



## Level 3 Pharmacy Technician Standard Integrated course: Level 3 Diploma in the Principles and Practice for Pharmacy Technicians (RQF)

### Course Summary

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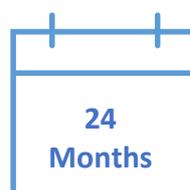
#### Accredited by



#### Funding band



#### Duration



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## Entry requirements

All those wishing to undertake a course of training and education which will lead to registration with the General Pharmaceutical Council (GPhC) must meet the regulator's requirements as follows:

- GCSE English at Grade C or above (or equivalent)
- GCSE Maths at Grade C or above (or equivalent)

It is recommended learners have:

- Level 2 Science qualification (e.g. GCSE Science at Grade C or above); or a vocational qualification at level 2 or above (preferably related to pharmacy); or that an action plan was in place to support the learner upskill to meet the demands of the science elements of this qualification.

Additional mandatory entry requirements include:

- Good character checks e.g. Disclosure and Barring Service
- Health checks to seek information about conditions that may affect an applicant's fitness to practise as a trainee and how any such conditions will be managed.
- Learners (or trainees) must be employed or be in a training role at a suitable pharmacy-related workplace to ensure they can develop competencies and complete tasks as outlined in the units within this qualification. This should include access to suitable supervision; role models / pharmacy professionals; and multidisciplinary teams.

## Educational Supervisor

As part of Initial Education and Training Standards for Pharmacy Technicians, GPhC have stipulated that all pharmacy professionals in training should have access to an Educational Supervisor, normally working side by side with the trainee on a daily basis. Skills 4 Pharmacy work closely to support educational supervisors in their role, which includes:

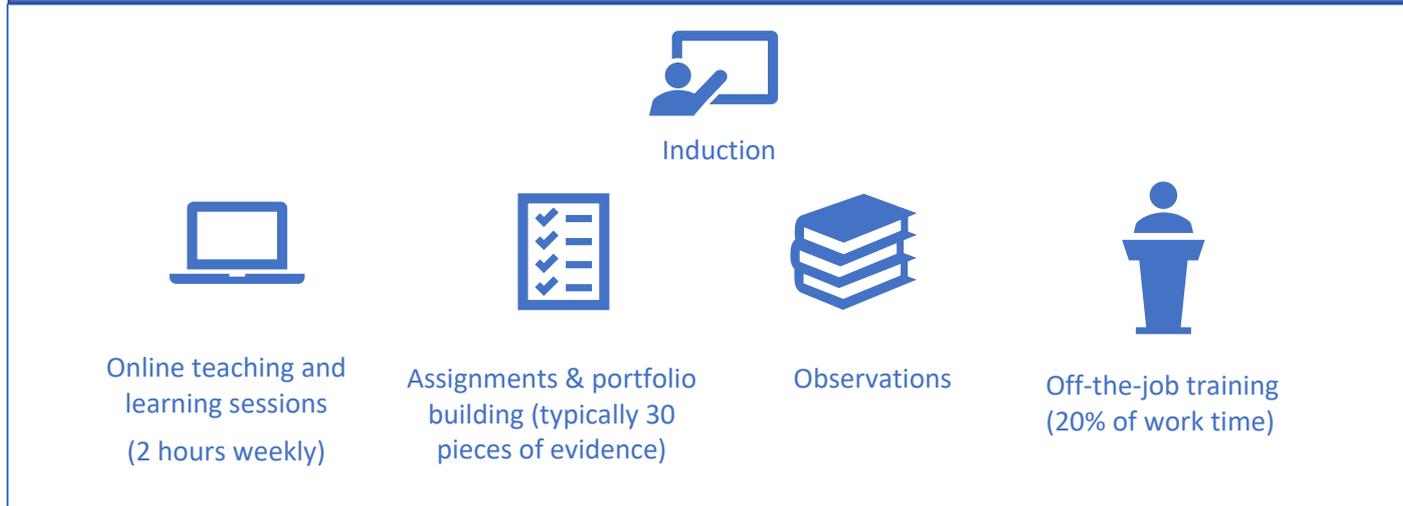
- Acting as the expert witness (EW) by observing the learner in practice and confirming their competence in tasks relevant to the qualification.
- Acting as a mentor and professional role model.
- Being the point of contact for Skills 4 Pharmacy and developing a positive working relationship with the learners' Skills 4 Pharmacy assessor/tutor.

An Educational Supervisor must be either a Pharmacist or Pharmacy Technician, be current in practice in the area in which the learner is being assessed and have an interest in education and development.

**Skills 4 Pharmacy will provide an induction for the Educational Supervisor to cover GPhC guidance on supervising pharmacy professionals in training.**

### Learner Journey

#### On Programme (up to 21 Months)



The diagram for the 'On Programme' phase shows four activities arranged in a row. From left to right: 1. A laptop icon above the text 'Online teaching and learning sessions (2 hours weekly)'. 2. A checklist icon above the text 'Assignments & portfolio building (typically 30 pieces of evidence)'. 3. A stack of books icon above the text 'Observations'. 4. A person at a podium icon above the text 'Off-the-job training (20% of work time)'. Above the second and third items is an 'Induction' icon (a person pointing at a screen) with the word 'Induction' written below it.

#### Gateway (after all on programme elements complete)



The diagram for the 'Gateway' phase shows two items arranged in a row. On the left is a checklist icon above the text 'Employer sign off to agree learner is at the required standard'. On the right is a stack of books icon above the text 'Portfolio completion and submission'.

#### End Point Assessment (24 Months)

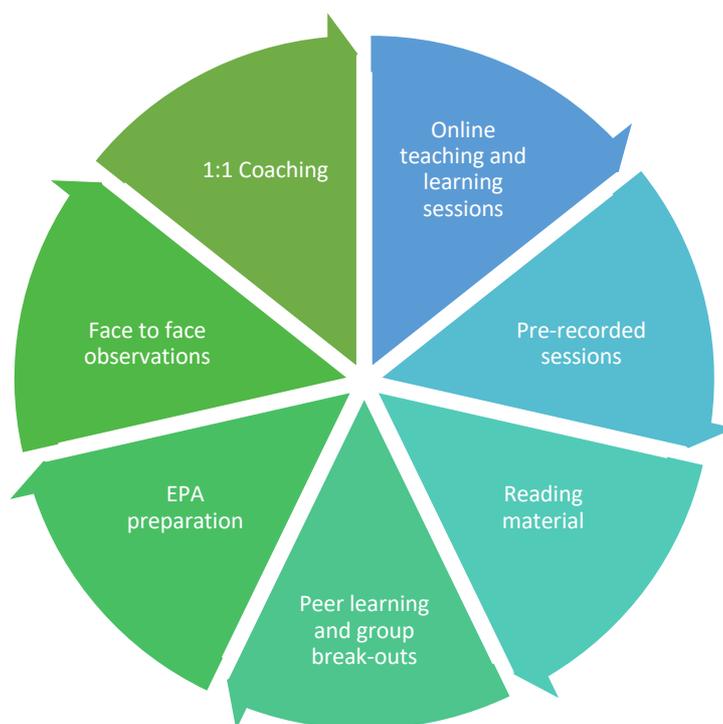


The diagram for the 'End Point Assessment' phase shows two items arranged in a row. On the left is an icon of two people sitting at a table above the text 'Professional discussion on portfolio'. On the right is an eye icon above the text 'Observation and Q&A session'.

### On programme learning

Online teaching and learning sessions are delivered weekly. At level 3, learners will be required to attend two one-hour group sessions per week. These sessions are recorded and can be sent to learners via OneFile, our e-portfolio system, for reference and revision. Learners will also be sent assignments, activities and research to build on the learning at their sessions. There are also other resources available such as pre-recorded sessions and workbooks. This study will fit alongside the learning which takes place in the workplace, on a day-to-day basis. Learners will build a portfolio of evidence of their knowledge, skills and behaviours which will be mapped to the requirements of the qualification.

### Our blended learning approaches



Each learner will be assigned a dedicated tutor who will guide them through the course and assess their work. Learners will have regular one to one reviews and discussion with their dedicated tutor. The wider Skills 4 Pharmacy team will also be involved from guest specialists at teaching sessions and dedicated functional skills tutors to support with maths and English

### Off-the-job training

On programme, learners will be expected to spend 20% of their working hours off-the-job, this can be through methods such as online teaching and learning sessions, writing assignments and 1:1 coaching. We will develop a plan with you at induction to define an individual 20% OTJ plan.

### Gateway

Gateway will be reached once the learners' portfolio, on programme learning and the employer deems the apprentice has achieved occupational competence

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from Skills 4 Pharmacy.

### End-point assessment

As apprentices, learners will be required to undertake independent assessment by an independent End Point Assessment Organisation (EPAO) other than Skills 4 pharmacy.

Skills 4 Pharmacy, in partnership with the employer will prepare learners for this final assessment in our Get to Gateway process. Our continuous assessment of learners will mirror the EPA model to ensure learners are ready.

We would expect learners to have completed the course with 21 months. They will then undertake a mock EPA. Learning needs will be highlighted so that remedial action can be taken to ensure success at the real EPA.

End-point assessment consists of:

- Observation and Q&A session
- Professional discussion on portfolio

### Summary scheme of work

The sequence and outline scheme of work is displayed below. It is presented showing the topics that will be covered in the respective years:

Year 1 units
<ol style="list-style-type: none"> <li>1. Principles of Person-Centred Approaches for Pharmacy Technicians</li> <li>2. Principles of Health and Safety for Pharmacy Technicians</li> <li>3. Biological Principles for Pharmacy Technicians</li> <li>4. Medicinal and Non-medicinal Treatments for Malignant Diseases and Musculoskeletal Conditions (LO1)</li> <li>5. Actions and uses of medicines</li> <li>6. <b>Receive, validate and issue prescriptions</b></li> <li>7. Chemical principles for pharmacy technicians</li> <li>8. Medicinal and Non-medicinal Treatments for Malignant Diseases and Musculoskeletal Conditions (LO2, 3, 4 and 5)</li> <li>9. <b>Assemble and check dispensed medicines and products**</b></li> <li>10. Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions</li> <li>11. <b>Personal development for pharmacy technicians</b></li> <li>12. Medicinal treatments for cardio-respiratory conditions</li> <li>13. Principles for the management of pharmaceutical stock</li> </ol>
Year 2 units
<ol style="list-style-type: none"> <li>1. <b>Undertake medicines reconciliation and supply</b></li> <li>2. <b>Contribute to Service Improvement in the Delivery of Pharmacy Services</b></li> <li>3. Microbiology for Pharmacy Technicians</li> <li>4. Medicinal Methods for the Prevention, Protection from and Treatment of Infections</li> <li>5. Medicinal and Non-Medicinal Treatments for Central Nervous System Conditions</li> <li>6. Medicinal Treatments for Endocrine, Gynaecological and Genitourinary Conditions</li> <li>7. Medicinal Treatments for Sensory Organ Conditions</li> <li>8. Principles of Safe Manufacture of Quality Medicines in the Pharmaceutical Environment</li> <li>9. Health promotion and wellbeing</li> <li>10. Principles of Health Promotion and Wellbeing in Pharmacy Services</li> <li>11. <b>Assemble and check dispensed medicines and products**</b></li> </ol>

\*Units in bold, knowledge must be delivered before competency. Competency will be released after completion of knowledge elements. Evidence to generated up until approximately 6 weeks before completion of the qualification.

\*\*Year one will comprise of knowledge followed by dispensing accuracy logs. Year two will comprise of the final accuracy checking of medicines & products which involves accuracy checking logs. This will not be completed until year one requirements successfully completed.