

General
Pharmaceutical
Council

Requirements for the education and training of pharmacy support staff

Effective from
October
2020

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About the GPhC

Who we are

We regulate pharmacists, pharmacy technicians and pharmacies in Great Britain.

We work to assure and improve standards of care for people using pharmacy services.

What we do

Our role is to protect the public and give them assurance that they will receive safe and effective care when using pharmacy services.

We set standards for pharmacy professionals and pharmacies to enter and remain on our register.

We ask pharmacy professionals and pharmacies for evidence that they are continuing to meet our standards, and this includes inspecting pharmacies.

We act to protect the public and to uphold public confidence in pharmacy if there are concerns about a pharmacy professional or pharmacy on our register.

Through our work we help to promote professionalism, support continuous improvement and assure the quality and safety of pharmacy.



Introduction

Pharmacy teams and the GPhC

Each pharmacy – in community, secondary care, GP or anywhere else - will have a team to provide services. This team usually consists of registered professionals (who are accountable to us and must meet professional standards) - and pharmacy support staff (who are not registered with us but accountable to their employer for the performance of their role).

Pharmacy support staff have many different roles in many different contexts. What they all have in common is that they play a key part in making sure people receive safe and effective pharmacy services.

For example, pharmacy support staff often assist pharmacy professionals with dispensing and supplying medicines and devices as well as providing information and advice about medicines and pharmacy services. Making sure the supply of medicines to patients is safe and effective is a vital pharmacy service: if these roles are not performed well, they can risk the safety of pharmacy users and the ability of the

whole pharmacy team to meet the standards we set. This is why it is important that all pharmacy support staff have the appropriate education and training for their particular role.

We have set requirements for the education and training of pharmacy support staff since we came into operation in 2010. In 2017 and 2019 we consulted on whether we should continue to set requirements for pharmacy support staff and what these requirements should be.

We heard from patients and the public, pharmacy support staff and the pharmacy sector that they want us to continue to set education and training requirements for pharmacy support staff.

By setting regulatory requirements for the education and training of support staff, and then checking these are met, we are providing assurance to everyone that pharmacy support staff have the training they need to do these important roles safely and effectively.

We have now updated our education and training requirements for pharmacy support staff based on what we heard during our consultation and engagement, including how we should reflect developments in pharmacy practice and the role of pharmacy support staff in our requirements.

This new policy replaces our *Interim policy on minimum training requirements for unregistered pharmacy staff* – September 2018.

The role of pharmacy support staff

Support staff are a major part of the pharmacy workforce.¹ They do not have the responsibilities or accountability of registered pharmacy professionals but play a key role in supporting the work of pharmacy professionals in providing safe and effective pharmacy services. Their accountability to their employer, who must meet our standards, also means they must perform their role in a way that meets our standards for registered pharmacies. New roles are appearing in different sectors of pharmacy and the boundaries between different support staff roles are becoming more fluid. While different settings will require different skills, they will all contribute to the safe and effective supply of medication to the public and require competent and knowledgeable staff.

These requirements are designed to make sure that support staff in any sector or setting have the generic skills required to provide a safe and effective pharmacy service, and the technical skills necessary to perform their particular role safely and effectively. This means that:

- all support staff, no matter what their setting, will need to be able to understand how their role contributes to person centred care and effective collaboration with patients, members of the wider pharmacy or healthcare team, and the public, and be able to carry out their role in

a way that maintains trust in pharmacy services

- all support staff should have skills appropriate for the activities they perform and the setting in which they work. This might include dispensing a prescription in a community pharmacy, making up specialised medicines in a hospital, delivering pharmacy services to a care home or in a GP surgery, or advising a patient about their medication remotely

How these requirements relate to our standards

The priority for any pharmacy is to ensure patient safety. Our **standards for registered pharmacies** explain that anyone involved in providing pharmacy services must be competent and empowered to safeguard the health, safety and wellbeing of patients and the public. Non-registrant pharmacy support staff are expected to undergo training so they can meet this standard.

Our standards for registered pharmacies require that:

- staff have the appropriate skills, qualifications and competence for their role and the tasks they carry out, or are working

¹In 2017, they accounted for more than half of the community pharmacy workforce in England, see **The Community Pharmacy Workforce in England 2017**, HEE (2018:13-14) (accessed December 2018). The **NHS Workforce Statistics - October 2018** shows a smaller but

still significant proportion of the hospital pharmacy workforce is made up of support staff- around 4,000 staff from a total workforce of 21,500- almost 20% of the hospital pharmacy workforce in England.

under the supervision of another person² while they are in training (standard 2.2)

- staff can comply with their own professional and legal obligations and are empowered to exercise their professional judgement in the interests of patients and the public (standard 2.3)

The purpose of these requirements is to support the standards above by making sure that the supply of medication and medical devices to the public is safe and effective. They do this by setting out education and training requirements for pharmacy support staff so that they:

- are competent and knowledgeable in the technical requirements of their role
- demonstrate the skills and behaviours required for safe and effective pharmacy practice and person-centred care
- provide appropriate support for the work of pharmacy professionals.

The principles of these requirements are applicable to all pharmacy settings. They apply to all staff working in, or providing services from, GPhC registered pharmacies.

Providers of pharmacy services not registered with us and whose regulation is carried out by another regulator (such as the Care Quality Commission (CQC) in England, Health Improvement Scotland (HIS) in Scotland, Healthcare Inspectorate Wales (HIW) in Wales) can make use of these principles to assist the delivery of safe and effective pharmacy services, and to support pharmacy professionals to

comply with their own professional and legal obligations

These requirements should be read alongside:

Standards for registered pharmacies (2012)

Guidance to ensure a safe and effective pharmacy team (2018)

Structure of these requirements

Our requirements for the education and training of support staff are in two parts:

Part one: requirements for the education and training of pharmacy support staff

Part two: criteria for the approval of support staff courses - setting out how we will approve those providing training for support staff to meet our requirements

² This could be a registrant or another appropriately qualified or experienced

individual. See the standards for registered pharmacies for more information.

Part 1: GPhC requirements for pharmacy support staff

Requirements

Context

The appropriate minimum level of knowledge and competence for pharmacy support staff is Regulated Qualifications Framework (RQF) level 2, or Scottish Credit and Qualifications Framework (SCQF) level 5. The RQF and SCQF are national frameworks that define different levels of knowledge which an employer can expect from an individual who has completed a course at that level. We will approve courses that contain the required content at this level as meeting our requirements for support staff training.

There are several ways in which courses of this level can be delivered, including as:

- a regulated qualification, which is the case for most provision in Scotland and Wales, and much of the training carried out in secondary care in England; the GPhC recognises these qualifications as approved and meeting our requirements for content and delivery
- a course accredited by us as meeting an equivalent level of quality in terms of content and delivery and demonstrated at minimum RQF level 2 or SCQF level 5. This includes freestanding support staff courses predominantly used by community pharmacy across Great Britain
- the level 2 apprenticeship for pharmacy support staff, in England. The method of

approval of apprenticeships for support staff by us will depend on whether they are delivered through a regulated qualification recognised by us, or by another means which we have accredited as meeting our requirements. Pharmacy support staff apprentices must pass the apprenticeship's end point assessment (EPA)

GPhC requirements for the education and training of pharmacy support staff

1. Support staff roles vary widely, and the variation is increasing. Our 2005 requirements identified traditional roles involving dispensing prescriptions and selling medicines 'over the counter'. In recent years, the range of support roles has expanded, with staff working to provide services in 'hub and spoke' pharmacies, stocking and supplying medicines, manufacturing and preparing medicines (often in specialised conditions), providing delivery services, advising pharmacy users remotely, and assisting pharmacy professionals to provide other services. Regardless of their role, we require that the staff involved in:
 - all stages of the dispensing or supply of medicines and medical devices to individuals
 - advising individuals about the use of medicines and medical devices



- assisting pharmacy professionals to provide pharmacy services

must meet our education and training requirements.

2. Examples of staff with roles of this kind include those who:

- provide advice about medicines, medical devices or health remotely via call centres or the internet;
- prepare prescriptions in a 'hub' pharmacy which are then issued at a 'spoke' pharmacy;
- provide collection or delivery services to patients in their own home or in care or nursing homes;
- prepare medicines to be delivered to a patient by someone else; and/or
- support pharmacy professionals who provide additional services (for example those designed to promote healthy lifestyles) from a registered pharmacy.

3. Meeting our education and training requirements means demonstrating the relevant knowledge, understanding, abilities and behaviours for these roles at minimum RQF level 2 or SCQF level 5 (in Scotland) or a level accredited as equivalent to this. This is defined as achieving the outcomes below. These outcomes may be demonstrated by successfully completing or working towards completing:

- a nationally recognised pharmacy services qualification at minimum RQF level 2 or SCQF level 5 in Scotland
 - a course accredited by us as covering the required learning outcomes at a level equivalent to RQF level 2 or SCQF level 5
 - in England, an apprenticeship for pharmacy support staff that includes either of the above
4. Support staff must be enrolled on a training course as soon as practically possible and within three months of starting their role.
5. They must complete the course promptly, normally within three years, at a pace which is compatible with safe practice. If it takes longer, providers should consider the reasons for the delay and whether or not an extension is appropriate. They should record their decision and the reasons for it. This is particularly relevant where health or employment issues have contributed to the delay.
6. These requirements apply to all staff involved in the dispensing or supply of medicines and medical devices to individuals from a registered pharmacy. The principles of this guidance can also be considered in relation to staff who support the activities of pharmacy professionals working in or from non GPhC-registered pharmacies (usually hospital pharmacies whose regulation is carried out by another

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regulator – the CQC in England, HIS in Scotland and HIW in Wales).

Entry requirements

7. To start support staff training, an individual must be employed, either full-time or part-time, in a pharmacy.

This is because the training is vocational and requires knowledge to be demonstrated in practice.

The entry requirements for the course are determined by the individual course provider.

Exemptions

8. Previously, we have allowed students on MPharm degrees and OSPAP programmes and pre-registration pharmacy trainees to work as support staff without further training. This exemption still applies, with the additional safeguard that the supervising pharmacist must check the competency of the student or trainee and act on any learning needs they identify. This is to allow individuals training to become pharmacy professionals to have access to experience of working in a pharmacy.
9. These requirements do not apply retrospectively. Individuals who have already met our requirements under previous versions of this policy do not have to do so again. This includes those who were exempted from training by previous versions of this policy (see appendix 1 for a list). If an individual's role or place of work has changed, they may require additional training.

10. No new exemptions are provided by these requirements.
11. Individuals who have previously been registered as pharmacy professionals, but who are not currently registered are not exempted from these requirements. In our **guidance on working in pharmacy when not on the register**, we advise that individuals who are no longer on our register should have the appropriate skills, qualifications and competence for their role and the tasks they carry out.

Education and training activities in a pharmacy

12. Individuals who are participating in educational placements, traineeships, work experience or carrying out other tasks for educational purposes under appropriate supervision are not required to complete additional training. For example, students completing placements as part of an MPharm degree, pre-registration pharmacist training, or pre-registration trainee pharmacy technicians are exempt from these requirements.

Students and trainees employed as support staff

13. Students on MPharm or OSPAP programmes and pre-registration trainees who are employed as support staff may continue to work in support staff roles without completing specific support staff training. This is because they will be either participating in an educational programme recognised by us, or working in a training environment regulated by us. In this case, their employer should:

- arrange for a registered pharmacy professional to carry out an assessment of the student's knowledge, skills and experience which are relevant to the role the student is carrying out
 - identify any further learning or experience required by the student to carry out the tasks within the role
 - make arrangements to provide the student with any further skills, knowledge and experience, and the supervision required to work safely in their role. This may be carried out by the employer themselves 'in house', or through an approved training course
 - make and keep clear records of this assessment in line with our Guidance to ensure a safe and effective pharmacy team. We provide a template for this assessment on our website.
- make sure that support staff are aware of the core knowledge, skills, behaviours and values that underpin person centred care
 - make sure that support staff work in a way that supports the work of pharmacy professionals effectively and that maintains confidence in pharmacy services, and
 - support pharmacy professionals in following the standards for pharmacy professionals when they are supervising, managing and delegating to support staff to deliver pharmacy services

16. The outcomes include:

a. Outcomes for all support staff

These are the generic requirements we expect from all support staff and which relate to behaviours and non-technical skills in their role. They capture the things patients, public, members of the pharmacy or wider healthcare team and employers should be able to expect from anyone when carrying out a pharmacy support role. These requirements relate to skills and behaviours that apply to any role in which a member of support staff contributes to safe and effective pharmacy services as part of their role in the dispensing and supply of medicines and medical devices, providing advice, or assisting pharmacy professionals in the delivery of pharmacy services.

Recognition of prior learning

14. Employers and course providers should also consider recognising the previous learning of individuals who already have relevant knowledge, experience or training so that they do not need to repeat learning and can transfer their existing learning to new roles efficiently.

Required outcomes

15. This section sets out our required learning outcomes for pharmacy support staff courses. We have developed these outcomes so that they relate to our standards for pharmacy professionals, in order to:

b. A role-specific outcome

This requirement sets out that support staff must be trained in the technical skills required for the tasks they perform.

Employers should identify the key tasks and functions required for the role and make sure that training is given which covers the requirements to carry out these functions safely and effectively.

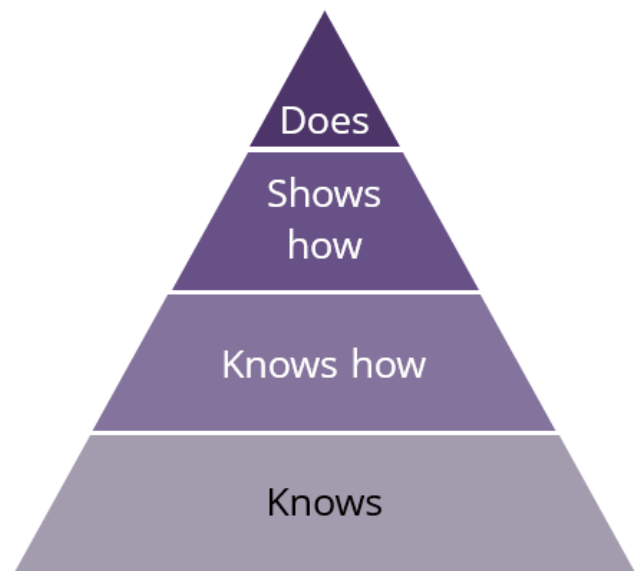
We will provide examples of roles applying technical knowledge and skills will in guidance.

We will agree with the provider through the accreditation process that the technical skills selected by the employer are appropriate and covered by the course.³

Describing and assessing outcomes

17. The outcome levels in this standard are based on an established competence and assessment hierarchy known as 'Miller's triangle'.
18. As what is being assessed at each of the four levels is different, the assessment methods needed are different too – although there will be some overlap. Generally, achieving one level of Miller's triangle requires achieving and exceeding the preceding level.

Miller's triangle



Level 1: knows

This is knowledge that may be applied in the future to demonstrate competence. Assessments may include essays, oral examinations and multiple-choice question examinations (MCQs).

Level 2: knows how

Context-based tests – a member of support staff knows how to use knowledge and skills. Assessments may include essays, oral examinations, MCQs and laboratory books.

Level 3: shows how

A member of support staff can demonstrate that they can perform in a simulated environment or in real life. Assessments may include observed assessments or dispensing tests.

³ Pharmacy owners are already expected to identify essential elements of training for each role within the team, see our **Guidance to**

Level 4: does

Acting independently and consistently in a complex but defined situation. A member of support staff provides evidence for this level when they demonstrate the learning outcomes

in a complex, familiar or everyday situation repeatedly and reliably. Assessments may include observed assessments.

Outcomes for all support staff

Number	Outcome	Level
1	Act to maintain the interests of individuals and groups, making patients and their safety their first concern	Does
2	Recognise what it means to give person-centred care and support in pharmacy settings, including settings where patients are not physically present	Shows how
3	Respect diversity and cultural differences, ensuring that person-centred care is not compromised because of personal values and beliefs	Does
4	Listen to and communicate effectively with users of pharmacy services, which could include: <ul style="list-style-type: none">• individual patients• carers• other members of the pharmacy or healthcare team• other health and social care staff using a range of techniques to determine their needs	Shows how
5	Adapt information and communication style to meet the needs of particular audiences and communication channels	Shows how
6	Recognise principles of consent and apply them as appropriate to their role	Does
7	Act to maintain the confidentiality of individuals using pharmacy services.	Does
8	Apply the principles of information governance as required by their role	Shows how
9	Recognise and raise concerns, even when it is not easy to do so, using appropriate systems	Knows how
10	Recognise and raise concerns about safeguarding people, particularly children and vulnerable adults	Knows how
11	Work effectively as part of the pharmacy team and/or the wider health team	Shows how

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Number	Outcome	Level
12	Recognise, apply and work within the relevant legal and regulatory requirements, local processes and standard operating procedures as applicable to their own role	Does
13	Recognise and work within the limits of their knowledge and skills, seeking support and referring to others when needed	Does
14	Identify the roles and responsibilities of those they work with and functions of the wider pharmacy and healthcare system	Knows
15	Refer issues and/or individuals as appropriate to another member of the pharmacy team, other health and social care staff, organisations or services.	Shows how
16	Apply policies around health and safety relevant to their role, including recognising hazards and acting appropriately to avoid harm to themselves and others	Does
17	Demonstrate trust and respect for individuals, members of the pharmacy team and health professionals at all times	Does
18	Apply technical knowledge and skills identified as being required for the safe and effective performance of their role in <ul style="list-style-type: none"> • the dispensing and supply of medicines and medical devices, • advising on their use or • assisting in the provision of pharmacy services⁴. This includes applying legal and regulatory requirements, including best practice in the context of their role, using relevant systems and accurate performance of pharmacy tasks.	Does
19	Make use of feedback on performance, local HR processes and reflection, to identify and act on their own learning needs	Knows how

⁴ It is for employers to identify the tasks/functions of a role and for course providers to ensure these knowledge and skills required for these tasks/functions are provided by the course through deriving the technical content of the course from an appropriate framework for pharmacy skills in the UK, such as the National Occupational Standards.

Identifying learning outcomes for role specific requirements

19. The technical knowledge and skills content of the course must be derived from and mapped to an appropriate framework for pharmacy knowledge and skills in the UK. An example of this could be the National Occupational Standards (NOS) framework which includes 26 units specific to pharmacy⁵.
20. Employers should identify the tasks and functions required by members of pharmacy support staff and engage with course providers to make sure that they provide appropriate training for these tasks and functions. Course providers must make sure that these functions are covered through a documented mapping exercise to an appropriate external framework such as the NOS.
21. For staff who work to support pharmacy professionals to deliver other specialised pharmacy services to individuals, it may be appropriate to include content from the wider healthcare units of the NOS, depending on the tasks they perform.

Responsibilities for meeting requirements

22. Providing safe and effective care is the responsibility of the whole pharmacy team. While some roles may have specific responsibilities, our standards for

registered pharmacies require that all staff are empowered and competent to safeguard the health, safety and wellbeing of patients and the public.

23. Pharmacy owners are responsible for meeting the standards for registered pharmacies, including:
 - making sure that staff have the appropriate skills, qualifications and competence for the tasks they carry out
 - enabling all staff to comply with their own professional and legal obligations, and making sure they are empowered to exercise their professional judgement in the interests of patients and the public
 - enabling the education and training requirements for pharmacy support staff
 - following relevant parts of the guidance to ensure a safe and effective pharmacy team⁶, including identifying essential elements of training for each role within the team
 - appointing a responsible pharmacist(s) to secure the safe and effective running of the registered pharmacy
 - following our guidance on working in pharmacy when not on the register⁷
24. Pharmacy professionals are responsible for making sure:

⁵The *Apprenticeship Standard: pharmacy services assistant* provides an appropriate framework for pharmacy knowledge and skills for some roles.

⁶ See the **Guidance to ensure a safe and effective pharmacy team** (2018)

⁷ See the *guidance on **Working in pharmacy when not on the register*** (2017)

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- that they only delegate tasks to people who are competent and appropriately trained or are in training, and exercise proper oversight
- following the guidance to ensure a safe and effective pharmacy team and the standards for pharmacy professionals as relevant to their role
- following our guidance on working in pharmacy when not on the register


For more information, see our **guidance to ensure a safe and effective pharmacy team**

25. Pharmacy support staff are responsible for supporting pharmacy professionals to provide safe and effective pharmacy services.
26. The responsibilities of training providers are set out in our accreditation criteria in Part 2.

Ongoing training and development of pharmacy support staff

27. The criteria in this document set out our requirements for the education and training required for new pharmacy support staff or staff who are new to their role.
28. The *Guidance to ensure a safe and effective pharmacy team* explains that pharmacy owners, working with pharmacy professionals, should:
 - encourage and enable all staff – particularly those still in training – to reflect on their performance, knowledge and skills, and to identify learning and development needs, and

- support them in meeting those needs, to enable them to carry out their role
29. This includes, but is not limited to:
 - understanding the learning and development needs of their team and taking appropriate steps to meet those needs, preferably making protected time available for learning and development
 - making sure pharmacy staff work within the limits of their competence and refer to other, more appropriate, staff when they need to
 - making sure everyone in the pharmacy team, with the help of other members of the team, within the resources provided, keeps their knowledge and skills up to date
 - making sure managers have the competence, skills and experience needed to carry out their role
 - identifying essential elements of training for each role within the team, and actively reviewing and reassessing these in response to changing needs and circumstances, and any ensuring changes are made in a timely manner
 - demonstrating that learning and development is taking place
 - making sure individual and team development plans are in place to make sure pharmacy staff are not carrying out roles they have not been trained for
 - taking a tailored approach to learning and development which is continued throughout individuals' employment to



make sure the knowledge and skills of pharmacy staff are up to date

30. For more information, see the *Guidance to ensure a safe and effective pharmacy team*.

Changing or expanding roles

31. The guidance to ensure a safe and effective pharmacy team states that employers should:
- actively review and reassess the essential training for each role in the team
 - review the requirements of the role and the skills of their staff and arrange any additional training required if a staff member changes their role, or their tasks or responsibilities expand or change

Part 2: information for course approval

Approval: recognition and accreditation

32. To enable employers to meet our requirements for the education and training of pharmacy support staff, we will approve courses of education and training to meet these requirements. This section explains how we will approve courses for support staff.
33. There are two methodologies by which we will approve a course of education and training for unregistered pharmacy support staff. These are
 - accreditation
 - recognition
34. The purpose of approval is to confirm that support staff complete a programme of learning that provides the knowledge and skills required to contribute to a safe and effective pharmacy team. Training providers will either provide a recognised, nationally regulated course at Level 2 or a course accredited by the GPhC as being equivalent to this.

Approval by recognition

35. We will recognise a course as meeting our criteria for approval if:
 - a. it is already approved by one of the national education regulatory bodies, the Office of the Qualifications and

Examinations Regulator (Ofqual), Qualifications Wales or the Scottish Qualifications Authority (SQA); and

- b. it is included in a national qualification framework (the Regulated Qualifications Framework (RQF), Credit and Qualifications Framework Wales (CQFW), or Scottish Credit and Qualifications Framework (SCQF)


Approval by accreditation

36. Regulated national qualifications have the infrastructure and resources to be recognised as meeting our criteria for approval. Courses that do not include a qualification can achieve approval by demonstrating they meet similar standards through our accreditation process⁸.
37. We will assess a course of education and training in order to approve courses for pharmacy support staff. To gain approval, a course must undergo accreditation and demonstrate they meet the criteria set out below.

Information for approval of apprenticeship courses (England only)

38. Support staff courses based on the *Apprenticeship standard: Pharmacy services assistant* in England can be approved as meeting our requirements.

⁸ Under current policy, course providers are charged to cover the cost of this activity.

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39. Apprenticeship courses which include a regulated national qualification are approved as result of recognition of the qualification.
 40. Apprenticeship courses which do not contain a qualification can be approved by undergoing accreditation and demonstrating they meet our criteria for approval.
 41. GPhC approved courses or qualifications which are delivered through an apprenticeship funded route must fulfil all the relevant requirements of the apprenticeship standard, including the end point assessment (EPA).

Criteria for approval:

Criteria 1: equality, diversity and inclusion

Courses must be based on, and promote, the principles of equality, diversity and fairness; meet all relevant legal requirements; and must be delivered in such a way that the diverse needs of all those on the course ('trainees') are met.

- a. Systems and policies must promote the principles and legal requirements of equality, diversity and fairness.
- b. Reasonable adjustments must be made to teaching, learning or assessment to help those with specific needs to meet requirements. Teaching, learning and assessment may be modified for this purpose but learning outcomes may not.
- c. Course design and delivery must make sure that support staff understand principles of

equality and diversity as they relate to the delivery pharmacy services.

Criteria 2: course curriculum

Courses must be designed and delivered to develop the skills, knowledge and behaviours required to work safely as part of the pharmacy team.

- a. All courses must make sure that trainees completing them successfully achieve the learning outcomes required for their role, including the outcomes relevant to all support staff.
- b. The technical knowledge and skills content of the course is relevant to the tasks or activities to be carried out by the support staff in question. It should be both derived from and mapped to an appropriate knowledge and skills framework for pharmacy services in the UK, such as the National Occupational Standards framework.
- c. All course providers must make sure that trainees who complete the course can apply technical knowledge and skills required for their role. They must specify the purpose of the course and identify the tasks and technical skills required, clearly setting out what content the course will cover. They should be able to demonstrate that it is designed to do so by mapping the course content to an appropriate knowledge and skills framework.
- d. The level of the course is equivalent to minimum RQF Level 2 or SQCF Level 5 in Scotland.
- e. Courses must be designed and delivered using strategies which bring together

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knowledge, competence and work experience. Learning must be applied to, and demonstrated in, the workplace.

- f. Courses must be structured in a logical and coherent way. Course structure, content and assessments must reflect relevant and current principles in education and pharmacy.

Criteria 3: assessment

Courses must have an assessment strategy which assesses skills, knowledge and behaviours required to work safely as part of the pharmacy team.

- a. The provider must have a strategy or plan that sets out the different assessments in the course and how these assessments make sure that all learning outcomes have been met by the trainee.
- b. All the required outcomes of the course must be assessed, using methods that are robust and appropriate to the outcome level.
- c. Assessment regulations are appropriate for a course that allows trainees who complete it to work in the supply of medicines. This means that the regulations should prioritise working safely and supporting the practice of pharmacy professionals.
- d. Trainees must receive appropriate and timely feedback on their performance to support their development.

Criteria 4: management, resources and capacity

The education and training facilities, infrastructure, leadership, staffing and staff support must be adequate to deliver the course.

- a. There must be adequate resources to enable all trainees on the course to meet outcomes, including staffing, facilities, learning materials and learning resources.
- b. There must be a sufficient number and appropriate mix of teaching staff, mentors and assessors to deliver the course.
- c. The roles and responsibilities of the trainee, employer and course provider must be defined and set out in agreements.
- d. Trainees who successfully complete the course, or parts of the course, must receive certificates which clearly state what the trainee has achieved.
- e. Course regulations must include procedures for dealing with behavioural issues such as academic malpractice. They must communicate these procedures clearly to trainees and employers and link them to expectations in role.
- f. Course providers must have procedures to deal with any concerns raised during the course. This may include:
 - concerns about the trainee themselves
 - the environment they are working or training in
 - the practice of those they come into contact with
- g. The provider must support the trainee to raise a concern where appropriate. Serious concerns, such as those related to safety must be reported appropriately. This could include raising concerns to the GPhC.
- h. Course providers must have processes to manage and address complaints or

concerns about the course in a clear, timely and transparent manner.

Criteria 5: quality management

The quality of courses must be monitored, reviewed and evaluated in a systematic and developmental way

- a. All relevant aspects of the course are quality managed, monitored and reviewed and issues identified are addressed, including teaching, learning and assessment. Procedures for this must be set out, and timings and responsibilities for taking action must be described.
- b. Feedback from those on the course and their employers must be collected as part of quality management processes and used to improve the course.
- c. The course must reflect developments in medicines, medical devices, pharmacy law, pharmacy practice and national guidelines so that it is up to date.
- d. Data about the trainee and their progression on the course is collected, reviewed and used to inform the management of the course. This should include analysis and review of equality and diversity characteristics of trainees.

Criteria 6: supporting learners and the learning experience

Support staff must receive support for their initial education and training in all learning environments.

- a. Trainees and those involved in supporting, supervising and teaching them must have access to clear information and resources to enable them to meet the requirements of

the course. This includes providing information on processes and course regulations, (about appeals, for example) and providing information to employers about the time and opportunities required by trainees to meet course requirements.

- b. Trainees have access to a designated individual (or individuals) at course provider level who can help them with academic and pastoral issues related to the course.
- c. Agreements between the provider and employer specify that there is a designated supervisor in their place of work who can provide support and supervision on a regular and reliable basis to the trainee.
- d. Those involved in supporting, supervising and teaching on the course must receive the information and support they need to be able to perform their roles in supporting and supervising trainees.
- e. Course providers must seek to provide trainees with a positive learning experience.

Appendix 1: Historic exemptions

These requirements do not apply retrospectively and members of support staff who have already met our requirements do not have to do so again. This includes those who were exempted from having to complete training by previous versions of these requirements. These are:

- a. support staff who qualified prior to January 2005 and who were declared competent under the grandparenting clause to meet the knowledge and understanding associated with one or more units of the S/NVQ level 2 Pharmacy Services. The exemption applied only to those of areas of work in which the supervising pharmacist declared the assistant competent. If - the member of staff's role or place of work changes, they may require additional training.
- b. Unregistered pharmacy staff who held one of the qualifications listed in previous versions of this policy on or before 30 June 2011.

Glossary

Term	Definition
Accreditation	The processes by which a course is reviewed for quality assurance purposes to make sure that the course of education or training meets the relevant GPhC standards, accreditation criteria or training policies
Awarding body	A recognised examination board which sets examinations and awards qualifications
Apprenticeship	A course funded in England through the apprenticeship levy, combining paid employment and study. The learning content of each apprenticeship is defined in the 'standard' or 'framework' for each apprenticeship
Course provider	An organisation that delivers a recognised or accredited or course for support staff in Great Britain. The course provider could be directly accredited by the GPhC or deliver a recognised course, which has been developed by an awarding body and recognised by the GPhC.
Protected characteristics	The nine protected characteristics as listed in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
Reasonable adjustments	Arrangements put in place to change the environment in order to avoid disadvantaging a person or group of people due to a specific need, which could be temporary or permanent. The Equality Act 2010 sets out of the duty to make such adjustments for those with protected characteristics.
Recognition	The approval of national qualifications delivered country wide. These courses are mapped to the quality credit framework and agreed national occupational standards. We recognise the quality assurance of these awarding bodies and do not directly accredit the specific providers.
RQF – Regulated Qualifications Framework	A tool used to define, categorise and link the different levels and credit values of qualifications, regulated by Ofqual.



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