

**Pearson pharmacy support staff qualification and
apprenticeship recognition event report – August 2020**



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Event summary and conclusions

Awarding organisation	Pearson Education Ltd
Course	L2 Certificate in the Principles and Practice for Pharmacy Support Staff (Qualification)
Event type	Recognition
Event date	August 2020
Recognition period	October 2020 – October 2026
Relevant requirements	<u>Requirements for the education and training of pharmacy support staff, October 2020</u>
Outcome	<p>Approval</p> <p>The recognition team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the Level 2 Certificate in the Principles and Practice for Pharmacy Support Staff (Qualification) and the BTEC L2 Certificate in the Principles and Practice for Pharmacy Support Staff (Apprenticeship) provided by Pearson Education Ltd should be recognised for a period of six years with an interim visit in 3 years.</p>
Conditions	There were no conditions
Standing conditions	The standing conditions of accreditation can be found here .
Recommendations	No recommendations were made
Registrar decision	Following the event, the Registrar of the GPhC accepted the recognition team's recommendation and approved the recognition of the support staff qualification and apprenticeship for a period of six years, with an interim event in three years.
Key contact (awarding organisation)	Raman Gurnami, Portfolio Manager Healthcare, Childcare and Sport
Recognition team	<p>Leonie Milliner, Event Chair, Director of Education, General Optical Council, Lay Team Member</p> <p>Laura McEwen-Smith, Strategic Lead, Apprenticeship Collaborative Sustainability and Transformation Partnership, System Delivery Unit, NHS, Pharmacy Technician</p> <p>Donna Bartlett, Dispensary Team Leader, Lancashire Teaching Hospitals, Pharmacy Technician</p>

	Dr Ruth Edwards, Head of Professional Experience, Aston University School of Pharmacy, Pharmacist
GPhC representative	Chris McKendrick, Quality Assurance Officer, GPhC
Rapporteur	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 regulator for pharmacists, pharmacy technicians and registered pharmacy premises in England, Scotland and Wales (the countries of Great Britain). In order to practise in Great Britain, pharmacists and pharmacy technicians must be registered with the GPhC and have satisfied it that they meet the GPhC detailed requirements.

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

Pearson Education Ltd. (Pearson) approached the GPhC with an application for recognition of two qualifications to train pharmacy support staff, namely the L2 Certificate in the Principles and Practice for Pharmacy Support Staff (Qualification) and the BTEC L2 Certificate in the Principles and Practice for Pharmacy Support Staff (Apprenticeship). In line with the GPhC's standards for the initial education and training of pharmacy support staff, a GPhC team reviewed the Pearson qualification's suitability for recognition; this event concentrated on the fulfilment of the GPhC accreditation and recognition standards and criteria and the awarding organisation's ability to deliver the qualification through their centre providers. Due to the Covid-19 pandemic, it was not possible to use the GPhC's normal methodology for recognising awarding organisations delivering pharmacy support staff qualifications by holding the event on site at the awarding organisation's head office to allow for the GPhC's recognition team to view the resources available. Instead, the event took the form of a desk exercise conducted by the GPhC team.

Documentation

Prior to the event, the provider submitted documentation to the GPhC 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 consideration.

The event

As indicated above, due to the Covid-19 pandemic, it was not possible to use the GPhC's normal methodology for recognising awarding organisations delivering pharmacy support staff qualifications, by holding the event on site at the awarding organisation's head office to allow for

the GPhC's recognition team to view the resources available. Instead, the event took the form of a desk exercise conducted by the GPhC team.

Declarations of interest

There were no declarations of interest.

Key findings - Part 1: learning outcomes

The trainee will:

1 Act to maintain the interest of individuals and groups, making patients and their safety their first concern

Expectations of a trainee pharmacy support staff: Does

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 2 Principles of Health & Safety for Pharmacy Support Staff (whole unit)**

Patient safety is also embedded within other where a learner is required to carry out technical work and follow standard operating procedures such as **unit 5 Dispensing and Supply of Prescribed Medicines and Medicinal Products** and safeguarding individuals by raising concerns in **Unit 01 Person Centred Care & Communication (LO4 AC 4.2, 4.3)** and **unit 4 Personal Development for Pharmacy Support Staff**, when working within one's own limit of expertise.

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For all units, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

2 Recognise what is means to give person-centred care and support in pharmacy settings, including settings where patients are not physically present

Expectations of a trainee pharmacy support staff: Shows how

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 01 Person Centred Care & Communication (whole unit)**

Principles of person-centred care are also embedded within other units such as **Unit 8 Selling Over the Counter Medicines and Medicinal Products LO 1**, using appropriate questioning techniques and **Unit 3 Effective Teamwork within Pharmacy Services, LO 4** working in patient's best interest.

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **Unit 1**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

3 Respect diversity and cultural differences, ensuring that person-centred care is not compromised because of personal values and beliefs

Expectations of a trainee pharmacy support staff: Does

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 01 Person Centred Care & Communication (LO 2 AC 2.4 and 2.5)**, promoting and advocating equality, diversity and inclusion.

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **Unit 1**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

4 Listen to and communicate effectively with users of pharmacy services, which could include:

- individual patients
- carers
- other members of the pharmacy or healthcare team
- other health and social care staff

using a range of techniques to determine their needs

Expectations of a trainee pharmacy support staff:

Shows how

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 01 Person Centred Care & Communication (LO 1 AC 1.3)**

Communicating effectively is also embedded within other units such as **Unit 3- Effective Teamwork within Pharmacy Services**, establishing working relationships (LO5), **Unit 5 Dispensing and Supply of Prescribed Medicines and Medicinal Products**, giving advice to patients about their medication and **Unit 8- Selling Over the Counter Medicines and Medicinal Products**, using questioning techniques

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For all units, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

5 Adapt information and communication style to meet the needs of particular audiences and communication channels

Expectations of a trainee pharmacy support staff: Shows how

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 01 Person Centred Care & Communication (LO 1 AC 1.4)**

Same as outcome 4, this is also embedded within the same units Unit 3, Unit 5 and Unit 8

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **all units**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

For accreditation use only

6 Recognise principles of consent and apply them as appropriate to their role

Expectations of a trainee pharmacy support staff:	<input type="checkbox"/> Does
<i>How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught</i>	
<p>Provider's commentary</p> <p>This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in Appendix 1 Qualification Unit mapping. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> • Unit 01 Person Centred Care & Communication (LO2 AC 2.3) 	
<i>How the course/qualification assesses whether the trainee achieves this outcome</i>	
<p>Provider's commentary</p> <p>For Unit 1, the learning outcomes and assessment criterion above must be assessed in the real work environment.</p> <p>Knowledge units will be assessed by an internally set and internally marked assessment/assignment to support the learner in assessment of the learning outcome/s.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles (Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.</p>	
Accreditation/recognition team's commentary.	
Learning outcome met? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
7 Act to maintain the confidentiality of individuals using pharmacy services	
Expectations of a trainee pharmacy support staff:	<input type="checkbox"/> Does
<i>How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught</i>	
<p>Provider's commentary</p> <p>This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in Appendix 1 Qualification Unit mapping. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> • Unit 01 Person Centred Care & Communication (LO1 AC 1.5), where the learner is expected to demonstrate how they apply the principles of information governance and confidentiality, when sharing information, recording and storing information and using IT systems etc within their role 	
<i>How the course/qualification assesses whether the trainee achieves this outcome</i>	

Provider's commentary

For **Unit 1**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

8 Apply the principles of information governance as required by their role

Expectations of a trainee pharmacy support staff: Shows how

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 01 Person Centred Care & Communication (LO1 AC 1.5) same as in outcome7**

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **Unit 1**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

9 Recognise and raise concerns, even when it is not easy to do so, using appropriate systems

Expectations of a trainee pharmacy support staff:	<input type="checkbox"/> Knows how
<i>How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught</i>	
<p>Provider's commentary</p> <p>This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in Appendix 1 Qualification Unit mapping. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> • Unit 01 Person Centred Care & Communication (LO4 AC 4.2, 4.3), raising concerns in relation to safeguarding • Unit 4 Personal Development LO 2 (AC 2.2 and 2.3)- covered in content in relation to recognising their own limitations 	
<i>How the course/qualification assesses whether the trainee achieves this outcome</i>	
<p>Provider's commentary</p> <p>For all units, the learning outcomes and assessment criterion above must be assessed in the real work environment.</p> <p>Knowledge units will be assessed by an internally set and internally marked assessment/assignment to support the learner in assessment of the learning outcome/s.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles (Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.</p>	
Accreditation/recognition team's commentary.	
Learning outcome met? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
10	Recognise and raise concerns about safeguarding people, particularly children and vulnerable adults
Expectations of a trainee pharmacy support staff:	<input type="checkbox"/> Knows how
<i>How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught</i>	
<p>Provider's commentary</p> <p>This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in Appendix 1 Qualification Unit mapping. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> • Unit 01 Person Centred Care & Communication (LO4 AC 4.2 and 4.3), raising concerns in relation to safeguarding 	

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **Unit 1**, the learning outcomes and assessment criterion above must be assessed in the real work environment

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

11 Work effectively as part of the pharmacy team and/or the wider health team

Expectations of a trainee pharmacy support staff:	<input type="checkbox"/> Shows how
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How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 03 Effective Teamwork within Pharmacy Services (LO5 AC 5.1, 5.2, 5.3)**, where a learner is expected to demonstrate how they communicate effectively with their own team and the wider healthcare team and work with other members of their team, with trust and respect for their roles.

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **Unit 3**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to

internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

12 Recognise, apply and work within the relevant legal and regulatory requirements, local processes and standard operating procedures as applicable to their own role

Expectations of a trainee pharmacy support staff: Does

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following as applicable to their role and they must elect at least one of these units:

- **Unit 05 Dispensing and Supply of Prescribed Medicines and Medicinal Products (LO3 AC3.3-3.5, LO 4 AC 4.2 and 4.6)**
- **Unit 06 Managing Pharmaceutical Stock (LO3 AC 3.2, LO 4 AC 4.2 and 4.3, LO6 AC 6.5 and 6.6)**
- **Unit 07 Principles of Safe Preparation and Manufacturing of Medicines and Pharmaceutical Products (LO4 AC 4.2-4.6, LO5 AC 5.3)**
- **Unit 08 Selling Over the Counter Medicines and Medicinal Products (LO3 Ac 3.2)**

In all these units the learner will demonstrate different aspects of application of legal requirements, local processes and SOPs applicable to their role, whether it is about accuracy checking when assembling dispensing and issuing prescribed medicines in unit 5 or when managing pharmaceutical stock in unit 6. Demonstrating different procedures in manufacturing including, labelling of manufactured products, dealing with hazardous materials and quality assurance and quality control in manufacturing in unit 7 or issuing OTC medicines in unit 8.

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **all the above units**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

13 Recognise and work within the limits of their knowledge and skills, seeking support and referring to others when needed

Expectations of a trainee pharmacy support staff: Does

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following units:

- **Unit 03 Effective Teamwork within Pharmacy Services (LO 1 AC 1.3 and 1.4)**
- **Unit 04 Personal Development for Pharmacy Support Staff (LO 2 AC 2.2 and 2.3)**
- **Unit 6 Managing Pharmaceutical Stock (throughout the unit)**
- **Unit 7 Principles of Safe Preparation and Manufacturing of Medicines and Pharmaceutical Products (LO 1 Ac 1.5)**

In all the units above, the learner is expected to demonstrate how they work within their own limits, recognise the gaps in their own knowledge and skills and when and how to refer issues and seek support from the appropriate person within their team.

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **all the units**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

14 Identify the roles and responsibilities of those they work with and functions of the wider pharmacy and healthcare system

<p>Expectations of a trainee pharmacy support staff:</p>	<p><input type="checkbox"/> Knows</p>
<p><i>How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught</i></p>	
<p>Provider's commentary</p> <p>This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in Appendix 1 Qualification Unit mapping. The provider would particularly assess against the following:</p> <ul style="list-style-type: none"> • Unit 03 Effective Teamwork within Pharmacy Services (LO1 AC 1.1 and 1.2) • Unit 08 Selling Over the Counter Medicines and Medicinal Products (LO 3 AC 3.1) <p>In both the units, the learner is expected to explain their understanding of the different roles within the Pharmacy team and the wider healthcare team and their own roles and responsibilities within the team.</p>	
<p><i>How the course/qualification assesses whether the trainee achieves this outcome</i></p>	
<p>Provider's commentary</p> <p>For both Unit 3 and 8, the learning outcomes and assessment criterion above must be assessed in the real work environment.</p> <p>Knowledge units will be assessed by an internally set and internally marked assessment/assignment to support the learner in assessment of the learning outcome/s.</p> <p>Assessment arrangements will be in line with the common qualification assessment principles (Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.</p>	
<p>Accreditation/recognition team's commentary.</p>	
<p>Learning outcome met? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	
<p>15 Refer issues and/or individuals as appropriate to another member of the pharmacy team, other health and social care staff, organisations or services</p>	
<p>Expectations of a trainee pharmacy support staff:</p>	<p><input type="checkbox"/> Shows how</p>
<p><i>How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught</i></p>	
<p>Provider's commentary</p> <p>This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in Appendix 1 Qualification Unit mapping. The provider would particularly assess against the following units:</p>	

- **Unit 03 Effective Teamwork within Pharmacy Services (LO 1 AC 1.4)**
- **Unit 04 Personal Development for Pharmacy Support Staff (LO2 AC 2.3(partially mapped))**

How the course/qualification assesses whether the trainee achieves this outcome

Provider’s commentary

For both **Unit 3 and 4**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team’s commentary.

Learning outcome met? Yes No

16 Apply policies around health and safety relevant to their role, including recognising hazards and acting appropriately to avoid harm to themselves and others

Expectations of a trainee pharmacy support staff: Does

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider’s commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 02 Principles of Health & Safety for Pharmacy Support Staff (whole unit)**

Elements of H&S is also embedded in the other optional units and the learner is required to take at least one which is applicable to their role and this outcome will also be achieved through these units where learners are expected to demonstrate the application of various SOPs and compliance to different legal and local requirements.

- **Unit 05 Dispensing and Supply of Prescribed Medicines and Medicinal Products (LO3 AC3.3-3.5, LO 4 AC 4.2 and LO 5 AC 5.4)**
- **Unit 06 Managing Pharmaceutical Stock (LO3 AC 3.2, LO 4 AC 4.2 and 4.3, LO 5 AC AC 5.2, 5.3 and 5.4 and LO6 AC 6.5 and 6.6)**
- **Unit 07 Principles of Safe Preparation and Manufacturing of Medicines and Pharmaceutical Products (LO4 AC 4.2-4.6, LO5 AC 5.3)**

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **all the above units, the** learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

17 Demonstrate trust and respect for individuals, members of the pharmacy team and health professionals at all times

Expectations of a trainee pharmacy support staff: Does

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 03 Effective Teamwork within Pharmacy Services (LO5 AC 5.3) same as outcome 11**, where a learner is expected to demonstrate how they communicate effectively with their own team and the wider healthcare team and work with other members of their team, with trust and respect for their roles.

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **Unit 3**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to

internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

18 Apply technical knowledge and skills identified as being required for the safe and effective performance of their role in

- the dispensing and supply of medicines and medical devices,
- advising on their use or
- assisting in the provision of pharmacy services¹.

This includes applying legal and regulatory requirements, including best practice in the context of their role, using relevant systems and accurate performance of pharmacy tasks

Expectations of a trainee pharmacy support staff: Does

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 05 Dispensing and Supply of Prescribed Medicines and Medicinal Products (whole unit)**

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **Unit 5**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to

¹ It is for employers to identify the tasks/functions of a role and for course providers to ensure these knowledge and skills required for these tasks/functions are provided by the course through deriving the technical content of the course from an appropriate framework for pharmacy skills in the UK, such as the National Occupational Standards.

internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

The recognition team note the mapping in part 3 of this report is appropriate for the qualifications proposed and is mapped appropriately.

19 Make use of feedback on performance, local HR processes and reflection, to identify and act on their own learning needs

Expectations of a trainee pharmacy support staff: Knows how

How the course/qualification supports the trainee to achieve this outcome and where the learning outcome is taught

Provider's commentary

This learning outcomes for the qualifications has been mapped to the GPhC outcomes which can be found in **Appendix 1 Qualification Unit mapping**. The provider would particularly assess against the following:

- **Unit 04 Personal Development for Pharmacy Support Staff (LO 3 AC 3.5)**

How the course/qualification assesses whether the trainee achieves this outcome

Provider's commentary

For **Unit 04**, the learning outcomes and assessment criterion above must be assessed in the real work environment.

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

Assessment arrangements will be in line with the common qualification assessment principles (**Annex A Assessment Principles for the Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff**) and the unit assessment strategy. Assessment would be subject to internal verification and external quality assurance; in line our Quality assurance processes to ensure that the trainees have achieved these outcomes.

Accreditation/recognition team's commentary.

Learning outcome met? Yes No

Key findings - Part 2 - Criteria for approval

Criteria 1: equality, diversity and inclusion

The team was satisfied that all three criteria relating to the equality, diversity and inclusion will be met

The documentation submitted indicated that Pearson has an Equality, Diversity and Inclusion policy, which includes its approaches to qualification development, assessment and related services in an inclusive way. This policy aims to ensure that all trainees have equal opportunity, and that the qualifications delivered by centre providers is awarded in a fair way to every trainee. Reasonable adjustments must be made by centre providers to course delivery and assessment to help trainees with specific needs to meet the learning outcomes. The teaching, learning and assessment may be modified for this purpose but learning outcomes may not. The team was told that centre providers are able to make adjustments to assessments to take account of the needs of individual trainees in line with the Pearson guidance for reasonable adjustments and special consideration. It is the centre provider's responsibility to collect and use EDI data and to use general EDI principles in designing and delivering the qualification, including the use of appropriate and accessible language and the avoidance of stereotypes in learning and assessment materials. The team was told that trainees with a protected characteristic, when they are undertaking the qualifications, are neither advantaged nor disadvantaged in comparison to trainees who do not share that characteristic. During qualification development, assessment processes and guidance are reviewed to ensure that they can be carried out in a fair and objective manner.

Criteria 2: course curriculum

The team was satisfied that all six criteria relating to the course curriculum will be met

Two certificate-size courses have been developed; a Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff and a Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff (Apprenticeship). Each qualification meets the requirements of the RQF level 2 Certificate, in which the trainee is expected to have the knowledge and understanding of facts and procedures to complete well-defined tasks, address straightforward problems within their role, interpret relevant information and ideas, and be aware of a range of information that is relevant to their area of study or work. The trainee should also be able to select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems within their role and identify how effective actions have been. The qualifications are designed for trainees to work in all areas of pharmacy services, and the units are designed to ensure that they cover different aspects of pharmacy services and supply of medicines. Mandatory units cover all aspects of working safely and supporting pharmacy services and team members within their role. Experts from the sector have been involved in designing the qualifications to ensure that the courses allow trainees who work in the supply of medicines, in any area, can achieve the qualifications. The qualifications are based on relevant National Occupational Standards, the GPhC requirements for the education and training of pharmacy support staff, and the apprenticeship standard for Pharmacy Service

Assistant, and are aimed at trainees aged 16 and above who can reach the required standards. Experts from NHS and centre providers delivering the qualifications have been involved in the development and review of the qualifications to ensure that both content and assessment reflect the relevant and current principles in education and pharmacy.

The Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff consists of eight units, of which units 1-4 are mandatory and all trainees are required to complete regardless of their workplace setting. Additionally, there are four optional units that cover the skills and knowledge required in different settings of the sector, such as manufacturing and aseptics. Trainees must complete at least one of the optional units to satisfy GPhC learning outcome 18 to cover the technical knowledge required for their role. The qualification has a notional credit value of 25 credits which equates to 150 hours of guided learning and 250 hours of total qualification time. This non-apprenticeship qualification allows flexibility depending on the role of the trainee and the area they work in. The trainee can undertake more than one optional unit depending on the activities (role) their employer may want them to carry out.

The Level 2 Diploma in the Principles and Practice for Pharmacy Support Staff (Apprenticeship) consists of six mandatory units which all trainees are required to complete in order to meet the Pharmacy Service Assistant Apprenticeship standard. There are three additional units should they wish to extend their skills and knowledge. The qualification has a notional credit value of 35 credits which equates to 220 hours of guided learning and 350 hours of total qualification time. In contrast to the non-apprenticeship route, the apprenticeship qualification had to include all 6 units as mandatory to ensure that the apprenticeship standard was met. The team was told that the different structure for apprentices and non-apprentices was as a result of feedback from employers. Centre providers will be mandated to offer and deliver all optional units; this will be checked at approval and at Standards Verifier (SV) visits. Both qualifications have been developed in consultation with HEE and HEIW and have been through consultation with various employers and stakeholders. The outcomes achieved are monitored during twice yearly SV visits. Both qualifications are mapped to the GPhC outcomes and the National Occupational Standards (NOS). The apprenticeship qualification is mapped additionally to the English Apprenticeship standard. The qualification consists of knowledge and competence criteria and the related content, allowing trainees to gain the relevant knowledge and skills, and to apply this to demonstrate competence and technical skills.

The Course Specification provided to the GPhC suggests approaches for delivery of the units by centre providers. The skills and underpinning knowledge will be taught through work-based learning, guided learning and individual study throughout the minimum 12-month course which applies to both the apprenticeship and non-apprenticeship qualifications, although the EPA assessment plan states that trainees would typically spend 15 months on the apprenticeship course. The team was told that trainees must have access to a pharmacy with a minimum placement for at least 14 hours per week or as an apprentice with minimum hours as per ESFA guidance. Although centre providers develop their own individual training and learning strategies, they are encouraged to collaborate with employers in planning and delivery. The strategies are monitored during SV visits to ensure that trainees are supported and guided to achieve the knowledge for the qualifications. The submission indicated that Pearson may offer a

recommended delivery plan, which centre providers can use should they wish to, and will be supporting the centre providers through launch events during August–September 2020.

Criteria 3: assessment

The team was satisfied that all four criteria relating to the course assessment will be met

The team learned that the providing centre providers develop their own assessment plan and assignment briefs which are shared with the SVs during the first visit and monitored during each visit. Centre providers are required to have a rigorous Internal Quality Assessment (IQA) process to support the assessment strategy. The assessment guidance in the course includes different assessment methods for knowledge and skills and where possible the assignments should be contextualised based on the local or national context. The assessment principles also define the methods that can be used for assessment of knowledge and skills to ensure that assessment is consistent and comparable across the centre providers and trainees. Trainees are required to achieve all learning outcomes and assessment criteria. The application of the assessment principles is monitored during each SV visit and recorded using the SV report.

Criteria 4: management, resources and capacity

The team was satisfied that all eight criteria relating to management, resources and capacity will be met

Pearson provides guidance on the general resource requirements for the delivery of both qualifications and each unit specifies the essential resources required for its delivery. An Approval Centre provider agreement ensures that all roles and responsibilities are in place and being applied effectively. The centre provider Quality Nominee must ensure that the requirements for workplace assessment of work-based learning qualifications are fully met. Guidance on resources, including staff requirements and competence, is monitored firstly during qualification approval and then during subsequent SV visits to ensure that staffing and resources are sufficient to support the number of trainees registered on the course. If a centre provider does not have sufficient staff to support trainees with delivery and assessments, it will not be granted approval or will receive a sanction. Centre providers have their own learning agreements with the trainee and employer, the compliance with which is monitored during SV visits by conducting trainee and employer interviews. Trainees who complete and achieve the full qualification will receive a certificate stating the full qualification title and the unit certificate including all units achieved. Pearson provides guidance to centre providers on what they need to do in case malpractice is identified. Course providers will carry out their own due diligence on how trainees are being supported in the workplace and ensure they are confident to raise any concerns; all centre providers and employers must have procedures in place to deal with concerns. Centre providers must have a complaints policy outlining the process and timeline for managing complaints or concerns raised by trainees and/or employers. Pearson will only monitor and investigate if an issue has been brought to its attention either during SV visits or if the complaint has been escalated to it. Guidance is also provided to centre providers on having regular meetings with employers to discuss trainee progress, providing feedback and agreeing how any issues will be resolved and ensuring that trainees are allocated a mentor in the workplace to assist them in the day-to-day working

environment and to act as contact for the assessor/trainer and support them in raising and dealing with issues or concerns. Employers will have standard governance policies in place, including how to raise concerns about patient safety or any other health and safety concerns. All trainees receive an induction that allows for concerns to be highlighted to the centre provider at different levels and to Pearson.

Criteria 5: quality management

The team was satisfied that all four criteria relating to the monitoring, review and evaluation will be met

Pearson has a management policy designed to deliver continual improvement and efficiencies to meet the needs of trainees, centre providers and stakeholders and comply with internal, external, legal and regulatory requirements. There is a quality assurance system (QA) in place for all competency-based qualifications, which starts at the centre provider and qualification approval stage. Centre providers are required to obtain centre approval, followed by qualification approval, and enter into a formal agreement with Pearson to offer these qualifications. The QA model consists of a centre provider self-assessment, a lead SV visit, a sector-specific SV visit followed by a subsequent verification cycle. The external quality assurance model has been devised to reflect the Ofqual General Conditions of Recognition June 2016 and SQA Accreditation Regulatory Principles 2014. The external quality assurance model places emphasis on working collaboratively with centre providers to improve the quality management of course delivery. The team learned that it is a requirement of the quality assurance process that on-going staff requirements are checked including their CPD and GPhC registration; it will be the responsibility of both the centre provider staff delivering the course to share updates through newsletters and sector webinars/forums. During the development of the qualifications, feedback was obtained from HEE, HEIW and other employers and providers. Further, HEIW carried out an online consultation for the Apprenticeship Framework. On-going feedback from wider stakeholders, employers and patients' will be gained through the subgroup of Joint Awarding Body Qualification group annually to ensure that the qualification remains fit for purpose and to inform future reviews. Data on trainee progression and achievement is usually collected at centre provider level and it is the responsibility of centre provider IQA to ensure that all trainees are progressing as expected. If trainees are not progressing this would be checked at an SV visit. Pearson only collects data relevant to the qualification to inform the further development.

Criteria 6: supporting learners and the learning experience

The team was satisfied all five criteria relating to the pre-registration trainee pharmacy technician support and learning will be met

The submission indicated that the general and essential resources for each unit state that trainees will need access to a pharmacy, a registered pharmacist and/or pharmacy technician to act as supervisors or mentors. As part of the learning agreement between centre providers, employers and trainees, providers must ensure that trainees are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as contact for the assessor/trainer.

Preferably this would be the same person as the supervising pharmacist/pharmacy technician. Although pastoral support is the responsibility of the centre providers, it is monitored by Pearson through interviewing trainees and assessors during SV visits to ensure that trainees and staff are supported fully. Providers are encouraged to work closely with employers to ensure the trainees receive on-going pastoral support in the workplace, similar to that offered at college. Course providers/centre providers are expected to have policies on supporting all staff and a development plan to maintain CPD and professionally update and maintain staff GPhC registration. If trainee staff members are involved, the SV would interview them and gauge the support to carry out their role. As part of the QA process, all assessments must be countersigned by a qualified competent assessor and/or IQA if originally assessed by a trainee. The SV would monitor to see that training and development is carried out to address identified needs of assessors and internal verifiers including trainees.

Part 3: role-specific learning outcomes

PEARSON BTEC LEVEL 2 CERTIFICATE IN THE PRINCIPLES AND PRACTICE FOR PHARMACY SUPPORT STAFF (APPRENTICESHIP) - UNITS & MAPPING (where there is no mapping, the LO does not map directly, but is relevant for the role)				
Mandatory units				
Unit title	Learning Outcome (LO)	GPhC criteria mapping	Apprenticeship Standard mapping	NOS
Unit 01 Person-centred Care and Communication	LO1 Be able to communicate effectively within pharmacy services	2,4, 5, 7, 8	K15, S11, K16, S7, S12, S13 K17	PHARM02 Provide an effective and responsive pharmacy service PHARM03 Respond to pharmaceutical queries and requests for info *FAM&LBA7 Promote equality of opportunity, diversity and inclusion *SCDHSC0024 Support the safeguarding of individuals
	LO2 Understand person centred care and support	2, 6, 3, 7	K18, S14, K19, K21, S18, B5	
	LO3 Understand the role of pharmacy support staff in promoting healthy lifestyles		K20, K23, K22, K24, S19	
	LO4 Understand the roles and responsibilities of pharmacy support staff in relation to	9, 10	K9	

	safeguarding individuals			*SCDHSC0035 Promote the safeguarding of individuals
Unit 02 Principles of Health and Safety for Pharmacy Support Staff	LO1 Understand responsibilities relating to health and safety in the workplace	1, 16,	S21, S22, S15 (whole unit)	SCDHSC0032 Promote health, safety and security in the work setting
	LO2 Understand risk management		K25	
	LO3 Understand procedures for responding to accidents and emergencies		K26	
Unit 03 Effective Teamwork within Pharmacy Services	LO1 Understand different roles and responsibilities within the pharmacy and healthcare team	13, 14, 15,	K9, K10, K12, S16	PHARM01 Assist with the provision of a pharmacy service PHARM02 Provide an effective and responsive pharmacy service
	LO2 Understand the legal and ethical requirements relevant to teamwork		K10, K11, K16 S8	
	LO3 Understand the principles of effective teamwork		K9, K15 S9	
	LO4 Understand the importance of effective teamwork on pharmacy services		K12, S3, S17	
	LO5 Be able to establish effective working relationships with all members within pharmacy	17, 11	B1, B2, B3, B4, K9, K12, S18	

	services			
Unit 04 Personal Development for Pharmacy Support Staff	LO1 Understand how pharmacy services are regulated		K10, K11 S8	*GEN12 Reflect on and evaluate your own values, priorities, interests and
	LO2 Understand how to examine own performance	9, 13, 15 (partial mapping of knowledge)	K10, S20, K13	
	LO3 Understand how to reflect on and develop own practice	19	K14, S10	effectiveness *SCDHSC0023 Develop your own knowledge and practice *SCDHSC0033 Develop your practice through reflection and learning
Unit 05 Dispensing and Supply of Prescribed Medicines and Medicinal Products	LO1 Understand legislation and regulatory requirements for receipt, assembling, dispensing and supply of prescribed medicines and products	18	K11, K8	PHARM02 Provide an effective and responsive pharmacy service PHARM07 Receive prescriptions PHARM08 Confirm prescription validity PHARM09 Assemble prescribed items PHARM10 Issue prescribed items PHARM28 Undertake the final accuracy check of dispensed medicines and products, PHARM32 Assist in the issuing of prescribed items PHARM25 Supply
	LO2 Be able to receive and process prescriptions	12, 18,	K2, K9, K10, S1, S6, K7	
	LO3 Be able to assemble and dispense prescribed items	12,16, 18	K3, K4, K5, K6, S2	
	LO4 Be able to undertake an in-process accuracy check on prescribed medicines and products safely	12, 16, 18	K1, K7 S2	

	LO5 Be able to supply prescribed medicines and products safely	12,16, 18	S2 S5, S12, K7	dressings and appliances
Unit 06 Managing Pharmaceutical Stock	LO1 Understand governance requirements relating to managing pharmaceutical stock		K8, K10, K11	PHARM12 Order Pharmaceutical Stock PHARM13 Receive Pharmaceutical Stock PHARM14 Maintain Pharmaceutical Stock PHARM15 Supply Pharmaceutical Stock PHARM33 Order medicines and products for individuals
	LO2 Understand pharmaceutical stock		K8	
	LO3 Be able to order pharmaceutical stock	12, 16 (18)	S4, S13	
	LO4 Be able to receive pharmaceutical stock	12, 16 (18)	S4, S13	
	LO5 Be able to maintain pharmaceutical stock	16,	S4	
	LO6 Be able to issue pharmaceutical stock	12, 16 (18)	K7	
Additional units (the completion of these units does not contribute to minimum required to achieve the qualification, however, can be completed if the role and competence requires).				
Unit 7 Principles of Safe Preparation and Manufacturing of Medicines and Pharmaceutical Products	LO1 Understand governance requirements for the manufacture of pharmaceutical products	18	K10, K11	PHARM20 Prepare documentation and materials for the manufacture and assembly of medicinal products PHARM17 Manufacture and assemble medicinal products
	LO2 Understand the requirements for environmental and personal hygiene within pharmaceutical manufacturing			
	LO3 Be able to accurately perform calculations within pharmaceutical preparation and manufacturing		K3, K4	PHARM19 Prepare aseptic products and carry out in-process checking PHARM21 Prepare documentation, materials and
	LO4 Be able to support the processing and manufacturing of	12, 16		

	pharmaceutical products			other items for the preparation of aseptic products PHARM23 Check documentation, starting materials, components and other consumables for the production of aseptic products
	LO5 Understand the quality requirements in manufacturing pharmaceutical products	12, 16	K7	
Unit 8 Selling Over the Counter Medicines and Medicinal Products	LO1 Be able to identify individual needs for medicines and products within a pharmacy setting	4	S11, K15	PHARM02 Provide an effective and responsive pharmacy service PHARM01 Assist with the provision of a pharmacy service, PHARM04 Provide advice on non- prescribed medicines and products PHARM29 Retrieve and reconcile information
	LO2 Be able to recommend suitable over the counter medicines and products	18	K6	about an individual's medicines
	LO3 Understand how to assist in the provision of pharmacy services	12, 14, 16	K11, B2, S6, S10	

Numbers highlighted in **Green** are where GPhC criteria and apprenticeship standard outcomes are mapped in both units 1 – 4 and units 5 – 8. Numbers highlighted in **Red** are where GPhC criteria and apprenticeship standard outcomes are only mapped in units 5 – 8.

