

Level 3 Certificate in Pharmacy Services (7356)

Qualification handbook

100/5845X



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1 About this document

This document contains the information that centres need to offer the following certificate:

Qualification Title	Level 3 Certificate in Pharmacy Services
City & Guilds qualification number	7356
QCA accreditation number	100/5845X

This handbook contains details and guidance on:

- centre resource requirements (Section 4)
- learner entry requirements (Section 3)
- information about links with, and progression to, other qualifications (Appendices)
- qualification standards and specifications (Section 7)
- assessment requirements (Section 6).

Please refer to Section 2.5 for information on the other resources required to deliver this qualification.

2 About the qualifications

2.1 Aim of the qualification

The aims of this qualification are to:

- support the learning needs of individuals who work or aim to work as Pharmacy Technicians in the Pharmacy sector
- allow individuals to learn, develop and practice the skills required for employment and/or career progression in the Pharmacy sector
- act as a technical certificate as part of the Apprenticeship framework in England and Wales
- contribute to satisfying the registration requirements of the industry regulator and professional body for pharmacy technicians in England, Scotland and Wales (Royal Pharmaceutical Society of Great Britain). Further information is available from: Support Staff Regulation Section, Royal Pharmaceutical Society Great Britain, telephone: 0207 572 2410; e-mail: **pharmacytechnician@rpsgb.org**
- provide valuable accreditation of skills and/or knowledge for individuals not following N/SVQ and Apprenticeship programmes
- contribute to the knowledge and understanding towards the related Level 3 NVQ in Pharmacy Services, whilst containing additional skills and knowledge which go beyond the scope of the National Occupational Standards but are essential for those working in the industry in the 21st century. See the N/SVQ Relationship mapping in each unit for further details
- contribute to skills and/or knowledge requirements within the NHS Knowledge and Skills Framework (KSF)
- support Government initiatives towards the National Qualifications Framework (NQF). (For further information on the NQF, visit the QCA websites **www.qca.org.uk** and **www.openquals.org.uk**)
- act as a stand alone qualification, accredited as part of the NQF at Level 3

2 About the qualifications

2.2 The structure of the qualification

The Level 3 Certificate in Pharmacy Services will be awarded to learners who successfully complete **ten** units. Learners must achieve **all nine** mandatory units and **minimum of one** optional unit in order to gain the full certificate. Further optional units may be undertaken, as appropriate, as part of employees' Continuous Professional Development programme. A Certificate of Unit Credit will be issued upon achievement of such units.

Learners completing one or more units, rather than the full qualification, will receive a Certificate of Unit Credit (CUC).

QCA unit reference	City & Guilds unit number and title	
D/103/5817	Unit 301	Pharmaceutical science
H/103/5818	Unit 302	Pharmacy practice skills
K/103/5819	Unit 303	Law relating to pharmacy
D/103/5820	Unit 304	Pharmaceutics: the complete dispensing process and applied techniques
H/103/5821	Unit 305	Human anatomy and physiology
K/103/5822	Unit 306	Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs
M/103/5823	Unit 307	Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems
T/103/5824	Unit 308	Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics
A/103/5825	Unit 309	Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems
F/103/5826	Unit 310	Pharmaceutical production including aseptic procedures
J/103/5827	Unit 311	Assist in the provision of community specialist pharmacy services
L/103/5828	Unit 312	Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy
R/103/5829	Unit 313	Facilitate the learning of self and others in a pharmacy setting

Value statements

Learners must comply with the latest version of Code of Ethics for Pharmacy Technicians of the Royal Pharmaceutical Society of Great Britain, produced in consultation with the Association of Pharmacy Technicians UK at all times, as well as with other accepted codes of practice and statutory requirements applicable to their sphere of practice.

Centres must adhere to the Code of Ethics for Pharmacy Technicians of the Royal Pharmaceutical Society of Great Britain when delivering this qualification. The Code can be downloaded from their website: **www.rpsgb.org**, e-mail: **enquiries@rpsgb.org**.

2 About the qualifications

2.3 Sources of information

City & Guilds provides the following documents specifically for this qualification:

Publication	Available from
Level 3 Certificate in Pharmacy Services (7356) Qualification handbook	Available from City & Guilds website.
Assignment Guide for Assessors (includes marking criteria)	Available, password protected, from City & Guilds website.
Assignment Guide for Learners	Available from City & Guilds website and in hard copy (EN-03-7356)

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval:* This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- *Directory of qualifications* – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of qualifications* and this handbook, the *Directory of qualifications* contains the more up-to-date information.
- *Ensuring quality* – This document contains updates on City & Guilds assessment and policy issues.
- *Guidance Update for Community & Society centres only* – Provides information and guidance about centre management, assessment and verification specifically for centres offering qualifications from the City & Guilds Community & Society portfolio.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register learners and claim certification online.

3 Learner entry and progression

3.1 Learner entry requirements

It is the responsibility of the centre to ensure that learners have the skills necessary to achieve the qualification. Whilst there are no formal prerequisites for entry to the qualification, centres must be aware that learners will require some study and general communication skills in order to complete the assessment requirements. Some learners may require further support in the development of these skills, but others may not yet be ready to enter onto a course of study leading to a qualification at Level 3.

Learners must have sufficient numeracy and literacy skills equivalent to level 2 Key Skills in 'Application of Number' and 'Communication', in order to be able to complete the assignments for this qualification.

The certificate is appropriate for all industry sectors (ie acute, community, primary care trust, prison, MOD and academia) and can be taken by employees full time or part time, aged 16 years or over who are working for a minimum 14 hours per week in pharmacy practice undertaking the role of a student pharmacy technician and working under the supervision of a registered pharmacist.

Centres are advised that they should undertake a unit assessment of learners to ensure they have the appropriate skills and attributes to successfully achieve all the relevant units.

Age restrictions

This qualification is not approved for use by learners under the age of 16, and City & Guilds cannot accept any registrations for learners in this age group.

Legal considerations

Learners entering the Pharmacy workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements between sectors and countries may vary, checks should be made with the appropriate regulatory body and/or government department/s if employers or placement providers are uncertain of the requirements.

In addition to satisfying the number of hours and period of supervised employment laid down by the RPSGB, candidates will be required to possess the Level 3 Pharmacy Services NVQ in addition to the Level 3 Certificate in Pharmacy Services in order to be employed as Pharmacy Technicians and meet the statutory requirements of the industry's professional and regulatory body.

Learner workplace requirements

As part of the assessment for this qualification is based on experience in the workplace, learners must have access to an appropriate setting.

3 Learner entry and progression

3.2 Progression routes

Employees 16 years of age or over may undertake the Level 3 Certificate in Pharmacy Services whilst also undertaking the Level 3 NVQ in Pharmacy Services.

Achievement of both the Level 3 NVQ in Pharmacy Services and Level 3 Certificate in Pharmacy Services NVQ will satisfy educational requirements for registration with the Royal Pharmaceutical Society of Great Britain as a Pharmacy Technician. Further regulatory information is available from: Support Staff Section, Royal Pharmaceutical Society of Great Britain.

The combination of the Level 3 NVQ in Pharmacy Services (&355) and Level 3 Certificate in Pharmacy Services (7356), together with an 'A' level in Chemistry may contribute to satisfying university entrance requirements for a first degree in Pharmacy.

The Certificate may be used as a bench mark for recruitment and promotional purposes.

3 Learner entry and progression

3.3 Pharmacy Services Apprenticeship Framework

The Level 3 Certificate in Pharmacy Services has been approved by Skills for Health as a technical certificate for the Apprenticeship programme in England and the Foundation Modern Apprenticeship programme in Health and Social Care in Wales.

Further details of the requirements of the apprenticeship framework for the Health and Social Care sector are available from following organisation:

Skills for Health

1st Floor Goldsmiths House
Broad Plain
Bristol
BS20 OJP

Telephone 0117 922 1155
Fax 0117 925 1800
e-mail office@skillsforhealth.org.uk
URL www.skillsforhealth.org.uk/contact.php

Entry requirements for the Apprenticeship Framework

Key skills

Key Skills requirements for the Pharmacy Services Apprenticeship are level 2 'Application of Number' and Level 2 'Communication'.

Apprenticeship learners who have achieved a good (A*-C) GCSE in English (Welsh) or Maths need not be asked to attempt level 2 key skill qualifications in communication or application of number. This applies only to those apprentices starting on or after 1st September 2001. If a Welsh GCSE proxy is being claimed, then the portfolio must either be entirely in Welsh, or dual language - Welsh and English with no particular percentage. A portfolio entirely through the medium of English would not be acceptable.

Where GCSE A*-C English (Welsh) or Maths is being claimed as a 'concession' against the whole level 1 or 2 key skills qualification, a maximum period of five years will be allowed between the award (ie date of certification) of the GCSE and the registration (start) date of the Technical Certificate.

The Level 3 qualification is designed to meet the learning needs of Pharmacy Technicians. There are also opportunities to gather evidence for, and progression to, Key Skills units

Special requirements

Centres which have learners with the appropriate knowledge and skills to complete the award, but who have special requirements, should obtain the City & Guilds publication 'Access to Assessment – Learners with particular requirements'. This is available free of charge from Publications Sales (stock item code: EN-00-3333).

Funding

Please note that for funding purposes, learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. (Information on Funding, is provided in Appendix 4).

4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including learner support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as **scheme approval**). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

4 Centre requirements

4.2 Resource requirements

Physical resources

Details of equipment, materials and reference sources, including procedures specific to individual units/assignments, are given in the Assessor and Learner Assignment Guides.

Centres will need appropriate IT resources to ensure learners are able to meet the IT requirements of the award.

Centre staff

Centre staff must satisfy the requirements for occupational expertise for this qualification. Centre staff may undertake more than one role eg. tutor and assessor or internal verifier, but must never internally verify their own assessments.

These requirements are as follows:

Trainer/tutor requirements

- must be occupationally knowledgeable in the areas of pharmacy for which they are delivering training. Their knowledge must, at a minimum, be equal to the qualification.
- must meet the same competence required as assessor/s or hold a credible academic/professional qualification in an appropriate discipline for the unit/s being taught
- must have credible experience of providing training.

Assessor and verifier requirements and occupational expertise

Assessors must:

- be occupationally knowledgeable in pharmacy. Their knowledge must be at least to the same level as the qualification they are assessing.
- have a sound understanding of the National Occupational Standards for Level 3 Pharmacy Services
- have direct or related experience in assessment
- have experience in using externally set criteria to mark assignments
- be prepared to participate in assessment standardisation activities.
- have a knowledge of and commitment to the value base and associated codes of practice, for pharmacy.

Internal verifiers must:

- be occupationally knowledgeable in pharmacy. Their knowledge must be at least to the same level as the qualification they are verifying.
- have a sound understanding of the National Occupational Standards for Level 3 Pharmacy Services
- have experience of using quality assurance systems as applied to qualifications
- organise and /or participate in standardisation activities.

For those units that are specific to pharmacy services, assessors and internal verifiers should be **either**:

- a registered pharmacist who is competent in the area of practice in which the standards are being assessed

or

- a qualified Pharmacy Technician (one who is qualified to NVQ Pharmacy Services Level 3 or equivalent) and who is competent in the area of practice in which the standards are being assessed.

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

External verifiers will seek evidence that all trainers/assessors and internal verifiers are given two Continuous Professional Development opportunities annually.

4 Centre requirements

4.3 Registration and certification

Full details of City & Guilds administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- qualification identification codes
- fees
- claiming certification
- last registration and certification dates.

NB: Fees, registration and certification end dates for the qualification may be subject to change.

4 Centre requirements

4.4 Quality assurance

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality.

National standards and rigorous quality assurance are maintained by the use of:

- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer/tutor
- assessor
- internal verifier
- examinations secretary.

For this qualification centres must develop an assignment/assessment sampling strategy and plan which must be implemented by all those undertaking the internal verification role. Centres already offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system for this VRQ.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support learners, centres are currently required to retain copies of learners' assessment and verification records for three years after certification.

External quality assurance

City & Guilds appoints External Verifiers who have the appropriate occupational knowledge and experience in addition to knowledge and understanding of the qualification structure and its associated assessment requirements.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.

External verifiers are appointed:

- to make centre and qualification approval commendations to City & Guilds
- to monitor that approved centres continue to meet the centre and qualification approval criteria
- to ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- to provide feedback, support and guidance as necessary to ensure the integrity of the qualification.

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

5 Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of this qualification before designing a course programme.

In particular, staff should consider the skills and knowledge related to the national occupational standards for Pharmacy Services.

Provided that the requirements for the qualification are met, centres may design course programmes of learning in any way that they feel best meets the needs and capabilities of their learners.

Guided learning hours

The recommended guided learning hours for this level 3 qualification is 570 hours minimum. Guided learning hours for each unit are indicated throughout the document.

The Learning and Skills Council in England (LSC) definition of guided learning hours (GLH) is: A GLH is defined as all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner's achievements, for example in the assessment of competence for N/SVQs. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners.

Where learners are receiving training input from their work based supervisor, this time can be included in the guided learning hours for the qualification.

Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- relationship to the NOS/N/SVQs can be found in each unit
- signposting Key Skills for this qualification can be found in Appendix 2 of this document
- opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualification have been identified, and can be found on in Appendix 3 of this document.

Employment rights and responsibilities (ERR)

The ERR is part of the Apprenticeship Framework and this qualification will support many aspects of this. For further details, please refer to the Apprenticeship Framework held on the Sector Skills Council websites (see Section 3 of this document: Apprenticeship Frameworks).

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before learners start practical assessments.

Should a learner fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The learner should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Learners may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Data protection and confidentiality

Centres offering this qualification will need to provide City & Guilds with personal data for staff and learners. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

The importance of maintaining individuals' confidentiality is paramount. Learners **must** ensure that personal details and confidential records relating to individuals are not disclosed in any part of their assignment work.

Initial assessment and induction

Centres will need to undertake an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the learner has, and the support and guidance they may require when working towards their qualification.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract or agreement.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the Centre toolkit.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

The centre's quality assurance co-ordinator (QAC) should ensure that no learner is subject to any unfair discrimination in relation to access to learning and assessment and/or the unfairness of assessment decisions.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for learners who are eligible for adjustments to assessment arrangements. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

Appeals and complaints

Centres must have their own, auditable, appeals and complaints procedure. These must be explained to learners during their induction. Any complaints or appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier during monitoring visits.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

6 Assessment

6.1 Summary of assessment requirements

Assessment is by assignment only. There is no external end test.

Learners are required to complete the following assessments for this qualification:

Assignments 301 – 304 and 306 - 313

Learners must achieve the individual assignments for units 301–304 and 306–313.

Please note: There is no individual assignment for **unit 305** (Human anatomy and physiology). Assessment of this unit's outcomes have been incorporated into assignments 301 (Pharmaceutical science) and the four 'Actions and uses of medicines' assignments (306, 307, 308 and 309).

You will not be able to make an entry for unit 305, but upon achievement of assignments 301, 306, 307, 308 and 309, final certification will indicate achievement of unit 305. A full list of the coverage of unit 305 in these assignments can be found in section 2 of the *Assignment guide*.

Availability of assignments

The assignments and supporting documents (Assignment Coverage Sheets, Guidance for centres/assessors and learners, Recording forms (VRQ 1–4) are contained in the *Assignment guide*, available on City & Guilds website.

A hard copy of the *Assignment guide* will be despatched to learners upon registration. Additional copies can be purchased from Sales Publications (EN-03-7356).

Assignment requirements

Learners must successfully complete all parts of an assignment to a satisfactory and appropriate standard, in order to gain a pass grade for each assignment. The assignments have been designed to assess the ability of learners to cover a range of issues associated with each unit. Consequently, it is not appropriate for any parts of an assignment to be omitted, submitted incomplete or of an unsatisfactory standard. Assessors and candidates should note that Assignment 309 comprises general and sector-specific tasks and therefore it is essential that candidates complete the correct tasks in order to achieve the assignment.

For all tasks undertaken in the written assignments, learners must demonstrate the following:

- base their assignments on real practical activities where this is required
- demonstrate an awareness of cultural differences
- maintain confidentiality agreements about confidential information
- demonstrate a vigilance in relation to their own health and safety and that of others
- provide a learner authenticity statement, signed and dated, for all hand written and/or word-processed responses to tasks.

City & Guilds does not provide specific guidance on the minimum or maximum length required in each written assignment (number of words). The key issue in the assignments is that learners meet all the assessment criteria in order to gain a pass. However, centres may provide their own guidance to learners about word length if they wish.

Trainers/assessors are reminded of their responsibility to provide written feedback to learners regarding their assignments and not to encourage learners to submit work for final assessment until it is complete and to the appropriate standard required.

Learners normally have two opportunities to submit each individual assignment. Learners who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the learner's potential to succeed on their second attempt.

Time constraints

All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

Grading and marking

Assignments are marked by the centre and are graded at pass/fail only. The highest grade for any of the assignments in this qualification is **pass**

What the results mean:

- Pass:** is achieved when all assignment tasks have been passed.
- Fail:** when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.
- Resubmission:** normally learners may resubmit their assignment work once if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the learner the centre should seek the approval of their external verifier.

6 Assessment

6.2 Recording requirements

The following recording forms are provided for centre use and should be photocopied as required for this Vocationally Related Qualification.

Form VRQ 1 Learner and centre details

Form should be completed and placed at the front of the file/portfolio in which learner assignments are kept

Form VRQ 2 Summary of achievement

Form used to record the learner's on-going completion of units and progress towards final achievement. It also allows the internal verifier and external verifier to indicate which units have been sampled for verification purposes.

Form VRQ 3 Learner assessment record, assignment feedback and results sheet

Form used to record the results of each assignment and feedback to the learner. It should be used, where necessary, to record an action plan for and results of all allowable assignment resubmissions. Internal verifiers should also sign this form on completion of each unit.

Form VRQ 4 Assignment witness statement form

Form used for assignments where confirmation of the completion of work-based activities is required.

Centres are reminded that forms VRQ 2 and 3 must be safeguarded by the centre throughout the learner's period of assessment and then kept by the centre for a period of three years after completion of the qualification. Learners should be given a photocopy of these completed forms to keep in their portfolio.

These forms are in the *Assignment guide* and may be photocopied as required.

7 Unit specifications

Availability of unit

The units for this qualification follow.

They are also available in PDF format from the centre resources section of the City & Guilds website.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- title
- unit reference
- rationale
- learning outcomes
- statement of guided learning hours
- connections with other qualifications, eg N/SVQs, key skills
- assessment details

The Level 3 Units

Unit 301	Pharmaceutical science
Unit 302	Pharmacy practice skills
Unit 303	Law relating to pharmacy
Unit 304	Pharmaceutics: the complete dispensing process and applied techniques
Unit 305	Human anatomy and physiology
Unit 306	Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs
Unit 307	Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems
Unit 308	Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics
Unit 309	Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems
Unit 310	Pharmaceutical production including aseptic procedures
Unit 311	Assist in the provision of community specialist pharmacy services
Unit 312	Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy
Unit 313	Facilitate the learning of self and others in a pharmacy setting

Units 301–309 are mandatory. Units 310–313 are optional.

The Level 3 Certificate in Pharmacy Services (7356) will be awarded to successful learners on completion of **ten** units. Learners must achieve **all nine** mandatory units and **minimum of one** optional unit in order to gain the full certificate.

Rationale

This unit enables learners to gain knowledge of basic scientific principles of chemistry and biology that support their understanding for concepts included in other units.

Learning outcomes

There are **five** outcomes to this unit. The learner will be able to:

- 1 Describe the structure and classification of inorganic chemicals
- 2 Describe the principles of chemical reactions
- 3 Describe the structure and function of cells and tissues
- 4 Describe the basic structure of biological chemicals
- 5 Describe the range of micro-organisms, their structure and classification and the basic principles of hygiene

Guided Learning Hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Connections with other qualifications

This unit does not directly relate to the Level 3 NVQ in Pharmacy Services.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 301

Pharmaceutical science

Outcome 1

Describe the structure and classification of inorganic chemicals

The learner will be able to:

- 1 define:
 - a electrons
 - b protons and neutrons
 - c atomic number
 - d atomic mass
 - e composition of atoms.

- 2 describe the electronic structure of the elements and their position in the periodic table to include:
 - a groups
 - b periods
 - c alkali metals
 - d alkaline metals
 - e non-metals
 - f transitional metals.

- 3 describe the characteristics and physical and chemical properties of the groups of elements in the periodic table.

- 4 describe the bonding that occurs between elements to form the following compounds:
 - a ionic
 - b covalent
 - c hydrogen.

Unit 301

Pharmaceutical science

Outcome 2

Describe the principles of chemical reactions

The learner will be able to:

- 1 define:
 - a relative atomic mass
 - b relative molecular mass
 - c molar quantities.
- 2 state how changes in concentration, temperature, pressure, particle size and catalysts affect reaction rates.
- 3 state the common SI units used in pharmaceutical science.
- 4 state the use of Greek symbols for small quantities.
- 5 state the principles of balanced equations for chemical reactions.

Unit 301

Pharmaceutical science

Outcome 3

Describe the structure and function of cells and tissues

The learner will be able to:

- 1 identify the structure of cells from slides and illustrations.
- 2 describe the structure and function of :
 - a plasma membrane
 - b mitochondria
 - c ribosomes
 - d rough and smooth endoplasmic reticulum
 - e golgi apparatus
 - f lysosomes
 - g cytosol
 - h nucleus.
- 3 describe the processes of diffusion, osmosis and active transport across a semi-permeable membrane.
- 4 describe the roles of isotonic solutions in body fluids.
- 5 describe the structure and function of:
 - a epithelial tissue
 - b connective tissue
 - c muscle tissue
 - d nerve tissue.

The learner will be able to:

- 1 describe the structure of carbohydrates:
 - a simple ring and straight chain forms of monosaccharides
 - b disaccharides
 - c polysaccharides.

- 2 describe the function of carbohydrates.

- 3 describe the structure of proteins:
 - a amino acids
 - b polypeptides.

- 4 describe the functions of:
 - a enzymes
 - b transport proteins
 - c contractile proteins
 - d immunoproteins
 - e membrane proteins
 - f structural proteins
 - g hormones.

- 5 describe the structure, action and properties of the enzymes that speed up digestion.

- 6 describe the processes of
 - a metabolism
 - b anabolism
 - c catabolism.

- 7 state the types and functions of lipids:
 - a glycerol
 - b saturated and unsaturated fatty acids
 - c triglycerides
 - d phospholipids.

- 8 describe the structure and function of nucleic acids:
 - a nucleotides
 - b deoxyribonucleic acid (DNA)
 - c ribonucleic acid (RNA).

- 9 describe the structure of water.

- 10 state the functions of water as a:
 - a solvent
 - b vehicle
 - c temperate buffer.

- 11 define the pH scale.

- 12 describe the use of indicators and measures to measure the pH of solutions.

Unit 301

Pharmaceutical science

Outcome 5

Describe the range of micro-organisms, their structure and classification and the basic principles of hygiene

The learner will be able to:

- 1 state the classification of micro-organisms:
 - a bacteria
 - b fungi
 - c protozoa
 - d viruses
 - e prokaryotic cells
 - f eukaryotic cells
 - g prions.
- 2 describe the structure of each group and its function.
- 3 describe the growth and reproduction of each group of micro-organisms.
- 4 state the types of infectious diseases caused by:
 - a bacteria
 - b fungi
 - c protozoa
 - d viruses
- 5 describe the routes and modes of transmission of infection.
- 6 state the differences between pathogenic and non-pathogenic infections.
- 7 describe the role and function of white blood cells, antibodies and normal human flora in resisting infectious diseases.
- 8 define:
 - a sterilant
 - b disinfectant
 - c antiseptic
 - d preservative.
- 9 describe and state the uses of the common disinfectants and antiseptics used in controlling micro-organisms in the daily working environment.
- 10 describe the function of disinfectants in relation to minimising resistance within the daily working environment.
- 11 state the causes of contamination and cross contamination.

Rationale

This unit aims to provide the learner with knowledge and understanding of the pharmacy professional working environment and equip them with the necessary practical skills and knowledge to support their own learning and that of others.

Learning outcomes

There are **five** outcomes to this unit. The learner will be able to:

- 1 Identify their customers and others with whom they regularly interact
- 2 Describe the safe and effective supply and use of medicines and the promotion of health
- 3 State the need for and describe the application of organisational policies and standard operating procedures (SOPs) within the pharmacy working environment
- 4 Explain and demonstrate the process of ordering, receiving, maintaining and issuing of pharmaceutical stock and equipment
- 5 Demonstrate support of learning of self and others

Guided Learning Hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Service units:

- | | |
|---------|---|
| Unit 1 | Dispense Medicines and Products |
| Unit 2 | Control stock of pharmaceutical materials and equipment |
| Unit 3 | Providing pharmaceutical information and advice |
| Unit 4 | Ensure your own actions reduce the risks to health and safety |
| Unit 5 | Manage & develop your work |
| Unit 6 | Provide an effective pharmacy service for customers |
| Unit 7 | Support the Use of Pharmacy Information Technology |
| Unit 10 | Assist in the sale of OTC medicines and provide information to customers on symptoms and products |
| Unit 12 | Facilitate learning through demonstration and instruction |

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 302

Pharmacy practice skills

Outcome 1

Identify their customers and others with whom they regularly interact

The learner will be able to:

- 1 identify and describe the following three groups who use pharmacy services:
 - a internal customers
 - b external customers
 - c colleagues as customers.

- 2 explain the principles and benefits of providing an effective customer service
 - a communication
 - b confidentiality
 - c courtesy
 - d complaints
 - e commitment.

- 3 describe how to:
 - a identify the needs and special needs of different types of customers sensitively
 - b employ strategies to meet customer expectations
 - c minimise conflict
 - d develop and maintain positive working relationships with customers and colleagues
 - e confirm customer satisfaction.

Unit 302

Pharmacy practice skills

Outcome 2

Describe the safe and effective supply and use of medicines and the promotion of health

The learner will be able to:

- 1 explain the terms:
 - a patient counselling
 - b concordance and factors affecting compliance
 - c side effects of medicines
 - d compliance aids
 - e patient information leaflets
 - f storage requirements.

- 2 describe the role of the Pharmacy Technician in providing customers with information and advice:
 - a patient counselling
 - b concordance and factors affecting compliance
 - c side effects of medicines
 - d compliance aids
 - e patient information leaflets
 - f storage requirements.

- 3 describe the basics of medicines management relating to the safe and effective supply of medicines.

- 4 identify paper and electronic reference sources available for preparing a response for pharmaceutical information and advice.

- 5 describe the purpose of retrieving and supplying information in the following formats:
 - a pharmacy labels
 - b stock reports
 - c text
 - d graphical data
 - e emails.

- 6 describe the procedure for maintaining confidentiality for:
 - a reporting and recording customer queries or request for information
 - b confirmation and authorisation of a prepared response
 - c responding to customer queries or requests for information
 - d passing information to others.

- 7 define the term 'health promotion' and describe:
 - a the role of pharmacy in promoting health to the public, safe use of medicines and the impact of drug misuse
 - b the methods of advertising health messages

- c government, national, regional, local policies, targets and campaigns for health of the public and communities
- d the role of self help, national and local organisations relating to specific diseases and drug misuse.

Unit 302

Pharmacy practice skills

Outcome 3

State the need for and describe the application of organisational policies and standard operating procedures (SOPs) within the pharmacy working environment

The learner will be able to:

- 1 describe the meaning of 'personal and professional effectiveness' and how this relates to the RPSGB Pharmacy Technician Code of Ethics.
- 2 identify own organisational policies and how these relate to personal and professional effectiveness including controlling risks to health and safety.
- 3 describe the importance of Reporting of Injuries, Diseases & Dangerous Occurrences Regulations (RIDDOR) Act 1995.
- 4 state the importance of and adherence to SOPs.
- 5 describe the importance of recognising own personal and professional limitations and the process of referral.

Unit 302

Pharmacy practice skills

Outcome 4

Explain and demonstrate the process of ordering, receiving, maintaining and issuing of pharmaceutical stock and equipment

The learner will be able to:

- 1 state the current legislation, including health and safety, relating to the ordering, receiving, storing and issuing of pharmaceutical stock
- 2 state the importance of effective stock management including the principles of:
 - a ordering stock requirements
 - b selecting the current and correct supplier
 - c issuing of pharmaceutical stock
 - d unavailable stock and progress of outstanding orders
 - e different storage conditions
 - f stock rotation and stock checks.
- 3 describe the importance of ensuring that information given to patients is in the appropriate format.
- 4 describe special procedures for ordering unlicensed products, non-formulary, controlled drugs and emergency supplies.
- 5 define expired stock and describe the possible sources and situations where stock could spoil.
- 6 describe the terms and describe relevant legal requirements for:
 - a delivery notes
 - b invoices
 - c credit notes and statements.
- 7 describe the process of receiving stock and the importance of:
 - a identifying any discrepancies with receipt of the order
 - b checking batch numbers and expiry dates of received products and action to be taken if short dated or expired
 - c checking for damaged, contaminated or deteriorated stock
 - d identifying correct storage requirements of secure, low temperature, isolated and ambient stock.
- 8 define the term 'stock disposal' and state:
 - a the reasons for disposing of stock
 - b health and safety legislation relating to the safe disposal of stock
 - c legal requirements relating to the disposal of controlled drugs.

- 9 describe the procedures, including the health and safety and Control of Substances Hazardous to Health (COSHH) requirements, for dealing with breakages and spillages.
- 10 state the procedures for dealing with drug alerts and company recalls.

Unit 302

Pharmacy practice skills

Outcome 5

Demonstrate support of learning of self and others

The learner will be able to:

- 1 identify and describe different learning styles of learners and barriers that can affect learning.
- 2 describe the differences between 'instruction' and 'demonstration' as effective learning methods.
- 3 state the importance of planning, structure, sequence, language and pace in relation to facilitating learning through demonstration and instruction.
- 4 describe the benefits of developing a personal development plan (PDP).
- 5 describe the relationship between a personal development plan and continuing professional development (CPD).

Rationale

The aim of this unit is to provide the learner with knowledge and understanding of the laws that relate to pharmacy practice and the pharmacy profession in Great Britain.

It aims to provide an understanding of all the roles within the pharmacy profession by considering professional ethics and standards in relation to the public.

The learner should gain an understanding of the regulations of medicines and how safe working practices impact on working effectively in the workplace.

The unit also provides the learner with information on the structure and functions of organisations within all pharmacy sectors including the complexities of the National Health Service.

Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 1 Identify and apply legislation relating to the manufacture, sale, supply and use of drugs and medicines
- 2 Describe the structure and function of the National Health Service and other professional organisations relating to pharmacy
- 3 Explain and compare the roles and responsibilities of the pharmacist, pharmacy support staff and other healthcare professionals within pharmacy practice
- 4 Describe the factors affecting and the standards governing, safe working practices within pharmacy

Guided Learning Hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Links to other units

The knowledge gained in this unit contributes to the underpinning knowledge requirements of the Technical Certificate for units:

- Unit 302 Pharmacy practice skills
- Unit 304 Pharmaceuticals: the complete dispensing process and applied techniques
- Unit 310 Pharmaceutical production including aseptic procedures
- Unit 311 Assist in the provision of community specialist pharmacy services
- Unit 312 Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services units:

Unit 1	Dispense Medicines and Products
Unit 2	Control of pharmaceutical Stock and Equipment
Unit 3	Providing pharmaceutical information and advice
Unit 4	Ensure your own actions reduce the risks to health and safety
Unit 7	Support the Use of Pharmacy Information Technology
Unit 8	Manufacture and Assemble Sterile and Non- Sterile Batch Medicinal Products
Unit 9	Prepare pharmaceutical products aseptically
Unit 10	Assist in the sale of OTC medicines and provide information to customers on symptoms and products

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 303

Law relating to pharmacy

Outcome 1

Identify and apply legislation relating to the manufacture, sale, supply and use of drugs and medicines

The learner will be able to:

- 1 identify and describe the function of current legislation governing all dealings with medicines and non- medicinal poisons.
- 2 describe the legal requirements of the Medicines Act 1968 relating to the sale, supply and recording requirements for prescription only medicines requested by:
 - a signed orders
 - b private prescriptions
 - c emergency supplies.
- 3 explain the terms 'medicinal product' and 'medicinal purpose'.
- 4 describe the requirements of the licensing system with reference to:
 - a product license/marketing authorisation
 - b manufacturer's license
 - c wholesale dealer's license
 - d existing exemptions.
- 5 explain the Medicines Act 1968 regulations of pharmacy medicines, detailing the requirements for:
 - a general sales list
 - b pharmacy medicines
 - c prescription only medicines
 - d licensed herbal and homoeopathic medicines
 - e veterinary medicinal products
 - f retail sale and supply exemptions.
- 6 describe the provision of the Misuse of Drugs Act 1971 and amendments to include:
 - a drug classes and controlled drugs: schedule 1-5
 - b requisitions for controlled drugs
 - c storage, records and destruction of controlled drugs
 - d drug dependence and supply to addicts.
- 7 define the term 'poisonous substance' and how they are differentiated by the Poisons Act 1972 in terms of:
 - a sale
 - b storage
 - c records
 - d labelling and packaging.

- 8 describe the legislation relating to Spirits and Methylated Spirits and interpret the requirements for pharmacy regarding:
 - a customs duty
 - b supply, receipt, sale and storage
 - c records.

- 9 describe the packaging and labelling regulations relating to:
 - a external use packaging
 - b ingredient medicinal products
 - c surgical materials
 - d animal medicines.

Unit 303

Law relating to pharmacy

Outcome 2

Describe the structure and function of the National Health Service and other professional organisations relating to pharmacy

The learner will be able to:

- 1 describe the structure and function of the National Health Service (NHS) in relation to pharmacy services.
- 2 describe the structure and function of the Royal Pharmaceutical Society of Great Britain:
 - a Royal Charter and Legislation
 - b the Society's Council
 - c function of the fitness to practice committees
 - d other regulatory functions
 - e regulation of pharmacy support staff and benefits to pharmacy technicians and patients
 - f the role of inspection and enforcement.
- 3 describe the structure and function of the Association of Pharmacy Technicians United Kingdom as a professional body.
- 4 describe the structure and function of other organisations relevant to pharmacy:
 - a National Pharmacy Association
 - b Guild of Healthcare Pharmacists.

Unit 303

Law relating to pharmacy

Outcome 3

Explain and compare the roles and responsibilities of the pharmacist, pharmacy support staff and other healthcare professionals within pharmacy practice

The learner will be able to:

- 1 explain and differentiate between the role of the pharmacist and pharmacy support staff:
 - a registered Pharmacists practising in primary and secondary care, community pharmacy, pharmaceutical industry, academia and other sectors of pharmacy practice.
 - b Pharmacy Technicians practising in primary and secondary care, community pharmacy, pharmaceutical industry, academia and other sectors of pharmacy practice.
 - c Pharmacy Assistants practising in community and secondary care
 - d Medicine Counter Assistants practising in the community.

- 2 identify and describe the career opportunities across various sectors within pharmacy practice for qualified Pharmacy Technicians.

- 3 describe the roles of other allied healthcare professionals in relation to pharmacy practice:
 - a nurses
 - b healthcare assistants
 - c doctors
 - d dentists
 - e ophthalmic opticians
 - f midwives and health visitors
 - g veterinary surgeons
 - h other healthcare workers

Unit 303

Law relating to pharmacy

Outcome 4

Describe the factors affecting and the standards governing, safe working practices within pharmacy

The learner will be able to:

- 1 describe the relevance of the following legislation within the pharmacy environment:
 - a Trades Description Act
 - b Consumer Protection
 - c Weights and Measures Act
 - d Data Protection Act
 - e Control Of Substances Hazardous to Health
 - f Health and Safety at Work Act
 - g CHIP3
 - h Equal opportunities Act
 - i Disability Discrimination Act
 - j Confidentiality and Caldicott Principles
 - k Freedom of Information Act.

- 2 describe the following factors that define or affect standards within the pharmacy environment:
 - a clinical governance
 - b standard operating procedures
 - c risk management
 - d negligence
 - e staff management
 - f professional ethics.

- 3 describe their capacity to work within the Pharmacy Technician 'Code of Ethics' and their organisations' employment 'Code of Conduct'.

- 4 describe the procedures and principles relating to:
 - a Patient Group Directions
 - b Non-medical prescribing.

Unit 304

Pharmaceutics: the complete dispensing process and applied techniques

Rationale

The aim of this unit is to provide the learner with knowledge and understanding of the pharmaceutical aspects of medicines and the procedures and practices used in the dispensing process.

It aims to enable the learner to develop an understanding of pharmaceutical processes, measurements, calculations and the importance of standard operating procedures.

The unit also provides the learner with the theoretical knowledge and practical skills to enable the development of safe working practice in dispensing prescriptions.

Learning outcomes

There are **three** outcomes to this unit. The learner will be able to:

- 1 Demonstrate the safe working principles and practices applied to dispensing prescriptions
- 2 Describe formulation, packaging and storage requirements of medicines
- 3 Perform accurate weighing, measurement, calculations and labelling in the process of preparing and dispensing medicines

Guided Learning Hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Links to other units

The knowledge gained in this unit contributes to the underpinning knowledge requirements of the Technical Certificate for units:

- Unit 301 Pharmaceutical science
- Unit 302 Pharmacy practice skills
- Unit 303 Law relating to pharmacy
- Unit 310 Pharmaceutical production including aseptic procedures
- Unit 312 Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services units:

- Unit 1 Dispense Medicines and Products
- Unit 2 Stock Control of Pharmaceutical materials and equipment
- Unit 3 Providing pharmaceutical information and advice
- Unit 4 Ensure your own actions reduce the risks to health and safety
- Unit 5 Manage & develop your work
- Unit 7 Support the Use of Pharmacy Information Technology
- Unit 10 Assist in the sale of OTC medicines and provide information to customers on symptoms and products

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment and grading

The outcomes for this unit will be assessed by the completion of practical activities and/or a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 304 Pharmaceutics: the complete dispensing process and applied techniques

Outcome 1 Demonstrate the safe working principles and practices applied to dispensing prescriptions

The learner will be able to:

- 1 explain the principles of good dispensing practice applied to dispensing medicines:
 - a standard operating procedures
 - b hygiene standards
 - c standards for pharmacies
 - d receiving prescriptions
 - e issuing receipts
 - f computer systems
 - g dispensing, self check and final checking procedure.

- 2 describe the reference sources available to use for information on pharmaceutical products and medicines:
 - a British National Formulary (BNF) and local formularies
 - b Monthly index of Medical Specialities (MIMS)
 - c Chemist & Druggist
 - d Drug Tariff
 - e Martindale
 - f British Pharmacopoeia (B.P.)
 - g British Pharmaceutical Codex (B.P.C.)
 - h electronic sources.

- 3 explain the use of:
 - a NHS prescriptions
 - b private prescriptions
 - c hospital prescription sheets.

- 4 explain the current legislation and procedures that apply to:
 - a prescription charges and exemptions
 - b ensuring a prescription is legal and valid
 - c ensuring a prescription is not a forgery
 - d emergency supply of medicines.

- 5 describe and differentiate between different forms, routes of administration and strengths available of medicines.

- 6 explain the following:
 - a latin abbreviations used in prescribing medicines
 - b proprietary and generic medicines
 - c drug interactions including food and drink
 - d contra indications
 - e clinical trials and procedures.

- 7 identify the importance of entering and storing computerised data accurately with regards:
 - a organisation of file structures
 - b entering data promptly
 - c storage capacity
 - d archiving and deleting files
 - e problem solving and to report incidents you are unable to deal with
 - f retrievability
 - g treat any confidential information correctly.

- 8 state the importance of effective stock management by identifying a range of problems that may occur when retrieving and supplying information and how to deal with them.

- 9 state the importance of back up systems for computerised systems to ensure effective stock management.

Unit 304

Pharmaceutics: the complete dispensing process and applied techniques

Outcome 2

Describe formulation, packaging and storage requirements of medicines

The learner will be able to:

- 1 define the term 'extemporaneous preparations'.
- 2 describe and differentiate between the formulation of different forms of medicines:
 - a solutions, suspensions, mixtures, linctuses, elixirs, emulsions
 - b ointments, pastes, creams
 - c suppositories, pessaries
 - d lotions, liniments
 - e mouthwash, gargles.
- 3 explain the properties and use of ingredients in the formulations of medicines:
 - a preservatives
 - b stabilisers
 - c vehicles
 - d bases.
- 4 describe the physical properties of solutions:
 - a solubility, solute, solvent
 - b saturated, supersaturated
 - c isotonicity
 - d factors affecting the rate of solution.
- 5 describe the use of and differentiate between the different types of water used in the formulation of medicines:
 - a potable, distilled, deionised, purified
 - b water for injections
 - c water for preparations.
- 6 describe and explain the use of different techniques used in the preparation of medicines:
 - a mixing
 - b comminution
 - c filtration and different methods
 - d clarification
 - e sieving
 - f trituration
 - g incorporation
 - h reconstitution.
- 7 identify the possible sources of contamination associated with preparation of medicines and evaluate their elimination.

- 8 describe the stability and factors affecting the stability of medicines:
- a containers and packaging requirements
 - b storage requirements
 - c expiry dates.

Unit 304 Pharmaceuticals: the complete dispensing process and applied techniques

Outcome 3 Perform accurate weighing, measurement, calculations and labelling in the process of preparing and dispensing medicines

The learner will be able to:

- 1 apply the principles of good dispensing practice and working within standard operating procedures, prepare a range of extemporaneous medicines:
 - a topical, solid and liquid preparations plus a dilution
 - b selecting formulae and calculating quantities of ingredients
 - c using correct pharmaceutical techniques to prepare the product
 - d packing and labelling providing cautionary, advisory and storage information
 - e completing recording and documentation requirements.

- 2 describe possible elements of risk and the procedure and principles to minimise risk in dispensing of medicines and preparation of medicines extemporaneously.

- 3 describe the principles of and perform dispensing calculations:
 - a metric system and SI units
 - b quantities for dispensing daily doses, frequency of doses and duration of treatment
 - c doses based on age, weight and body surface area
 - d weights and volumes
 - e ratio and percentages
 - f dilutions
 - g displacement values.

- 4 identify and describe the use of equipment used in the dispensing of medicines and the preparation of extemporaneous medicines.

- 5 describe the correct procedures for accurate weighing, measuring and counting of:
 - a solids, semi solids
 - b opaque, viscous liquids
 - c hygroscopic substances
 - d hazardous substances.

- 6 identify and describe the labelling requirements for dispensed medicines and extemporaneous preparations, including additional or cautionary labels.

- 7 explain the endorsement and record keeping requirements for dispensing:
 - a NHS and private prescriptions
 - b controlled drugs
 - c emergency supplies
 - d signed orders
 - e extemporaneous preparations
 - f patient medication records.

Rationale

This unit aims to provide the learner with knowledge and understanding of the anatomy and physiology of the human body and how these contribute to the regulation and co-ordination of the body's activities.

Learning outcomes

There are **three** outcomes to this unit. The learner will be able to:

- 1 Identify the structure and function of major organs and body systems
- 2 Describe the importance of homeostasis by studying the roles of the endocrine and nervous systems in the regulation and co-ordination of the body systems
- 3 Describe the defence systems in the human body

Guided Learning Hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Connections with other qualifications

This unit does not directly relate to the Level 3 NVQ in Pharmacy Services

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

There is no separate assignment for this unit. Outcomes for this unit will be assessed by completion of the following set assignments: 301, 306, 307, 308 and 309.

Unit 305

Human anatomy and physiology

Outcome 1

Identify the structure and function of major organs and body systems

The learner will be able to:

- 1 describe the structure and function of the
 - a circulatory system
 - b respiratory system
 - c lymphatic system
 - d digestive system
 - e urinary system
 - f skeletal system
 - g muscular system
 - h skin
 - i oropharynx.

- 2 describe the structure of the cardiovascular system:
 - a blood
 - b heart
 - c blood vessels
 - i arteries
 - ii veins
 - iii arterioles
 - iv venules
 - v capillaries.

- 3 describe the function of the cardiovascular system:
 - a transport
 - b defence
 - c temperature regulation.

- 4 describe the main structure and function of the eye:
 - a pupil
 - b iris
 - c sclera
 - d eye muscles
 - e optic nerve
 - f retina.

- 5 describe the main structure and functions of the outer, middle and inner ear:
 - a ear drum
 - b hammer
 - c anvil
 - d cochlea.

- 6 describe the structure and function of the male reproductive system:
 - a testis
 - b epididymis
 - c scrotum
 - d sperm duct
 - e penis
 - f accessory glands production of gametes
 - g hormonal regulation of sperm production.

- 7 describe the structure and function of the female reproductive system:
 - a ovary
 - b oviduct
 - c uterus
 - d vagina
 - e external genitals
 - f mammary glands
 - g hormonal regulation and menstrual cycles
 - h fertilisation
 - i pregnancy and birth
 - j lactation.

Unit 305

Human anatomy and physiology

Outcome 2

Describe the importance of homeostasis by studying the roles of the endocrine and nervous systems in the regulation and co-ordination of the body systems

The learner will be able to:

- 1 describe the principles of homeostasis:
 - a importance of the body's need to maintain an optimal internal environment for cell function
 - b role of negative and positive feedback mechanisms.
- 2 describe the functions of the digestive system in maintaining homeostasis and list the causes and effects of homeostatic disorders.
- 3 describe the role of nutrition in the regulation of the body systems.
- 4 explain the importance and describe the regulation of blood glucose:
 - a adrenaline
 - b glucagons
 - c insulin
 - d glucocorticoids.
- 5 explain the importance and describe the regulation of body fluids:
 - a filtration
 - b storage and release of urine by the bladder
 - c urine volume and composition.
- 6 describe the structure of the nervous system:
 - a central nervous system
 - b peripheral nervous system
 - c structure of a neurone
 - d structure of a nerve
 - e sense organs
 - f effector organs.
- 7 describe the functions of:
 - a synapses
 - b sensory and motor impulses
 - c reflex arc
 - d sympathetic and parasympathetic controls and how they influence body coordination.
- 8 Describe the structure and functions of the endocrine system:
 - a pituitary gland
 - b hypothalamus

- c thyroid gland
- d pancreas
- e adrenal cortex
- f adrenal medulla
- g gonads.

Unit 305

Human anatomy and physiology

Outcome 3

Describe the defence systems in the human body

The learner will be able to:

- 1 describe how the blood system defends against foreign bodies.
- 2 describe how the blood system defends against injury or infection.
- 3 describe the lymphatic defence mechanism within the human body.
- 4 describe how the skin defends the human body.

Unit 306

Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs

Rationale

The aim of this unit is to provide the learner with fundamental knowledge and understanding of the actions and uses of medicines. It aims to provide knowledge of the routes and methods of drug administration and the principles of pharmacokinetics. It aims to enable the learner to develop an understanding of the basic principles of drug actions, drug interactions, adverse drug reactions and the use of medical terminology.

These fundamental principles will provide the knowledge of drug actions and uses required for the Pharmacy Technician to perform technical duties including dispensing, over the counter sales and providing advice to patients on the use of their medicines. This knowledge is essential as a member of the pharmacy team for participation in medicines management and clinical governance. It also aims to provide the learner with an understanding of the nature, cause and drug treatment of diseases of the blood, nutrition, eyes, ears, mouth, nose, throat and skin.

Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 1 Explain the basic principles of drug delivery including drug interactions and adverse drug reactions
- 2 Describe the principles of drug dependency including drug abuse
- 3 Describe the therapeutic management of diseases and disorders affecting the blood and nutrition
- 4 Describe the therapeutic management of diseases and disorders affecting the eyes, ears, nose, mouth, throat and skin

Guided Learning Hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Links to other units

The knowledge gained in this unit contributes to the underpinning knowledge requirements of the Technical Certificate for units:

- Unit 302 Pharmacy practice skills
- Unit 304 Pharmaceutics: the complete dispensing process and applied techniques
- Unit 307 Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems
- Unit 308 Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics
- Unit 309 Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems
- Unit 311 Assist in the provision of community specialist pharmacy services
- Unit 312 Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services units:

Unit 1 Dispense Medicines and Products

Unit 3 Providing pharmaceutical information and advice

Unit 10 Assist in the sale of OTC medicines and provide information to customers on symptoms and products

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 306

Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs

Outcome 1

Explain the basic principles of drug delivery including drug interactions and adverse drug reactions

The learner will be able to:

- 1 identify and describe the benefits and limitations of routes of drug administration and drug delivery in the body:
 - a oral
 - b injectable
 - c topical
 - d rectal and vaginal
 - e inhalation
 - f transdermal.
- 2 describe how drugs are:
 - a absorbed
 - b distributed
 - c metabolised
 - d excreted.
- 3 describe the basic principles of drug action for:
 - a drugs as receptor agonists and antagonists
 - b effect on ion channels
 - c effect on enzymes
 - d non-specific drug action.
- 4 describe the principle of drug interactions including drug incompatibilities and drug/food incompatibilities.
- 5 describe the term 'therapeutic range of a drug'.
- 6 describe the meaning of 'clearance and half life of a drug'.
- 7 describe the terms and types of adverse drug reactions.
- 8 explain the term 'Yellow Card Scheme' and its implementation.

Unit 306

Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs

Outcome 2

Describe the principles of drug dependency including drug abuse

The learner will be able to:

- 1 explain the terms:
 - a drug dependency
 - b tolerance
 - c habituation
 - d withdrawal effects.
- 2 describe the term 'drug misuse' and the contributing factors related to drug misuse.
- 3 describe the groups of drugs and explain why they are liable to misuse or abuse.
- 4 list the drugs available and describe their mechanisms of action, common side effects, cautions and advice for patient management used for:
 - a alcohol dependence
 - b nicotine dependence
 - c opioid dependence.
- 5 identify local and national organisations available to support drug misuse.

Unit 306

Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs

Outcome 3

Describe the therapeutic management of diseases and disorders affecting the blood and nutrition

The learner will be able to:

- 1 define the terms:
 - a anaemia
 - b neutropenia
 - c haemophilia.

- 2 describe the symptoms and causes of the diseases and disorders that affect the blood:
 - a types of anaemia: iron deficiency, megaloblastic, hypoplastic, haemolytic, renal
 - b neutropenia
 - c haemophilia.

- 3 identify the drug therapies and describe the mechanisms of actions, common side effects, cautions and advice for patient management available for diseases and disorders that affect the blood:
 - a types of anaemia's: iron deficiency, megaloblastic, hypoplastic, haemolytic, renal
 - b neutropenia
 - c haemophilia
 - d iron overload.

- 4 describe the symptoms and causes of fluid and electrolyte imbalance.

- 5 identify the drug therapies and describe the mechanisms of actions, common side effects and cautions available to resolve fluid and electrolyte imbalances by:
 - a oral drug treatments
 - b intravenous treatments.

- 6 define the medical terms and describe the symptoms and causes of diseases and disorders caused by mineral and vitamin deficiencies for:
 - a vitamins A, B group, C, D, E, K
 - b calcium, magnesium, phosphorus, fluoride, zinc.

- 7 identify the drug therapies and describe the mechanisms of actions, common side effects, cautions and advice for patient management available to resolve mineral and vitamin deficiencies for:
 - a vitamins A, B group, C, D, E, K plus multivitamin preparations
 - b calcium, magnesium, phosphorus, fluoride, zinc supplements

- 8 describe the terms 'intravenous nutrition and enteral nutrition' and explain the:
 - a need, use and associated problems of the feeding methods
 - b constituents of the fluids and feeds
 - c types of preparations available.

- 9 describe the basic principles and types of:
 - a dialysis
 - b hormone deficiencies and need for replacement therapy
 - c metabolic disorders and associated drug therapies.

- 10 explain the term 'tolerance' and describe the disorder, 'coeliac disease' and the need for special diet.

Unit 306

Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs

Outcome 4

Describe the therapeutic management of diseases and disorders affecting the eyes, ears, nose, mouth, throat and skin

The learner will be able to:

- 1 define the medical terms and describe the symptoms and causes of diseases and disorders that affect the eyes:
 - a types of glaucoma
 - b infective and allergic conjunctivitis
 - c tear deficiency
 - d inflammatory disorders .

- 2 identify the drug therapies and describe the mechanisms of actions, common side effects, cautions and advise for patient management available for diseases and disorders that affect the eyes:
 - a glaucoma: beta blockers, anticholinergic miotics, carbonic anhydrase inhibitors, prostaglandin analogues
 - b infective and allergic conjunctivitis: antimicrobial
 - c tear deficiency: ocular lubricants
 - d inflammatory disorders: corticosteroids.

- 3 define the medical terms and describe the symptoms and causes of diseases and disorders that affect the ears:
 - a otitis externa
 - b otitis media
 - c ear wax.

- 4 identify the drug therapies and describe the mechanisms of actions, common side effects, cautions and advise for patient management available for diseases and disorders that affect the ears:
 - a astringent preparations
 - b anti- inflammatory preparations
 - c anti-infective preparations
 - d removal of ear wax.

- 5 identify the medical terms and describe the symptoms and causes of diseases and disorders that affect the nose:
 - a allergic rhinitis
 - b rhinitis and nasal congestion
 - c staphylococcal infections.

- 6 identify the drug therapies and describe the mechanisms of actions, common side effects, cautions and advice for patient management available for diseases and disorders that affect the nose:
- a nasal allergy preparations
 - b topical nasal decongestions
 - c anti-infective preparations
 - d nasal infections.
- 7 define the medical terms and describe the symptoms and causes of disease and disorders that affect the mouth and throat:
- a gingivitis
 - b mouth ulcers
 - c cold sores
 - d oral thrush.
- 8 identify the drug therapies and describe the mechanisms of actions, common side effects, cautions and advice for patient management available for diseases and disorders that affect the mouth and throat:
- a drugs for oral ulceration and inflammation: corticosteroids
 - b oropharyngeal anti infective drugs: antiviral and antifungal
 - c lozenges and sprays, oral hygiene: local anaesthetics
 - d mouthwashes, gargles and dentifrices
 - e treatments for dry mouth.
- 9 identify the medical terms and describe the symptoms and causes of disease and disorders that affect the skin, hair and nails:
- a eczema, psoriasis, dry skin, dermatitis, acne, dandruff
 - b infections, infestations, warts, veruccas
 - c first aid, pruritis, bites and stings, sunscreens.
- 10 identify the drug therapies and describe the mechanisms of actions, common side effects, cautions and advice for patient management available for diseases and disorders that affect the skin, hair and nails:
- a emollients and barrier preparations, topical corticosteroids, local anaesthetics, topical preparations for eczema and psoriasis, drugs affecting the immune response, topical and oral retinoids, antibiotics
 - b topical and oral antibacterials, anti-infective skin preparations, parasitical preparations, keratolytics
 - c antiseptics, antipruritis preparations, sunscreen preparations.

Unit 307

Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems

Rationale

The aim of this unit is to provide the learner with fundamental knowledge and understanding of the actions and uses of medicines. It aims to provide the learner with an understanding of the nature, cause and drug treatments of diseases affecting the central nervous system, musculo-skeletal and joint disorders and the endocrine system. It also aims to provide knowledge and understanding of drugs used to anaesthesia. The knowledge gained of drug actions and uses will enable the Pharmacy Technician to perform technical duties including dispensing, over the counter sales and providing advice to patients regarding effective use of their medicines. This knowledge is essential as a member of the pharmacy team for participation in medicines management and clinical governance.

Learning outcomes

There are **three** outcomes to this unit. The learner will be able to:

- 1 Describe the therapeutic management of diseases and disorders affecting the central nervous system
- 2 Describe the therapeutic management of musculo-skeletal and joints diseases and disorders
- 3 Describe the therapeutic management of diseases and disorders affecting the endocrine system

Guided Learning Hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Links to other units

The knowledge gained in this unit contributes to the underpinning knowledge requirements of the Technical Certificate for units:

- Unit 302 Pharmacy practice skills
- Unit 304 Pharmaceuticals: the complete dispensing process and applied techniques
- Unit 306 Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs
- Unit 308 Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics
- Unit 309 Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services units:

- Unit 1 Dispense Medicines and Products
- Unit 3 Providing pharmaceutical information and advice
- Unit 10 Assist in the sale of OTC medicines and provide information to customers on symptoms and products

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 307

Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems

Outcome 1

Describe the therapeutic management of diseases and disorders affecting the central nervous system

The learner will be able to:

- 1 define the medical terms and describe the symptoms and causes of diseases and disorders affecting the central nervous system:
 - a pain
 - b depression
 - c anxiety
 - d insomnia
 - e epilepsy
 - f migraine, trigger factors and cluster headaches
 - g Parkinson's
 - h nausea and vertigo
 - i psychoses
 - j dementia.
- 2 describe the mechanism of chemical neurotransmitters and how drugs may interfere with this.
- 3 explain the terms:
 - a analgesics
 - b pain management and analgesic ladder
 - c local anaesthetics
 - d general anaesthetics.
- 4 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for analgesics used in pain management:
 - a non-opioid analgesics
 - b opioid analgesics
 - c tricyclic antidepressants
 - d antiepileptics.

- 5 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for diseases and disorders affecting the central nervous system:
- a depression: selective serotonin re-uptake inhibitors (SSRIs), tricyclics, monoamine oxidase inhibitors (MAOIs)
 - b anxiety and insomnia: hypnotics, anxiolytics
 - c epilepsy: antiepileptics, drugs used in emergency (status epilepticus)
 - d migraine: treatment and prophylaxis
 - e parkinsonism: dopaminergic and antimuscarinic drugs
 - f nausea and vertigo: anti-emetics
 - g psychoses: antipsychotic, antimanic and depot preparations
 - h dementia
 - i stimulants and obesity.

Unit 307

Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems

Outcome 2

Describe the therapeutic management of musculo-skeletal and joints diseases and disorders

The learner will be able to:

- 1 define the medical terms and describe the symptoms and causes of diseases and disorders affecting the joints and musculo-skeletal system:
 - a rheumatoid arthritis
 - b osteoarthritis
 - c osteoporosis
 - d gout
 - e muscle spasm and spasticity
 - f soft tissue injury.

- 2 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for diseases and disorders affecting the joints and musculo-skeletal system:
 - a rheumatoid arthritis: non-steroidal anti-inflammatory drugs (NSAIDS), corticosteroids, drugs that suppress the rheumatic disease process
 - b osteoporosis: drugs affecting bone metabolism and vitamin d
 - c chronic muscle spasm or spasticity (associated with multiple sclerosis): muscle relaxants
 - d soft tissue injury: topical NSAIDS, rubifacients
 - e gout: colchicine and drugs used for prophylaxis.

Unit 307

Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems

Outcome 3

Describe the therapeutic management of diseases and disorders affecting the endocrine system

The learner will be able to:

- 1 define the medical terms and describe the symptoms and causes of diseases and disorders affecting the endocrine system:
 - a hypothyroidism
 - b hyperthyroidism
 - c diabetes type 1 and 2
 - d hormone problems
 - e impotence.

- 2 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for diseases and disorders affecting the endocrine system :
 - a hypothyroidism: thyroxine
 - b hyperthyroidism: carbimazole, iodine, iodide and propylthiouracil
 - c diabetes type 1: short acting, intermediate and long acting insulins
 - d diabetes type 2: sulphonylureas, biguanides, thiazolidinediones
 - e adrenal cortex disorders: corticosteroids
 - f sex hormone disorders: replacement, infertility, anabolic steroids
 - g hypothalamic and pituitary disorders: corticotrophins, gonadotrophins, growth hormones, antidiuretic hormone analogues
 - h hormone replacement therapy: oestrogens and progestogens
 - i impotence to include prostaglandins and phosphodiesterase 5 type inhibitors.

Unit 308

Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics

Rationale

The aim of this unit is to provide the learner with fundamental knowledge and understanding of the actions and uses of medicines. It aims to provide the learner with an understanding of the nature, cause and drugs used in the treatment of infections, malignant diseases, immunosuppression, obstetrics and gynaecological diseases and disorders.

It also aims to provide knowledge and understanding of vaccines and immunological products. The knowledge gained of drug actions and uses will enable the Pharmacy Technician to perform technical duties including dispensing, over the counter sales and providing advice to patients regarding effective use of their medicines. This knowledge is essential as a member of the pharmacy team for participation in medicines management and clinical governance.

Learning outcomes

There are **four** outcomes to this unit. The learner will be able to:

- 1 Describe the therapeutic management of diseases and disorders caused by infections
- 2 Describe the therapeutic management of malignant diseases and immunosuppression
- 3 Describe the therapeutic management of vaccines and immunological products
- 4 Describe the therapeutic management of obstetrics, gynaecological and urinary-tract disease and disorders

Guided Learning Hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Links to other units

The knowledge gained in this unit contributes to the underpinning knowledge requirements of the Technical Certificate for units:

- Unit 302 Pharmacy practice skills
- Unit 304 Pharmaceuticals: the complete dispensing process and applied techniques
- Unit 306 Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs
- Unit 307 Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems
- Unit 309 Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems
- Unit 311 Assist in the provision of community specialist pharmacy services
- Unit 312 Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services units:

Unit 1 Dispense Medicines and Products

Unit 3 Providing pharmaceutical information and advice

Unit 10 Assist in the sale of OTC medicines and provide information to customers on symptoms and products

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 308 **Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics**

Outcome 1 Describe the therapeutic management of diseases and disorders caused by infections

The learner will be able to:

- 1 describe the general principles governing antimicrobial therapy.
- 2 explain the term 'resistance' and describe the implications for the wide use of anti-infective preparations.
- 3 explain the term 'antibacterial sensitivity' and how this affects the choice of antibacterial treatments.
- 4 identify the drug therapies available and describe the choice of the suitable drug, mechanisms of actions, common side effects, cautions and advice for patient management for antimicrobial drugs:
 - a antibacterial
 - b anti-fungal
 - c antiviral
 - d antiprotozoal
 - e anti-tuberculosis drugs
 - f anthelmintics.

Unit 308 Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics

Outcome 2 Describe the therapeutic management of malignant diseases and immunosuppression

The learner will be able to:

- 1 describe the process of acquiring immunity and explain the terms:
 - a non-specific and specific immune response
 - b natural, artificial, active and passive acquisition.

- 2 describe the general principles of vaccination and explain the:
 - a vaccination and immune response
 - b current national immunisation schedule
 - c immunisation of high risk patients.

- 3 explain the importance of the immunisation procedure for international travellers and identify reference sources of current information.

- 4 state the current vaccines and antisera in common use and describe the:
 - a disease and symptoms indicated
 - b mechanism of action
 - c benefits of vaccination
 - d limitations of vaccination, common side effects, cautions.

- 5 state the current immunoglobulins in common use and describe the:
 - a disease and symptoms indicated
 - b mechanism of action
 - c benefits of vaccination
 - d limitations of vaccination, common side effects, cautions.

- 6 state the importance of the care of vaccines and describe the:
 - a recording paperwork
 - b storage requirements
 - c transportation
 - d disposal
 - e cold chain.

Unit 308 **Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics**

Outcome 3 Describe the therapeutic management of vaccines and immunological products

The learner will be able to:

- 1 explain the difference in behaviour of normal and malignant cells in malignant diseases.
- 2 explain the term 'metastasis' and how this relates to treatment of malignant diseases.
- 3 explain the general principles of chemotherapy and the:
 - a need to use a combination of surgery, chemotherapy and radiotherapy therapies
 - b problems and solutions of resistance and toxicity.
- 4 state the general side effects associated with cytotoxic drugs.
- 5 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for classes of cytotoxic drugs :
 - a alkylating drugs
 - b antimetabolites
 - c vinca alkaloids and etoposide
 - d cytotoxic antibiotics
 - e other antineoplastic drugs.
- 6 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for the drugs affecting the immune response :
 - a antiproliferative immunosuppressants
 - b corticosteroids
 - c rituximab
 - d other immunomodulating drugs.
- 7 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for sex hormones and hormone antagonists used in malignant disease:
 - a oestrogens
 - b progesterones
 - c androgens
 - d hormone antagonists.

Unit 308 Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics

Outcome 4 Describe the therapeutic management of obstetrics, gynaecological and urinary-tract disease and disorders

The learner will be able to:

- 1 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for conditions in obstetrics:
 - a induction of termination
 - b induction or augmentation of labour
 - c treatment and/ or prevention of haemorrhage
 - d to inhibit premature labour.

- 2 identify the drug therapies available and describe the mechanisms of actions , common side effects, cautions and advice for patient management for the treatment of genital diseases and disorders:
 - a preparations for vaginal atrophy
 - b vaginal and vulval infections
 - c gonorrhoea, syphilis, Chlamydia.

- 3 state the contraceptives available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for the preparations:
 - a combined hormonal contraceptives and emergency contraception
 - b oral and parenteral progesterone-only contraceptives
 - c intra uterine contraceptives
 - d spermicidal and other contraceptive devices.

- 4 identify the drug therapies available and describe the mechanisms of actions , common side effects, cautions and advice for patient management for the treatment of genito-urinary disorders:
 - a drugs for urinary retention
 - b drugs for urinary frequency, enuresis and incontinence
 - c bladder instillations and urological surgery
 - d drugs for erectile dysfunction.

Unit 309

Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems

Rationale

The aim of this unit is to provide the learner with fundamental knowledge and understanding of the actions and uses of medicines. It aims to provide the learner with an understanding of the nature, cause and drug treatments of diseases and disorders of the gastro-intestinal tract, cardiovascular system and the respiratory system. The knowledge gained of drug actions and uses will enable the pharmacy technician to perform technical duties including dispensing, over the counter sales and providing advice to patients regarding effective use of their medicines. This knowledge is essential as a member of the pharmacy team for participation in medicines management and clinical governance.

Learning outcomes

There are **three** outcomes to this unit. The learner will be able to:

- 1 Describe the therapeutic management of diseases and disorders of the gastro-intestinal tract
- 2 Describe the therapeutic management of diseases and disorders of the cardiovascular system
- 3 Describe the therapeutic management of diseases and disorders of the respiratory systems

Guided Learning Hours

It is recommended that 60 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Links to other units

The knowledge gained in this unit contributes to the underpinning knowledge requirements of the Technical Certificate for units:

- Unit 302 Pharmacy practice skills
- Unit 304 Pharmaceutics: the complete dispensing process and applied techniques
- Unit 306 Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs
- Unit 307 Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems
- Unit 308 Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics
- Unit 311 Assist in the provision of community specialist pharmacy services
- Unit 312 Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services units:

Unit 1	Dispense Medicines and Products
Unit 3	Providing pharmaceutical information and advice
Unit 10	Assist in the sale of OTC medicines and provide information to customers on symptoms and products

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 309 Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems

Outcome 1 Describe the therapeutic management of diseases and disorders of the gastro-intestinal tract

The learner will be able to:

- 1 define the medical terms and describe the symptoms and causes of diseases and disorders affecting the gastro-intestinal tract:
 - a indigestion and disorders of the oesophagus
 - b peptic ulcers
 - c diarrhoea
 - d constipation
 - e haemorrhoids
 - f common nutritional disorders; Crohns and Coeliac disease
 - g worms.

- 2 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for gastro-intestinal tract diseases and disorders:
 - a indigestion and disorders of the oesophagus; antacids, dimethicone, compound alginates
 - b peptic ulcers; H₂ receptors, selective anti-muscarinics, proton pump inhibitors and chelates
 - c diarrhoea: adsorbents, bulk forming and anti motility drugs
 - d constipation; bulk forming, stimulant, faecal softeners, osmotic laxatives and bowel cleansing solutions
 - e haemorrhoids; soothing, compound preparations and rectal sclerosants
 - f common nutritional disorders: anaemia, pancreatic and bile acid sequentranths.
 - g worms: threadworms

Unit 309 Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems

Outcome 2 Describe the therapeutic management of diseases and disorders of the cardiovascular system.

The learner will be able to:

- 1 define the medical terms and describe the symptoms and causes of diseases and disorders affecting the cardiovascular system:
 - a congestive heart failure
 - b cardiac arrhythmias
 - c cardiac arrest
 - d angina
 - e hypertension
 - f myocardial infarction, coagulation problems, blood clots
 - g diuresis problems
 - h cholesterol.

- 2 identify the drug therapies available and describe the mechanisms of actions, common side effects, cautions and advice for patient management for cardiovascular system diseases and disorders:
 - a congestive heart failure: glycosides
 - b cardiac arrhythmias: adenosine, amiodarone, disopyramide, flecainide
 - c cardiac arrest: cardiac stimulants, sympathomimetics, adrenaline/ ephinephrine
 - d angina: nitrates, calcium channel blockers, and potassium channel blockers
 - e hypertension: vasodilator anti-hypertensive drugs, alpha -adrenergic blocking drugs, renin-angiotensin drugs, angiotensin II receptor antagonists
 - f coagulation problems and blood clots: heparin, low molecular weight heparins, warfarin
 - g diuresis problems: thiazides, loop diuretics & potassium sparing diuretics
 - h cholesterol: anion exchange resins, fibrates, ispaghula, statins.

Unit 309 Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems

Outcome 3 Describe the therapeutic management of diseases and disorders of the respiratory systems

The learner will be able to:

- 1 define the medical terms and describe the symptoms and causes of diseases and disorders affecting the respiratory system:
 - a cough and croup
 - b chronic obstructive pulmonary disease: COPD
 - c asthma
 - d allergy and allergic emergencies
 - e pneumonia.

- 2 explain the benefits and the process of asthma patients undertaking regular assessment of lung function and capacity.

- 3 identify and describe the British Thoracic Society's guidelines for the management of acute and chronic asthma.

- 4 identify the drug therapies available and describe the mechanisms of actions , common side effects, cautions and advice for patient management for respiratory diseases and disorders:
 - a cough: suppressants, expectorants & demulcent cough preparations
 - b COPD: short acting beta 2 agonist, antimuscarinic bronchodilator and long acting beta 2 agonist
 - c asthma: beta 2 agonists, antimuscarinic bronchodilators, theophylline, corticosteroids, sodium cromoglicate
 - d allergy and allergic emergencies: antihistamines, hypo sensitisation and adrenaline/ephinephrine
 - e pneumonia: oxygen.

- 5 describe the information and advice given to patients on the use and storage of:
 - a pressurised metered dose inhalers
 - b breath actuated inhalers
 - c dry powder inhalers
 - d spacer devices.

- 6 explain the function and indications for using nebulisers.

Unit 310

Pharmaceutical production including aseptic procedures

Rationale

The unit aims to provide the learner with knowledge and understanding of pharmaceutical production (sterile and non-sterile), and aseptic procedures to equip them with the necessary practical skills and knowledge to support their own learning and that of others.

Learning outcomes

There are **5** outcomes to this unit. The learner will be able to:

- 1 Discuss the legislation and guidelines controlling pharmaceutical production
- 2 Describe the environment and equipment for pharmaceutical production
- 3 Describe the manufacturing process
- 4 Explain the principles of quality control and assurance
- 5 Discuss the aseptic preparation of pharmaceutical products to include cytotoxic products

All outcomes are worked within Standard Operating Procedures [SOPs]

Guided Learning Hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services units:

- | | |
|--------|---|
| Unit 1 | Dispense medicines and products |
| Unit 4 | Ensure your own actions reduce risks to Health and Safety |
| Unit 5 | Manage your work and development |
| Unit 6 | Provide an effective pharmacy service for customers |
| Unit 8 | Manufacture and assemble sterile and non sterile batch medicinal products |
| Unit 9 | Prepare pharmaceutical products aseptically |

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 310 Pharmaceutical production including aseptic procedures

Outcome 1 Discuss the legislation and guidelines controlling pharmaceutical production

The learner will be able to:

- 1 explain their responsibilities and how the following legislation and guidelines control small scale pharmaceutical production:
 - a Health and Safety at Work Act
 - b Control of Substances Hazardous to Health Regulations (COSHH)
 - c Chemicals Hazard Information and Packaging for Supply Regulations (CHIP2)
 - d Rules and Guidance for Manufacturers and Distributors 2002 ('Orange Guide')
 - e Aseptic Dispensing for NHS patients
 - f Quality Assurance of aseptic preparation services
 - g Standard Operating Procedures
 - h Medicines Act 1968 – licensing.

- 2 describe the importance of documentation and audit in the aseptic process.

Unit 310 Pharmaceutical production including aseptic procedures

Outcome 2 Describe the environment and equipment for pharmaceutical production

The learner will be able to:

- 1 describe the importance of maintaining a clean working environment.
- 2 describe the importance of personal hygiene and the use of protective clothing.
- 3 describe the possible sources of contamination and the appropriate preventative/corrective action to be taken.
- 4 describe the importance of maintaining equipment used within a production unit.
- 5 describe the design principles of a production and aseptic unit with regards to air flow, fixtures and fittings.
- 6 describe the principles and use of clean rooms, laminar flow cabinets and isolators.
- 7 describe the environmental parameters that govern the working area including microbiological monitoring.
- 8 describe the action to be taken if environmental parameters are outside accepted values.
- 9 describe the principles and procedures for preparing, cleaning and decontaminating equipment.

Unit 310 **Pharmaceutical production including aseptic procedures**

Outcome 3 Describe the manufacturing process

The learner will be able to:

- 1 describe the principles and procedures for preparing sterile and non-sterile products and the theory on how to make products using the following techniques:
 - a filtration
 - b reconstitution
 - c incorporation
 - d solutions
 - e filling
 - f mixing.

- 2 describe the principles and procedures for preparing sterile and non-sterile batch products:
 - a topical fluids
 - b solid dose forms
 - c oral liquids
 - d ointments/creams
 - e cardiac arrest boxes
 - f pre-packing from bulk packs.

- 3 describe the principles required for labeling and packaging.

- 4 describe the importance of documentation, why it is required and the implications that could present if documentation was not carried out correctly.

- 5 describe the chemical and physical properties of the ingredients relevant to the formulation and compounding of sterile and non-sterile products.

- 6 describe how to avoid physical and chemical incompatibilities when undertaking sterile and non-sterile preparation.

- 7 describe the procedure for personal and work area preparation prior to work.

- 8 describe the methods of sterilisation and give one example of each:
 - a heat sterilisation
 - b non-heat sterilisation
 - c irradiation
 - d gaseous.

- 9 explain the principles and procedures for the storage, distribution and transportation of manufactured or prepared products.

- 10 explain the principles of the following documentation for sterile and non-sterile preparations:
- a pre-printed worksheets
 - b blank worksheets
 - c prescriptions/orders
 - d batch sheets
 - e batch record book.

Unit 310

Pharmaceutical production including aseptic procedures

Outcome 4

Explain the principles of quality control and assurance

The learner will be able to:

- 1 state the meaning of Quality Control.
- 2 describe the differences between Quality Control and Quality Assurance.
- 3 describe what quality control checks are carried out on:
 - a raw materials
 - b formulated products
 - c containers.
- 4 state the purpose and describe the methods/techniques used for testing sterility, pyrogens and endotoxins.
- 5 describe the principles of microbiological testing for sterility and pyrogens /endotoxins
- 6 state the meaning of Quality Assurance.
- 7 describe the importance of validation and record keeping within Quality Assurance.
- 8 state the importance of audit trails within the manufacturing process.
- 9 describe the principles and importance of:
 - a quarantine process
 - b sampling strategies.

Unit 310

Pharmaceutical production including aseptic procedures

Outcome 5

Discuss the aseptic preparation of pharmaceutical products to include cytotoxic products

The learner will be able to:

- 1 describe the principles and procedures for dispensing aseptic products and their legal requirements.
- 2 describe the regulations and procedures for safe disposal of waste materials.
- 3 describe the requirements for:
 - a packaging
 - b labelling
 - c cold chain.

Unit 311

Assist in the provision of community specialist pharmacy services

Rationale

This unit aims to provide the learner with the knowledge and understanding of the community specific pharmacy services and equip them with the necessary practical skills and knowledge whilst working within Standard Operating Procedures (SOPs) to support their own learning and that of others.

Learning outcomes

There are **4** outcomes to this unit. The learner will be able to:

- 1 Provide relevant advice on community specialist services
- 2 State the uses of appliances, dressings and other products including ostomy products
- 3 Describe the process of the reimbursement of NHS prescriptions
- 4 Describe the supply of medications to care homes

Guided Learning Hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Links to other units

The knowledge gained in this unit contributes to the underpinning knowledge requirements of the Technical Certificate for units:

Unit 302 Pharmacy practice skills

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services Level 3:

Unit 11 Assist in the provision of community specialist activities

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 311 Assist in the provision of community specialist pharmacy services

Outcome 1 Provide relevant advice on community specialist services

The learner will be able to:

- 1 identify the service provided to the patient for:
 - a collection of prescriptions
 - b delivery of dispensed items
 - c monitored dosage systems.

- 2 describe the information sources that are provided by pharmacies to the patient for:
 - a use of dressings, appliances and other medical devices
 - b advice on the correct use and storage of medicines
 - c repeat prescriptions
 - d advice on health promotion services.

- 3 identify reference sources available for preparing a response for pharmaceutical information and advice, include both paper and electronic based sources.

Unit 311 Assist in the provision of community specialist pharmacy services

Outcome 2 State the uses of appliances, dressings and other products including ostomy products

The learner will be able to:

- 1 explain how to communicate appropriately with the patient, in a manner which is professional, puts the patient at ease and maintains self respect.
- 2 explain how to ensure the patient understands the information given to them.
- 3 describe how to complete any relevant documentation involved in the ordering and supply of the appliance/dressing.
- 4 describe the uses of compression hosiery and state the reasons for correct measurement and fitting.
- 5 describe the structure and function of adhesive tapes, bandages and dressings:
 - a permeable
 - b vapour-permeable
 - c film and membrane
 - d low-adherent
 - e odour absorbing
 - f occlusive
 - g skin closure
 - h alginates
 - i foam
 - j hydrogel
 - k hydrocolloid
 - l support bandages
 - m compression bandages
 - n tubular bandages
 - o adhesive bandages
 - p cohesive bandages
 - q medicated bandages.
- 6 state the three types of stoma and describe the ostomy products that are available and their function.

Unit 311 Assist in the provision of community specialist pharmacy services

Outcome 3 Describe the process of the reimbursement of NHS prescriptions

The learner will be able to:

- 1 describe the procedure for:
 - a endorsing prescriptions
 - b filing prescriptions
 - c submission to the NHS Business Services Authority Prescription Pricing Division (formerly the Prescription Pricing Authority)
 - d payment for supply
 - e allowable products.

- 2 describe how to identify prescriptions that are incorrectly written and make the necessary amendments to facilitate payment.

- 3 describe the importance of the Drug Tariff to include:
 - a prescription charges
 - b allowable products
 - c endorsing prescriptions.

Unit 311 **Assist in the provision of community specialist pharmacy services**

Outcome 4 Describe the supply of medications to care homes

The learner will be able to:

- 1 state the regulations, policies and reasons for implementation of a monitored dosage system to a care home.
- 2 describe the different monitored dosage systems that are available.

Unit 312

Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy

Rationale

This unit aims to provide the learner with the knowledge and understanding to assist in the sale of over the counter (OTC) medicines and provide appropriate information and advice to customers.

Learning outcomes

There are **2** outcomes to this unit. The learner must be able to:

- 1 Identify the needs of different types of customers and the information they require
- 2 Provide accurate advice about OTC products, symptoms and healthcare

Guided Learning Hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Links to other units

The knowledge gained in this unit contributes to the underpinning knowledge requirements of the Technical Certificate for units:

- Unit 306 Principles of medicines' administration and the actions and uses of medicines relating to blood, nutrition and sensory organs
- Unit 307 Actions and uses of medicines relating to the central nervous, endocrine and musculo-skeletal systems
- Unit 308 Actions and uses of medicines relating to infections, malignant diseases, immunosuppression, gynaecology and obstetrics
- Unit 309 Actions and uses of medicines relating to gastro-intestinal, cardiovascular and respiratory systems

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services unit:

- Unit 10 Assist in the sale of OTC medicines and provide information to customers on symptoms, and products

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 312

Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy

Outcome 1

Identify the needs of different types of customers and the information they require

The learner will be able to:

- 1 with reference to the pharmacy protocol on the sale of medicines:
 - a identify the principle sections
 - b explain the contents of the principle
 - c state the importance of following the protocol.
- 2 describe the reasons for legal and ethical requirements for confidentiality.
- 3 state the legal responsibility and authority of the pharmacist and others in the organisation.
- 4 describe and differentiate between the following category of medicines:
 - a general sales medicines (GSL)
 - b pharmacy (P)
 - c prescription only medicines (POM).
- 5 describe the importance of understanding the needs of different types of customers.
- 6 describe those situations that require referral to the pharmacist before products are sold.
- 7 explain the needs of the following:
 - a customers with general ideas of their needs
 - b customers with no idea of their needs
 - c customers with special needs
 - d customers' representatives.

Unit 312

Assist in the sale of over the counter medicines, and provide information and advice in community pharmacy

Outcome 2

Provide accurate advice about OTC products, symptoms and healthcare

The learner will be able to:

- 1 describe the information and advice to be given to customers about:
 - a symptoms
 - b OTC products
 - c healthcare.
- 2 explain how to inform the customer when the request for information and advice is passed onto the pharmacist and why this action is being taken.
- 3 describe the healthcare advice to be given to customers on:
 - a use of sunscreens
 - b nutrition
 - c smoking cessation
 - d head lice treatment programmes
 - e contraception
 - f travel medication.
- 4 describe WWHAM and state its importance.
- 5 describe the responsibilities of the pharmacist and the pharmacy technician in relation to patient safety.
- 6 for any active ingredient included in a GSL or P medicine, state:
 - a its use
 - b any common side effects, if applicable
 - c an example of a product containing this active ingredient
 - d any advice to be given to the client on its use including any contraindications or cautions.

Unit 313

Facilitate the learning of self and others in a pharmacy setting

Rationale

This unit aims to provide the learner with knowledge and understanding to equip them with the necessary practical skills and knowledge to facilitate their own learning and that of others.

Learning outcomes

There are **4** outcomes to this unit. The learner will be able to:

- 1 Identify and describe own preferred learning style
- 2 Describe the principles of creating conducive learning environments for supporting learning of self and others
- 3 Describe the process of facilitating learning through demonstration and instruction
- 4 Explain the importance of continuing professional development

Guided Learning Hours

It is recommended that 30 guided learning hours should be allocated for this unit. This may be on a full or part time basis.

Connections with other qualifications

This unit contributes to the standards, scope and underpinning knowledge for Level 3 NVQ in Pharmacy Services units:

- Unit 4 Ensure your own actions reduce the risks to health and safety
- Unit 5 Manage & develop your work
- Unit 12 Facilitate learning through demonstration and instruction

Learners who successfully complete this unit may present their work to their NVQ assessor for consideration as potential evidence for relevant parts of the NVQ qualification.

Key Skills

This unit contributes towards the following area:

- Key Skills (see Appendix 2)

Assessment

The outcomes for this unit will be assessed by the completion of a set assignment. Where practical activities are used the evidence will be generated from work based activity or realistic simulation.

Unit 313

Facilitate the learning of self and others in a pharmacy setting

Outcome 1

Identify and describe own preferred learning style

The learner will be able to:

- 1 complete a learning styles questionnaire and identify own preferred learning style.
- 2 interpret the term 'SWOT' analysis.
- 3 identify own strengths and weaknesses.
- 4 describe the benefits of identifying own training and development needs.
- 5 describe the benefits of maintaining and updating a personal development plan.

Unit 313

Facilitate the learning of self and others in a pharmacy setting

Outcome 2

Describe the principles of creating conducive learning environments for supporting learning of self and others

The learner will be able to:

- 1 identify and describe methods used to build rapport with learners and support them to actively participate in learning.
- 2 identify and describe methods of confirming understanding and progress of learners.
- 3 define the term 'feedback'.
- 4 describe the features of timely, constructive feedback in relation to learners' progress and motivation.
- 5 explain the importance of receiving and acting upon constructive feedback from other people.

Unit 313

Facilitate the learning of self and others in a pharmacy setting

Outcome 3

Describe the process of facilitating learning through demonstration and instruction

The learner will be able to:

- 1 identify and describe methods used to build rapport with learners and support them to actively participate in learning.
- 2 describe a 'learning cycle' and identify opportunities to integrate learning through demonstration and instruction.
- 3 explain the advantages and disadvantages of demonstration and instruction as learning methods.
- 4 describe the selection process for choosing demonstration techniques and instructional materials for specific planned learning.
- 5 identify and describe the preparation and use of learning resources in relation to demonstration and instruction learning methods.
- 6 describe how to incorporate the following into facilitating a demonstration:
 - a delivering to learners with varying abilities
 - b components and sequence of the skills needed to be learnt
 - c pace, style and location of delivery ensuring visibility and maximum learning
 - d providing opportunities for learners to ask questions
 - e health and safety legislation.
- 7 describe how to incorporate the following into instructing learners:
 - a match instruction with individual learning needs and outcomes
 - b components and sequence of the skills needed to be learnt
 - c pace, style and location of delivery allowing maximum learning
 - d providing opportunities for learners to ask questions
 - e health and safety legislation.

Unit 313

Facilitate the learning of self and others in a pharmacy setting

Outcome 4

Explain the importance of continuing professional development

The learner will be able to:

- 1 define the term 'Continuing Professional Development' (CPD).
- 2 describe the 'CPD' cycle and explain the meaning of:
 - a reflection on practice
 - b planning
 - c action
 - d evaluation.
- 3 define the term 'SMART' objectives.
- 4 describe the requirements for 'CPD' for registered pharmacy technicians.
- 5 identify the benefits of recording 'CPD'.
- 6 explain how 'CPD' can be undertaken.
- 7 explain the need to manage own work by planning and prioritising workload according to urgency and importance.

Appendix 1 Key Skills signposting

The qualification provides opportunities to gather evidence for the accreditation of Key Skills as shown in the table below. However, to gain Key Skills certification the Key Skills would need to be taken as additional qualification/s.

Communication

Key skills ref		Unit Number												
		001	002	003	004	005	006	007	008	009	010	011	012	013
Level 1	C1.1										✓	✓	✓	
	C1.2						✓	✓	✓	✓		✓	✓	
	C1.3						✓	✓	✓	✓				
Level 2	C2.1a													
	C2.1b													
	C2.2						✓	✓	✓	✓				
	C2.3													
Level 3	C3.1a													
	C3.1b													
	C3.2		✓				✓	✓	✓	✓				
	C3.3													
Level 4	C4.1		✓											
	C4.2													
	C4.3													

Application of Number

Key Skills Ref		Unit Number												
		001	002	003	004	005	006	007	008	009	010	011	012	013
Level 1	N1.1	✓	✓		✓							✓		
	N1.2	✓	✓		✓							✓		
	N1.3	✓	✓		✓							✓		
Level 2	N2.1	✓	✓		✓									
	N2.2	✓	✓		✓									
	N2.3	✓	✓		✓									
Level 3	N3.1	✓	✓		✓									
	N3.2	✓	✓		✓									
	N3.3	✓	✓		✓									
Level 4	N4.1													
	N4.2													
	N4.3													

Information Technology

Key Skills Ref		Unit Number												
		001	002	003	004	005	006	007	008	009	010	011	012	013
Level 1	ICT1.1		✓		✓							✓		
	ICT1.2		✓									✓		
	ICT1.3		✓		✓							✓		
Level 2	ICT2.1		✓	✓	✓									
	ICT2.2		✓		✓									
	ICT2.3		✓											
Level 3	ICT3.1		✓	✓										
	ICT3.2		✓		✓									
	ICT3.3		✓											
Level 4	ICT4.1													
	ICT4.2													
	ICT4.3													

Problem Solving

		Unit Number												
Key skills ref		001	002	003	004	005	006	007	008	009	010	011	012	013
Level 1	PS1.1													
	PS1.2													
	PS1.3													
Level 2	PS2.1		✓		✓		✓	✓	✓	✓				
	PS2.2		✓		✓		✓	✓	✓	✓				
	PS2.3		✓		✓		✓	✓	✓	✓				
Level 3	PS3.1		✓		✓									
	PS3.2		✓		✓									
	PS3.3		✓		✓									
Level 4	PS4.1													
	PS4.2													
	PS4.3													

Improving own learning and performance

		Unit Number												
Key Skills Ref		001	002	003	004	005	006	007	008	009	010	011	012	013
Level 1	LP1.1		✓											✓
	LP1.2		✓											✓
	LP1.3		✓											✓
Level 2	LP2.1		✓											✓
	LP2.2		✓											✓
	LP2.3		✓											✓
Level 3	LP3.1		✓											✓
	LP3.2		✓											✓
	LP3.3		✓											✓
Level 4	LP4.1													✓
	LP4.2													✓
	LP4.3													✓

Working with Others

Key Skills Ref	Unit Number												
	001	002	003	004	005	006	007	008	009	010	011	012	013
Level 1													
W01.1		✓	✓								✓	✓	✓
W01.2		✓	✓								✓	✓	✓
W01.3		✓	✓								✓	✓	✓
Level 2													
W02.1		✓	✓								✓		✓
W02.2		✓	✓								✓		✓
W02.3		✓	✓								✓		✓
Level 3													
W03.1		✓	✓										✓
W03.2		✓	✓										✓
W03.3		✓	✓										✓
Level 4													
W04.1		✓											
W04.2													
W04.3													

Appendix 2 The wider curriculum

Learners taking this qualification may also have the opportunity to cover the following aspects of the wider curriculum.

	Unit Number												
	001	002	003	004	005	006	007	008	009	010	011	012	013
Moral, Ethical, Spiritual Social and Culture		✓	✓			✓	✓	✓	✓				✓
Environmental		✓		✓						✓			✓
Health and Safety		✓	✓	✓						✓	✓		✓
European Development													

Appendix 3 Relationship to NHS Key Skills Framework

Core

1. Communication	Level 1	Level 2	Level 3	Level 4
	Communicate with a limited number of people on a day to day matters	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or about difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations
Unit 001				
Unit 002	✓	✓	✓	✓
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011	✓	✓	✓	
Unit 012	✓	✓	✓	
Unit 013	✓	✓	✓	

2. Personal and people development	Level 1	Level 2	Level 3	Level 4
	Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice
Unit 001				
Unit 002	✓	✓	✓	
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011				
Unit 012				
Unit 013	✓	✓	✓	✓

3. Health safety and security	Level 1	Level 2	Level 3	Level 4
	Assist in maintaining own and others' health safety and security	Monitor and maintain health safety and security of self and others	Promote, monitor and maintain best practice in health safety and security	Maintain and develop an environment and culture that improves health safety and security
Unit 001				
Unit 002	✓			
Unit 003	✓	✓		
Unit 004	✓			
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010	✓	✓	✓	
Unit 011	✓			
Unit 012	✓			
Unit 013	✓			

4. Service improvement	Level 1	Level 2	Level 3	Level 4
	Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies
Unit 001				
Unit 002	✓	✓		
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011				
Unit 012				
Unit 013	✓			

5. Quality	Level 1	Level 2	Level 3	Level 4
	Maintain the quality of own work	Maintain quality in own work and encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
Unit 001				
Unit 002	✓	✓	✓	
Unit 003	✓			
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010	✓			
Unit 011				
Unit 012				
Unit 013	✓	✓	✓	

6. Equality and diversity	Level 1	Level 2	Level 3	Level 4
	Act in ways that support equality and value diversity	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promote equality and values diversity
Unit 001				
Unit 002	✓	✓		
Unit 003	✓			
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011	✓	✓		
Unit 012	✓	✓		
Unit 013	✓	✓		

Health and Wellbeing

HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing	Level 1	Level 2	Level 3	Level 4
	Contribute to health and wellbeing and preventing adverse effects on health and wellbeing	Plan develop approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing	Plan, develop, implement programmes to promote health and wellbeing and prevent adverse effects on health and wellbeing	Promote health and wellbeing and prevent adverse effects on health and wellbeing, through contributing to the development, implementation and evaluation of related policies
Unit 001				
Unit 002	✓	✓	✓	
Unit 003	✓			
Unit 004				
Unit 005				
Unit 006	✓			
Unit 007	✓			
Unit 008	✓			
Unit 009	✓			
Unit 010				
Unit 011	✓			
Unit 012	✓	✓		
Unit 013				

HWB2 Assessment and care planning to meet health and wellbeing needs	Level 1	Level 2	Level 3	Level 4
	Assist in the assessment of people's health and wellbeing needs	Contribute to assessing health and wellbeing needs and planning to meet those needs	Assess health and wellbeing needs and develop, monitor and review care plans to meet specific needs	Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs
Unit 001				
Unit 002	✓	✓	✓	
Unit 003	✓			
Unit 004				
Unit 005				
Unit 006	✓			
Unit 007	✓			
Unit 008	✓			
Unit 009	✓			
Unit 010				
Unit 011	✓	✓		
Unit 012	✓	✓		
Unit 013				

HWB3 Protection of health and wellbeing	Level 1	Level 2	Level 3	Level 4
	Recognise and report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan and review its effectiveness	Develop and lead on the implementation of an overall protection plan
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011				
Unit 012				
Unit 013				

HWB4 Enable people meet daily health and wellbeing needs	Level 1	Level 2	Level 3	Level 4
	Help people meet daily health and wellbeing needs	Enable people to meet ongoing health an wellbeing needs	Enable people to address specific needs in relation to health and wellbeing	Empower people to realise their potential in relation to health and wellbeing
Unit 001				
Unit 002	✓	✓	✓	
Unit 003	✓			
Unit 004				
Unit 005				
Unit 006	✓	✓	✓	
Unit 007	✓	✓	✓	
Unit 008	✓	✓	✓	
Unit 009	✓	✓	✓	
Unit 010				
Unit 011	✓	✓	✓	
Unit 012	✓	✓	✓	
Unit 013				

HBW5 Provision of care to meet health and wellbeing needs	Level 1	Level 2	Level 3	Level 4
	Undertake care activities to meet individuals' health and wellbeing needs	Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency	Plan, deliver and evaluate care to meet people's health and wellbeing needs	Plan deliver and evaluate care to address peoples complex health and wellbeing needs
Unit 001				
Unit 002	✓			
Unit 003	✓			
Unit 004				
Unit 005				
Unit 006	✓			
Unit 007	✓			
Unit 008	✓			
Unit 009	✓			
Unit 010				
Unit 011	✓	✓		
Unit 012	✓			
Unit 013				

HBW6 Assessment and treatment planning	Level 1	Level 2	Level 3	Level 4
	Undertake tasks relating to the assessment of physiological and psychological functioning	Contribute to the assessment of physiological and psychological functioning	Assess physiological and psychological functioning and develop, monitor and review related treatment plans	Assess physiological and psychological functioning when there are complex and/or undifferentiated abnormalities, diseases and disorders and develop, monitor and review related treatment plans
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011	✓			
Unit 012				
Unit 013				

HWB7 Interventions and treatments	Level 1	Level 2	Level 3	Level 4
	Assist in providing interventions and/or treatments	Contribute to planning and delivering interventions and/or treatments	Plan, deliver and evaluate interventions and/or treatment	Plan deliver and evaluate interventions and/or treatments where there are complex issues and/or serious illness
Unit 001				
Unit 002	✓	✓	✓	
Unit 003	✓			
Unit 004	✓			
Unit 005				
Unit 006	✓			
Unit 007	✓			
Unit 008	✓			
Unit 009	✓			
Unit 010				
Unit 011	✓	✓		
Unit 012	✓	✓		
Unit 013				

HBW8 Biomedical investigation and intervention	Level 1	Level 2	Level 3	Level 4
	Undertake tasks to support biomedical investigations and/or interventions	Undertake and report on routine biomedical investigations and/or interventions	Plan, undertake, evaluate and report biomedical investigations and/or interventions	Plan, undertake, evaluate and report complex/unusual biomedical investigations and/or interventions
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011				
Unit 012				
Unit 013				

HWB9 Equipment and devices to meet health and wellbeing need	Level 1	Level 2	Level 3	Level 4
	Assist in the production and/or adaptation of equipment or devices	Produce and/or adapt equipment and devices to set requirements	Design, produce and adapt equipment and devices	Design, produce and adapt complex and unusual equipment and devices
Unit 001				
Unit 002	✓	✓		
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010	✓			
Unit 011	✓			
Unit 012				
Unit 013				

HBW10 Products to meet health and wellbeing needs	Level 1	Level 2	Level 3	Level 4
	Prepare simple products and ingredients	Prepare and supply routine products	Prepare and supply specialist products	Support, monitor and control the supply of products
Unit 001				
Unit 002	✓	✓	✓	
Unit 003				
Unit 004	✓	✓	✓	
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010	✓	✓	✓	
Unit 011	✓	✓		
Unit 012				
Unit 013				

Information and Knowledge

IK1 Information processing	Level 1	Level 2	Level 3	Level 4
	Input, store and provide data and information	Modify, structure, maintain and present information	Monitor the processing of data and information	Develop and modify data and information management models and processes
Unit 001				
Unit 002	✓			
Unit 003				
Unit 004	✓	✓		
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011	✓			
Unit 012				
Unit 013				

IK2 Information collection and analysis	Level 1	Level 2	Level 3	Level 4
	Collect, collate and report routine and simple data information	Gather, analyse and report a limited range of data and information	Gather, analyse interpret and present extensive and/or complex data and information	Plan develop and evaluate methods and processes for gathering, analysing, interpreting and presenting data and information
Unit 001				
Unit 002	✓	✓		
Unit 003				
Unit 004	✓			
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011	✓			
Unit 012				
Unit 013				

KI3 Knowledge and information resources	Level 1	Level 2	Level 3	Level 4
	Access, appraise and apply knowledge and information	Maintain knowledge and information resources and help others to access and use them	Organise knowledge and information resources and provide information to meet the needs	Develop the acquisition, organisation, provision and use of knowledge and information
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011	✓			
Unit 012				
Unit 013	✓	✓		

General

G1 Learning and development	Level 1	Level 2	Level 3	Level 4
	Assist with learning and development activities	Enable people to learn and develop	Plan deliver and review interventions to enable people to learn to develop	Design, plan, implement and evaluate learning and development programmes
Unit 001				
Unit 002	✓	✓	✓	
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011				
Unit 012				
Unit 013	✓	✓	✓	✓

G2 Development and innovation	Level 1	Level 2	Level 3	Level 4
	Appraise concepts, models, methods, practices products and equipment developed by others	Contribute to developing, testing and reviewing new concepts models, methods, practices, products and equipment	Test and review new concepts, models, methods practices, products and equipment	Develop new and innovative concepts, models, practices, products and equipment
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010	✓			
Unit 011	✓			
Unit 012				
Unit 013	✓			

G3 Procurement and commissioning	Level 1	Level 2	Level 3	Level 4
	Monitor, order and check supplies of goods and/or services	Assist in commissioning, procuring and monitoring goods and/or services	Commission and procure products equipment, services, systems and facilities	Develop, review and improve commissioning and procurement systems
Unit 001				
Unit 002	✓	✓		
Unit 003				
Unit 004	✓			
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010	✓			
Unit 011				
Unit 012				
Unit 013				

G4 Financial management	Level 1	Level 2	Level 3	Level 4
	Monitor expenditure	Coordinate and monitor the use of financial resources	Coordinate, monitor and review use of financial resources	Plan implement, monitor and review the acquisition, allocation and management of financial resources
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011				
Unit 012				
Unit 013				

G5 Services and project management	Level 1	Level 2	Level 3	Level 4
	Assist with the organisation of services and/or projects	Organise specific aspects of services and/or projects	Prioritise and manage the ongoing work of services and/or projects	Plan coordinate and monitor the delivery of services and/or projects
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011				
Unit 012				
Unit 013				

G6 People management	Level 1	Level 2	Level 3	Level 4
	Supervise people's work	Plan, allocate and supervise the work of a team	Coordinate and delegate work and review people's performance	Plan, develop, monitor and review the recruitment, deployment and management of people
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011				
Unit 012				
Unit 013	✓			

G7 Capacity and capability	Level 1	Level 2	Level 3	Level 4
	Sustain capacity and capability	Facilitate the development of capacity and capability	Contribute developing and sustaining capacity and capability	Work in partnership with others to develop and sustain capability
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011				
Unit 012				
Unit 013				

G8 Public relations and marketing	Level 1	Level 2	Level 3	Level 4
	Assist with public relations and marketing activities	Undertake public relations and marketing activities	Market and promote a service/ organisation	Plan, develop, monitor and review public relations for service/ organisation
Unit 001				
Unit 002				
Unit 003				
Unit 004				
Unit 005				
Unit 006				
Unit 007				
Unit 008				
Unit 009				
Unit 010				
Unit 011	✓			
Unit 012	✓			
Unit 013				

Appendix 4 Funding

This qualification is accredited and included on the National Qualifications Framework, and is therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or learners.

For funding regulatory purposes, learners should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for help on how to find out more about the funding arrangements for this qualification.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aim Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk. Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact Education and Learning Wales (ELWa) at www.elwa.ac.uk or contact one of the four regional branches of ELWa.</p>	<p>For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at www.hefcw.ac.uk.</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	

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