

Reaccreditation of a Pharmacy Technician level 3 knowledge-based qualification, Buttercups Training Ltd

Report of a reaccreditation event, 23 June 2014

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.

Background

Buttercups Training Ltd ('the provider') was originally accredited by the previous regulator, the Royal Pharmaceutical Society of Great Britain, in 2007 to provide an underpinning knowledge training programme for pharmacy technicians. It was subsequently reaccredited by the GPhC in January 2011 subject to four conditions. These were:

- i. The provider must submit a full report on the risk assessment model uses. This report must include the rationale for the model along with explanations of the grading system, along with a detailed explanation of how this system supports the monitoring of safe and effective practice. This is to meet criteria 1.3 and 1.5. In response to this condition, Buttercups provided a report that included a description of the rationale for the model and which indicated how the system supported the monitoring of safe and effective practice.
- ii. The provider must use the code of conduct as a teaching document and not just for reference. The training materials must be enhanced to include explicit teaching on professionalism and approaches to ethical problems. This is to meet criterion 1.6. In response to this condition, the training materials have been edited to address teaching on professionalism and approaches to ethical problems and the documentation provided for the reaccreditation includes these changes.
- iii. The provider must clarify within the course materials how students with learning and specific needs are supported and addressed. This is to meet criterion 3.1. In response to this condition, Buttercups provided a description of how students with learning and specific needs are identified and supported during the programme.
- iv. The provider must liaise with the GPhC to confirm the requirements of the awarding certificate and submit the certificate for approval by the GPhC. This condition was addressed through liaison with the GPhC's Quality Assurance Manager for Education and submission of sample certificates.

Documentation

The provider submitted submission documentation to the GPhC in line with agreed timescales and a pre-event meeting took place at the GPhC Head Office, 129 Lambeth Road, London, SE1 7BT on June 2 2014. During the pre-event meeting the schedule of meetings and timings for the accreditation event were confirmed and the GPhC requested that two additional documents be submitted ready for the event.

The following documents were submitted by the provider in advance of the accreditation event:

- Completed GPhC submission template 'Accreditation of a pharmacy technician programmes'.
- Evidence documents: See Appendix 3
- Pharmacy Technician Programme mapping document
- Emqc Ltd Matrix report
- Ofsted Drill (Review of procedures against the current Ofsted framework)
- Buttercups training Self-Improvement Plan

The following documents were submitted during the Reaccreditation event:

- Paper version of the Student Handbook

The event

The event was held on 23 June 2014 at the GPhC Head Office, 129 Lambeth Road, London, SE1 7BT.

Accreditation team

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

Name	Designation at the time of accreditation event
Mr Peter Curphey, *	Accreditation team leader, Community Pharmacy Consultant
Mrs Catherine Davies	Accreditation team member (Pharmacy technician), Health Science Co-ordinator, Stoke on Trent College
Mrs Sylvia Hikins	Accreditation team member (Lay), Non-Executive Director and Vice-Chair, UC24 Ltd

along with:

Name	Designation at the time of event
Ms Joanne Martin *	Quality Assurance Manager (Education), General Pharmaceutical Council
Professor Brian Furman	Rapporteur, Emeritus Professor of Pharmacology, University of Strathclyde
Ms Jenny Clapham *	Observer , General Pharmaceutical Council

*attended pre-event meeting on 2 June 2014

Meeting the accreditation standards

	Accreditation team's commentary
<p>Standard 1 – Patient and public safety</p> <p>There must be clear procedures to address immediately any concerns about patient safety arising from pharmacy technician education and training involving patients and the public.</p>	<p>Trainees using this course as a route to registration must work under the supervision of a pharmacist for a minimum of 14 hours/week; this supervising pharmacist is responsible for their supervision and training. All trainees must adhere to the GPhC Pre-registration Trainee Pharmacy Technician Code of Conduct. Patient safety is paramount at all times and steps are taken to protect patients and the public where serious concerns arise about any trainee's performance, health or conduct. Buttercups conducts a risk assessment on the trainees and their place of work and there is frequent contact by telephone with the mentors and all trainees. Depending on the outcome of the risk assessment, there may be more frequent professional discussions and/or personal visits to the place of work. Risks would include new clients, those where there are more than one trainee studying the course in the same place of work, and trainees who have been identified as having special needs. All those responsible for the education and training of trainees have a responsibility to share information relating to their trainee's health, conduct or performance to ensure that those providing tutoring and supervision are properly informed; the trainee agrees to this prior to enrolment. Trainees are made aware of their responsibilities in relation to identifying and raising concerns about patient safety and or the conduct of others that is not consistent with good professional practice, as set out in the GPhC Pre-registration Trainee Technician Code of Conduct, which is included in the student handbook.</p> <p>This standard is met.</p>
<p>Standard 2 – Selection of trainees</p> <p>All selection procedures must be open, fair and designed to identify those applicants who will practise safely and effectively and uphold the standards of the profession.</p>	<p>All admission requirements are clearly set out in the Enrolment Form that is read and completed by potential applicants. Guidance for applicants and employers includes information about resources, including costs and time that might be involved in undertaking their course or period of training. The information makes clear that successfully completing all elements of pharmacy technician education and training means that applicants are eligible to apply to register. Clear reference is made to the fact that the pharmacy regulator will undertake checks on character and health issues, and work experience before approving application to register. All staff involved in selection have been trained appropriately and are aware of relevant legislative requirements.</p> <p>This standard is met.</p>

<p>Standard 3 – Equality, diversity and opportunity</p> <p>All aspects of pharmacy technician education and training must be based on principles of equality, diversity and fairness and meet the requirements of all relevant legislation.</p>	<p>Trainees and applicants are treated fairly on the grounds of gender, race, social background, disability, religion, sexual orientation and other characteristics and the company has a clear equality and diversity strategy. The course is designed for online access and caters for a variety of learning styles, according to trainees’ preferences. Reports on progress are analysed to identify equality and diversity, and accessibility issues and these reports influence course development. The documentation described how equality and diversity training records are collected and stored and how the collected data are used. Assessment decisions and feedback are subject to peer review and internal verification and any issues arising can be fed into equality and diversity training. Regular meetings address any identified issues and outcomes are disseminated to staff by email.</p> <p>This standard is met.</p>
<p>Standard 4 – Monitoring, review and evaluation</p> <p>The quality of pharmacy technician education and training must be monitored, reviewed and evaluated in a systematic way.</p>	<p>Buttercups’ systems address assessment decisions and produce reports that can identify decisions made by a specific assessor. The achievement rate of trainees is monitored every four weeks and investigated if trainees are progressing either too slowly or too quickly through the programme. Entrance requirements include suitable employment and completion of an initial assessment. Processes are in place to deal with appeals and malpractice and plagiarism. The course is currently used to deliver the BTEC L3 Diploma in Pharmaceutical Science using BTEC marking criteria, with the appropriate monitoring of assessment decisions made by tutors. Student feedback forms and their progress are also used to provide feedback for assessors, and telephone tutorials given to candidates are recorded and evaluated by the strategic management team. Regular feedback is gathered from employers who share patient satisfaction questionnaire results and identify whether the training is contributing to organisational success and patient care. The provider is subject to Ofsted inspection.</p> <p>This standard is met.</p>
<p>Standard 5 – Support and development for trainees</p> <p>Trainees must be supported to acquire the necessary skills and experience through induction, effective supervision, an appropriate and realistic workload, personal support and time to learn.</p>	<p>Extensive support is available for trainees; this support includes a 24-hour helpline, which operates throughout the week, including weekends. Special support and guidance are available for trainees whose health, behaviour or skills give cause for concern; where concerns arise because of a trainee’s disability, full consideration is given to making reasonable adjustments to enable the trainee to complete the outcomes.</p> <p>This standard is met.</p>

<p>Standard 6 – Support and development for those providing education and training</p> <p>Those involved in providing the teaching and learning must be supported to acquire the necessary skills and experience through induction, effective mentoring, continuing professional development and personal support.</p>	<p>Pharmacists and pharmacy technicians with particular responsibility for teaching and assessing trainees are appropriately qualified and are guided as to whom to contact at Buttercups for support. All those involved in providing teaching and learning are provided with a summary of the support and development opportunities available to them, and are inducted and monitored for a minimum of 12 months by experienced peers; members of staff have annual reviews.</p> <p>This standard is met.</p>
<p>Standard 7 – Management of initial education and training</p> <p>Education and training must be planned and maintained through transparent processes which show who is responsible at each stage.</p>	<p>The company has clear systems and structures to manage the education and training of trainees. These take into account access to and availability of suitable facilities, management of trainee progress, the communication networks available to support trainees and tutors, the mentors' lines of authority and responsibilities, and the processes for handling situations where there is a change to their personal or workplace circumstances during the course.</p> <p>This standard is met.</p>
<p>Standard 8 – Resources and capacity</p> <p>The education and training facilities, infrastructure, leadership and other staffing must be sufficient to deliver outcomes.</p>	<p>The programme is developed and delivered by a team of pharmacists, pharmacy technicians and science graduates overseen by the Principal Pharmacist. All members of staff are employed by Buttercups Training Ltd. as their main source of employment and undergo a programme of training and development. Continuing education is supported and research facilities are available; these include a reference library, access to the Internet and close working relationships with a multi-disciplinary team.</p> <p>This standard is met.</p>

<p>Standards 9 to 11 – Curriculum</p> <ul style="list-style-type: none"> • The programme must develop the required skills, knowledge and understanding. • The programme must be delivered at Qualifications and Credit Framework level 3, Scottish Credit and Qualifications Framework level 6 or equivalent • The curriculum must remain relevant to current practice and national standards 	<p>The course is used to deliver the BTEC Level 3 Diploma in Pharmaceutical Science as part of the Advanced Apprenticeship and is assessed using its pass criteria. Staff members are actively involved in strategy groups and writing groups for Skills for Health and the City and Guilds and Edexcel awarding bodies; Buttercups is also represented on the Scottish education groups and is an SQA Approved Centre. There are systems in place to ensure that any changes to the frameworks are implemented. The strategic management team provides feedback from advisory/review group meetings to the development team. The documentation described how advances in pharmacy practice and developments potentially impacting on pharmacy are taken into account in the processes of programme review and development. Close contacts are kept with all the relevant agencies. In addition, feedback and evaluation from trainees, employers and tutors is gathered and coordinated centrally, then reviewed and actioned by the course development pharmacist.</p> <p>These standards are met.</p>
<p>Standards 12 to 14 – Assessment</p> <ul style="list-style-type: none"> • The assessment strategy must assure appropriate standards of assessment • The assessment strategy must ensure that trainees can demonstrate the required outcomes and practise safely and effectively according to the standards of proficiency and other relevant standards and guidance when they register. • There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment. 	<p>The documentation described how the assessment strategy assured appropriate standards and stated how this strategy includes marking criteria, which reflect those used by the awarding bodies for Edexcel and City and Guilds. Formative assessments are used prior to summative assessments. Assessment decisions are subject to internal verification. All tutors are appropriately qualified, trained, supported and employed by Buttercups. There are policies in place for dealing with grievance, plagiarism, malpractice and appeals. Assignments include short questions, case studies relevant to practice wherever possible, and long answers which may also involve research. Where the learning outcome can be covered by practical application through the NVQ (QCF) trainees are allowed to be assessed using this route. Assessment tasks allow trainees to produce valid, sufficient and reliable evidence relating to specific criteria. When choosing assessment methodology, vocational assessment is considered and assignments allow trainees to demonstrate how they would apply knowledge in the workplace. Delivery of assignments and assessment methods are flexible to allow all trainees to demonstrate the required outcomes. The monitoring and evaluation mechanisms reflect the QCF/SVQ Assessment Strategy for Pharmacy Skills Qualifications.</p> <p>These standards are met.</p>

Summary and conclusions

The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council that the Pharmacy technician level 3 knowledge based qualification delivered by Buttercups should be reaccredited for a full period of 3 years. There were no conditions or recommendations.

The accreditation team identified an area of strength in the innovative e-learning opportunities provided for the learners.

The full record and report includes other comments from the team and the Registrar regards the record and report in its entirety as its formal view on provision. Providers are required to take all comments into account as part of the reaccreditation process.

Standing condition of accreditation:

These are the conditions which will apply in all circumstances of Pharmacy Technician accreditation:

1. The General Pharmaceutical Council has assumed responsibility for the regulation of pharmacy education. The Pharmacy Order, the legislation establishing the General Pharmaceutical Council as regulator, states that the General Pharmaceutical Council accept previous decisions of the Society. In this context, that means previous accreditation decisions of the Society will stand.
2. Our recommendations are not binding on the Registrar and the Registrar may add, remove or modify points on reflection and in light the accreditation panel views.
3. The General Pharmaceutical Council's record and report will be sent to you shortly to comment on factual accuracy. The providers must respond to the definitive version of the record and report within three months of receipt.
4. Thereafter the summary report, along with your response, will be published on the General Pharmaceutical Council's website and remain for the duration of the accreditation period. The record remains confidential to the Training provider and the General Pharmaceutical Council.
5. All accredited providers are required to inform the General Pharmaceutical Council annually of changes to the curriculum and/or resources.

Following the above event, the Registrar of the General Pharmaceutical Council subsequently accepted the accreditation team's recommendation and approved the course for reaccreditation for a further period of three years, until the end of September 2017.

The *Pharmacy Order 2010* states:

Part 5 Education, training and acquisition of experience and continuing professional development, Information to be given by institutions or other providers, 46. ...

(3) Whenever required to do so by the Council, any institution or other provider to which this article applies must give to the Council such information and assistance as the Council may reasonably require in connection with the exercise of its functions under this Order.

(4) Where an institution or other provider refuses any reasonable request for information made by the Council under this article, the Council may, in accordance with article 47 ('Refusal or withdrawal of approval of courses, qualifications and institutions'), refuse to approve or withdraw approval from, any course of education or training, qualification, test or institution or other provider to which the information relates.

It is a requirement of accreditation that institutions or other providers provide the GPhC proactively and in a timely manner with any information which is, or has the potential to be, material to the delivery of an accredited course. This includes, but is not limited to: changes in staffing, changes in funding, and/or substantial changes in curriculum or delivery.

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

Appendix 1 - Accreditation Criteria

Standard 1 – Patient and public safety

There must be clear procedures to address immediately any concerns about patient safety arising from pharmacy technician education and training involving patients and the public.

Criteria to meet this standard:

- 1.1. Supervision is in place to ensure that the practice of pre-registration trainee pharmacy technicians does not jeopardise patient safety.
- 1.2. Pre-registration trainee pharmacy technicians only undertake tasks in which they are competent, or are learning to be competent, under adequate supervision
- 1.3. Assessment and monitoring systems are in place to ensure that pre-registration trainee pharmacy technicians are able to practise safely and effectively at a level that is consistent with their stage of education and training. Causes for concern should be addressed promptly.
- 1.4. Provision of appropriate support relating to health, conduct and professional progression is available to pre-registration trainee pharmacy technicians.
- 1.5. Trainees are not allowed to complete an accredited or approved programme if they are a risk to patients and the public.
- 1.6. Training providers delivering an accredited or approved programme use the Code of Conduct for Pre-registration Trainee Pharmacy Technicians to ensure that professionalism is embedded in trainees and to act as a guide to what constitutes acceptable and unacceptable practice, attitudes and behaviours in relation to fitness to practise.

Standard 2 – Selection of trainees

All selection procedures must be open, fair and designed to identify those applicants who will practise safely and effectively and uphold the standards of the profession.

Criteria to meet this standard:

- 2.1 Selection policies and procedures must provide those submitting the application and those making the selection decisions with the information they need to make informed choices.
- 2.2 Those responsible for selection must be trained to apply selection guidelines consistently and fairly. They must be trained to be able to promote equality and diversity and follow current equal opportunities legislation and good practice.

Standard 3 – Equality, diversity and opportunity

All aspects of pharmacy technician education and training must be based on principles of equality, diversity and fairness and meet the requirements of all relevant legislation.

Criteria to meet this standard:

- 3.1.** Information about equality and diversity issues must be collected routinely, analysed, recommendations developed, implemented and monitored.
- 3.2.** Equality and diversity training records must be collected routinely and fed into quality management and enhancement mechanisms where appropriate.
- 3.3.** Information about how issues are identified and addressed as part of the quality management and enhancement systems and how outcomes are disseminated should be collected and reported.

Standard 4 – Monitoring, review and evaluation

All aspects of pharmacy technician education and training must be based on principles of equality, diversity and fairness and meet the requirements of all relevant legislation.

Criteria to meet this standard:

- 4.1** The standard will be demonstrated by systems and policies that encompass the following information about roles and responsibilities, lines of accountability and authority to act of those involved in education and training together with the timing of monitoring reports and reviews.

All aspects of education and training must be covered including:

- entry to education and training
- quality of teaching and learning (including the curriculum)
- appraisal of and feedback to trainees
- assessment of trainees
- supervision, including training
- educational resources and capacity
- appeals
- malpractice and plagiarism

- 4.2** There must be procedures in place to check the quality of teaching, learning and assessment and to ensure that standards are being maintained. These must be

monitored using a variety of methods and approaches such as staff appraisal, student feedback, patient feedback and peer review.

4.3 Any problems identified through the gathering and analysis of quality data should be addressed promptly and the actions taken clearly documented. It must be clear who is responsible for this.

Standard 5 – Support and development for trainees

All aspects of pharmacy technician education and training must be based on principles of equality, diversity and fairness and meet the requirements of all relevant legislation.

Criteria to meet this standard:

5.1 Trainees must have access to pharmacists and/or pharmacy technicians who are able to act as role models and provide professional support and guidance.

Standard 6 – Support and development for those providing education and training

Those involved in providing the teaching and learning must be supported to acquire the necessary skills and experience through induction, effective mentoring, continuing professional development and personal support

Criteria to meet this standard:

6.1 Supervising pharmacists and pharmacy technicians must have an identified source of support from the training provider.

6.2 Staff involved with the delivery and/or assessment of the programme must undergo a designated period of training and development in teaching, learning, assessment and trainee support.

Standard 7 – Management of initial education and training

Education and training must be planned and maintained through transparent processes which show who is responsible at each stage

Criteria to meet this standard:

7.1 All education and training will be supported by a defined management plan with a schedule of responsibilities as well as defined structures and processes to

ensure the maintenance of standards in the arrangement and content of education and training to ensure effective delivery.

Standard 8 – Resources and capacity

The education and training facilities, infrastructure, leadership and other staffing must be sufficient to deliver outcomes

Criteria to meet this standard:

- 8.1** All training providers must have a pharmacist or pharmacy technician who has professional responsibility and sufficient authority to deliver outcomes.
- 8.2** There must be:
- sufficient staff to deliver the education and training and support trainees' learning
 - appropriately qualified and experienced staff
 - access to appropriate learning resources
 - facilities that are fit for purpose

Standards 9– Curriculum

The programme must develop the required skills, knowledge and understanding

Criteria to meet this standard:

- 9.1** For competency-based qualifications, the programme covers the knowledge, skills and understanding set out in appendix 1.
- 9.2** For knowledge-based qualifications, the programme covers the knowledge and understanding set out in Appendix 2

Standard 10 – Curriculum

The programme must be delivered at Qualifications and Credit Framework level 3, Scottish Credit and Qualifications Framework level 6 or equivalent

Criteria to meet this standard:

- 10.1** The programme is delivered at the appropriate level.
10.2 Systems must be in place to ensure that any changes to the frameworks are implemented.

Standard 11 – Curriculum

The programme must be delivered at Qualifications and Credit Framework level 3, Scottish Credit and Qualifications Framework level 6 or equivalent

Criteria to meet this standard:

- 11.1** In the processes of programme review and development, advances in pharmacy practice and developments potentially impacting on pharmacy are taken into account.

Standard 12– Assessment

The programme must be delivered at Qualifications and Credit Framework level 3, Scottish Credit and Qualifications Framework level 6 or equivalent

Criteria to meet this standard:

- 12.1** For competency based qualifications, the assessment strategy must follow the agreed QCF/SVQ Assessment Strategy for Pharmacy Services Qualifications.
12.2 For knowledge based qualifications, the assessment strategy must assure appropriate standards in assessment and include:
- verification of assessment decisions
 - requirements for tutors, trainers and assessors
 - marking criteria, including the minimum to achieve a pass

- policies for resits and resubmissions
- procedures for suspected plagiarism and/or malpractice
- appeals procedures

12.3 For knowledge based qualifications, question papers, including the independent assessment, must be developed by subject experts from the pharmacy sector and directly relate to and include all the subject areas.

12.4 For knowledge based qualifications, assessment must be through a number of assessment methods and involve the candidate using knowledge in a way that demonstrates their understanding of the links between various subjects and their relevance to practice.

Standard 13 – Assessment

The assessment strategy must ensure that trainees can demonstrate the required outcomes and practise safely and effectively according to the standards of proficiency and other relevant standards and guidance when they register

Criteria to meet this standard:

13.1 The assessment strategy ensures that trainees can demonstrate the required outcomes.

13.2 For competency-based qualifications, the assessment strategy ensures that, on completion of the programme, trainees can practise safely and effectively.

Standard 14 – Assessment

There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment

Criteria to meet this standard:

14.1 There are effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment

Appendix 2 – Learning outcomes

The duration of the underpinning knowledge programme must provide a minimum of 720 learning hours comprising:

Science of pharmacy

(minimum of 400 learning hours)

- 30 learning hours of chemistry
- 30 learning hours of microbiology
- 340 learning hours of biology, human physiology and action and uses of medicines.
- Pharmacy practice and law (a minimum of 230 learning hours)
- 100 learning hours on dispensing procedures and practices.
- 60 learning hours of interpersonal skills
- 50 learning hours on pharmacy law, ethics and regulation
- 20 learning hours on pharmaceutical production and aseptic procedures

To allow for flexibility in the delivery of training programmes, the remaining 90 learning hours required to meet the overall minimum requirement of 720 learning hours can be comprised of either science of pharmacy or pharmacy practise and law.

The programme covers all learning outcomes of the competency based and knowledge based qualifications for pharmacy technicians

While completing the programme the trainee must undertake a minimum of two years simultaneously completed work-based experience under the supervision, direction or guidance of a pharmacist to whom the trainee was directly accountable for not less than 14 hours per week.

B3.1 Chemistry (30 learning hours)

Syllabus topics

The structure and classification of inorganic chemicals

- Nuclear and electronic structure of atoms
- The periodic table
- Chemical bonding

The principles of chemical reaction

- Basic principles including the various units used in science, solution properties, pH
- Principles and processes by which chemicals react
- Chemical and molar quantities

<ul style="list-style-type: none"> • Balanced equations for chemical reactions
<p>The basic structure and function of biological chemicals</p> <ul style="list-style-type: none"> • Water • Carbohydrates, fats and proteins • Nucleic acids • Enzymes

B3.2 Microbiology (30 learning hours)

Syllabus topics
<p>Structure, function and classification of micro-organisms</p> <ul style="list-style-type: none"> • Classification and identification of micro organisms • Structure of bacteria, fungi, viruses and protozoa • Prokaryotic and eucaryotic cells • Growth and reproduction of micro-organisms
<p>Pathogens and the transmission of infections</p> <ul style="list-style-type: none"> • Infectious diseases • Pathogenic micro-organisms • Routes of transmission • Modes of transmission
<p>Control of micro-organisms in the daily working environment</p> <ul style="list-style-type: none"> • Basic principles of hygiene • Contamination, cross contamination and spoilage of medicines • Control of hospital acquired infections • Sterilisation • Disinfection • Antimicrobial agents

B3.3 Biology, human physiology and action and uses of medicines and other pharmaceutical products (340 learning hours)

Syllabus topics
Structure and function of cells and tissues

- Cells in the body
- Epithelial tissue
- Connective tissue
- Muscle tissue
- Nerve tissue
- Blood

Structure and function of major organs and body systems

- Digestive
- Circulatory
- Lymphatic
- Respiratory
- Nervous
- Endocrine
- Reproduction and foetal development
- Musculoskeletal
- Urinary
- Skin
- Ear, eye, oropharynx

Regulation of body systems

- Nutrition
- Metabolism and excretion
- Homeostasis and homeostatic disorders, including hormone-related disorders
- The defence mechanisms in the human body

General action and use of medicines

- Nature and causes of diseases
- Medical terms relevant to medical treatments
- Drug administration, absorption, delivery metabolism and excretion
- Pharmacodynamics
- Interactions and adverse drug reactions

Action and uses of drugs in the treatment of various body systems and clinical conditions

- Gastro-intestinal system
- Cardiovascular system
- Respiratory system

- Central nervous system
- Infections
- Endocrine drugs
- Obstetrics, gynaecology & urinary-tract infections
- Malignant disease & immunosuppression
- Nutrition & blood
- Musculoskeletal & joint disorders
- Eye
- Ear, nose & oropharynx
- Skin
- Immunological products & vaccines
- Anaesthesia

Appliances, dressings and other products

- Wound dressings
- Bandages and adhesives
- Elastic hosiery
- Ostomy products
- Inhalers and other devices

Pharmacy practice and law (a minimum of 230 learning hours)

B3.4 Interpersonal skills (60 learning hours)

Syllabus topics

Customers in pharmacy

- Range of customers including all service users#
- Colleagues as customers

Communication

- Principles of good communication
- Identification of customer needs
- Appropriate responses to different types of customer and different needs
- Handling complaints
- Dealing with conflict

<ul style="list-style-type: none"> • Confidentiality issues
<p>Team working</p> <ul style="list-style-type: none"> • The principles of effective team working • Styles of interaction between team members • Handling problem relationships within teams
<p>Supporting Learning</p> <ul style="list-style-type: none"> • Different learning styles • Learning environment • Instructional techniques • Structuring demonstrations
<p>Reflective practice</p> <ul style="list-style-type: none"> • Identifying development opportunities to improve practice • Learning from successful interventions • Learning from errors, critical incidents and enquiries into serious failings • Recording CPD
<p>Provision of information and advice on medicines</p> <ul style="list-style-type: none"> • Medicines usage and adverse effects • Medicines storage • Patient information leaflets • Devices and sundry items • Sources of information on medicines & their use • Supporting concordance
<p>Correct procedures for the sale of supply of OTC medicines</p> <ul style="list-style-type: none"> • Pharmacy protocol • Classes of medicines • Questions to be asked before recommending or referring • Provision of information
<p>Public Health</p> <ul style="list-style-type: none"> • Healthy eating • Healthy lifestyles • Health promotion in the pharmacy • Health protection • Disease prevention
<p>Preparation for review of medicines taken by an individual</p>

- Purposes of reviewing an individual's medicines
- National and local guidelines and policies
- Issues that affect how people take medicines
- Creating and maintaining accurate records

B3.5 Dispensing procedures and practices (100 learning hours)

Syllabus topics

Prescription handling and assembly

- Principles and practices for dispensing, including organisational policies
- The importance and use of standard operating procedures (SOPs)
- Prescription receipt and collection
- Reading and interpretation of prescriptions
- Types of check on a prescription
- Causes and consequences of near misses and dispensing errors
- In-process accuracy checking
- Error recording
- Record keeping

Calculation and weighing and measuring techniques

- Percentages, dilutions, displacement values, weight per ml etc.
- Dosage calculations based on age, weight, surface area and blood volume
- Weighing and measuring equipment
- Procedures for weighing and measuring
- Metric system and the SI units
- Calculating ingredient quantities required for medicines preparation
- Quantity of medicines to be supplied on prescription based on the number of prescribed doses and time intervals

Medicines formulation

- Types of water used in pharmaceutical products
- Forms of pharmaceutical products and their properties
- Pharmaceutical techniques including mixing, comminution, filtration, clarification, sieving
- Microbial aspects of medicines formulation

- Physical and chemical properties of medicines
- Vehicles and excipients
- Routes of administration of medicines
- Packing materials and containers
- Stability of medicines and the factors that affect stability

Preparation of pharmaceutical products

- Equipment used in the dispensing of medicines
- Preparation of a range of dispensed medicines in common use
- Processes for dilutions and reconstitutions
- Labelling of dispensed medicines, including additional labelling
- Storage of medicines including stock rotation
- Robotics
- Record keeping and documentation

Ordering, receiving, disposal and return of stock

- Ordering and receipt of stock
- Storage requirements for stock
- Branded and generic medicines
- Stock control
- Procedures for dealing with breakages / spillages of materials
- Stock rotation and dealing with expiry of stock items
- Returns and disposal of stock

Services provided outside of the pharmacy

- Supply of medicines to residential and nursing homes
- Provision of monitored dosage systems (MDS)
- National and local regulations and policies regarding supply of medicines to patients in care
- Storage of medicines in residential and nursing homes

B3.6 Pharmacy law and ethics (50 learning hours)

Syllabus topics

Legislation relating to medicines

- Sale and supply of medicines (Medicines Act)
- Classes of medicines
- Patient Group Directions
- Prescribing conventions and abbreviations
- Prescriptions, prescription charges & exemptions
- Electronic prescribing
- Misuse of drugs
- Poisons
- Denatured alcohol
- Supply of veterinary medicines
- NHS regulations
- Licensing of medicines
- Supply of unlicensed medicines
- Disposal of waste and unused medicines

The Drug Tariff

- Payment for supply of medicines
- Allowable products
- Endorsing of prescriptions

Legislation affecting pharmacy

- Responsible pharmacist
- Supervision
- Provision of service in the absence of a pharmacist
- Provision of service in a pandemic or other national emergency
- Legal & ethical requirements for confidentiality
- Trade descriptions
- Consumer protection
- Weights and measures

- Data protection
- Hazardous substances
- Health and safety
- Equality and diversity
- Adult and child protection
- Freedom of information

Structure and function of organisations affecting pharmacy

- Pharmacy regulatory and professional bodies
- Other organisations within pharmacy
- The National Health Service

Regulation of pharmacy technicians

- Working as a professional
- Codes of conduct & ethics
- Continuing professional development
- Fitness to practise
- Registration

Roles in pharmacy and health

- Roles undertaken by pharmacists, pharmacy technicians and other pharmacy support staff groups
- Roles of other healthcare professionals
- Types of prescribers

Factors affecting standards within pharmacy and pharmacies

- Clinical governance
- Audit and quality improvement
- Risk assessment and management
- Standard operating procedures

B3.7 Pharmaceutical production and aseptic procedures (20 learning hours)

Syllabus topics

Legislation and guidelines controlling small scale pharmaceutical production

- Health and Safety
- Hazardous substances
- Good manufacturing practice
- Licensed and unlicensed units
- Recognised guidelines relating to manufacture
- Recognised guidelines for aseptic preparation
- Various quality assurance (QA) documentation
- Standard Operating Procedures (SOPs)
- Error reduction policies & strategies

Environment and equipment for small scale pharmaceutical production

- Hygienic considerations for the manufacturing unit, equipment and personnel
- Sources of contamination
- Environmental monitoring
- Design of production units including aseptic units
- Maintenance of the production unit including the building, fixtures and fittings
- Maintenance of equipment
- Protective clothing and equipment

Manufacturing processes

- Methods used in manufacture of non sterile products
- Methods used in manufacture of sterile products
- Methods used in the manufacture of biopharmaceuticals
- Relevant documentation including worksheets
- SOPs including labelling and packaging
- Methods of disinfection and sterilisation
- Storage of the product
- Distribution procedures
- Transportation procedures
- Safe disposal of waste materials

Quality control and assurance

- Quality Control

Pharmaceutical materials

Formulated products

Testing procedures including microbiological testing e.g. sterility testing, pyrogens

- Quality Assurance

Standards associated with the manufacturing process

Validation and records

Audit of the manufacturing process

Total quality management (TQM)

Quarantine of the product

Clinical trials

- Types of trial
- Design of trial
- Phases

Aseptic preparation of pharmaceutical products including cytotoxic preparation

- CIVAS and a range of products
- Cytotoxic products
- Intrathecal products
- Radiopharmaceuticals
- Total parenteral nutrition
- Monoclonal antibodies
- Methods used for the aseptic preparation and dispensing of pharmaceutical products
- Disposal of waste materials
- Packaging, labelling and transportation of cytotoxic materials

Appendix 3

Supporting documentation

- Training materials
 - Course modules 1-19
 - Introduction module, which includes the course regulations for assessment, and guide to studying and distance learning.
- Assessments
 - Module assignments for modules 1-19 which list the assessment criteria at the front of each one
- Staff CVs, organisational structure chart and organisational structure contingency chart
- Sample certificate
- Enrolment form which contains the learning contact outlining the responsibilities of training provider, tutor and student.
- Student handbook which contains
 - Appeals policy
 - Grievance Policy
 - Plagiarism Policy
 - Malpractice Policy
 - Equal Opportunities Policy
 - Equality and Diversity Policy
 - Confidentiality Policy
 - Accessibility Guide
 - Safeguarding policy for under 18's and Vulnerable adults
 - Change of Circumstances Form
 - Extenuating circumstances Form
- Mentor handbook which contains:
 - Introduction to the role of the mentor (PDF)
 - L3 resource documents by module (PDF)
 - Mentor FAQs (PDF)
 - L3 learner process flow chart
 - Managing Disability (webpage)
 - Managing Diversity (webpage)
 - The following policies are as per the student handbook and have not been printed again: Equal opportunities, Confidentiality, Appeals, Plagiarism, Malpractice, Grievance and Safeguarding.
- L3 programme list
- Assessment strategy document and Assessment SOP

- Certification SOP
- Quality Assurance Strategy
- Sample risk assessment template (Standard 1.3)
- Course update report