



Pharmacy  
Technician National  
Qualification  
Recognition

Record of a recognition event  
April 2019

## Event summary and conclusions

<b>Name of facilitating organisation</b>	Skills for Health commissioned by Health Education England
<b>Awarding Organisations involved in the programme design</b>	City & Guilds Pearson Education Ltd Open Awards NOCN NCFE CACHE
<b>Name / award title of Pharmacy Technician National Qualification (England and Wales) delete as appropriate</b>	Level 3 Diploma in the Principles and Practice for Pharmacy Technicians
<b>Event type</b>	Recognition
<b>Event date</b>	11 April 2019
<b>Outcome</b>	Approval  The recognition team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the Level 3 Diploma in the Principles and Practice for Pharmacy Technicians National Qualification should be provisionally recognised subject to approval by Ofqual and Qualifications Wales.
<b>Conditions</b>	There were no conditions.
<b>Standing conditions</b>	Please refer to Appendix 1
<b>Recommendations</b>	No recommendations were made
<b>Registrar decision</b>	The Registrar of the GPhC accepted the team's recommendation and approved the recognition of the programme subject to approval by Ofqual and Qualifications Wales.
<b>Key contact</b>	Nadine Singh Manager, NOS Qualifications & Apprenticeships, Skills for Health
<b>Recognition team</b>	Mrs Barbara Wensworth (event Chair), Freelance Consultant Pharmacist Ms Donna Bartlett, recognition team member (pharmacy technician), Locum Technician, Lancashire Teaching Hospitals Ms Catherine Davies, recognition team member (pharmacy technician), Free-lance Education and Training provider

<b>GPhC representative</b>	Mr Chris McKendrick, Quality Assurance Officer, GPhC
<b>Rapporteur</b>	Ian Marshall, Emeritus Professor of Pharmacology, University of Strathclyde; Proprietor, Caldarvan Research (Educational and Writing Services)

## 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 powers and obligations of the GPhC in relation to the recognition 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

Skills for Health approached the GPhC with an application for recognition of a qualification that proposes to meet the requirements as outlined in the GPhC Standards for the Initial Education and Training of Pharmacy Technicians published in October 2017. This new qualification development was in direct response to the new Standards, and has been developed to meet these IET Standards. A qualification development group was set up which consisted of seven Awarding Organisations. This group also engaged with subject matter experts at meetings and webinars throughout the development process. The qualification consists of 21 mandatory units which cover a mix of knowledge and skills, designed to be delivered in the workplace and by formal education and training. The Awarding Organisations have developed a set of common assessment principles and will quality assure training providers, whilst the teaching and learning strategy and delivery will be decided by each centre (training provider) in line with the qualification specification provided by Awarding Organisations. Awarding Organisations will give centres direction on the suggested order of delivery of the units and the skills and underpinning knowledge will be taught through work-based learning, guided learning and individual study throughout the two-year programme. Five awarding organisations that were involved in the development of the qualification were present at the event.

In line with the GPhC's process for accreditation / recognition of a pharmacy technician programme/qualification: guidance for providers / awarding organisations, an event was scheduled for 11 April 2019 to review the programme's suitability for recognition.

### Documentation

Prior to the event, Skills for Health submitted documentation to the GPhC on behalf of the awarding organisations and in line with the agreed timescales. The documentation was reviewed by the recognition team and it was deemed to be satisfactory to provide a basis for discussion.

### The event

The event was held at GPhC headquarters in London on 11 April 2019 and comprised meetings between the GPhC recognition team and representatives of Skills for Health and the awarding organisations. A pre-visit meeting was held by teleconference on 15 March 2019 where the submission and mapping of the qualification was discussed.

### Declarations of interest

There were no declarations of interest.

## Schedule

### The event

Meeting number	Meeting	Time
1.	Recognition team review	09:30 – 12:30
2.	Break / private meeting	12:30 – 13:00
3.	Awarding bodies and GPhC recognition team meet	13:00 – 15:30
4.	Private meeting of the recognition team	15:30 – 16:30
5.	Feedback	16:30

## Attendees

### Recognition Team

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

Name	Designation at the time of recognition event	Meetings attended
Mrs Barbara Wensworth	(event Chair), Freelance Consultant Pharmacist	1-5
Ms Donna Bartlett	Recognition team member (pharmacy technician), Locum Technician, Lancashire Teaching Hospitals	1-5
Ms Catherine Davis	Recognition team member (pharmacy technician), Freelance Education and Training provider	1-5

along with:

Name	Designation at the time of recognition event	Meetings attended
Mr Chris McKendrick	Quality Assurance Officer, GPhC	1-5
Ian Marshall	Emeritus Professor of Pharmacology, University of Strathclyde; Proprietor, Caldarvan Research (Educational and Writing Services)	1-5

### Programme provider

The team met with the following qualification stakeholders:

Name	Designation at the time of recognition event	Meetings attended
Raman Gurnani	Pearson	3, 5
Emma Patterson	NCFE CACHE	3, 5
Nina Hinton	Open Awards	3, 5
Geraldine Donworth	City & Guilds	3, 5
Andrew Costello	NOCN	3, 5
Ellen Williams	HEE Southwest	3, 5
Nadine Singh	Skills for Health	3, 5

## Documentation

### Documentation provided in advance of the event:

- Completed submission template part 1
- Completed submission template part 2 (not considered at this event)
  - Appendix 1 Qualification Units
  - Appendix 2 Qualification structure L3 Diploma in Principles and Practice for Pharmacy Technicians
  - Appendix 3 Assessment Principles for the L3 Diploma in Principles and Practice for Pharmacy Technicians
  - Appendix 4 GPhC Learning Outcomes and units mapping
  - Appendix 5 Terms of Reference Pharmacy AO development group
  - Appendix 6 Pharmacy Oversight group
  - Appendix 7 Letter from HEE re. Skills for Health role
  - Appendix 8 Letters from Awarding Organisations

### Notes on the format of this record:

- The record of the event incorporates the provider's commentary (shown in black text) and the recognition team's commentary (shown in blue text).
- The commentary has been taken directly from their submission document which was sent to the GPhC in advance of the event.
- References to individual appendices and/or specific page numbers have been removed where necessary.
- There have been no other changes to the content or wording of the submitted commentary.

## Introduction

This event was the National Qualification Recognition of the Pharmacy Technician level 3 Diploma, presented to the GPhC by Skills for Health on behalf of five awarding organisations present at the event. This new qualification development was in direct response to the new GPhC Initial Education and Training (IET) Standards published in October 2017. The units of the new qualification are designed for delivery in the workplace and by education and training providers. Assessment will be in line with common assessment principles and the individual unit assessment strategy. Each Awarding Organisation will quality assure training providers, whilst the teaching and learning strategy and delivery will be decided by each centre (training provider) in line with the qualification specification provided by Awarding Organisations. Awarding Organisations will give centres direction on the suggested order of delivery of the units and the skills and underpinning knowledge will be taught through work-based learning, guided learning and individual study. Awarding Organisations' centres will develop their own teaching and learning strategies to allow for flexibility in the delivery of the programme according to local provision. Indicative content for each unit has been developed which each training provider must deliver to provide assurance that all training providers are delivering the same content across England and Wales.

## Learning Outcomes - Mapping

## Person-centred care

### Pre-registration trainee pharmacy technicians will:

- 1 Involve, support and enable every person when making decisions about their health, care and wellbeing

#### Expectations of a pre-registration trainee pharmacy technician:

► Does

#### How the provider supports the students to achieve this outcome

#### How the provider assesses whether the students achieve this outcome

##### Provider's commentary

The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.

The underpinning knowledge units would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.

##### Provider's commentary

This learning outcome has been mapped to the following units. The provider would particularly assess against the following:

- Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.2, AC4.3, AC4.4, AC4.5, AC4.6)
- Unit G Undertake medicines reconciliation and supply (LO2, AC3.1, AC5.4)

For Unit E, the learning outcomes and assessment criteria above must be assessed in the real work environment. For LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.

For Unit G the learning outcomes and assessment criteria above must be assessed in the real work environment. For Unit G LO2, there are particular requirements for taking a medication history which are listed in the unit. For Unit G AC3.1 there are particular requirements for the range of sources to be used to take a medication history.

This learning outcome has also been mapped to the following knowledge units:

- Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)
- Unit D Principles of health promotion and well-being in pharmacy services (whole unit)

Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.

Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be

subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.

### Accreditation team's commentary

The recognition team ("the team") noted that in response to its comments on the original submitted documentation, a number of assessments based on simulations had been added to the assessment regimen for certain learning outcomes. The team wished to know if all the learning outcomes requiring a "does" performance could be assessed by simulation alone. The team was told that the use of simulation for assessment applied to the learning outcomes that had not been mapped at the time of the pre-visit event. The team was told that assessment based on the real work environment was the preferred approach but that the providers did not wish to disadvantage learners who were unable to experience in their workplace the situations pertaining to some of the learning outcomes. It was stressed that most of the simulations related to learning outcome 4 in Unit E, and that it was intended that learners would likely not be assessed on the whole of the learning outcome by simulation, but only in situations where the outcome could not be assessed on the basis of actual experience.

The team was also told that the rationale for the approach of requiring three assessed observations by the assessor was based on experience from the current qualification for pharmacy technicians where it was considered to be more objective than a single observation. The team was of the view that the range of assessments used was limited and would expect assessors to use a question and answer approach in professional discussions, including reflective practice which it considered should take place throughout the programme. The providers agreed that it would be possible to encompass more of such assessment methodology in the programme and recognised that reflective practice within the programme and its assessment should be better emphasised to learners and assessors.

### This learning outcome is met

#### 2 Optimise a person's medicines to achieve the best possible outcomes

##### Expectations of a pre-registration trainee pharmacy technician:

► Does

##### How the provider supports the students to achieve this outcome

##### How the provider assesses whether the students achieve this outcome

##### Provider's commentary

The provider will deliver the skills unit in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.

The underpinning knowledge units would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.

##### Provider's commentary

This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:

- Unit G Undertake medicines reconciliation and supply (LO2, LO5, AC5.4)

For Unit G, the learning outcome and assessment criteria above must be assessed in the real work environment.

This learning outcome has also been mapped to the following knowledge units:

- Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)
- Unit P Actions and Uses of Medicines (whole unit)

Knowledge units will be assessed by an internally set and internally marked assignment to support the

	<p>learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>From the original submission, the team believed that the outcome was mapped but had some minor concerns around the clinical aspect of the outcome. The team suggested that it may be beneficial to include more practical aspects regarding the suitability (fitness for purpose) of the medicine for the patient e.g. expiry date, route of administration etc. In response, the awarding organisations indicated that fitness for purpose was already covered in the indicative content for LO5 in Unit G Undertake Medicines Reconciliation. Further indicative content has been added to Unit G Undertake medicines reconciliation and supply to include suitability, medication form, route of administration, expiry date.</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>3 Listen to the person, and understand their needs and what matters to them</b></p>	
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b>  The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.2)</li> <li>• Unit I Receive, validate and issue prescriptions (AC2.5, AC2.6, AC4.5, AC4.6, AC4.10)</li> <li>• Unit G Undertake medicines reconciliation and supply (AC2.1, AC2.2, AC2.3, AC5.4)</li> </ul> <p>For Units E and I, the assessment criteria above should be assessed in a real work environment. For Unit E LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO2 and 4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For Unit G, the assessment criteria above should be assessed in a real work environment. For Unit G AC2.3 there are particular requirements for taking a medication history which are listed in the unit.</p> <p>For Unit G LO5 a formative competence assessment log must be completed as per the instructions in the</p>

	<p>unit and should cover checking of 100 items of an individual's own drugs.</p> <p>This learning outcome has also been mapped to the following knowledge only units:</p> <ul style="list-style-type: none"> <li>• Unit P Actions and Uses of Medicines (whole unit)</li> <li>• Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> </ul> <p>Knowledge learning outcomes and units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>4</b></p>	<p>Give the person all relevant information in a way they can understand, so they can make informed decisions and choices</p>
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b>  The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.3, AC4.4, AC4.5, AC4.6)</li> <li>• Unit I Receive, validate and issue prescriptions (AC4.6, AC4.9, AC4.10)</li> </ul> <p>For Units E and I, the assessment criteria above must be assessed in a real work environment. For Unit E LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p>

	<p>This learning outcome has also been mapped to the following knowledge only units:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> <li>• Unit D Principles of health promotion and well-being in pharmacy services (whole unit)</li> </ul> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>5 Advise people on the safe and effective use of their medicines and devices</b></p>	
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b>  The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.3, AC4.4, AC4.5, AC4.6)</li> <li>• Unit I Receive, validate and issue prescriptions (AC4.4, AC4.5, AC4.6, AC4.7, AC4.9, AC4.10)</li> </ul> <p>For Units E and I, the assessment criteria above must be assessed in a real work environment. For Unit E LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>This learning outcome has also been mapped to the following knowledge only units:</p> <ul style="list-style-type: none"> <li>• Unit P Actions and Uses of Medicines (whole unit)</li> </ul>

	<ul style="list-style-type: none"> <li>Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> </ul> <p>Knowledge learning outcomes and unit will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>From the original submission, the team suggested that it would be beneficial, as part of the qualification design, that there be some process or indication of how students may be able to achieve a learning outcome that is not available in their particular work setting e.g. if they are in a hub setting etc. In response, the awarding organisations indicated that further clarification has been added into the GPhC submission document and the assessment principles for clarification.</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>6</b></p>	<p>Obtain relevant information from people – including patients, carers and other healthcare professionals – and use it appropriately</p>
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b>  The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following units .The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.2, AC4.3, AC4.6)</li> <li>Unit I Receive, validate and issue prescriptions (AC2.5, AC2.6, AC4.5, AC4.10)</li> <li>Unit G Undertake medicines reconciliation and supply (LO2, LO3)</li> </ul> <p>For Units E and I, the assessment criteria above must be assessed in a real work environment. For Unit E LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO2 and 4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For Unit G, the assessment criteria above must be assessed in a real work environment.</p>

	<p>For Unit G LO2 there are particular requirements for taking a medication history which are listed in the unit.</p> <p>This learning outcome has also been mapped to the following knowledge only units:</p> <ul style="list-style-type: none"> <li>• Unit P Actions and Uses of Medicines (whole unit)</li> <li>• Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> </ul> <p>Knowledge learning outcomes and unit will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>7</b></p>	<p>Recognise and value diversity, and respect cultural differences - making sure that every person is treated fairly whatever their values and beliefs</p>
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b>  The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge for these units would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of person-centred approaches for Pharmacy Technicians (AC 2.1, AC2.3)</li> <li>• Unit G Undertake medicines reconciliation and supply (AC2.1)</li> </ul> <p>For Unit G, the assessment criteria above must be assessed in a real work environment.</p> <p>For Unit G LO2 there are particular requirements for taking a medication history which are listed in the unit.</p>

	<p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>8 Adapt information and communication to meet the needs of particular audiences</b></p>	
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b></p> <p>The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge for these units would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.3)</li> <li>• Unit I Receive, validate and issue prescriptions (AC4.6)</li> <li>• Unit G Undertake medicines reconciliation and supply (AC2.1, AC2.2, AC2.3)</li> </ul> <p>For Units E and I, the assessment criteria above must be assessed in a real work environment. For Unit E LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For Unit G, the assessment criteria above must be assessed in a real work environment.</p> <p>For Unit G AC2.3 there are particular requirements for taking a medication history which are listed in the unit.</p> <p>This learning outcome has also been mapped to the following knowledge unit learning outcome:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (LO1)</li> </ul>

	<p>Knowledge will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
--	--

**Accreditation team's commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

**9** Apply the principles of information governance and ensure patient confidentiality

<b>Expectations of a pre-registration trainee pharmacy technician:</b>	▶ Does
--	--------

**How the provider supports the students to achieve this outcome**

**Provider's commentary**  
 The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.

The underpinning knowledge for these units would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.

**How the provider assesses whether the students achieve this outcome**

**Provider's commentary**  
 This learning outcome has been mapped to the following units. The provider would particularly assess against the following:

- Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1)
- Unit I Receive, validate and issue prescriptions (LO1, AC4.11)
- Unit G Undertake medicines reconciliation and supply (AC1.1, AC1.3, AC4.4)

For Units E, I and G, the assessment criteria above must be assessed in a real work environment. For Unit E LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.

Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.  
 Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.

**Accreditation team's commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

This learning outcome is met	
<b>10</b>	Effectively promote healthy lifestyles using available resources and evidence-based techniques
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	▶ Knows how
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b> The underpinning knowledge for these units would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following units. All are knowledge units and the provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit D Principles of health promotion and well-being in pharmacy services (whole unit)</li> <li>• Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (whole unit)</li> <li>• Unit M Medicinal treatments for cardio-respiratory conditions (whole unit)</li> <li>• Unit N Medicinal and non-medicinal treatments for malignant diseases and immunosuppressive and musculoskeletal conditions (whole unit)</li> <li>• Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (whole unit)</li> <li>• Unit R Medicinal methods for the prevention, protection from and treatment of infections (whole unit)</li> <li>• Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (whole unit)</li> <li>• Unit T Medicinal treatments for sensory organ conditions (whole unit)</li> </ul> <p>For the condition specific science units listed above, there are specific requirements on the number of conditions to be assessed listed in each unit.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

**11** Be able to provide public health advice and recommend recognised health screening or public health initiatives

**Expectations of a pre-registration trainee pharmacy technician:** ► Knows how

**How the provider supports the students to achieve this outcome** | **How the provider assesses whether the students achieve this outcome**

<p><b>Provider’s commentary</b> The underpinning knowledge for these units would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider’s commentary</b> This learning outcome has been mapped to the following units. These are knowledge units and the provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit D Principles of health promotion and well-being in pharmacy services (LO4)</li> <li>• Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (LO4)</li> <li>• Unit M Medicinal treatments for cardio-respiratory conditions (LO4)</li> <li>• Unit N Medicinal and non-medicinal treatments for malignant diseases and immunosuppressive and musculoskeletal conditions (LO5)</li> <li>• Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (LO6)</li> <li>• Unit R Medicinal methods for the prevention, protection from and treatment of infections (LO4)</li> <li>• Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (LO8)</li> <li>• Unit T Medicinal treatments for sensory organ conditions (LO7)</li> </ul> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation’s policies and procedures.</p>
--	---

**Accreditation team’s commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

<b>This learning outcome is met</b>	
<b>12 Understand how to safeguard people, particularly children and vulnerable adults</b>	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Knows how
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b> The underpinning knowledge for this unit would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following units. This is a knowledge unit and the provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of person-centred approaches for Pharmacy Technicians (LO3)</li> </ul> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
<b>Professionalism</b>	
<b>Pre-registration trainee pharmacy technicians will:</b>	
<b>13 Apply professional judgement in the best interests of people</b>	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Does
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b> The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit I Receive, validate and issue prescriptions (LO2, LO3, LO4)</li> <li>• Unit G Undertake medicines reconciliation and supply (AC5.2, AC5.3, AC5.5, AC5.6,</li> </ul>

<p>their overall learning strategy.</p> <p>The underpinning knowledge for these units would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p>AC6.3)</p> <p>For Unit I, the learning outcomes above should be assessed in a real work environment. For Unit I LO2, LO3 and LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For Unit G, the assessment criteria above must be assessed in a real work environment. For Unit G LO5, a formative competence assessment log must be completed as per the instructions in the unit and should cover checking of 100 items of an individual's own drugs.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>14</b></p>	<p>Recognise and work within the limits of their knowledge and skills, and refer to others when needed</p>
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b></p> <p>The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge for these units would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.7, AC5.2, AC5.3, AC5.4)</li> <li>• Unit H Assemble and Check Dispensed Medicines and Products (AC1.3)</li> <li>• Unit I Receive, validate and issue prescriptions (AC2.7, AC4.10)</li> <li>• Unit G Undertake medicines reconciliation and supply (AC2.6, AC5.6, AC6.4)</li> </ul> <p>For Unit E, I and G the assessment criteria above should be assessed in a real work environment. For Unit E LO 4 and 5, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO2 and LO4,</p>

	<p>simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For Unit H, the assessment requirement stipulates that the underpinning knowledge learning outcomes should be achieved prior to any skills learning outcomes.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>15 Understand how to work within the local, regional and national guidelines and policies</b></p>	
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Knows how</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b> The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of person-centred approaches for Pharmacy Technicians (AC2.2, AC3.5)</li> <li>• Unit B Principles of Health and Safety for Pharmacy Technicians (LO1)</li> <li>• Unit F Principles for the management of pharmaceutical stock (LO1, AC2.4, AC4.1, AC4.3, AC5.5)</li> <li>• Unit G Undertake medicines reconciliation and supply (LO1)</li> </ul> <p>Knowledge units and learning outcomes will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>

### Accreditation team's commentary

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

### This learning outcome is met

**16** Respond effectively to complaints, incidents and errors and in a way that demonstrates person-centred care

**Expectations of a pre-registration trainee pharmacy technician:**

► Does

**How the provider supports the students to achieve this outcome**

**How the provider assesses whether the students achieve this outcome**

#### Provider's commentary

The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.

The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.

#### Provider's commentary

This learning outcome has been mapped to the following units. The provider would particularly assess against the following:

- Unit E Contribute to service improvement in the delivery of pharmacy services (LO5)
- Unit G Undertake medicines reconciliation and supply (AC5.2, AC6.3)

For Unit E, the learning outcomes above should be assessed in a real work environment. For LO5, simulation may be permitted if the learner is unable to generate evidence through normal work activity.

For Unit G, the assessment criteria above must be assessed in a real work environment. For Unit G LO5, a formative competence assessment log must be completed as per the instructions in the unit and should cover checking of 100 items of an individual's own drugs.

This learning outcome has also been mapped to the following knowledge only unit:

- Unit A Principles of Person-Centred Care for Pharmacy Technicians (whole unit)

Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.

Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.

Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.

### Accreditation team's commentary

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

<b>This learning outcome is met</b>	
<b>17</b>	<b>Use information to make effective decisions</b>
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	<b>► Does</b>
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b>  The provider will deliver the skills units in the workplace and support the learner in assessment of this learning outcome. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (AC4.1, AC4.2, AC4.4, AC4.5, AC4.6, AC5.2)</li> <li>• Unit I Receive, validate and issue prescriptions (LO2, LO3, LO4)</li> <li>• Unit G Undertake medicines reconciliation and supply (LO3, LO4, AC5.5, AC5.6)</li> </ul> <p>For Units E, I and G, the assessment criteria and learning outcomes above should be assessed in a real work environment. For Unit E LO4 and 5, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO2, 3 and 4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For Unit G LO5, a formative competence assessment log must be completed as per the instructions in the unit and should cover checking of 100 items of an individual's own drugs and appropriate decisions about the suitability of these items.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.  Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
<b>18</b>	<b>Take personal responsibility for the health and safety of themselves and others, and following up any concerns about the workplace which might put them, or others, at risk</b>
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	<b>► Does</b>

<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider’s commentary</b> The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider’s commentary</b> This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit B Principles of Health and Safety for Pharmacy Technicians (whole unit)</li> <li>• Unit H Assemble and Check Dispensed Medicines and Products (AC1.1, LO2, LO3, LO4, LO5, LO6)</li> </ul> <p>For Unit H, all skills-based learning outcomes should be assessed in a real work environment.</p> <p>For Unit H LO5 and LO6 a minimum number of 500 items must be accurately dispensed with no errors being made according to the instructions in the unit.</p> <p>For Unit H, a formative competence assessment log must also be completed.</p> <p>For the knowledge learning outcomes in <b>Unit H</b>, the training provider will determine the most appropriate method of assessment.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation’s policies and procedures.</p>
<p><b>Accreditation team’s commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>19 Demonstrate leadership skills within their scope of practice as a trainee</b></p>	
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider’s commentary</b> The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider’s commentary</b> This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit C Personal Development for Pharmacy</li> </ul>

<p>The skills-based learning outcomes will be assessed in the workplace. How the skills-based training is delivered will be determined by the individual training providers.</p>	<p>technicians (AC7.3)</p> <p>The assessment criterion above should be assessed in a real work environment.</p> <p>For the knowledge learning outcomes, the training provider will determine the most appropriate method of assessment.</p> <p>For this unit, it is expected that personal development is embedded throughout the programme.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>20</b></p>	<p>Recognise when their performance or the performance of others is putting people at risk and respond appropriately</p>
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b>  The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p> <p>The skills-based learning outcomes will be assessed in the workplace. How the skills-based training is delivered will be determined by the individual training providers.</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit H Assemble and Check Dispensed Medicines and Products (LO4, LO5, LO6)</li> <li>• Unit C Personal Development for Pharmacy Technicians (LO5)</li> </ul> <p>For Unit H, all skills-based learning outcomes should be assessed in a real work environment. For LO5 and LO6 a minimum number of 500 items must be accurately dispensed with no errors being made according to the instructions in the unit. A formative competence assessment log must also be completed.</p> <p>For Unit C LO5, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For the knowledge learning outcome, the training</p>

	<p>provider will determine the most appropriate method of assessment.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>From the original submission, the team suggested that it would be beneficial to include a broader view of what constitutes 'risk' in a professional setting e.g. providing wrong advice. In response, the awarding organisations indicated that further indicative content has been added in to Unit C Personal Development for PTs (LO5).</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>21</b></p>	<p>Raise concerns even when it is not easy to do so</p>
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b></p> <p>The provider will deliver the skill units in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit G Undertake medicines reconciliation and supply (AC6.3, AC6.4)</li> <li>• Unit H Assemble and Check Dispensed Medicines and Products (LO4, AC5.9, LO7)</li> <li>• Unit C Personal Development for Pharmacy Technicians (LO5)</li> </ul> <p>For Units G and H, the skills-based assessment criteria above should be assessed in a real work environment. For Unit C LO5, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>From the original submission, the team believed that the units presented to cover this learning outcome did not reflect the actual requirements of the outcome, as this is not an outcome directly related to dispensing errors. It was suggested that the learning outcome should be focused on how a student would</p>	

raise concerns in a professional environment. In response, the provider indicated that A new learning outcome and related indicative content has been added in to Unit C Personal Development for PTs (LO5).

At the event, the team wished to know where unprofessional behaviour was included in the indicative content of the programme and was told that whistleblowing was an element of the safeguarding unit. The team considered that the learning outcome 3 would be better assessed under assessment criterion 5.2. It was explained to the team that learners would not necessarily experience such problems but that they needed to know what to do in the case of such problems arising. In particular, the team considered that the use of “may” in the “Responding appropriately” element of assessment criteria 5.1 and 5.2 of Unit C would be better replaced by “must”. The team also considered that learning outcome 5 of Unit C should refer to poor behaviour in addition to poor performance, that is, learning outcome 5 of Unit C should include “unprofessional behaviour”. In this respect, it was pointed out to the team that another assessment criterion had been added to cover professional standards.

**This learning outcome is met**

<b>22 Act openly and honestly when things go wrong</b>	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	<b>► Does</b>
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider’s commentary</b> Please type your commentary here The provider will deliver the skill units in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p>	<p><b>Provider’s commentary</b> Please type your commentary here This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (AC5.2)</li> <li>• Unit G Undertake medicines reconciliation and supply (LO2, LO3, LO4, LO5, LO6)</li> <li>• Unit H Assemble and Check Dispensed Medicines and Products (AC5.9, LO7)</li> <li>• Unit C Personal Development for Pharmacy Technicians (LO5)</li> </ul> <p>For Units E, G and H, the assessment criteria above should be assessed in a real work environment. For Unit E LO5, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit C LO5, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation’s policies and procedures.</p>

**Accreditation team’s commentary**

From the original submission, the team considered that the units presented to cover this learning outcome did not reflect the requirements of the outcome as the outcome is not related directly to dispensing errors. It was suggested that the learning outcome should be focused on how a learner takes ownership (accepts responsibility) for things that go wrong, e.g. use of standards for pharmacy professionals, duty of candour etc. In response, the provider indicated that a new learning outcome and related indicative content has been added in to Unit C Personal Development for Pharmacy Technicians (LO5). Indicative content for duty of candour has also been added to LO1.

See commentary to criterion 21 above for discussion at the event which also applies to this criterion.

**This learning outcome is met**

<b>23</b> Effectively use a variety of methods, including feedback, to regularly monitor and reflect on practice, skills and knowledge	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	▶ Does
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b> The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p> <p>The skills-based learning outcomes will be assessed in the workplace. How the skills-based training is delivered will be determined by the individual training providers.</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>Unit C Personal Development for Pharmacy technicians (AC3.1, LO4, AC6.2)</li> </ul> <p>The skills-based assessment criteria above should be assessed in a real work environment. For the knowledge learning outcomes, the training provider will determine the most appropriate method of assessment.</p> <p>For this Unit C, it is expected that personal development is embedded throughout the programme.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
<b>24</b> Carry out a range of relevant continuing professional development (CPD) activities	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	▶ Does

<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider’s commentary</b> The provider will deliver the skills in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. CPD should form part of the development process which will be monitored throughout the programme. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p>	<p><b>Provider’s commentary</b> This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit C Personal Development for Pharmacy technicians (LO6)</li> </ul> <p>The learning outcome above should be assessed in a real work environment.</p> <p>For Unit C, it is expected that personal development is embedded throughout the programme.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation’s policies and procedures.</p>
<p><b>Accreditation team’s commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>25</b> Reflect and act on feedback or concerns, thinking about what can be done to prevent something happening again</p>	
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider’s commentary</b> The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. Reflective practice should also be used during the supervision and appraisal process. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider’s commentary</b> This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit C Personal Development for Pharmacy Technicians (LO4)</li> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (AC5.2)</li> <li>• Unit H Assemble and Check Dispensed Medicines and Products (LO4)</li> </ul> <p>The units above should be assessed in a real work environment. For Unit E LO4 and 5, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO2, 3 and 4, simulation may be permitted if the learner is unable to generate evidence through normal work</p>

	<p>activity.</p> <p>For the knowledge learning outcomes, the training provider will determine the most appropriate method of assessment.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
<b>Professional knowledge and skills</b>	
<b>Pre-registration trainee pharmacy technicians will:</b>	
<b>26</b>	<b>Provide a safe, effective and responsive pharmacy service</b>
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	<b>► Does</b>
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b></p> <p>The provider will deliver the skill units in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (LO4, LO5)</li> <li>• Unit I Receive, validate and issue prescriptions (whole unit)</li> <li>• Unit H Assemble and Check Dispensed Medicines and Products (whole unit)</li> <li>• Unit G Undertake medicines reconciliation and supply (whole unit)</li> </ul> <p>The units above should be assessed in a real work environment. For the knowledge learning outcomes, the training provider will determine the most appropriate method of assessment.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each</p>

	Awarding Organisation's policies and procedures.
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
27 Take personal responsibility for the legal, safe and efficient supply of medicines	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Does
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b></p> <p>The provider will deliver the skill units in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit H Assemble and Check Dispensed Medicines and Products (whole unit)</li> <li>• Unit I Receive, validate and issue prescriptions (LO4)</li> <li>• Unit G Undertake medicines reconciliation and supply (LO6)</li> </ul> <p>The units and learning outcomes above should be assessed in a real work environment. For Unit I LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>This learning outcome has also been mapped to the following knowledge only unit:</p> <ul style="list-style-type: none"> <li>• Unit F Principles for the management of pharmaceutical stock (whole unit)</li> </ul> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
28 Understand the basic principles of biology, microbiology, physiology, and chemistry	

<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Knows how</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider’s commentary</b> The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider’s commentary</b> This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit J Chemical Principles for Pharmacy Technicians (whole unit)</li> <li>• Unit K Biological Principles for Pharmacy Technicians (whole unit)</li> <li>• Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (whole unit)</li> <li>• Unit M Medicinal treatments for cardio-respiratory conditions (whole unit)</li> <li>• Unit N Medicinal and non-medicinal treatments for malignant diseases and immunosuppressive and musculoskeletal conditions (whole unit)</li> <li>• Unit O Microbiology for Pharmacy Technicians (whole unit)</li> <li>• Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (whole unit)</li> <li>• Unit R Medicinal methods for the prevention, protection from and treatment of infections (whole unit)</li> <li>• Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (whole unit)</li> <li>• Unit T Medicinal treatments for sensory organ conditions (whole unit)</li> <li>• Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (whole unit)</li> </ul> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation’s policies and procedures.</p>
<p><b>Accreditation team’s commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	

This learning outcome is met	
29	Understand the basic pharmacological principles to the use of medicines in relation to disease processes and the treatment of identified clinical conditions
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Knows how
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b> The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit L Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions (whole unit)</li> <li>• Unit M Medicinal treatments for cardio-respiratory conditions (whole unit)</li> <li>• Unit N Medicinal and non-medicinal treatments for malignant diseases and immunosuppressive and musculoskeletal conditions (whole unit)</li> <li>• Unit P Actions and Uses of Medicines (whole unit)</li> <li>• Unit Q Medicinal and non-medicinal treatments for central nervous system conditions (whole unit)</li> <li>• Unit R Medicinal methods for the prevention, protection from and treatment of infections (whole unit)</li> <li>• Unit S Medicinal treatments for endocrine, gynaecological and genitourinary conditions (whole unit)</li> <li>• Unit T Medicinal treatments for sensory organ conditions (whole unit)</li> </ul> <p>For the condition specific science units listed above, there are specific requirements on the number of conditions to be assessed listed in each unit.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	

<b>This learning outcome is met</b>	
<b>30 Confirm the suitability of a person's medicines for use</b>	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Does
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b> The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> <li>• Unit P Actions and Uses of Medicines (whole unit)</li> <li>• Unit G Undertake medicines reconciliation and supply (LO5)</li> </ul> <p>For Unit G LO5, a formative competence assessment log must be completed which can be used in the overall portfolio for the qualification and should cover the checking of 100 items of an individual's own drugs (patient's own drugs) and appropriate decisions about the suitability of these items.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
<b>31 Accurately retrieve and reconcile information about a person's medicines</b>	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Does
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b> The provider will deliver the skill unit in the</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the</p>

<p>workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p>following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> <li>• Unit P Actions and Uses of Medicines (whole unit)</li> <li>• Unit G Undertake medicines reconciliation and supply (LO2, LO3, LO4)</li> </ul> <p>The skills assessment criteria must be assessed in a real work environment.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation’s policies and procedures.</p>
---	---

**Accreditation team’s commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

**32** Assess a person’s present supply of medicines and order appropriate medicines and products

**Expectations of a pre-registration trainee pharmacy technician:**

► Does

**How the provider supports the students to achieve this outcome**

**How the provider assesses whether the students achieve this outcome**

**Provider’s commentary**

The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.

The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.

**Provider’s commentary**

This learning outcome has been mapped to the following units. The provider would particularly assess against the following:

- Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)
- Unit P Actions and Uses of Medicines (whole unit)
- Unit G Undertake medicines reconciliation and supply (LO5, LO6)

For Unit G LO5, a formative competence assessment log must be completed which can be used in the overall portfolio for the qualification and should cover the checking of 100 items of an individual’s own drugs

	<p>(patient's own drugs) and appropriate decisions about the suitability of these items.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
<b>33</b>	<b>Order, receive, maintain and supply medicines and other pharmaceutical products safely, legally and effectively</b>
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► <b>Knows how</b>
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b></p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following unit. The provider would assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit F Principles for the management of pharmaceutical stock (whole unit)</li> <li>• Unit G Undertake medicines reconciliation and supply (LO6)</li> </ul> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome. For Unit G LO6, this learning outcome should be assessed in a real work environment.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
From the submitted documentation, the team noted that the outcome is not only in unit F but also in unit G learning outcome 6. In response, the awarding organisations indicated that the mapping has been updated to include LO6 from Unit G Undertake medicines reconciliation and supply.	

<b>This learning outcome is met</b>	
<b>34</b>	Receive requests for medicines, including prescriptions, and check for their validity, safety and clarity, taking action to deal with any problems
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Does
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b></p> <p>The provider will deliver the skill units in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> <li>• Unit I Receive, validate and issue prescriptions (whole unit)</li> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (LO4)</li> <li>• Unit P Actions and Uses of Medicines (whole unit)</li> </ul> <p>The skills-based learning outcomes and assessment criteria above should be assessed in a real work environment. For Unit E LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO2, 3 and 4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For the knowledge learning outcomes in Unit I, the training provider will determine the most appropriate method of assessment.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
<b>35</b>	Effectively use systems to support the safe supply of medicines

<b>Expectations of a pre-registration trainee pharmacy technician:</b>		<b>► Does</b>
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>	
<p><b>Provider's commentary</b> The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>Unit I Receive, validate and issue prescriptions (LO1, AC2.3, AC2.7, AC3.1, AC3.4, AC3.5, LO4)</li> </ul> <p>For Unit I LO2, 3 and 4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For the knowledge learning outcome, the training provider will determine the most appropriate method of assessment.</p> <p>The skills-based assessment criteria should be assessed in a real work environment.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>	
<b>Accreditation team's commentary</b>		
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met		
<b>This learning outcome is met</b>		
<b>36 Accurately assemble prescribed items</b>		
<b>Expectations of a pre-registration trainee pharmacy technician:</b>		<b>► Does</b>
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>	
<p><b>Provider's commentary</b> The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> <li>Unit H Assemble and Check Dispensed Medicines and Products (LO5)</li> <li>Unit P Actions and Uses of Medicines (whole unit)</li> </ul>	

<p>learner.</p>	<p>There are specific requirements for <b>Unit H</b> about the number of observations that must occur for assessment about accurately assembling prescribed items. This information is detailed in the unit.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>37</b> Apply pharmaceutical principles to the safe and effective formulation, preparation and packaging of medicines and products</p>	
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Knows how</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b> The underpinning knowledge unit and learning outcomes would be taught on-programme and will be assessed by internally set and internally marked assignments to support the learner in assessment of this learning outcome.</p>	<p><b>Provider's commentary</b> This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit H Assemble and Check Dispensed Medicines and Products (LO2, LO3, LO4)</li> <li>• Unit J Chemical Principles for Pharmacy Technicians (whole unit)</li> <li>• Unit O Microbiology for Pharmacy Technicians (whole unit)</li> <li>• Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (whole unit)</li> </ul> <p>For Unit H LOs 2 and 3 should be achieved prior to the skills learning outcomes.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification</p>

	and external quality assurance, in line with each Awarding Organisation's policies and procedures.
<b>Accreditation team's commentary</b>	
From the submitted documentation, the team wished to know if extemporaneous preparation had been considered to be included in unit U. In response, the awarding organisations indicated that the indicative content has been amended in Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment to include extemporaneous products (LO1 and LO3).	
<b>This learning outcome is met</b>	
<b>38</b>	Ensure the quality of ingredients to produce and supply safe and effective medicines and products
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Knows how
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<b>Provider's commentary</b> The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.	<b>Provider's commentary</b> This learning outcome has been mapped to the following units. The provider would particularly assess against the following: <ul style="list-style-type: none"> <li>Unit J Chemical Principles for Pharmacy Technicians (AC3.4)</li> <li>Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (LO3, LO5)</li> </ul> Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.  Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.
<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
<b>39</b>	Issue prescribed items safely and effectively and take action to deal with discrepancies
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Does
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<b>Provider's commentary</b>	<b>Provider's commentary</b>

<p>The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> <li>• Unit I Receive, validate and issue prescriptions (LO1, LO4)</li> <li>• Unit P Actions and Uses of Medicines (whole unit)</li> </ul> <p>The skills-based learning outcomes should be assessed in a real work environment. For Unit I LO4, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For the knowledge learning outcome (Unit I LO1), the training provider will determine the most appropriate method of assessment.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation’s policies and procedures.</p>
---	--

**Accreditation team’s commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

**40** Carry out an accuracy check of dispensed medicines and products

**Expectations of a pre-registration trainee pharmacy technician:**

► Does

**How the provider supports the students to achieve this outcome**

**How the provider assesses whether the students achieve this outcome**

**Provider’s commentary**

The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.

The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment).

**Provider’s commentary**

This learning outcome has been mapped to the following units. The provider would particularly assess against the following:

- Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)
- Unit P Actions and Uses of Medicines (whole unit)
- Unit H Assemble and Check Dispensed Medicines and Products (LO1, AC5.12, LO6)

<p>This would also include independent study by the learner.</p>	<p>For Unit H, a minimum number of 500 items must be accurately dispensed with no errors being made and self-checked consistently over a period of time in a range of circumstances, with additional minimum number of 500 accurately checked items for checks of others. Checking of others can only be completed after the successful completion of dispensed and self-check. For the knowledge learning outcome (Unit H LO1), the training provider will determine the most appropriate method of assessment.</p> <p>For Unit H, A formative competence assessment log must be completed which can be used in the overall portfolio for the qualification.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
--	--

**Accreditation team's commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

<p><b>41</b> Accurately perform pharmaceutical calculations to ensure the safety of people</p>	
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b>  The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit H Assemble and Check Dispensed Medicines and Products (AC5.3, AC6.5)</li> <li>• Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (LO4)</li> </ul> <p>For Unit H, the skills assessment criteria should be assessed in a real work environment.</p>

<p>learner.</p>	<p>For the knowledge learning outcome in <b>Unit U</b>, the training provider will determine the most appropriate method of assessment.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<p><b>Accreditation team's commentary</b></p>	
<p>Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met</p>	
<p><b>This learning outcome is met</b></p>	
<p><b>42</b> Recognise adverse drug reactions and interactions and respond appropriately</p>	
<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b>  The provider will deliver the skill units in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit I Receive, validate and issue prescriptions (AC2.5, AC4.5)</li> <li>• Unit G Undertake medicines reconciliation and supply (AC2.4, AC2.5)</li> <li>• Unit P Actions and Uses of Medicines (whole unit)</li> </ul> <p>For Units I and G, the assessment criteria should be assessed in a real work environment. For Unit I LO2 and 4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>

<b>Accreditation team's commentary</b>	
Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met	
<b>This learning outcome is met</b>	
<b>43 Safely and legally dispose of medicines and other pharmaceutical products</b>	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Knows how
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b></p> <p>The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit B Principles of Health and Safety for Pharmacy Technicians (LO1, AC2.3, LO3)</li> <li>• Unit F Principles for the management of pharmaceutical stock (AC5.5)</li> <li>• Unit G Undertake medicines reconciliation and supply (AC5.5)</li> </ul> <p>The skills-based assessment criteria should be assessed in a real work environment.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	
From the submitted documentation, the team suggested that the provider may wish to consider if the disposal of unwanted medicines had been covered in enough detail. (Unit B). In response, the awarding organisations indicated that some further indicative content has been added to Unit B. Disposal of medicines is also in Unit F and Unit G.	
<b>This learning outcome is met</b>	
<b>44 Respond appropriately to medical emergencies, including providing first aid</b>	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Knows how
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<b>Provider's commentary</b>	<b>Provider's commentary</b>

<p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p>This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>Unit B Principles of Health and Safety for Pharmacy Technicians (LO3)</li> </ul> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
---	--

### Accreditation team's commentary

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

### This learning outcome is met

**45** Identifies and responds effectively to errors and near misses

**Expectations of a pre-registration trainee pharmacy technician:**

► Does

**How the provider supports the students to achieve this outcome**

**How the provider assesses whether the students achieve this outcome**

#### Provider's commentary

The provider will deliver the skill units in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.

#### Provider's commentary

This learning outcome has been mapped to the following units. The provider would particularly assess against the following:

- Unit E Contribute to service improvement in the delivery of pharmacy services (AC5.2)
- Unit G Undertake medicines reconciliation and supply (AC6.3)
- Unit H Assemble and Check Dispensed Medicines and Products (LO4, LO7)

For Units E, G and H, the above assessment criteria and learning outcome should be assessed in a real work environment. For Unit E LO5, simulation may be permitted if the learner is unable to generate evidence through normal work activity.

For the knowledge learning outcome in Unit H, the training provider will determine the most appropriate method of assessment.

Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.

	Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.
<b>Accreditation team's commentary</b>	
From the submitted documentation, the team suggested that the provider may wish to re-examine Unit H in order to strengthen the outcome as it is at a "does" level outcome. In response, the awarding organisations indicated that it has added in near misses to LO7 as this was missing in some of the Assessment Criteria. The mapping has also been updated to include Unit H LO4. For clarification, LO7 is a "be able to" learning outcome which represents a "does", to meet the GPhC learning outcome 45.	
<b>This learning outcome is met</b>	
<b>46 Apply the principles of clinical governance</b>	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Does
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b></p> <p>The provider will deliver the skill units in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (whole unit)</li> <li>• Unit G Undertake medicines reconciliation and supply (whole unit)</li> <li>• Unit H Assemble and Check Dispensed Medicines and Products (whole unit)</li> <li>• Unit I Receive, validate and issue prescriptions (whole unit)</li> </ul> <p>The skills-based learning outcomes should be assessed in a real work environment. For Unit E LO4 and 5, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For Unit I LO2, 3 and 4, simulation may be permitted if the learner is unable to generate evidence through normal work activity. For the knowledge learning outcomes, the training provider will determine the most appropriate method of assessment.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

**47** Understand the principles of audit and quality-improvement strategies, and how to implement recommendations effectively

**Expectations of a pre-registration trainee pharmacy technician:**

► Knows how

**How the provider supports the students to achieve this outcome**

**How the provider assesses whether the students achieve this outcome**

**Provider's commentary**

The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.

**Provider's commentary**

This learning outcome has been mapped to the following units. The provider would particularly assess against the following:

- Unit E Contribute to service improvement in the delivery of pharmacy services (LO1, LO2)
- Unit U Principles of safe manufacture of quality medicines in the pharmaceutical environment (LO5)

For the knowledge learning outcomes, the training provider will determine the most appropriate method of assessment.

Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome. Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.

Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.

**Accreditation team's commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

**48** Understand the principles of risk management

**Expectations of a pre-registration trainee pharmacy technician:**

► Knows how

**How the provider supports the students to achieve this outcome**

**How the provider assesses whether the students achieve this outcome**

**Provider's commentary**

The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.

**Provider's commentary**

This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:

- Unit B Principles of Health and Safety for Pharmacy Technicians (LO2)

	<p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
--	--

**Accreditation team's commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

**Collaboration**

**Pre-registration trainee pharmacy technicians will:**

**49** Demonstrate effective team working

**Expectations of a pre-registration trainee pharmacy technician:**

► Does

**How the provider supports the students to achieve this outcome**

**How the provider assesses whether the students achieve this outcome**

**Provider's commentary**

The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.

**Provider's commentary**

This learning outcome has been mapped to the following units. The provider would particularly assess against the following:

- Unit G Undertake medicines reconciliation and supply (AC2.6, AC2.4, AC5.6, AC6.4)
- Unit H Assemble and Check Dispensed Medicines and Products (LO6, LO7)
- Unit I Receive, validate and issue prescriptions (AC2.7, AC4.10)

For Units G, H and I, the above assessment criteria and learning outcomes should be assessed in a real work environment. For Unit I LO2 and 4, simulation may be permitted if the learner is unable to generate evidence through normal work activity.

Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.

Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.

<b>Accreditation team's commentary</b>	
From the original submission, the team noted that in some "does" level units the use of the words 'explain' and 'describe' may not be appropriate due to the "does" level requirement. The team suggested that consistency in wording be made clear at "does" level. In response, the awarding organisations indicated that an amendment has been made to Unit G AC2.6 to take out 'explain'.	
<b>This learning outcome is met</b>	
50 Communicate and work effectively with members of the multidisciplinary team	
<b>Expectations of a pre-registration trainee pharmacy technician:</b>	► Does
<b>How the provider supports the students to achieve this outcome</b>	<b>How the provider assesses whether the students achieve this outcome</b>
<p><b>Provider's commentary</b></p> <p>The provider will deliver the skill units in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p> <p>The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p>	<p><b>Provider's commentary</b></p> <p>This learning outcome has been mapped to the following units. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>• Unit A Principles of Person-Centred Approaches for Pharmacy Technicians (whole unit)</li> <li>• Unit E Contribute to service improvement in the delivery of pharmacy services (LO3, AC5.3)</li> <li>• Unit H Assemble and Check Dispensed Medicines and Products (LO6, LO7)</li> <li>• Unit G Undertake medicines reconciliation and supply (AC2.6, AC2.4, AC4.2, AC4.3, AC5.6, AC6.4)</li> </ul> <p>For Units E, H and G, the skill-based assessment criteria and learning outcomes should be assessed in a real work environment. For Unit E LO5, simulation may be permitted if the learner is unable to generate evidence through normal work activity.</p> <p>For the knowledge learning outcomes, the training provider will determine the most appropriate method of assessment.</p> <p>Knowledge units will be assessed by an internally set and internally marked assignment to support the learner in assessment of this learning outcome.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
<b>Accreditation team's commentary</b>	

From the original submission, the team suggested that the provider review this learning outcome and clearly show progression from “knows” to “does”. In response, the awarding organisations indicated that mapping has been added in to Unit A Principles of Person-Centred Care (whole unit).

At the event, the team noted that Unit A uses the term “others” but does not refer to other professionals, the basis for multidisciplinary working in this criterion. It was stressed that other professionals should not be restricted to healthcare professionals as other professionals including police, social workers and care workers could be included in multidisciplinary team-working. The awarding organisations agreed to add in “other professionals” to the indicative content of Unit A.

**This learning outcome is met**

**51 Check their own and others’ work effectively**

**Expectations of a pre-registration trainee pharmacy technician:**

► Does

**How the provider supports the students to achieve this outcome**

**How the provider assesses whether the students achieve this outcome**

**Provider’s commentary**

The provider will deliver the skill unit in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this outcome. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.

**Provider’s commentary**

This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:

- Unit H Assemble and Check Dispensed Medicines and Products (LO6)

For Unit H, checking of others can only be completed after the successful completion of dispensed and self-check. This must be carried out in a real work environment.

Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.

Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation’s policies and procedures.

**Accreditation team’s commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

**52 Take part in the learning and development of others**

**Expectations of a pre-registration trainee pharmacy technician:**

► Does

**How the provider supports the students to achieve this outcome**

**How the provider assesses whether the students achieve this outcome**

**Provider’s commentary**

The provider will deliver the skills learning outcomes in the workplace. The provider will use practical tasks, role play and observation to support

**Provider’s commentary**

This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:

<p>the learner to achieve this. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p>	<ul style="list-style-type: none"> <li>Unit C Personal Development for Pharmacy Technicians (LO7)</li> </ul> <p>This learning outcome should be assessed in a real work environment.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>
--	--

**Accreditation team's commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

**53 Prioritise time and resources effectively to achieve objectives**

<p><b>Expectations of a pre-registration trainee pharmacy technician:</b></p>	<p>► Does</p>
<p><b>How the provider supports the students to achieve this outcome</b></p>	<p><b>How the provider assesses whether the students achieve this outcome</b></p>
<p><b>Provider's commentary</b>  The underpinning knowledge would be delivered by guided learning (ie. in a classroom environment). This would also include independent study by the learner.</p> <p>The provider will deliver the skills assessment criteria in the workplace. The provider will use practical tasks, role play and observation to support the learner to achieve this. How the training is delivered will be determined by the individual training providers and will form part of their overall learning strategy.</p>	<p><b>Provider's commentary</b>  This learning outcome has been mapped to the following unit. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> <li>Unit C Personal Development for Pharmacy Technicians (AC3.1)</li> </ul> <p>For the knowledge learning outcomes, the training provider will determine the most appropriate method of assessment.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles and the unit assessment strategy.</p> <p>Assessment would be subject to internal verification and external quality assurance, in line with each Awarding Organisation's policies and procedures.</p>

**Accreditation team's commentary**

Based on its reading of the submitted documentation and discussions during the recognition event, the recognition team agreed that this learning outcome was met

**This learning outcome is met**

## Appendix 1 - Standing conditions

The following are standing conditions of recognition and apply to all providers/awarding bodies:

The following conditions apply to all accredited providers/awarding bodies:

1. The record includes other comments from the team and the provider/awarding body are required to take all comments into account as part of the accreditation/recognition process. The provider/awarding body must confirm to the GPhC that required amendments have been made.
2. The provider/awarding body must respond to the definitive version of the record within three weeks 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/awarding body 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/recognised programme/qualification. This includes, but is not limited to:
  - a. the content, structure or delivery of the accredited/recognised programme/qualification;
  - 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/awarding body must make students and potential students aware that successful completion of an accredited course or recognised qualification is not a guarantee of future employment as a pharmacy technician.
5. The provider/awarding body must make students and potential students aware of the existence and website address where they can view the GPhC's accreditation/recognition reports and the timescales for future accreditation/recognition events.
6. Whenever required to do so by the GPhC, providers/awarding bodies 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.