

# End-point assessment plan for Pharmacy Services Assistant apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0299	2	No

## Contents

Introduction and overview .....	2
EPA summary table .....	3
Length of end-point assessment period: .....	4
Order of assessment methods .....	4
Gateway .....	5
Assessment Methods.....	5
Weighting of assessment methods .....	10
Grading.....	10
Roles and responsibilities .....	16
Internal Quality Assurance (IQA).....	18
Re-sits and retakes.....	18
Affordability.....	19
Reasonable adjustments .....	19
Mapping of KSBs .....	20

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Pharmacy Services Assistant apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Pharmacy Services Assistant apprentices, their employers and training providers.

Full time apprentices will typically spend 15 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

For level 2 apprenticeships, apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA

The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the apprentice has met the EPA gateway requirements.

EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End Point Assessment Organisations (RoEPAO).

The EPA consists of 2 distinct assessment methods.

The individual assessment methods will have the following grades:

### **Assessment Method 1 : Knowledge Test**

- Fail
- Pass
- Distinction

### **Assessment Method 2: Simulated Observation with question and answer session**

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship grades of:

- Fail
- Pass
- Distinction

# EPA summary table

<b>On-programme</b> (typically 15 months)	Training to develop the occupation standard’s knowledge, skills and behaviours.
<b>End Point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English/mathematics at Level 2 attempted</li> </ul>
<b>End Point Assessment</b> (which would typically take months)	Assessment Method 1: Knowledge Test Assessment Method 2: Simulated Observation with question and answer session

# Length of end-point assessment period:

The EPA (including all assessment methods) must be completed within 3 months of the first part of the end-point assessment commencing and within the total EPA period.

## Order of assessment methods

The assessment methods need to be delivered in the following order:

- 1. Assessment Method 1: Knowledge Test
- 2. Assessment Method 2: Simulated Observation with question and answer session

The reason for this order is:

It is essential for the apprentice to evidence the knowledge aspect of competence has been achieved before the synoptic assessment. This also supports affordability, as the test is cheaper to administer and assess.

The assessment methods need to be delivered in the order shown in the table below.

The method that needs to be passed first is in 'A' column and the method(s) that need to be passed subsequently in the 'B' (and 'C') column(s).

A	B	Reason for this
Assessment Method 1: Knowledge Test	Assessment Method 2: Simulated Observation with question and answer session	Without the required knowledge, the apprentice will be unable to pass assessment method 2.

# Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

Apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

## Assessment Methods

### Assessment Method 1: Knowledge Test

#### Overview

The rationale for this assessment method is:

This is the most effective way to ensure the apprentice has developed / gained the required knowledge needed to be occupationally competent.

#### Test Format

The test can be:

- Computer based
- Paper based

It will consist of 45 questions.

These questions will consist of:

- 40 questions with four possible answers, of which only one is correct (e.g. multiple-choice questions)
- 5 scenario-based questions, one from each domain of the occupational standard

## Test administration

Apprentices must have a maximum of 90 minutes to complete the test.

The test is open book which means that the apprentice can refer to reference books or materials.

The following equipment is permitted during the test:

- Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line.
- The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.
- This assessment method will be carried out as follows:
  - The test must be comprised of 45 questions
  - 40 questions are 1 mark multiple choice questions;
  - 5 questions are 2 mark multiple choice questions. Each domain must have its own scenario and question;
  - The table below must be used to make up the question bank and test:

Domain	Number of questions	Number of Scenario based questions
Dispensing and supply of medicines and medicinal products	12	1
Team work	6	1
Communication, pharmacy law and ethics	12	1
Person centred care	6	1
Health and safety in the workplace	4	1
<b>Total</b>	<b>40</b>	<b>5</b>

- The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

## Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this, to improve marking reliability.

Any incorrect or missing answers must be assigned 0 marks.

## Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. Predictability of questions may also be reduced by the generation of a question bank of suitable size to allow multiple tests to be created.

## Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- A test specification
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

## Assessment Method 2: Simulated Observation with question and answer session

### Overview

Apprentices must be observed by an independent assessor completing 3 simulated observations in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the observation to take place, in consultation with the employer. The simulated observations must be carried out over a maximum total assessment time of 1 hour and 45 minutes. The demonstrations may be split into discrete sections held on the same working day. The assessor has the discretion to increase the time of the practical demonstration by up to 10% to allow the apprentice to complete the last task that is part of this element of the EPA.

The independent assessor may conduct and observe only one apprentice during this assessment method.

The rationale for this assessment method is:

This method allows every apprentice to undergo a consistent and reliable assessment of practice that will cover all of the mapped KSBs. With the broad range of pharmacy settings, this cannot always be guaranteed in a live work based observation.

## Delivery

Apprentices must be provided with both written instructions on the tasks they must complete, including the timescales they are working to.

The simulated observation should be conducted in the following way to take account of the occupational context in which the apprentice operates:

This is a 1:1 observation that should take place in the normal working environment. There are no special conditions to be considered.

The following activities **MUST** be covered during the simulated observation.

- Dispensing and supply of medicines
- Working within Standard Operating Procedures (SOPs), and the legal and ethical framework
- Providing person centred care

A simulated observation without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

The apprentice will be observed undertaking the simulated observation in their workplace which will be based on tasks that routinely form part of their practice as a Pharmacy Services Assistant. The tasks will take account of the nature of the apprentice's workplace.

The apprentice will be observed by the independent assessor carrying out three simulated tasks, which must last for a maximum of 1 hour (+/- 10% at the discretion of the assessor). The apprentice will have 5 minutes to read what demonstration is required prior to starting each one, and 15 minutes to complete each one. The independent assessor will ask no questions during this time.

This will be followed by the question and answer session of 45 minutes with the same independent assessor. The purpose of the question session is two-fold:

- to allow the independent assessor to clarify any aspects of the three simulated observations that were (or were not) observed
- to allow time for the apprentice to be asked a set of questions to explain how they meet the knowledge, skills and behaviours for this method

EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours. The questions can be asked after the simulated observation is complete. The independent assessor must ask 15 questions. Questioning must be completed within the total time allowed for the simulated observations.

There may be breaks during the three simulated observations to allow the apprentice to move from one location to another and for meal breaks.

KSBs observed and answers to questions must be documented by the independent assessor.

The independent assessor will make all grading decisions.

## Questions and resources development



EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours.

EPAOs will produce specifications to outline in detail how the simulated observations will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop 'simulated observation banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant KSBs.

## Venue

Simulated observations must be conducted at the employer's premises.

## Support material

EPAOs will produce the following material to support this assessment method:

- Outline of the simulated observation's requirements
- Marking materials

## Other relevant information

A specification of the test requirements (room set up / environmental conditions / equipment or materials) must be shared with the employer at least 3 working days before the assessment takes place. This must be kept confidential from the apprentice being assessed.

## Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

## Grading

### Assessment Method 1: Knowledge Test

KSBs	Name of grade
K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26	Distinction
	Pass
	Fail

The following grade boundaries apply to the test:

Grade	Minimum score (%)	Maximum score (%)
Distinction	83	100
Pass	70	82
Fail	0	69

### Assessment Method 2: Simulated Observation with question and answer session

KSBs	Name of grade	Grade descriptor
K1 K3 K6 K8 K11 K14 K16 K18 K20 K21  S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12 S13 S14 S15 S16 S17 S18 S19 S20 S21 S22  B1 B2 B3 B4 B5	Distinction	Apprentice Can: <ul style="list-style-type: none"> <li>Demonstrates or explains what to do if errors in dispensing are made, and what the consequences of making an error could be, and the impact on patient care. (K3, S2, S20)</li> <li>Can give an example of where they have made a recommendation for an improvement to internal operating arrangements. (K11)</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrates or explains how they would support others in ensuring that correct procedures are followed, and what the impact of not following procedures would have on patient care and pharmacy services. (B2)</li> <li>• Can give an example of where effective advice or referral has benefited a customer or patient, and what the positive consequences were. (S11)</li> <li>• Discuss how they interact with other professionals including describing how they work to best practice (S16)</li> <li>• Can give an example of when they have dealt with a customer who did not know how to use the supplied medicine correctly, and explain what they did to assist the customer (S5)</li> <li>• Can suggest at least two improvements to the existing processes involved in the management of medicines, including when ordering, receiving and issuing pharmaceutical stock, and what the improvements would be (K8)</li> <li>• Can explain what they would do when they are unable to obtain supplies and also explain the impact this would have on the patient and service (S4)</li> <li>• Can give two examples of how they have promoted healthy lifestyles to the public, and can explain what the outcomes were (S19)</li> <li>• Explain how they have actively encouraged patients to become more involved in their own health and care, and what they believe the benefits were(K20)</li> <li>• Explain how they have acted as a role model in respecting patients' values, and what the impact of this was (B5)</li> </ul>
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		<ul style="list-style-type: none"> <li>• Explains examples of possible solutions to problems involving the processing and storage of information, and the impact that they would have (S12)</li> <li>• Can explain the principles behind GDPR, and its importance in the pharmaceutical context (S7)</li> <li>• Gives an example of where they have suggested an improvement in the use of an IT, and what its impact on the operation of the pharmacy has been. (S13)</li> <li>• Can give two examples of possible health and safety non-compliance, and describe what their impact might be on the pharmacy environment. (S22)</li> <li>• Explains with examples, how they regularly contribute to team-based discussions / problem solving, and what the impact of their contributions have been (S9, S18, B4)</li> <li>• Explains how they have been proactive in their own development and can discuss two examples of how they have used reflection to have a positive impact on their work (S10)</li> <li>• Explain how they have acted as a role model to others and can discuss an example of where they have supported others within the scope and boundaries of their practice, and what the impact has been (K21, S9, B3)</li> </ul>
	<p><b>Pass</b></p>	<p>Apprentice can:</p> <ul style="list-style-type: none"> <li>• Explains the legal framework within which a Pharmacy Services Assistant works. (S3, S8)</li> <li>• Explains what is meant by Standard Operating Procedures (SOPs), and why they are important in the dispensing of medicines. (K11, S6, S20)</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrates the process to be followed in receiving and accurately logging of prescriptions, and the accurate dispensing of appropriate medicines. (K1, K6 S1, S2, S3)</li>   <li>• Demonstrates or explains what in- process accuracy checks they would undertake. (K11, S20)</li>   <li>• Demonstrates how to accurately use pharmacy calculations to ensure that the correct weights and measures, doses and types of medicine are assembled for both prescribed and no-prescribed medicines. (K3, S2)</li>   <li>• Acts with honesty and integrity in performing their duties. Is prepared to challenge when they are aware of something that is non-compliant. (B2)</li>   <li>• Can explain the limits of their responsibilities in respect of advice to patients (S5, S11)</li> <li>• Can demonstrate or explain the techniques that can be used to communicate effectively with different groups (S16)</li>   <li>• Works in a confident, knowledgeable manner when giving advice. (S11)</li>   <li>• Demonstrates that they follow procedures when ordering, receiving and issuing pharmaceutical stock (S4)</li>   <li>• Can explain the importance of effective medicines management, including the importance to the patient, and can explain the key links in the medicines supply chain (K8)</li>   <li>• Demonstrates or explains what is meant by 'Person Centred Care' (K18, S14, B5)</li> </ul>
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		<ul style="list-style-type: none"> <li>• Explains the benefits of 'healthy lifestyle choices' to customers and encourages their use. (K20, S19)</li> <li>• Demonstrates effective health and safety practice of self and others, including patients and other members of the team (S15, S17)</li> <li>• Can explain the legal and policy framework in which information is handled. (K16, S12)</li> <li>• Demonstrates how patient data is processed, recorded and stored (S7, S12)</li> <li>• Explains how IT systems assist with the storage and processing of data (S13)</li> <li>• Assesses the risks in information being inappropriately stored or used, and the actions than can be taken in mitigation. (K16, B1)</li> <li>• Works in a manner that ensures the health and safety of self and others. (S21, S22)</li> <li>• Demonstrates that they understand the importance of factors such as personal hygiene and maintaining a safe working environment (S22)</li> <li>• Explains how they have managed their own continuing personal development, and explains its impact on the role (S10)</li> <li>• Explains how they have reflected on their personal performance and to what they learnt from good practice examples from other healthcare professionals (K21)</li> <li>• Completes work without undue instruction, accurately and within agreed timescales (B4)</li> </ul>
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		<ul style="list-style-type: none"> <li>Demonstrates good relationships with others and works collaboratively. (K21, S9, S18, B3)</li> </ul>
	<b>Fail</b>	<ul style="list-style-type: none"> <li>The apprentice has not met the knowledge, skills and behaviours for this method</li> </ul>

## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Both assessment methods must be passed for the apprentice to be awarded a pass.

Both assessments must be passed at 'Distinction' for the apprentice to be awarded a distinction.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment Method 1: Knowledge Test	Assessment Method 2 Simulated Observation with question and answer session	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm all EPA gateway requirements have been met</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> </ul>
EPAO	<ul style="list-style-type: none"> <li>• As a minimum EPAOs should:               <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul> </li> </ul>



Independent assessor	<ul style="list-style-type: none"> <li>• As a minimum an Independent assessor should: <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> </ul> </li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<ul style="list-style-type: none"> <li>• As a minimum the training provider should: <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> </ul> </li> <li>• Plays no part in the EPA itself</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following areas:
  - Must be registered with the General Pharmaceutical Council (GPhC).
  - Must be qualified as a Pharmacy Technician, with 3 years experience in this role
- appoint independent assessors who have recent relevant experience of the occupation/sector at
  - least one level above the apprentice gained in the last three years or significant experience of the occupation/sector.
- The assessor will have the following minimum skills, knowledge and occupational competence:
  - Must be registered with the General Pharmaceutical Council (GPhC).
  - Must be qualified as a Pharmacy Technician, with 3 years experience in this role
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

## Re-sits and retakes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## **Affordability**

Affordability of the EPA will be ensured by using at least some of the following practice:

- online testing
- using an employer's premises
- assessing multiple apprentices simultaneously

## **Reasonable adjustments**

The EPAO must have in place clear and fair arrangements for making Reasonable Adjustments for this standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

# Mapping of KSBs

## Assessment Method 1: Knowledge Test

Knowledge
<b>K1</b> Dispensing procedures and practices
<b>K2</b> The different types of prescriptions
<b>K3</b> How to complete pharmacy calculations
<b>K4</b> Different weights and measures
<b>K5</b> Doses and forms of medicines
<b>K6</b> Issues that may affect how medicines are taken
<b>K7</b> The documentation relating to administration, supply and methods of medicines distribution support
<b>K8</b> The management of medicines and the supply chain
<b>K9</b> The roles and responsibilities of the pharmacy and healthcare team
<b>K10</b> How to follow standards and codes of conduct, as well as work within the limitations of your role
<b>K11</b> The requirements and rationale behind Standard Operating Procedures (SOPs)
<b>K12</b> How to work in the patients' best interest, with other people, both inside and external to the organisation
<b>K13</b> Where to go for help and advice about anything to do with work
<b>K14</b> The importance of personal development and how to reflect on your work
<b>K15</b> Why it is important to communicate effectively at work; how to communicate with individuals who have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communications
<b>K16</b> Legislation, policies and local ways of working and handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure
<b>K17</b> Application of relevant systems used in Pharmacy Practice and the restrictions and values of the use of social media
<b>K18</b> What it means to give 'person centred care and support' and give people choices about their care
<b>K19</b> Why it is important to gain consent
<b>K20</b> Why it is important to get people actively involved in their own health and care
<b>K21</b> The importance of treating people as valuable and unique individuals
<b>K22</b> How to promote healthy life styles
<b>K23</b> How health inequalities affect different parts of society

<b>K24</b> the organisations which can support the well-being of a patient
<b>K25</b> How to identify risks and hazards in a workplace environment
<b>K26</b> What appropriate action should be taken in response to incidents or emergencies following local guidelines

## Assessment Method 2: Simulated Observation with question and answer session

Knowledge
<b>K1</b> Dispensing procedures and practices
<b>K3</b> How to complete pharmacy calculations
<b>K6</b> Issues that may affect how medicines are taken
<b>K8</b> The management of medicines and the supply chain
<b>K11</b> The requirements and rational behind Standard Operating Procedures (SOPs)
<b>K14</b> The importance of personal development and how to reflect on your work
<b>K16</b> Legislation, policies and local ways of working and handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure
<b>K18</b> What it means to give 'person centred care and support' and give people choices about their care
<b>K20</b> Why it is important to get people actively involved in their own health and care
<b>K21</b> The importance of treating people as valuable and unique individuals

Skills
<b>S1</b> Receive and log prescriptions
<b>S2</b> Assemble prescribed items, undertake an in-process accuracy check and issue prescribed items
<b>S3</b> Work according to legislative requirements, and organisational policies
<b>S4</b> Order, receive, maintain and issue pharmaceutical stock
<b>S5</b> Provide appropriate advice when authorised on supplied medicines and products, their storage and disposal
<b>S6</b> Work within the parameters of the Standard Operating Procedures (SOPs) of the pharmacy
<b>S7</b> Act in accordance with systems and organisational governance
<b>S8</b> Recognise and act within the pharmacy regulatory, legal and ethical standards
<b>S9</b> Support the team in the development of others

<b>S10</b> Maintain and further develop your own skills and knowledge through development activities; maintain evidence of your personal development and actively prepare for and participate in appraisal
<b>S11</b> Communicate effectively with the public, carers and other health and social care professionals using a range of techniques to determine their needs, and keep information confidential
<b>S12</b> Handle information (of record, report and store information) related to individuals and / or patients in line with local and national policies
<b>S13</b> Use pharmacy IT systems and other IT resources according to legislative requirements and organisational policies
<b>S14</b> Demonstrate person centred care and support within a pharmacy setting
<b>S15</b> Make pharmacy patients and patient safety your first concern
<b>S16</b> Use judgement and refer service user as appropriate to another member of the team, GP, healthcare worker, manufacturer etc.
<b>S17</b> Maintain the interest of patients and the health of the public
<b>S18</b> Promote and advocate equality, diversity and inclusion
<b>S19</b> Promote healthy lifestyles to customers
<b>S20</b> Work safely within the parameters of your role using Standard Operating Procedures
<b>S21</b> Apply policies which relate to health and safety at work
<b>S22</b> Act appropriately in situations to prevent harm to yourself and others

Behaviours
<b>B1</b> Be trustworthy and honest, respectful and caring
<b>B2</b> Act with integrity and fair conduct, have the courage to say when something is wrong
<b>B3</b> Be a reliable and capable member of the workforce and recognise your own value and that of your team
<b>B4</b> Display effective interpersonal skills
<b>B5</b> Respect patients' values