



Unregistered
pharmacy staff
training
programme(s)

CIG Healthcare Partnership
Report of a reaccreditation event
May 2019

Event summary and conclusions	
Provider	CIG Healthcare Partnership
Course	Medicines Counter Assistant Plus Stock Control
Event type	Reaccreditation
Event date	28 May 2019
Accreditation period	July 2019 – July 2022
Outcome	Approval The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the Medicine Counter Assistant Plus Stock Control course provided by CIG Healthcare Partnership should be reaccredited for a period of three years.
Conditions	There were no conditions.
Standing conditions	Please refer to Appendix 1
Recommendations	No recommendations were made
Registrar decision	Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and approved the reaccreditation of the programme for a further period of 3 years.
Key contact (provider)	Katey Haycock
Accreditation team	Mrs Barbara Wensworth (Event Chair) Freelance Pharmacy Lecturer, Standard Verifier, assessor and writer Miss Laura McEwen-Smith (Pharmacy Technician) Principal Pharmacy Technician; Health Education Kent Surrey & Sussex Pharmacy Education Mrs Emma Walker (Pharmacy Technician) Medicines Optimisation and Professional Lead Pharmacy Technician at Central and North-West London NHS Foundation Trust Professor Dorothy Whittington (Lay member) Emeritus Professor of Health Psychology, University of Ulster Non-Executive Director of the Business Services Organisation for NI Health and Social Care
GPhC representative	Mr Chris McKendrick, Quality Assurance Officer, GPhC
Rapporteur	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

The Medicines Counter Assistant course offered by CIG Healthcare Partnership (CIG) was reaccredited by the GPhC on 22 June 2012, following previous accreditation by the RPSGB. In March 2016, this course was presented for reaccreditation with the inclusion of an additional stock module. The course was accredited subject to the following condition:

The provider must review its assessment strategy to ensure that the summative assessment of trainees is robust and that it is in line with safe and effective practice. The team considered that there was insufficient evidence to justify the robustness of the current MCQ summative assessment. This was to meet criterion 2a of the training programmes.

The provider subsequently provided evidence of how this condition had been met to the GPhC, and the course was approved.

In line with the GPhC's process for accreditation and recognition of unregistered pharmacy staff, an event was scheduled for 28 May 2019 to review this course's suitability for reaccreditation. The course was considered alongside the provider's Pharmacy Assistant course, which is the subject of a separate report and record.

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 in London on 28 May 2019 and comprised a number of meetings between the GPhC accreditation team and representatives of CIG. A pre-visit meeting was held by teleconference on 20 May 2019 where the content of the submission and mapping of the course 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 provider are met. One criterion requires minor amendments. (See Appendix 2 for criteria)

The Medicines Counter Assistant Plus Stock Control course is aligned to the Pharmacy National Occupational Standards at RQF level 2. The Units covered in course are:

Unit 4 Provide advice on non-prescribed medicines and products

Unit 5 Receive prescriptions

Unit 7 Order pharmaceutical stock

Unit 8 Receive pharmaceutical stock

Unit 9 Maintain pharmaceutical stock

Unit 15 Assist in the issuing of prescribed items

The course is delivered via distance- learning course and consists of 18 modules in four sets:

Set A:

Module 1 – Introduction

Module 2 – Dealing with customers

Module 3 – Dealing with prescriptions

Module 4 – Stock Control and Health and safety

Set B:

Module 1 – Pain Relief

Module 2 – Coughs & Colds

Module 3 - Mouthcare

Module 4 – Digestive Health

Set C:

Module 1 – Hayfever

Module 2 – Eye conditions

Module 3 - -Ear conditions

Module 4 – Footcare

Module 5 – Skincare

Module 6 – Scalp conditions

Set D:

Module 1 – Women’s Health

Module 2 – Sexual Health

Module 3 – Stopping smoking

Module 4 - VMS & healthy living

Module 5 – First aid and travel

Since the 2016 reaccreditation, 162 candidates have completed the course, with 86% of these completing within 12 months of enrolling. This figure does not include trainees whose course has been put on hold, often due to maternity leave, other family issues or extenuating circumstances. At the present time, all students on the course are employees of, and are funded by, one pharmacy chain, but systems and processes are in place to offer the course to other trainees.

The team reviewed the provider’s mapping document (Part 2 of the Submission) which cross references the requirements of each of the relevant units of the national standards with the course content. The

provider had responded to the team's feedback prior to the event by providing information to confirm the amendments and additions that will be made to the course materials. The team was satisfied that, with these changes, all areas are covered and are mapped appropriately, although the course content for Learning Outcome 15.3 should be enhanced by including more pharmaceutical background knowledge.

Course material is kept up to date; course booklets are updated regularly, with a log of changes maintained centrally. Between print-runs, trainees are notified of changes via the course website and in letters sent to them at their workplace.

Section 2: Academic and management structures

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

The course is assessed via summative multiple choice examinations which take place at the end of each Set and observation by the supervising pharmacist who is required to sign a statement confirming the trainee's competence. Students take a formative MCQ assessment at the end of each module. The pass mark for the summative assessments is 17 out of 25. This mark is kept under review by benchmarking against other courses and by monitoring the pass rate over time. Performance in each of the questions is reviewed so that ambiguous or obsolete questions are identified and amended or removed.

Supervising pharmacists are given an assessment guide and are signposted to GPhC tutoring guidance. This information is provided before the student starts the course so that the supervising pharmacist is aware of what is required in advance. Appropriate arrangements are in place to ensure the integrity of the assessments, given that they take place in each trainee's workplace.

Each of the trainees spoken to said they had needed to complete the course in their own time, as they were not given sufficient time during their working hours. Expectations are made clear to both students and staff about the time that will be required for the course and procedures are in place if a student raises concerns. Student progress is also monitored by the provider. However, the team heard from students that they do not tend to question the lack of time, so in many cases the provider is unlikely to hear that this is an issue. The provider offers extensions to the course end date where time has been a factor in non-completion.

Students and pharmacists have opportunities to feed into the evaluation of the course. The provider plans to undertake a comprehensive survey of past students and supervising pharmacists. There are also plans to carry out a research survey of 200 consumers (patients) to gain their views of the course content. Information from these surveys will be used to inform future course developments.

Equality, diversity and inclusion data is gathered by the trainees' employer and only shared with the provider if necessary, for example if a trainee has a particular learning need. This is to ensure compliance with GDPR. When learning needs are identified trainees are supported with, for example, black and white PDFs, materials in larger fonts and extra time for assessments. At present, the course content takes a narrow view of equality and diversity issues. Future course developments will encompass a broader interpretation, for example looking at gender identity.

Appropriate procedures are in place for appeals and to address suspected plagiarism or malpractice.

Section 3: Resources

The team was satisfied that all eight criteria relating to the resources are met. One criterion requires minor amendments.

Resources available to the training provider are sufficient for the effective delivery of the course to the numbers of students on the course and appropriate record-keeping systems are in place, although, as noted at Section 2, equality, diversity and inclusion data is collected by the trainees' employer rather than the provider. Similarly, the provider does not keep details of reasons for non-completion of the course as these details are maintained by the employer and shared with the provider only as required.

There is an appropriate mix of tutors, mentors and assessors and students have access to guidance and support. Students said that they felt supported by their supervising pharmacists and other staff in the workplace. A Training Relationship, or learning contract, is entered into between the trainee, supervising pharmacist and the provider. This is intended to provide structure and support by detailing roles and responsibilities. This is a very practical document with no mention of the supervisor's or provider's role in providing pastoral support. The provider must consider updating this document to make it clear that trainees will be supported throughout the course.

Relationship difficulties between a pharmacist supervisor and a trainee are dealt with on a case by case basis, with an action plan being developed by the provider and the employer, in discussion with the trainee. In some instances a Pharmacy Technician has been able to take over as a trainee's supervisor. The team advised that as these roles develop, the course guidance could make it clearer that this is an appropriate supervisory relationship. A locum guide is made available where a supervising pharmacist leaves a pharmacy part way through a trainee's course. The guidance for supervising pharmacists could be updated to highlight the fact that taking on the role provides valuable CPD opportunity.

Students were asked about the feedback they receive as they progress through the course and all said that they were told they had passed each module but did not receive any further feedback about their performance. The provider explained that students who fail assessments are given feedback on the areas on which they need to focus. Trainees also receive feedback from their supervising pharmacist but often do not realise that this is feedback as it is given verbally and informally. The provider will consider highlighting to trainees in the course materials that such feedback is valuable and should be reflected upon. Trainees should also be encouraged to contact the provider if they feel they are not receiving this feedback.

Students said that they had opportunities to provide feedback to the provider on the course materials and content.

The team noted that the provider intends to introduce online assessments in the near future through its learning digital management system. Arrangements will be the same as for the current paper assessments, with the assessment being released by the system on request from the supervising pharmacist, and taken under examination conditions in the pharmacy. The assessment will be marked instantly, enabling the trainee to receive immediate feedback. It is intended that this will enhance the trainee's learning experience, although in meeting 4 students said that they preferred having paper materials and assessments.

Before being rolled out fully, the provider will undertake a pilot with a cohort of 100 candidates to ensure there are no technical issues. This will run alongside the current system of completing the assessments on paper.

Longer term, the provider intends to transfer the modules online. These will be a replication of the paper-based modules being considered at this event, with no changes to the course structure or content.

The provider must keep the GPhC informed of progress with these developments.

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 (SFHPHARM04), unit 5 (SFHPHARM07) and unit 15 (SFHPHARM32).
- 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 (SFHPHARM04), unit 5 (SFHPHARM07) and unit 15 (SFHPHARM32) 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

Please demonstrate how the training programme has been designed to meet one or more units of the Pharmacy National Occupational Standards (NOS) at RQF level 2 / SCQF level 5 or equivalent.

Any units which are NOT covered by your training programme should be DELETED.

4	Provide advice on non-prescribed medicines and products			
	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	Page	Accreditation team use only
4.1.	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	Set A Module 1 – Introduction	6 - 7	Maps
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	Set A Module 1 – Introduction Set A Module 2 – Dealing with customers All Modules – when to refer to a pharmacist	3-6; 11 Throughout Throughout	Maps
4.3.	A working knowledge of the current health and safety legislation and how it applies to the working environment	Set A Module 4	65-66	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	Set A Module 2 – Dealing with customers	24-27	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	Set A Module 1 – Introduction Set A Module 2 – Dealing with customers	6-8 and 12 24 and 25	
4.6.	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	Set A Module 2 – Dealing with customers	24-27	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	Set A Module 2 – Dealing with customers	24-27	Maps
4.8.	A working knowledge of the methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	Set A Module 2 – Dealing with customers	18-23	Maps
4.9.	A working knowledge of the when and how to use the relevant protocols for the safe sale of medicines	Set A Module 1 – Introduction Modules B, C & D When to refer sections	6-8 Throughout	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	Set B Module 1 – Pain Relief Module 2 – Coughs and colds Module 3 – Mouthcare Module 4 – Digestive health Set C Module 1 – Hayfever Module 2 – Eye conditions Module 3 – Ear conditions Module 4 – Footcare Module 5 – Skincare Module 6 – Scalp conditions Set D Module 1 – Women’s health Module 2 – Sexual health Module 3 – Stopping Smoking Module 4 – VMS & Healthy living	Throughout	Maps

		Module 5 – First aid and travel		
4.11	A working knowledge of the different classes of medicines	Set A Module 1 - Introduction	8-11	Maps
4.12	A working knowledge of the interactions, cautions and contraindications of commonly used non-prescribed medicines	Set B Module 1 – Pain Relief Module 2 – Coughs and colds Module 3 – Mouthcare Module 4 – Digestive health Set C Module 1 – Hayfever Module 2 – Eye conditions Module 3 – Ear conditions Module 4 – Footcare Module 5 – Skincare Module 6 – Scalp conditions Set D Module 1 – Women’s health Module 2 – Sexual health Module 3 – Stopping Smoking Module 4 – VMS & Healthy living Module 5 – First aid and travel	Throughout	Maps
4.13	A working knowledge of the which medicines or products are liable to misuse or abuse by individuals	Set B Module 1 – Pain relief Module 2 – Coughs and colds Module 4- digestive health	8 22; 29 55	Maps
4.14	A working knowledge of the how to give advice on the appropriate use of non-prescribed medicines and products	Set B Module 1 – Pain Relief Module 2 – Coughs and colds Module 3 – Mouthcare Module 4 – Digestive health Set C Module 1 – Hayfever	Throughout	Maps

		Module 2 – Eye conditions Module 3 – Ear conditions Module 4 – Footcare Module 5 – Skincare Module 6 – Scalp conditions Set D Module 1 – Women’s health Module 2 – Sexual health Module 3 – Stopping Smoking Module 4 – VMS & Healthy living Module 5 – First aid and travel		
4.15	A working knowledge of the how to maintain the privacy of the individual when asking questions related to their needs	Set A Module 2 – Dealing with customers	24-24	Maps
4.16	A working knowledge of the use of appropriate questioning techniques to obtain relevant information	Set A Module 1 - Introduction Sets B, C and D	3-6 Throughout	Maps
4.17	A working knowledge of the divergent needs of individuals	Set A Module 2 – Dealing with customers	22-23	Maps
4.18	A working knowledge of the sources of information that can be accessed and the information that can be given to individuals by you and other colleagues	Set A Module 1 – Introduction Set A Module 2 - Dealing with customers	11-12 25-26	
4.19	A working knowledge of the when you should refer for information/advice and to whom	Set A Module 1 - Introduction Set A Module 2 – Dealing with customers 'When to refer to the pharmacist sections' in Sets B, C & D		Maps
4.20	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Set A Module 2 – Dealing with customers	25-27	Maps

5	Receive prescriptions			
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	Page	Accreditation team use only
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	Set A Module 3 – Dealing with prescriptions	34-35; 51	Maps
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	Set A Module 1 – Introduction Set A Module 3 – Dealing with prescriptions	11 38	Maps
5.3	A working knowledge of the current legislation relating to prescription charges and exemptions and differences in practice across the UK	Set A Module 3 – Dealing with prescriptions	38-41, 53	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	Set A Module 2 – Dealing with customers Set A Module 3 – Dealing with prescriptions	24-26 38-39	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	Set A Module 3 – Dealing with prescriptions	34-42	Maps
5.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	Set A Module 2 – Dealing with customers Set A Module 3 – dealing with prescriptions	24-26 46	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	Set A Module 2 – Dealing with customers Set A Module 3 – dealing with prescriptions	24-26 46	Maps
5.8	A working knowledge of regulations and procedures relating to different types of prescriptions and medicines	Set A Module 3 – Dealing with prescriptions	34-35; 51-52	Maps
5.9	A working knowledge of methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	Set A Module 2 – Dealing with customers	18-23	Maps
5.10	A working knowledge of the different types of prescribers	Set A Module 3 – Dealing with prescriptions	35, 53	Maps
5.11	A working knowledge of the different types of prescriptions and when they are used	Set A Module 3 – Dealing with prescriptions	35-36	Maps
5.12	A working knowledge of the different ways of receiving prescriptions	Set A Module 3 – Dealing with prescriptions	34-35; 48-50	Maps
5.13	A working knowledge of the details required on a prescription and why they are necessary	Set A Module 3 – Dealing with prescriptions	36-37	Maps
5.14	A working knowledge of exemptions and how individuals can claim refunds, including the use of official forms and prepayment certificates	Set A Module 3 – Dealing with prescriptions	39-41, 53	Maps
5.15	A working knowledge of the transactional and administration procedures as required by government regulations and those that apply to your workplace	Set A Module 3 – Dealing with prescriptions	34-41	Maps
5.16	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Set A Module 2 – Dealing with customers Set A Module 3 – Dealing with prescriptions	25-26 41-42	Maps

7 Order pharmaceutical stock				
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	Page	Accreditation team use only
7.1	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	Set A Module 4 – Stock Control	59	Maps
7.2	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	Set A Module 1 – Introduction Set A Module 3 – Dealing with prescriptions Set A Module 4 - Stock control All Modules – when to refer to a pharmacist	11 Throughout Throughout	Maps
7.3	A working knowledge of the current health and safety legislation and how it applies to the working environment	Set A Module 4 – Stock Control	65-66	Maps
7.4	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	Set A Module 4 – Stock control	59-69	Maps
7.5	A working knowledge of the relevant national and local guidelines, policies and procedures that are available and how and when they should be accessed	Set A Module 4 – Stock Control	Throughout	Maps
7.6	A working knowledge of the importance of adhering to information governance policies and	Set A Module 2 – Dealing with customers	24-26	Maps

	maintaining confidentiality when sharing information about individuals with others			
7.7	A working knowledge of the duty to report any acts or omissions that could be detrimental to individuals, yourself, colleagues or your employer	Set A Module 4 Stock Control	66, 69	Maps
7.8	A working knowledge of the different procurement processes and legislation that applies to the ordering of pharmaceutical stock	Set A Module 4 – Stock Control	Throughout	Maps
7.9	A working knowledge of your responsibilities and current guidelines that apply when ordering pharmaceutical stock	Set A Module 4 – Stock Control	Throughout	Maps
7.10	A working knowledge of the difference between proprietary and generic medicines	Set A Module 1 – Introduction Set A Module 4 – Stock Control	6 64	Maps
7.11	A working knowledge of the different forms of medicines and why it is important to order appropriate quantities of the correct form and strength	Set A Module 4 – Stock Control	62-65	Maps
7.12	A working knowledge of how to place an order with the appropriate supplier	Set A Module 4 – Stock Control	59-61	Maps
7.13	A working knowledge of the importance of ensuring that stock is available based on the needs of individuals	Set A Module 4 – Stock Control	59, 72-73	Maps
7.14	A working knowledge of the impact stock availability may have on the care of individuals	Set A Module 4 – Stock Control	61, 64, 72	Maps
7.15	A working knowledge of the importance of taking account of seasonal variations when ordering pharmaceutical stock	Set A Module 4 – Stock Control	59, 72	Maps
7.16	A working knowledge of the action to be taken if stock is unavailable	Set A Module 4 – Stock Control	61-62	Maps
7.17	A working knowledge of the input and retrieval of stock data to ensure levels are appropriate for stock management	Set A Module 4 – Stock Control	72-73	Maps

7.18	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Set A Module 2 – Dealing with customers Set A Module 4 – Stock Control	25-26 66-75	Maps
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8	Receive pharmaceutical stock			
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	Page	Accreditation team use only
8.1	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	Set A Module 4 – Stock Control	59, 65	Maps
8.2	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	Set A Module 4 – Stock Control	Throughout	Maps
8.3	A working knowledge of the current health and safety legislation and how it applies to the working environment	Set A Module 4 – Stock Control	65-66,68	Maps
8.4	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	Set A Module 2 – Dealing with customers	25-26	Maps
8.5	A working knowledge of the relevant national and local guidelines, policies and procedures that are available and how and when they should be accessed	Set A Module 4 – Stock Control	Throughout	Maps
8.6	A working knowledge of the importance of adhering to information governance policies	Set A Module 2 – Dealing with customers	24-26	Maps

	and maintaining confidentiality when sharing information about individuals with others			
8.7	A working knowledge of the duty to report any acts or omissions that could be detrimental to individuals, yourself, colleagues or your employer	Set A Module 4 Stock Control	59,61,65,66,68	Maps
8.8	A working knowledge of the current guidelines that apply to the receipt of pharmaceutical stock	Set A Module 4 – Stock Control	64-66	Maps
8.9	A working knowledge of the different forms of medicines and why it is important to stock appropriate quantities of the correct form and strength	Set A Module 4 – Stock control	62-63, 72	Maps
8.10	A working knowledge of the importance of how receiving the correct form and quantity of stock can affect the care of individuals	Set A Module 4 – Stock Control	61, 72	Maps
8.11	A working knowledge of the importance of referring to current drug alerts and company recalls when receiving pharmaceutical stock	Set A Module 4 – Stock Control	75	Maps
8.12	A working knowledge of the sources and suppliers of stock	Set A Module 4 – Stock Control	59,60	Maps
8.13	A working knowledge of the equipment used when receiving pharmaceutical stock	Set A Module 4 – Stock Control	64-65	
8.14	A working knowledge of the action to be taken if received stock: a) is not on the original order b) is not the complete order c) is short dated or expired d) has the wrong batch number e) has a batch number for which drug alerts/recalls have been issued f) is damaged, contaminated or suspected to be counterfeit	Set A Module 4 – Stock Control	64-69	Maps

	g) has not been stored correctly during transportation			
8.15	A working knowledge of the action to be taken if stock is unavailable	Set A Module 4 – Stock Control	61-62	Maps
8.16	A working knowledge of how to promptly inform the appropriate person of the availability of the stock where the goods received are for a special or outstanding order	Set A Module 4 – Stock Control	66	Maps
8.17	A working knowledge of the storage requirements of different types of products and why they are important	Set A Module 4 – Stock Control	68-70	Maps
8.18	A working knowledge of the importance of stock rotation and the safe storage of stock	Set A Module 4 – Stock Control	65-66, 68-70	Maps
8.19	A working knowledge of how to receive an order into stock	Set A Module 4 – Stock control	64-65, 68-70	Maps
8.20	A working knowledge of the input and retrieval of stock data to ensure levels are appropriate	Set A Module 4 – Stock Control	72-73	Maps
8.21	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Set A Module 2 – Dealing with customers	25-26	Maps

9	Maintain pharmaceutical stock			
	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	Page	Accreditation team use only
9.1	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	Set A Module 4 – Stock Control	59	Maps

9.2	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	Set A Module 1 – Introduction Set A Module 3 – Dealing with prescriptions Set A Module 4 - Stock control All Modules – when to refer to a pharmacist	11 Throughout Throughout	Maps
9.3	A working knowledge of the current health and safety legislation and how it applies to the working environment	Set A Module 4 – Stock Control	65- 66,68,69,70,73	Maps
9.4	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	Set A Module 2 – Dealing with customers	25-26	Maps
9.5	A working knowledge of the relevant national and local guidelines, policies and procedures that are available and how and when they should be accessed	Set A Module 4 – Stock Control	Throughout	Maps
9.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	Set A Module 2 – Dealing with customers	24-26	Maps
9.7	A working knowledge of the duty to report any acts or omissions that could be detrimental to individuals, yourself, colleagues or your employer	Set A Module 4 – Stock Control	Throughout	Maps
9.8	A working knowledge of the current guidelines that apply to maintaining pharmaceutical stock	Set A Module 4 – Stock Control	59, 68-71	Maps
9.9	A working knowledge of the different forms of medicines and why it is important to stock appropriate quantities of the correct formulation and strength	Set A Module 4 – Stock Control	61-62, 68-70	Maps
9.10	A working knowledge of the action to take immediately when drug alerts and company recalls are received	Set A Module 4 – Stock Control	75	Maps
9.11	A working knowledge of the importance of monitoring and maintaining a safe, secure and clean environment	Set A Module 4 – Stock Control	68-69	Maps
9.12	A working knowledge of the storage requirements of different types of products and why they are important	Set A Module 3 – Dealing with prescriptions Set A Module 4 – Stock Control	44 68-70	Maps

9.13	A working knowledge of the importance of good stock management, including: a) the rotation of stock b) checking expiry dates of stock c) the quantity of stock, taking account of seasonal variations d) identifying damaged, contaminated or deteriorated stock	Set A Module 4 – Stock Control	64-66,69, 72	Maps
9.14	A working knowledge of the importance of taking appropriate action if stock is unavailable	Set A Module 4 – Stock Control	61-62	Maps
9.15	A working knowledge of the action to be taken if stock: a) is short dated or expired b) is damaged or contaminated c) has a batch number for which drug alerts/recalls have been issued d) has been returned to the pharmacy	Set A Module 4 – Stock Control	64-67, 73,75	Maps
9.16	A working knowledge of the procedures for the safe handling and disposal of waste materials	Set A Module 4 – Stock Control	73-75	Maps
9.17	A working knowledge of how automation is used to control stock	Set A Module 4 – Stock Control	72	Maps
9.18	A working knowledge of how to ensure that stock levels are maintained to meet demand	Set A Module 4 – Stock control	73	Maps
9.19	A working knowledge of the input and retrieval of stock data to ensure levels are appropriate	Set A Module 4 – Stock Control	72-73	Maps
9.20	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Set A Module 2 – Dealing with customers	25-26	Maps

15	Assist in the issuing of prescribed items			
	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	Page	Accreditation team use only
15.1	A working knowledge of the Standard Operating Procedures and the importance of adhering to them at all times	Set A Module 3 – Dealing with prescriptions	34-36, 42	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	Set A Module 1 – Introduction Set A Module 2 – Dealing with customers Set A Module 3 – Dealing with prescriptions All Modules – when to refer to a pharmacist	11 Throughout Throughout	Maps
15.3	A working knowledge of the current health and safety legislation and how it applies to the working environment	Set A Module 3 – Dealing with prescriptions	44-45, 65,66	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	Set A Module 2 – Dealing with customers Set A Module 3 – Dealing with prescriptions Set A- Module 4 - Stock Control	24-27 42-47, 49-52 74	Maps
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	Set A Module 3 – Dealing with prescriptions	42,46,49-53	Maps
15.6	A working knowledge of the importance of adhering to information governance policies and maintaining confidentiality when sharing information about individuals with others	Set A Module 2 – Dealing with customers Set A Module 3 – Dealing with prescriptions	24-26 46	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	Set A Module 2 – Dealing with customers	25, 27,46,51,66	Maps
15.8	A working knowledge of methods of enabling effective communication and supporting individuals to communicate their needs, views and preferences	Set A Module 2 – Dealing with customers Set A Module 3 Dealing with prescriptions	21-23 46-47	Maps

15.9	A working knowledge of the current ethical and legal requirements that govern the issuing of a prescription	Set A Module 3 Dealing with prescriptions	42-43,46,49-53	Maps
15.1	A working knowledge of the importance of confirming the individual's identity before issuing dispensed items	Set A Module 3 Dealing with prescriptions	42	Maps
15.1	A working knowledge of the importance of providing relevant information on the prescribed item within your scope of practice	Set A Module 3 – Dealing with prescriptions	42-47,51	Maps
15.1	A working knowledge of how medicines are administered and how to safely store them	Set A Module 3 – Dealing with prescriptions Set A Module 4 – Stock Control Set C Module 2 - Eye conditions Set C Module 3 – Ear conditions	42-45 63,68 16-17 24	Maps
15.1	A working knowledge of the importance of ensuring that the appropriate packaging is used for issued medication	Set A Module 3 – Dealing with prescriptions	50-51	Maps
15.1	A working knowledge of the importance of recording, storing and retrieving information in accordance with organisational procedures	Set A Module 1- Introduction Set A Module 2 – Dealing with customers Set A Module 3 – Dealing with Prescriptions	11 25-26 45-50	Maps

Assessment summary		
Assessment method	Pass mark	Weighting
(Expand table as necessary)		
Summative assessments Sets A-D (four MCQ papers)	75%	100%
End of module MCQs	70%	0%
Total		100%

