge of the methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	Module 1- Your role as an MCA	Patient Skills  An Introduction to Person-	Mapped/covered
4.9	A working knowledge of the when and how to use the relevant protocols for the safe sale of medicines	Module 1- Your role as an MCA	Standard Operating Procedures Classification of the Medicines in Pharmacy	Mapped/covered
4.10	A working knowledge of the main actions and side effects of the active ingredients within the most commonly used non-prescription medicines	Modules 4 – 11	All clinical content pages	Mapped/covered
4.11	A working knowledge of the different classes of medicines	Module 1- Your role as an MCA	Classification of the Medicines in Pharmacy	Mapped/covered

4.12	A working knowledge of the interactions, cautions and contraindications of commonly used nonprescribed medicines	Module 2- Handling prescriptions Modules 4-11	Patient Counselling All clinical content pages	Mapped/covered
4.13	A working knowledge of the which medicines or products are liable to misuse or abuse by individuals	Module 1- Your role as an MCA Module 4- Pain and Analgesia Module 5- Cough and colds Module 6- Gastrointestinal problems Module 11- Healthy lifestyles	Abuse and Misuse of Substances and Medicines that you Sell Misuse and Abuse of Analgesics Colds Constipation Insomnia	Mapped/covered
4.14	A working knowledge of the how to give advice on the appropriate use of non- prescribed medicines and products	Module 1- Your role as an MCA Module 2- Handling prescriptions Modules 4-11	An Introduction to Person-Centred Care and Communication Patient Counselling All clinical content pages	Mapped/covered
4.15	A working knowledge of the how to maintain the privacy of the individual when asking questions related to their needs	Module 1- Your role as an MCA	Patient confidentiality	Mapped/covered
4.16	A working knowledge of the use of appropriate questioning techniques to obtain relevant information	Module 1- Your role as an MCA	Customer requests for medicines	Mapped/covered
4.17	A working knowledge of the divergent needs of individuals	Module 1- Your role as an MCA	An Introduction to Person-Centred Care and	Mapped/covered
4.18	A working knowledge of the sources of information that can be accessed and the information that can be given to individuals	Module 1- Your role as an MCA	Classification of the Medicines in Pharmacy	Mapped/covered

	by you and other colleagues	Module 3- The Wider Role of Pharmacy	Patient Counselling Information Resources for You and Your Patients	Mapped/covered
4.19	A working knowledge of the when you should refer for information/advice and to whom	Module 1- Your role as an MCA	Customer Requests for Medicines How to refer to the pharmacist	Mapped/covered
4.20	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Module 1- Your role as an MCA  Module 2- Handling prescriptions	Patient confidentiality  Computer Records and Data Protection	Mapped/covered

<b>5. Receive prescriptions</b>				
<b>To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:</b>		<b>Name of document and module number</b>	<b>Page Name</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	Module 1- Your role as an MCA  Module 2- Handling prescriptions	Standard Operating Procedures  Receiving the prescription	Mapped/covered
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	Module 2- Handling prescriptions	Patient Counselling Limitations to Your Role in the Dispensary	Mapped/covered
5.3	A working knowledge of the current legislation relating to prescription charges and exemptions and differences in practice across the UK	Module 2- Handling prescriptions	Prescription Forms Electronic Prescriptions Charges and Exemptions	Mapped/covered
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	Module 2- Handling prescriptions	Supply of Prescription Only Medicines	Mapped/covered

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	Module 2- Handling prescriptions	Receiving the Prescription	Mapped/covered
5.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	Module 1- Your role as an MCA Module 2- Handling prescriptions	Patient confidentiality Computer Records and Data Protection	Mapped/covered
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	Module 1- Your role as an MCA	Safeguarding your Patients	Mapped/covered
5.8	A working knowledge of regulations and procedures relating to different types of prescriptions and medicines	Module 1- Your role as an MCA Module 2- Handling prescriptions	Standard Operating Procedures (SOPs) Classification of the Medicines in Pharmacy Supply of Prescription Only Medicines Prescription Forms Electronic Prescriptions Clinical Trial Prescriptions  What Happens to the Prescription After Dispensing  Veterinary Medicines	Mapped/covered

5.9	A working knowledge of methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	Module 1- Your role as an MCA  Module 2- Handling prescriptions	What is expected of you  An Introduction to Person-Centred Care and Communication  Giving out the Prescription  Patient Counselling	It was suggested that reference be made to standards. The provider added a page which includes reference to GPhC standards for pharmacy professionals. Mapped/covered
-----	---	---	---	--

5.10	A working knowledge of the different types of prescribers	Module 2- Handling prescriptions	Supply of Prescription Only Medicines	Mapped/covered
5.11	A working knowledge of the different types of prescriptions and when they are used	Module 2- Handling prescriptions	Prescription Forms Electronic Prescriptions Clinical Trial Prescriptions Veterinary Medicines	Mapped/covered
5.12	A working knowledge of the different ways of receiving prescriptions	Module 2- Handling prescriptions	Electronic Prescriptions Receiving the Prescription	Mapped/covered
5.13	A working knowledge of the details required on a prescription and why they are necessary	Module 2- Handling prescriptions	Supply of Prescription Only Medicines Information on a Prescription Receiving the Prescription	Mapped/covered
5.14	A working knowledge of exemptions and how individuals can claim refunds, including the use of official forms and prepayment certificates	Module 2- Handling prescriptions	Charges and Exemptions	Mapped/covered

5.15	A working knowledge of the transactional and administration procedures as required by government regulations and those that apply to your workplace	Module 2- Handling prescriptions	Receiving the Prescription Computer Records and Data Protection Giving out the Prescription What Happens to the Prescription After Dispensing	The team queried if there was a place for summary care records. The provider indicated that feedback from employers indicated they would like basic information about summary care records which is included in module 3 of the MCA course but that MCAs would not access it. Mapped/covered
5.16	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Module 2- Handling prescriptions	Computer Records and Data Protection	As per comments above. Mapped/covered

<b>15. Assist in the issuing of prescribed items</b>				
<b>To demonstrate knowledge and understanding in this NOS, assistants should be able to apply:</b>		<b>Name of document and module number</b>	<b>Page Name</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	Module 2- Handling prescriptions Module 1 – Your role as an MCA	Receiving the Prescription Giving out the Prescription Workplace health and safety Standard Operating	The team noted that Health and Safety and SOPs are included in Module 1 rather than in Module 2. The provider added additional mapping. Mapped/covered
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	Module 2- Handling prescriptions	Patient Counselling Limitations to Your Role in the Dispensary	Mapped/covered
15.3	A working knowledge of the current health and safety legislation and how it applies to the working environment	Module 1- Your role as an MCA	Workplace health and safety	The team queried the check that this has occurred. The provider explained that there is an assessment box on b-Hive which is linked to their course record. Mapped/covered.
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	Module 2- Handling prescriptions	Supply of Prescription Only Medicines Limitations to Your Role in the Dispensary	Mapped/covered

15.5	A working knowledge of the relevant national and local guidelines, policies and procedures that are available and how and when they should be accessed	Module 2- Handling prescriptions	Giving out the Prescription	Mapped/covered
15.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	Module 2- Handling prescriptions	Computer Records and Data Protection Giving out the Prescription Patient Counselling	Mapped/covered
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	Module 1- Your role as an MCA	Safeguarding your Patients	Mapped/covered
15.8	A working knowledge of methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	Module 1- Your role as an MCA Module 2- Handling prescriptions	An Introduction to Person-Centred Care and Communication Giving out the Prescription Patient Counselling	Mapped/covered
15.9	A working knowledge of the current ethical and legal requirements that govern the issuing of a prescription	Module 2- Handling prescriptions	Supply of Prescription Only Medicines Receiving the Prescription Computer Records and Data Protection Giving out the Prescription Patient Counselling	Mapped/covered
15.10	A working knowledge of the importance of confirming the individual's identity before issuing dispensed items	Module 2- Handling prescriptions	Giving out the Prescription	Mapped/covered

15.11	A working knowledge of the importance of providing relevant information on the prescribed item within your scope of practice	Module 2- Handling prescriptions	Patient Counselling Limitations to Your Role in the Dispensary	Mapped/covered
15.12	A working knowledge of how medicines are administered and how to safely store them	Module 2- Handling prescriptions	Patient Counselling	Mapped/covered
15.13	A working knowledge of the importance of ensuring that the appropriate packaging is used for issued medication	Module 2- Handling prescriptions	Giving out the Prescription	Mapped/covered
15.14	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Module 2- Handling prescriptions	Computer Records and Data Protection	Mapped/covered