



End-point assessment plan (Integrated) for Pharmacy Technician apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0300	3	Yes

Contents

Introduction and overview	2
EPA Summary Table	5
Length of end-point assessment period:	6
Order of assessment methods	6
Gateway	7
Assessment Methods.....	8
Weighting of assessment methods	14
Grading.....	14
Internal Quality Assurance (IQA).....	21
Re-sits and retakes	21
Affordability	22
Reasonable adjustments	22
Mapping of KSBs	23

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Pharmacy Technician 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 Technician apprentices, their employers and training providers.

The level 3 pharmacy technician apprenticeship is one of the routes to registration as a pharmacy technician in Great Britain.

The organisations involved in the apprenticeship are:

1. *General Pharmaceutical Council (GPhC)*: The GPhC is the regulator for pharmacy in Great Britain and is responsible for setting the initial education and training standards for pharmacy technician qualifications and/or programmes leading to registration. These standards are set out in *Standards for the initial education and training of pharmacy technicians (2017)*.

As part of its regulatory remit, the GPhC approves qualifications based on its standards and there are two ways in which it does this: it *accredits* pharmacy technician programmes run by a single commercial provider or *recognises* an Ofqual-approved qualification designed by a national qualifications organisation and delivered by multiple providers. On successful completion of either route, apprentices are eligible to apply to register with the GPhC as a pharmacy technician, subject to health and fitness to practise requirements.

2. *The Institute for Apprenticeships and Technical Education (IfATE)*: The IfATE has oversight of apprenticeship standards on behalf of government and is, therefore, responsible for approving the content of the pharmacy technician apprenticeship standard. The standard was developed by the Pharmacy Trailblazer Group, in line with GPhC requirements for the initial education and training of pharmacy technicians.

The IfATE has agreed that the pharmacy technician apprenticeship standard can be an integrated standard, meaning that the end-point assessment (EPA) component of the apprenticeship is integrated into the qualification. This ensures that the qualification and the apprenticeship award are co-terminus. In the context of the apprenticeship, this means that apprentices cannot achieve the qualification without completing the EPA.

Delivery

Integration of the apprenticeship into the pharmacy technician qualification requires that training providers who wish to deliver the standard will be required to be:

1. approved by the GPhC to deliver the qualification (level 3 pharmacy technician qualification) or approved by the GPhC to deliver an accredited level 3 pharmacy technician programme with qualification);
2. registered as a training provider for the apprenticeship standard with the Education and Skills Funding Agency (ESFA) on their Register of Apprenticeship Training Providers (RoATP);
3. registered as an EPA organisation with the ESFA on their Register of End-point Assessment Organisations (RoEPAO) in order to deliver the EPA for the apprenticeship.

Examples of how the process of delivering and awarding the apprenticeship, the qualification and applying to register with the GPhC are:

Example 1

1. Training provider A is on RoATP and RoEPAO and is also delivering a GPhC *accredited* pharmacy technician programme;
2. Training provider A enrolls an apprentice onto the pharmacy technician apprenticeship programme;
3. after 24 months (the minimum length of work experience and duration on the apprentice required by the GPhC) on the apprenticeship programme, the apprentice has completed all of the requirements of the apprenticeship standard gateway, including the specific requirements of the apprenticeship, and the requirements of the GPhC in respect of the pharmacy technician programme;
4. the employer and training provider A arrange for the EPA to be delivered by the training provider in their capacity as an EPAO (End-point assessment organisation), ensuring the IfATE's requirement for independence in the delivery of the EPA is met.
5. the EPA is completed, in accordance with the requirements of EPA plan for the pharmacy technician standard;
6. when the apprentice is judged to have passed the EPA, the EPAO advises the ESFA of the successful completion of the programme and apprenticeship certificate is issued; and
7. the apprentice uses their course certificate as evidence to enable their application to register as a pharmacy technician with the GPhC, subject to health and fitness to practice requirements.

Example 2

1. Training provider B is on RoATP and delivering an Ofqual-approved Level 3 pharmacy technician qualification which has been *recognised* by the GPhC
2. Training provider B enrolls an apprentice onto the pharmacy technician apprenticeship programme;
3. after 24 months (the minimum length of work experience required by the GPhC) on the apprenticeship programme, the apprentice has completed all of the requirements of the apprenticeship standard gateway, including the specific requirements of the apprenticeship, and the requirements of the GPhC in respect of the pharmacy technician qualification;
4. the employer and training provider B arrange for the EPA to be delivered by the EPAO B who will need to ensure independence is met.
5. the EPA is completed, in accordance with the requirements of the EPA plan for the pharmacy technician apprenticeship standard;
6. when the apprentice is judged to have passed the EPA, the EPAO advises the ESFA of the successful completion of the programme and apprenticeship certificate is issued; and

7. the apprentice uses the qualification certificate as evidence to enable their application to register as a pharmacy technician with the GPhC, subject to health and fitness to practice requirements.

Full time apprentices will typically spend at least 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. The 24-month minimum on-programme period is a requirement of General Pharmaceutical Council for the registration of Pharmacy Technicians.

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 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve 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 two distinct assessment methods, with the following grade outcomes.

Assessment method 1: Professional Discussion based on a Portfolio of Evidence

- Fail
- Pass
- Distinction

Assessment method 2: Observation with question and answer session

- Fail
- Pass

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

- Fail
- Pass
- Distinction

EPA Summary Table

On-programme (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End Point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard • Apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA • Completed all of the units and assessments to meet the knowledge, skills and behaviours of the Pharmacy technician occupational standard • Portfolio completed (Used in Professional Discussion – Assessment method 1)
End Point Assessment (which would typically take 3 months)	Assessment method 1: Professional Discussion based on a Portfolio of Evidence Assessment Method 2: Observation with question and answer session
Professional recognition	The General Pharmaceutical Council

Length of end-point assessment period:

The EPA (including all assessment methods) must be completed within 3 months of the apprentice passing through the gateway, and within the total EPA period.

Order of assessment methods

The assessment methods can be delivered in any order.

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 are deemed to 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 2 English and mathematics 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.
- Completed all of the practical units and assessments on the programme to meet both the knowledge, skills and behaviours of the occupational standard, and the requirements of the regulator (GPhC)
- The apprentice has completed and submits their Portfolio to the EPAO at the Gateway
- The supporting portfolio of evidence should typically have 30 pieces of evidence.
- The portfolio of evidence can be electronic or paper-based (or a mixture of both) and will be made up of a collection of evidence in a variety of formats including written, audio, and video. Reflective accounts and self-evaluation cannot be included as evidence. Examples would be:
 - Video / audio comments / extracts
 - Written statements
 - Project plans
 - Reports / Minutes / Action logs
 - Observations
 - Discussions from Networks / Working Groups
 - Presentations
 - Feedback (managers)
 - Performance Reviews

- The portfolio should be arranged in 10 sections to align with the duties of the standard as follows each section must have four pieces of evidence:
 - Section 1: Work within regulatory standard to optimise a person's medicines
 - Section 2: Provide person-centred care
 - Section 3: Manage or support the day to day operation of the pharmacy
 - Section 4: Provide education and training to pharmacy and wider healthcare teams
 - Section 5: Maintain a quality service through audit and evaluation
 - Section 6: Advise people on the safe use of medicines and devices
 - Section 7: Manage continued professional and person development for self and others
 - Section 8: Ensure patient safety
 - Section 9: Provide specialist services
 - Section 10: Respond appropriately to medical emergencies
- On commencement of the apprenticeship, the apprentice must begin to retain a portfolio of evidence, which must be finalised before passing through the gateway. The portfolio will be used to inform the questioning for the professional discussion. The portfolio itself is not assessed. It must contain at least one piece of evidence mapped clearly to each of the knowledge, skills and behaviours (KSBs) relating to this assessment method. Although each piece of evidence may map to more than one KSB, this will typically result in 30 pieces of evidence to cover all KSBs listed. The employer must sign off the portfolio of evidence, thereby authenticating it.

Assessment Methods

Assessment Method 1: Professional Discussion based on a Portfolio of Evidence

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 portfolio to support their evidence of KSBs in their day to day role.

The professional discussion can take place in any of the following:

- employer's premises

- a suitable venue selected by the EPAO (e.g. a training provider's premises) the EPAO is responsible for ensuring that the environment is representative of the apprentice's workplace and can facilitate EPA.
- Via Skype or alternative on-line meeting platform

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 which are 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 assessors will conduct and assess the professional discussion individually.

The professional discussion will allow the apprentice to demonstrate the depth and breadth of their pharmacy technician knowledge, skills and behaviours required to practice both safely and effectively. As a structured, in-depth two-way conversation between the independent assessor and apprentice, the professional discussion will provide an effective holistic assessment of understanding and knowledge. The independent assessor will have 10 working days to review the portfolio prior to undertaking the professional discussion.

The professional discussion should be conducted in the following way:

- The professional discussion must last for 90 minutes (+ 10% at the independent assessor's discretion to allow an apprentice to finish the answer they are giving).
- The professional discussion will assess the KSBs mapped as outlined in the mapping:
 - how they work in line with the regulatory standards
 - their understanding and application of dispensing and drug advice
 - their understanding of pharmacy science
 - how they meet quality and governance requirements
 - how they deliver person centred care
 - how they work as an effective member of the team and supervise others
- All of the above areas must be covered during the professional discussion.
- The Independent Assessor will ask 15 questions

- The Independent Assessor (IA) will lead the professional discussion, opening with a question from the EPAO bank of questions and then use additional questions throughout the professional discussion to allow the apprentice the best opportunity to evidence their competence. The IA will use follow up questions for clarification as needed. These follow up questions will not contribute to the requirement for 15 opening questions.
- Further time may be granted for apprentices with appropriate needs in-line with the EPAO's Reasonable Adjustments Policy.
- The professional discussion will be led by the independent assessor with the apprentice on an individual basis. Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way. e.g. use of a 360-degree camera to allow the assessor to look around the room during the professional discussion.
- The EPAO will provide a structured template for the independent assessor to use during the professional discussion, which will provide discussion points to ensure consistency and to cover the knowledge, skills and behaviours mapped to this method of assessment.
- EPAOs will create and provide a 'bank of open questions' for the independent assessor to use, the independent assessor may also ask follow-up questions to obtain clarity and to gain evidence where there are gaps.
- The EPAO 'bank of open questions' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The questions and discussion points relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.
- EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.
- Independent assessors must be developed and trained in the conduct of professional discussions and reaching consistent judgement by their EPAO.
- The professional discussion should be graded fail, pass or distinction. The apprentice can use evidence from their portfolio, to underpin the evidence for the professional

discussion. The portfolio will not be assessed or graded during the end-point assessment.

- Independent assessors must allocate grades using the grading criteria set out in the grading section.
- The professional discussion may be observed for quality assurance purposes by the EPAO or the External Quality Assurance Provider (EQAP). In these instances, the apprentice will be advised beforehand.

The apprentice will:

- Provide evidence for the knowledge, skills and behaviours for this method
- Use their portfolio to underpin the professional discussion, selecting items to support and evidence responses.

Questions and resources development

EPAOs will create a bank of open questions and a bank of discussion points to assess the knowledge, skills and behaviours.

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. 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. 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 question bank if employers are consulted.

Venue

The professional discussion should normally take place at the employer's premises or a suitable venue provide by the EPAO, or via an online meeting platform

It will be conducted in a designate space, in a quiet room that is free from distractions.

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

Support material

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

- Outline of the requirements of the professional discussion for the employer and the apprentice
- Documentation for the independent assessor to use to ensure consistency and for moderation
- Bank of open questions and discussion points
- A structured template for the independent assessor to use for managing the assessment to ensure consistency and to record evidence

EPAO will also:

- Ensure an appropriate controlled environment is provided for the assessment

Assessment Method 2: Observation with question and answer session

Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace 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 assessor can only observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

This is a practical occupation and a live observation enables the assessment of a broad range of the KSB of the apprentice within a realist work setting, under normal conditions.

Delivery

The observations must be carried out over a maximum total assessment time of 60 minutes, followed by 20 minutes question and answers. The independent assessor has the discretion to increase the overall time by 10% to allow the apprentice to complete tasks and answers at the end of this assessment

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation, and the KSBs mapped to this method must be demonstrated:

- Dispensing of medicines
- Delivery of person-centred care

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

- The apprentices will be observed carrying out day-to-day activities in a live setting for 60 minutes followed by the 20-minute question and answer session. The independent assessor should remain unobtrusive and refrain from engaging with the customer, apprentice, and other staff throughout the 60 minutes observation.
- The independent assessor will ask the apprentice questions during the question and answer session. They will ask a minimum of 3 open questions from the 'bank of questions' held by the EPAO. They may ask additional follow-up questions, where clarification is required. KSBs that did not occur during the observation will be covered by the question and answer session.
- EPAOs will produce specifications to outline in detail how the 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.

Question development

EPAOs will create an observation template including open questions to assess related underpinning knowledge, skills and behaviours. They must develop question banks of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure they are fit for purpose.

Venue

Observations can be conducted at the employer's premises or a workplace other than the employers own premises (e.g. other appropriate healthcare setting). The EPAO is responsible for ensuring that the environment is representative of the apprentice's workplace and can facilitate EPA.

Support material

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

- Outline of the observation's requirements for the independent assessor.
- Grading matrix
- Bank of questions for the independent assessor
- Guidance for the follow-up Q&A for the employer and apprentice on how the assessment will be conducted

Weighting of assessment methods

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

Grading

Performance in the EPA will determine the overall apprenticeship grade of fail, pass or distinction

EPAOs must grade the EPA according to the requirements set out in this plan

Independent assessors must individually grade the two assessment methods. Method one will be graded, fail, pass or distinction, method two as fail or pass.

To achieve an overall pass, the apprentice must achieve a pass in both of the assessment methods. To achieve a distinction, the apprentice must achieve a distinction in method one and a pass in method two.

Assessment Method 1: Professional Discussion based on a Portfolio of Evidence

KSBs	Name of grade	Grade descriptor
K1 K2 K3 K4 K5 K6 K8 K10 K11 K12 K13 K14 K15 K18 K19 K20 K21 K22 K23 K24 K25 K26 K27	Distinction	<ol style="list-style-type: none"> 1. Explains a complex problem, the possible solution(s) identified, the checks made using the regulatory and professional standards, and the consequences of the potential outcomes (K1 K2 S7 B1) 2. Give an example of how they explained the possible medicines options to a patient, the benefits of each option, how this helped the

<p>S7 S11 S12 S13 S16 S17 S20 S23 S25 S26 S27 S28 S29 S30 S31 S32</p> <p>B1 B2 B3 B5</p>		<p>patient make an informed choice, and how they managed the patient's reaction (K3 K6 S11)</p> <ol style="list-style-type: none"> 3. Explains the benefits of adopting a person-centred care approach and how this can positively affect patients and the wider community (K5 S20) 4. Can explain the impact of a breach in patient confidentiality, and the implications for the patient and the pharmacy(K8) 5. Explains where they have made an improvement to the operational procedures and processes and how it has benefitted the pharmacy and patients (K12) 6. Evaluates the impact of poor communication practice on the pharmacy (K11 K18 S20 B5) 7. Explains how implementation of personal development activity has benefitted the pharmacy, and how they have shared new knowledge with junior staff to improve their practice (K19 K20 K26 S25 S32) 8. Explains when they have dealt with a complex complaint, including how they analysed it, how it was resolved, and identified the next step(s) to ensure the complaint was not escalated (K22 K27 S27)
	<p>Pass</p>	<ol style="list-style-type: none"> 1. Explains how they work accurately to regulatory and professional standards, including local and national guidelines (K1 K2 K23 S29 B1) 2. Explain the principles relating to the science of pharmacy, together with an understanding of the use of drugs (K3) 3. Describe the process as to how they accurately dispense drugs to ensure safe and effective medicines and products are supplied in a supportive manner (K4 K27 S12) 4. Explains the principles that relate to good person-centred care (K5 S20)

		<ol style="list-style-type: none"> 5. Explains examples of when they have applied their professional Judgement in the best interest of people (K6) 6. Explains the principles of confidentiality, and effective governance (K8 S7 S13) 7. Explains the importance of working in a safe environment, and adopting safe working practices (K10 S11) 8. Explains how they pass on relevant information that is appropriate to the needs of particular audiences (K11 K15 S23) 9. Explains the importance of audit and the adoption quality systems and processes, and how they involve others to ensure compliance (K12 S16 S17) 10. Explains the principles behind risk management (K13) 11. Gives examples of working effectively with colleagues at all levels, and explains how they respond to feedback and concerns (K14 B2 K18) 12. Can explain with examples how they effectively manage their own personal development (K19 K20 S25 S26) 13. Understands the importance of safeguarding, and the effective care of vulnerable adults (K21 S28) 14. Describes the process for dealing with complaints (K22 S27 B2) 15. Describes how they would manage a medical emergency in line with health and safety legislative requirements and local controls procedures and policies (K24 K25 S30 S31) 16. Explain how they respect diversity and cultural differences (K15 S23 B5) 17. Explain with examples how they effectively supervise others (K26 S32 B3)
	Fail	The apprentice did not meet the pass criteria

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Assessment Method 2: Observation with question and answer session

KSBs	Name of grade	Grade descriptor
K7 K9 K16 K17 S1 S2 S3 S4 S5 S6 S8 S9 S10 S14 S15 S18 S19 S21 S22 S24 B1 B4 B5	Pass	<ol style="list-style-type: none"> 1. Demonstrates clear and effective communication with patients and colleagues (K7 S15) 2. Clearly undertakes the accurate dispensing of medicines and other products, undertaking accuracy checks where necessary and dealing with discrepancies. (K9 S1 S4 S5 S8 B1) 3. Demonstrates that they can effectively order, dispense and dispose of medicines in an effective and efficient manner (K9 S18) 4. Listens and provides relevant and clear advice to persons, taking into account their specific needs (K16 K17 S19) 5. Demonstrate that they are able to work within their scope of practice (S10) 6. Can retrieve and accurately use relevant data in their work (S2 S3 S6) 7. Ensures that all patient and other data is treated with confidentiality (S14 B4) 8. Provides relevant advice on appropriate healthy lifestyle options (K17 S21) 9. Demonstrates that they have clearly understood the needs of a person, by obtaining relevant information, and using it in a safe and effective manner (K16 S9 S22) 10. Conducts self-checks on their own work and that of others to ensure accuracy and safety (S9 S24)

		11. Demonstrates that they act to ensure that they respect diversity and cultural differences (K16 S19 B5)
	Fail	The apprentice has failed to meet the pass criteria.

Overall EPA grading

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

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	Assessment Method 2	Overall grading
Professional Discussion based on a portfolio	Observation with question and answer session.	
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Pass	Pass	Pass
Distinction	Fail	Fail
Distinction	Pass	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • ensure all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	<ul style="list-style-type: none"> • As a minimum EPAOs should: <ul style="list-style-type: none"> • be approved by the GPhC to deliver the qualification or approved by the GPhC to deliver an accredited level 3 pharmacy technician programme with qualification • understand the occupational role • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest

	<ul style="list-style-type: none"> • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan arrange for certification with the relevant training provider
Independent assessor	<ul style="list-style-type: none"> • As a minimum an Independent assessor should: <ul style="list-style-type: none"> • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<ul style="list-style-type: none"> • As a minimum the training provider should: <ul style="list-style-type: none"> • 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 • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • be approved by the GPhC to deliver the qualification or approved by the GPhC to deliver an accredited level 3 pharmacy technician programme with qualification

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 qualified and registered as a Pharmacist or Pharmacy Technician with the General Pharmaceutical Council (GPhC).
- appoint independent assessors who have recent relevant experience of the occupation/sector as a
 - Pharmacist or Pharmacy Technician with at least 1 years' experience in the 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
- ensure independent assessors attend standardisation events annually.

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:

- using an employer's premises
- Both methods of assessment can be conducted on the same day

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: Professional Discussion based upon a Portfolio of Evidence

	Knowledge
K1	How to ensure legal regulatory and professional standards are maintained.
K2	Understand the limits of their accountability, authority and responsibility, and those of the science of pharmacy
K3	Understand the basic pharmacological principles, actions and use of drugs
K4	How to ensure the quality of ingredients to produce and supply safe and effective medicines and products
K5	Understand the principles that underpin person-centred care
K6	How to apply professional judgement in the best interests of people
K8	Understand the principles of governance and confidentiality
K10	How to apply safe working practices in line with health and safety legislation; know how to risk assess processes and manage outcomes
K11	Know how to effectively deliver key messages to healthcare team members
K12	Understand the principles of audit and quality-improvement strategies, and how to implement recommendations effectively
K13	Understand the principles of risk management
K14	Understand the most appropriate ways to reflect and act on feedback or concerns, thinking about what can be done to prevent adverse incidents
K15	Understand the importance of effective methods of communication to different audiences
K18	Understand how to effectively collaborate and work with colleagues and health care professionals
K19	Know how to manage their own personal development
K20	Understand the principles of revalidation
K21	Understand how to safeguard people, particularly children and vulnerable adults
K22	Understand how to deal with complaints and errors, through effective use of established policies and procedures
K23	Know how to work within any local, regional and national guidelines and policies

K24	Know how to apply health and safety legislation in the workplace controls
K25	Know how to respond appropriately to medical emergencies
K26	Understand how to effectively supervise other staff within the pharmacy
K27	Understands how to effectively manage medicines

Skills	
S7	Apply the principles of clinical governance and ensure person's confidentiality
S11	Provide a safe, effective and responsive pharmacy service
S12	Take personal responsibility for the legal, safe and efficient supply of medicines
S13	Apply the principles of governance.
S16	Explain the impact of audit and evaluation on the quality of pharmacy operations and services
S17	Engage others in the improvement of processes and systems
S20	Give the person all relevant information and advice in a way they can understand, so they can make informed decisions about their health and wellbeing
S23	Adapt information and communication to meet the needs of particular audiences
S25	Suggest and implement personal goals and methods of improvement
S26	Maintain CPD outcomes in line with regulatory requirement
S27	Identify and respond effectively to errors and near misses
S28	Ensures effective safeguards are in place particularly for children and vulnerable adults
S29	Prioritise time and resources effectively to achieve local and national objectives
S30	Respond to medical emergencies
S31	Ensure that health and safety controls are embedded and working
S32	Effectively supervise other members of the team

Behaviours	
B1	Always act in a manner supportive of the spirit of the regulatory standards
B2	Always act with integrity, openness, honesty, especially when things go wrong.
B3	Be reliable, supportive and reflective
B5	Value diversity and respect cultural differences – making sure that every person is treated fairly and with respect

Assessment Method 2: Observation with question and answer session

Knowledge	
K7	How to communicate with patients, carers and colleagues using a wide range of options and channels focusing on delivering and improving pharmacy services
K9	How to order, receive, maintain, supply and dispose of medicines and other pharmaceutical products safely, legally and effectively
K16	Know how to manage a person's diverse needs and what is important to them
K17	Know to provide and promote advice on healthy lifestyles and initiatives, using available resources and evidence-based techniques

Skills	
S1	Recognise and work within their scope of practice and skills,
S2	Use relevant data and information to make effective decisions
S3	Accurately retrieve and reconcile information about a person's medicines
S4	Accurately assemble prescribed items
S5	Issue prescribed items safely and effectively and take action to deal with discrepancies carry out an accuracy check of dispensed medicines and products
S6	Accurately perform pharmaceutical calculations to ensure the safety of people
S8	Assess a person's present supply of medicines and order appropriate medicines and products.
S9	Receive requests for medicines, including prescriptions, and check for their validity, safety and clarity, taking action to deal with any problems with the person directly
S10	Demonstrate operational skills within their scope of practice
S14	Ensure the confidentiality of patient data.
S15	Communicate and work effectively with members of the multidisciplinary team
S18	Effectively use systems to support the safe and effective management and supply of medicines
S19	Listen to a person, understand their needs and interpret what matters to them.
S21	Optimise a person's medicines to achieve the best possible outcomes.

S22	Obtain relevant information from people – including patients, carers and other healthcare professionals – and use it to optimise care appropriately
S24	Check and review their own and others work effectively

Behaviours	
B1	Always act in a manner supportive of the spirit of the regulatory standards
B4	Respect all individual's values and confidentiality
B5	Value diversity and respect cultural differences – making sure that every person is treated fairly and with respect