



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

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

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## 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 three 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

**Assessment method 3: Professional Discussion**

- 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>• For level 2 apprenticeships, apprentices without English and mathematics at level 2 must achieve level 1, English and mathematics at Level 2 must have been attempted</li> <li>• Portfolio completed (Used in Professional Discussion – Assessment method 3)</li> </ul>
<b>End Point Assessment</b> (which would typically take 3 months)	Assessment Method 1: Knowledge Test Assessment Method 2: Simulated Observation with question and answer session Assessment method 3: Professional Discussion

## Length of end-point assessment period:

The EPA (including all assessment methods) must be completed within 3 months of the Gateway, 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 methods 2 Simulated Observation with question and answer session, and 3 Professional Discussion can be taken in any order.

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 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	C	Reason for this
Assessment Method 1: Knowledge Test	Assessment Method 2: Simulated Observation with question and answer session	Assessment Method 3: Professional Discussion	Without the required knowledge, the apprentice will be unable to pass assessment method 2 or 3.

## 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.
- Completion of a portfolio:
- The Portfolio will not be graded or marked, and will only be used to support the Professional Discussion (assessment method 3)
- The portfolio must be submitted to the EPAO ten days before assessment method 3 the professional discussion, takes place
- The portfolio should be arranged in 5 sections to align with the domains of the standard as follows, each section must contain four pieces of evidence:
  - Section 1: Dispensing and supply of medicines and medicinal products
  - Section 2: Team work
  - Section 3: Communication, pharmacy law and ethics
  - Section 4: Person centred care
  - Section 5: Health and safety in the workplace

The portfolio can be electronic or paper-based, or a mixture of both, and can be made up of a collection of evidence in a variety of formats, including written, audio and video. Examples would be:

- Written statements
- Reports / Minutes / Action Logs
- Observations by the apprentice's manager / mentor
- Notes from discussions

- Review meeting notes
- Feedback (managers and peers)
- Reports completed by the apprentice
- Performance Reviews

## 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:

- A multiple-choice test of 40 questions with four possible answers, of which only one is correct, scoring 1 mark each
- 5 scenario-based multiple-choice questions, one from each domain of the occupational standard. Each question will have four possible answers, of which only one is correct, scoring two marks for a correct answer, and zero marks for an incorrect one.

#### Test administration

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

The test is closed book which means that the apprentice MAY NOT refer to reference books or any other materials.

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 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.

The table sets out the targeting of the five domains of work within the Knowledge test. This should also inform the EPAO in constructing questions banks of sufficient size to prevent predictability

Domain	Number of questions	Number of Scenario based questions
1. Dispensing and supply of medicines and medicinal products (K1 to K8)	12	1
2. Team work (K9 – K14)	6	1
3. Communication, pharmacy law and ethics (K15 – K17)	12	1
4. Person centred care (K18 – K24)	6	1
5. Health and safety in the workplace (K25 – K26)	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 multiple-choice questions types allow this, to improve marking reliability.

Any incorrect or missing answers must be assigned zero marks.

## Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and different 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.

### **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

### **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.

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

### **Overview**

Apprentices must be observed by an independent assessor completing two simulated observations in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the observation with question and answer session to take place in consultation with the employer.

The simulated observations must be carried out over a maximum total assessment time of one hour, including questions and answers. The observations may be split into discrete sections held on the same working day.

The Assessor has the discretion to increase the overall time of the tasks and Q&A to enable apprentices to complete tasks and answers, up to a maximum of 10% of the overall time for this assessment method.

The independent assessor may conduct and observe only one apprentice at a time 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 written and verbal 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. It is recognised that this might be 'out of hours' to avoid disrupting or being disrupted by, normal business operations.

In determining the actual *tasks* to be observed, the following *activities* MUST be covered during the simulated observation.

- 1 - Dispensing and supply of medicines
- 2 - Working within Standard Operating Procedures (SOPs), and the legal and ethical framework

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

The apprentice will be observed by the independent assessor carrying out two simulated tasks, which must last for a maximum of 1 hour (+ 10% at the assessor's discretion to allow the tasks to be completed appropriately), including questions and answers.

The apprentice will have:

- 5 minutes to read what demonstration is required prior to starting each one (not included in the time allowed)
- 20 minutes to complete each task
- 10 minutes questions and answer session following each task.

The question and answer session will be undertaken with the same independent assessor at the end of each task. The purpose of the question session is two-fold:

- to allow the independent assessor to clarify any aspects of the two simulated observations that were observed
- to allow the independent assessor to ask follow up questions to assess the knowledge, skills and behaviours for this method that were not demonstrated or where there are gaps

Questioning must be completed within the total time allowed for the simulated observations.

There may be breaks during the two 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 a set of open questions to be used by the independent assessor in order for them to assess related underpinning knowledge, skills and behaviours.

EPAOs must develop 'simulated observation banks' of sufficient size to prevent predictability and review them regularly (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.

EPAOs will produce specifications to outline in detail how the simulated observations will operate, what they 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. Specifications must be standardised by the EPAO.

### Venue

Simulated observations can be conducted at the employer's premises or a suitable venue provided by the EPAO.

### Support material

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

- Outline of the simulated observation's requirements for the independent assessor, to be drawn randomly from a bank of tasks produced by the EPAO
- Brief for each task of 300 words maximum for the apprentice to read
- Grading matrix
- Guidance for the follow-up question and answer session.

### Other relevant information

A specification of the observation 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.

Details of the materials required etc must be kept confidential by the employer from the apprentice being assessed. The employer will be required to confirm to the independent assessor that this has been complied with.]

## Assessment Method 3: Professional Discussion

### Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the duties and KSBs assigned to this assessment method.

The main purpose of this assessment method is to allow the apprentice to draw upon evidence from their work, to support their evidencing of the elements of their day to day role.

The rationale for this assessment method is:

A professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and independent assessor. It allows the apprentice to evidence how they have met the KSBs, underpinned by evidence drawn from their portfolio. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the health sector.

### Delivery

The independent assessor will conduct and assess the professional discussion. In normal circumstances and as far as is practical, the EPAO will ensure that the independent assessor who carries out the simulated observations also conducts the professional discussion

The professional discussion should be conducted in the following way:

- The professional discussion must last for 30 minutes (+ 10% at the independent assessor's discretion to allow an apprentice to finish the answer they are giving).
- Further time may be granted for apprentices with appropriate needs, for example where signing services are required.
- Professional discussion is not simply a question and answer session but a two-way conversation between the apprentice and independent assessor.
- The EPAO will provide a structured template for the independent assessor, which will provide discussion points to be used for the discussion to ensure consistency and to cover the knowledge, skills and behaviours mapped to this method of assessment.

- The EPAO will provide a template to record the discussion points and allow the independent assessor to make notes of the responses provided in a structured way.
- EPAOs will create and 'bank of open questions' to assess related underpinning knowledge, skills and behaviours.
- The independent assessor will not assess the portfolio.
- The independent assessor will make all grading decisions.

The apprentice will:

- Provide evidence for the knowledge, skills and behaviours used for this method
- Draw on evidence from their portfolio, selecting appropriate items to underpin the discussion.

### Questions and resources development

EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours. These will be selected from a bank of questions produced by the EPAO. The questions will be selected by the Independent Assessor tailored to the content of the apprentice's portfolio

EPAOs will produce specifications to set out in detail how the professional discussion 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 question 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

The professional discussion should normally take place at the employer's premises or a suitable venue provide by the EPAO. If this is not possible, for example due to the lack of an appropriate area, then it can take place on-line. In such a situation, the EPAO must ensure the following:

- That the identity of the apprentice is verified by the employer and the independent assessor.
- That a camera is available showing the apprentice and the surrounding vicinity, to ensure that the apprentice is not being aided.

The professional discussion may also take place on a different day to the simulated observation assessment method.

## Support material

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

- Outline of the requirements of the professional discussion
- Grading matrix
- Bank of questions and discussion points

## Other relevant information

A specification of where the professional discussion will take place (room set up / environmental conditions / equipment or materials) must be shared with the employer at least 3 working days before the assessment takes place if undertaken at the employer's premises.

## 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 (%)
<b>Distinction</b>	85	100
<b>Pass</b>	65	84
<b>Fail</b>	0	64

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

All pass criteria are required to be achieved for the apprentice to achieve a pass for this assessment method.

All pass and distinction criteria need to be achieved for the apprentice to achieve a distinction for this assessment method.

KSBs	Name of grade	Grade descriptor
<b>K1 K3 K6 K8</b> <b>K11 K16</b>  <b>S1 S2 S3 S4 S5</b> <b>S6 S8 S12</b>  <b>B1 B2</b>	<b>Distinction</b>	Apprentice Can: <ul style="list-style-type: none"> <li>Explains the impact of calculating incorrect measurements and 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)</li> <li>Can give an example of where they have made a recommendation for an improvement to internal operating arrangements (K11)</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> </ul>

		<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> </ul>
	<b>Pass</b>	<p>Apprentice can:</p> <ul style="list-style-type: none"> <li>Demonstrates and explains how they work within the legal framework for a Pharmacy Services Assistant (S3, S8)</li> <li>Demonstrates how they work within their Standard Operating Procedures (SOPs), and why they are important in the dispensing of medicines (K11, S6)</li> <li>Demonstrates the process to be followed in receiving and accurately logging of prescriptions, the accurate dispensing of appropriate medicines, and an understanding of any issues that arise from how medicines are taken (K1, K6 S1, S2, S3)</li> <li>Demonstrates or explains what in- process accuracy checks they would undertake (K11, S2)</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 (B1, B2)</li> </ul>



		<ul style="list-style-type: none"> <li>• Can explain the limits of their responsibilities in respect of advice to patients on supplied medicines and products (S5)</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>• Can demonstrate and explain the legal and policy framework in which information is handled (K16, S12)</li> <li>• Assesses the risks in information being inappropriately stored or used, and the actions that can be taken in mitigation (K16, B1)</li> </ul>
	<b>Fail</b>	<ul style="list-style-type: none"> <li>• The apprentice did not meet the pass criteria</li> </ul>

### Assessment Method 3: Professional Discussion based on a Portfolio of Evidence

All pass criteria are required to be achieved for the apprentice to achieve a pass for this assessment method.

All pass and distinction criteria need to be achieved for the apprentice to achieve a distinction for this assessment method.

KSBs	Name of grade	Grade descriptor
<b>K14 K18 K20 K21</b>  <b>S7 S9 S10 S11 S13 S14 S15 S16 S17 S18</b>	<b>Distinction</b>	Apprentice Can: <ul style="list-style-type: none"> <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> </ul>

<p><b>S19 S20 S21 S22</b></p> <p><b>B1 B3 B4 B5</b></p>		<ul style="list-style-type: none"> <li>• Can give two examples of how they have promoted healthy lifestyles to the public, and can explain why they made those recommendations and 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>• In order to demonstrate their impact as a role model in the wider workplace, explain how they have acted to ensure that patients' values are respected. (B5)</li> <li>• 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 two examples, how they regularly contribute to team-based discussions / problem solving, and what the positive impact of their contributions have been (S9, S18, B4)</li> <li>• Explains how they have been proactive in their own development and by two examples 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</li> </ul>
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		of where they have supported others within the scope and boundaries of their practice, and what the impact has been (K21, S9, B3)
	<b>Pass</b>	<p>Apprentice can:</p> <ul style="list-style-type: none"> <li>• Can explain how they decide when to refer a customer to another member of the team such as a GP, healthcare worker etc. (S16)</li> <li>• Explains how they communicate effectively and where appropriately, confidentially, and that they demonstrate knowledge when giving advice (S11)</li> <li>• Can clearly articulate what is meant by 'Person Centred Care', and can demonstrate this in their day to day role.(K18, S14, B5)</li> <li>• Explains how they would promote the benefits of 'healthy lifestyle choices' to customers and what techniques they would use to encourage their use (K20, S19)</li> <li>• Explains how they manage effective health and safety practice of self and others, including patients and other members of the team (S15, S17)</li> <li>• Demonstrates an understanding of how patient data is processed, recorded and stored (S7)</li> <li>• Explains how IT systems assist with the storage and processing of data in line with legislative requirements, and evidences having used such systems in their day to day role. (S13)</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 using SOPs, and how these positively impact on the operation of the pharmacy (S20, S22)</li> </ul>

		<ul style="list-style-type: none"> <li>• Explains how they have managed their own continuing personal development, and explains its positive impact on their role, and their pharmacy (S10)</li> <li>• Shows that they understand the importance of reflection in managing their personal performance and explains what they have learnt from good practice examples from other healthcare professionals (K14)</li> <li>• Demonstrates they have used interpersonal skills within the team and other professionals in accurately delivering to agreed performance measures (B4)</li> <li>• Demonstrates that they contribute effectively in the development of themselves and colleagues, and that they can explain positive the contribution made by the team (S9, B3)</li> <li>• Demonstrates that they understand the importance of treating all other people as individuals, and evidences how they promote diversity, equality and inclusion (K21, S18)</li> </ul>
	<b>Fail</b>	<ul style="list-style-type: none"> <li>• The apprentice has failed to meet the pass criteria.</li> </ul>

### Overall EPA grading

All three assessment methods must be passed for the apprentice to be awarded a pass overall.

All three assessments must be passed at 'Distinction' for the apprentice to be awarded a distinction overall.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole: (Note: A fail in any assessment methods will result in an overall fail grade)

Assessment Method 1: Knowledge Test	Assessment Method 2 Simulated Observation with question and answer session	Assessment Method 3 Professional Discussion based on a Portfolio of Evidence	Overall grading
Pass	Fail	Fail	Fail
Distinction	Fail	Fail	Fail
Pass	Pass	Fail	Fail
Pass	Distinction	Fail	Fail
Distinction	Pass	Fail	Fail
Distinction	Distinction	Fail	Fail
Pass	Fail	Pass	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Distinction	Distinction	Pass	Pass
Pass	Distinction	Distinction	Pass
Distinction	Pass	Distinction	Pass
Distinction	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> </ul>

	<ul style="list-style-type: none"> <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/invigilate 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</li> </ul> </li> </ul>

	<p>EPAO in terms of good assessment practice, operating the assessment tools and grading</p> <ul style="list-style-type: none"> <li>• have the capability to assess the apprentice at this level</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
- hold a mandatory annual standardisation event for all assessors
- 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

## External Quality Assurance (EQA)

The external quality assurance provider for this assessment plan is named on the Institute for Apprenticeships' website.



## 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 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

## 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>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

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>S8</b> Recognise and act within the pharmacy regulatory, legal and ethical standards
<b>S12</b> Handle information (of record, report and store information) related to individuals and / or patients in line with local and national policies

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

## Assessment Method 3: Professional Discussion based upon a Portfolio of Evidence

Knowledge
<b>K14</b> The importance of personal development and how to reflect on your work
<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>S7</b> Act in accordance with systems and organisational governance
<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>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
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<b>S22</b> Act appropriately in situations to prevent harm to yourself and others
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<b>Behaviours</b>
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<b>B1</b> Be trustworthy and honest, respectful and caring
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<b>B3</b> Be a reliable and capable member of the workforce and recognise your own value and that of your team
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<b>B4</b> Display effective interpersonal skills
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<b>B5</b> Respect patients' values
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