

Highfield Level 2 End-Point Assessment for ST0299 Pharmacy Services Assistant

End-Point Assessment Kit



Highfield Level 2 End-Point Assessment for ST0299 Pharmacy Services Assistant

EPA Kit

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How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Pharmacy Services Assistant Apprenticeship Standard.

Highfield are an independent end-point assessment organisation that have been approved to offer and carry out the independent end-point assessments for the Level 2 Pharmacy Services Assistant Apprenticeship Standard. Highfield internally quality assure all end-point assessments in accordance with their IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

This EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only ways in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Key facts

Apprenticeship standard:	Pharmacy Services Assistant
Level:	2
On-programme duration:	Minimum of 12 months
End-point assessment window:	Maximum of 3 months
Grading:	Pass or distinction
End-point assessment methods:	Knowledge test, simulated observation with question and answer session, professional discussion

In this guide, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment methods
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

The Pharmacy Services Assistant (PSA) works under the supervision of a pharmacist, pharmacy technician or other accountable healthcare professional. The PSA provides a variety of pharmacy and medicines services to patients, the public and other professional healthcare teams. The PSA supports the delivery of pharmacy services in a variety of pharmacy environments.

A PSA will be involved in supporting the supply, preparation and assembly of medicines and products. A PSA will issue these to patients and other healthcare professionals and assist in providing advice to patients, helping them to make effective use of their medicines. They will be responsible for ordering and receiving medicines, as well as their storage, disposal and return.

They will have an understanding of healthy lifestyle choices and relevant screening services. They will understand and work to standard operating procedures (SOPs), a set of step-by-step instructions compiled by their organisation to help staff carry out routine operations. SOPs aim to achieve efficiency, quality output and uniformity of performance, while reducing miscommunication and failure to comply with pharmacy regulations.

On-programme requirements

Although learning, development and on-programme assessment is flexible and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Pharmacy Services Assistant Apprenticeship Standard.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

Portfolio of evidence

A portfolio of evidence must be completed by the apprentice. This will not be graded or marked and will only be used to support the professional discussion.

The portfolio of evidence should be arranged in 5 sections to align with the domains of the standard:

- 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

Each section must contain 4 pieces of evidence in a variety of formats, including (but not limited to:)

- written statements
- reports/minutes/action logs
- observations by the apprentice's manager/mentor
- notes from discussions/review meetings
- feedback (managers and peers)
- reports completed by the apprentice
- performance Reviews

A portfolio matrix sheet is available to download from the Highfield Assessment website and should be used to map the apprentice's portfolio of evidence to the Pharmacy Services Assistant standard. The portfolio, along with the matrix, should be submitted to Highfield Assessment with the gateway evidence.

In advance of gateway, the apprentice will need to have achieved level 1 English and maths.

Use of Artificial Intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Additional, relevant on-programme qualification

There are no mandatory qualifications for this standard, however, employers may wish to include relevant qualifications to help structure the on-programme delivery.

Readiness for end-point assessment

In order for an apprentice to be ready for end-point assessment:

- they must have successfully completed the English and maths components of the apprenticeship.
- the portfolio of evidence must be submitted for review at gateway.
- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. To ensure this, the apprentice must attend an evaluation discussion with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-point assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

The knowledge test, simulated observation and professional discussion can be taken in any order.

The portfolio of evidence must be submitted at gateway. The portfolio will not be graded or marked; it will only be used to support the professional discussion.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard (2018)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/pharmacy-services-assistant/>

End-point assessment plan (2018 ST 0299/AP01)

https://www.instituteforapprenticeships.org/media/2524/st0299_pharmacy_services_assistant_l2_assessment-plan-for-publishing-20122018.pdf

Specific considerations

All of the knowledge test criteria used within the end-point assessment have been written by Highfield and are based on the Pharmacy Services Assistant Apprenticeship Standard and assessment plan.

IfATE have introduced the flexibility framework which removes the need to complete assessments in a certain order if stated in the assessment plan. Therefore, Highfield have removed the need to complete and pass the knowledge test within this standard. This means this assessment method can take place at any point in the assessment window, and a pass grade is not required in order to complete the remaining assessment methods.

Apprentices working within aseptic units

IfATE have applied a temporary dispensation to this assessment plan. This will consist of an additional 15 minutes being added to the simulated observation, which will be applied by Highfield in the question-and-answer session following task 1. **This is only for apprentices working within aseptic units.** Any remaining time not used here will be added in the question-and-answer session following task 2. It can also be arranged with the scheduling team for learners to be assessed in a dispensary setting if an aseptic setting is not appropriate.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved level 1 English
- achieved level 1 maths
- completed their portfolio of evidence

Apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm whether the apprentice has met the full criteria of the apprenticeship standard during their on-programme training.

The **gateway readiness report** should be used to log the outcomes of the meeting and should be agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

ID requirements

All employers are required to ensure that each apprentice has their identification with them on the day of assessment so the end-point assessor/Highfield Assessment can check that the person undertaking the assessment is indeed the person they are claiming to be.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

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The Pharmacy Services Assistant Apprenticeship Standard

The following pages contain the Level 2 Pharmacy Services Assistant Apprenticeship Standard and the assessment criteria in a suggested format that is suitable for delivery.

Dispensing and supply of medicines and medicinal products	
Knowledge	Skills
<p>K1 Dispensing procedures and practices</p> <p>K2 The different types of prescriptions</p> <p>K3 How to complete pharmacy calculations, e.g. the number of tablets or volume of liquid supplied</p> <p>K4 Different weights and measures, e.g. grams, kilograms, millilitres to litres</p> <p>K5 Doses and forms of medicines</p> <p>K6 Issues that may affect how medicines are taken</p> <p>K7 The documentation relating to administration, supply and methods of medicines distribution support</p> <p>K8 The management of medicines and the supply chain</p>	<p>S1 Receive and log prescriptions</p> <p>S2 Assemble prescribed items and undertake an in-process accuracy check and issue prescribed items</p> <p>S3 Work according to legislative requirements and organisation procedures</p> <p>S4 Order, receive, maintain and issue pharmaceutical stock</p> <p>S5 Provide appropriate advice when authorised on supplied medicines and products, their storage and disposal</p>
Knowledge test	
Criteria covered in the knowledge test	
<p>DS1 Explain the dispensing procedures and practices relevant to their organisation (K1)</p> <p>DS2 List the different types of prescriptions (K2)</p> <p>DS3 Demonstrate how to complete different pharmacy calculations (K3)</p> <p>DS4 State different weights and measures (K4)</p> <p>DS5 State different doses and forms of medication (K5)</p> <p>DS6 Identify issues that may affect how medicines are taken (K6)</p> <p>DS7 Describe the documentation used by their organisation that relates to the administration, supply and methods of medicine distribution support (K7)</p> <p>DS8 Outline the management of medicines and the supply chain within their organization (K8)</p>	

Simulated observation	
Pass criteria covered in the simulated observation	Distinction criteria covered in the simulated observation
<p>DS9 Demonstrates and explains how they work within the legal framework for a pharmacy services assistant (S3, S8)</p> <p>DS10 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)</p> <p>DS11 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 non-prescribed medicines (K3, S2)</p> <p>DS12 Can explain the limits of their responsibilities in respect of advice to patients on supplied medicines and products (S5)</p> <p>DS13 Demonstrates that they follow procedures when ordering, receiving and issuing pharmaceutical stock (S4)</p> <p>DS14 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)</p>	<p>DS15 Explains the impact of calculating incorrect measurements and what to do if errors in dispensing are made, what the consequences of making an error could be and the impact on patient care (K3, S2)</p> <p>DS16 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)</p> <p>DS17 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)</p>
Amplification and guidance	
<ul style="list-style-type: none"> ● Dispensing procedures and practices <ul style="list-style-type: none"> ○ Organisational SOPs ○ Human Medicines Regulations Act 2012 ○ Misuse of Drugs Act 1971 ○ The Medicines (Pharmacies) (Responsible Pharmacist) Regulations 2008 ● Types of prescriptions <ul style="list-style-type: none"> ○ NHS ○ Private prescriptions ○ Hospital prescriptions 	

- Veterinary prescriptions
- **Pharmacy calculations**
 - Required quantities
 - Dilutions
- **Doses and forms of medication**
 - Doses include milligrams, micrograms, milliliters and units
 - Forms of medication include tablets, capsules, caplets, liquid capsules, soluble, suppositories, pessaries, syrup, solution, suspension, creams, ointments, gels, lotion, lubricants, emulsion, paste, drops, inhalers, patches, injections, dressings and appliances
- **Issues that may affect how medicines are taken**
 - Gag reflex
 - Patient age and condition
 - Trauma
 - Mental capacity
- **Administration, supply and methods of medicine distribution support**
 - Controlled drug register
 - Patient medication records
 - Error logs
 - Waste disposal information
 - Invoices
 - Delivery driver logs
 - Departmental logs
- **Management of medicines and the supply chain**
 - Maintenance of stock
 - Storage locations, including secure and temperature-controlled items
 - Wholesalers

Team work

Knowledge	Skills	Behaviours
<p>K9 The roles and responsibilities of the pharmacy and healthcare team</p> <p>K10 How to follow standards and codes of conduct, as well as work within the limitations of your role</p> <p>K11 The requirements and rationale behind standard operating procedures (SOPs)</p> <p>K12 How to work in patients' best interests with other people, both inside and external to the organisation</p> <p>K13 Where to go for help and advice about anything to do with work</p> <p>K14 The importance of personal development and how to reflect on your work</p>	<p>S6 Work within the parameters of standard operating procedures (SOPs) of the pharmacy</p> <p>S7 Act in accordance with systems and organisation governance</p> <p>S8 Recognise and act within the pharmacy regulatory, legal and ethical standards</p> <p>S9 Support the team in the development of others</p> <p>S10 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</p>	<p>B3 Be a reliable and capable member of the workforce and recognise your own value and that of your team</p> <p>B4 Display effective interpersonal skills</p>
Knowledge test		
Criteria covered in the knowledge test		
<p>TW1 Describe the roles and responsibilities of the pharmacy and healthcare team (K9)</p> <p>TW2 State how standards and codes of conduct should be followed, including how to work within the limitations of your role (K10)</p> <p>TW3 Outline the requirements and rationale behind standard operating procedures (SOPs) (K11)</p> <p>TW4 Explain how to work with other people in the patients' best interests, both internal and external (K12)</p> <p>TW5 Describe where to go for help and advice about anything to do with work (K13)</p> <p>TW6 State the importance of personal development, including how to reflect on your work (K14)</p>		

Simulated observation	
Pass criteria covered in the simulated observation	Distinction criteria covered in the simulated observation
<p>TW7 Demonstrates how they work within the Standard Operating Procedures (SOPs) and why they are important in the dispensing of medicines (K11, S6)</p> <p>TW8 Demonstrates or explains what in-process accuracy checks they would undertake (K11, S2)</p>	<p>TW9 Can give an example of where they have made a recommendation for an improvement to internal operating arrangements (K11)</p>
Professional discussion	
Pass criteria covered in the professional discussion	Distinction criteria covered in the professional discussion
<p>TW10 Explains how they have managed their own continuing personal development and explains its positive impact on their role and their pharmacy (S10)</p> <p>TW11 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)</p> <p>TW12 Demonstrates that they have used interpersonal skills within the team and other professionals in accurately delivering to agreed performance measures (B4)</p> <p>TW13 Demonstrates that they contribute effectively in the development of themselves and colleagues and that they can explain the positive contribution made by the team (S9, B3)</p>	<p>TW14 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)</p> <p>TW15 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)</p> <p>TW16 Explain how they 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)</p>
Amplification and guidance	
<ul style="list-style-type: none"> ● Pharmacy and healthcare team <ul style="list-style-type: none"> ○ Pharmacist ○ Pharmacy technician ○ Accuracy checking technician ○ Dispensing assistant ○ Healthcare assistant 	

- **Standards and codes of conduct**
 - Organisational SOPs
 - Equality, diversity and inclusion legislation
 - GPhC standards for pharmacy professionals
 - Pharmacy professionals must provide person-centred care
 - Work in partnership with others
 - Communicate effectively
 - Maintain, develop and use their professional knowledge and skills
 - Use professional judgement
 - Behave in a professional manner
 - Respect and maintain a person's confidentiality and privacy
 - Speak up when they have concerns or when things go wrong
 - Demonstrate leadership
- **Standard operating procedures (SOPs)**
 - Ensure consistent and efficient practice
 - Aid with training needs
 - Minimise errors
- **Internal**
 - Colleagues
 - Head office personnel
 - Other branches within the group
- **External**
 - Other healthcare professionals
 - Dentists
 - Nurses
 - Care home staff
 - Carers and relatives
 - GPs

Communication, pharmacy law and ethics

Knowledge	Skills	Behaviours
<p>K15 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 communication</p> <p>K16 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</p> <p>K17 Application of relevant systems used in pharmacy practice and the restrictions and values around the use of social media</p>	<p>S11 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</p> <p>S12 Handle information (record, report and store information) related to individuals and/or patients in line with local and national policies</p> <p>S13 Use pharmacy IT systems and other IT resources according to legislative requirements and organisational policies</p>	<p>B1 Be trustworthy and honest, respectful and caring</p> <p>B2 Act with integrity and fair conduct, have the courage to say when something is wrong</p>
Knowledge test		
Criteria covered in the knowledge test		
<p>CO1 Explain the importance of communicating effectively at work (K15)</p> <p>CO2 Describe how to communicate with individuals who have specific language needs or wishes (K15)</p> <p>CO3 Describe how to reduce problems with communication, including ways to help make yourself understood (K15)</p> <p>CO4 Outline the legislation, policies and local ways of working relating to the handling of information (K16)</p> <p>CO5 Describe how information can be kept confidential (K16)</p> <p>CO6 State the importance of recording and storing patient information securely (K16)</p> <p>CO7 Describe what to do if you think information is not secure (K16)</p> <p>CO8 Outline the application of relevant systems used in pharmacy practice (K17)</p> <p>CO9 Describe the restrictions and values around the use of social media (K17)</p>		
Simulated observation		
Pass criteria covered in the simulated observation		Distinction criteria covered in the simulated observation

<p>CO10 Can demonstrate and explain the legal and policy framework in which information is handled (K16, S12)</p> <p>CO11 Assess the risks in information being inappropriately stored or used, and the actions that can be taken in mitigation (K16, B1)</p> <p>CO12 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)</p>	<p>CO13 Explains examples of possible solutions to problems involving the processing and storage of information and the impact that they would have (S12)</p>
Professional discussion	
Pass criteria covered in the professional discussion	Distinction criteria covered in the professional discussion
<p>CO14 Demonstrates an understanding of how patient data is processed, recorded and stored (S7)</p> <p>CO15 Explains how they communicate effectively and where appropriately, confidentially and that they demonstrate knowledge when giving advice (S11)</p> <p>CO16 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)</p>	<p>CO17 Explain the principles behind GDPR and its importance in the pharmaceutical context (S7)</p> <p>CO18 Can give an example of where effective advice or referral has benefited a customer or patient, and what the positive consequences were (S11)</p> <p>CO19 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)</p>
Amplification and guidance	
<ul style="list-style-type: none"> • Specific language needs or wishes <ul style="list-style-type: none"> ○ Sign language ○ ESOL ○ Written communications ○ Translators/Carers ○ Consultation rooms for privacy ○ Hearing loops • Legislation, policies and local ways of working <ul style="list-style-type: none"> ○ GDPR ○ Record-keeping ○ Organisational SOPs 	

- Codes of conduct
- Clinical governance
- **Relevant systems**
 - Pharmacy database
 - Secure paper storage
 - Essential, advanced and enhanced service records

Person-centred care		
Knowledge	Skills	Behaviours
<p>K18 What it means to give ‘person-centred care and support’ and give people choices about their care</p> <p>K19 Why it is important to gain consent</p> <p>K20 Why it is important to get people actively involved in their own health and care</p> <p>K21 The importance of treating people as valuable and unique individuals</p> <p>K22 How to promote healthy lifestyles, such as the importance of healthy eating, regular exercise and reducing health risks such as alcohol consumption and smoking</p> <p>K23 How health inequalities affect different parts of society</p> <p>K24 The other organisations which can support the well-being of a patient</p>	<p>S14 Demonstrate person-centred care and support within a pharmacy setting</p> <p>S15 Make pharmacy patients and patient safety your first concern</p> <p>S16 Use judgement and refer service user as appropriate to another member of the team, GP, healthcare worker, manufacturer, etc.</p> <p>S17 Maintain the interests of patients and the health of the public</p> <p>S18 Promote and advocate equality, diversity and inclusion</p> <p>S19 Promote healthy lifestyles to customers</p>	<p>B5 Respect patients’ values</p>
Knowledge test		

Criteria covered in the knowledge test	
PC1	Explain what it means to give 'person-centred care and support' (K18)
PC2	Explain why it is important to gain consent (K19)
PC3	Explain why it is important to get people actively involved in their own health and care (K20)
PC4	Summarise the importance of treating people as valuable and unique individuals (K21)
PC5	Describe how to promote healthy lifestyles to customers (K22)
PC6	Describe how health inequalities affect different parts of society (K23)
PC7	Outline how other organisations can support the well-being of a patient (K24)

Professional discussion	
Pass criteria covered in the professional discussion	Distinction criteria covered in the professional discussion
PC8	Can explain how they decide when to refer a customer to another member of the team such as a GP, healthcare worker, etc. (S16)
PC9	Can clearly articulate what is meant by 'person-centred care' and can demonstrate this in their day-to-day role (K18, S14, B5)
PC10	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)
PC11	Explains how they manage effective health and safety practice of self and others, including patients and other members of the team (S15, S17)
PC12	Demonstrates that they understand the importance of treating all other people as individuals and evidences how they promote diversity, equality and inclusion (K21, S18)
PC13	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)
PC14	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)
PC15	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)
Amplification and guidance	
<ul style="list-style-type: none"> • Health inequalities <ul style="list-style-type: none"> ○ Devolved nations ○ Prescription charges ○ Regional health authority budget allocations ○ Access to private healthcare (waiting times and access to medications and treatments) 	

- Ethnic dispositions

Health and safety in the workplace

Knowledge	Skills
<p>K25 How to identify risks and hazards in a workplace environment</p> <p>K26 What appropriate actions should be taken in response to incidents or emergencies following local guidelines</p>	<p>S20 Work safely within the parameters of your role using standard operating procedures</p> <p>S21 Apply policies that relate to health and safety at work</p> <p>S22 Act appropriately in situations to prevent harm to yourself and others</p>
Knowledge test	
Criteria covered in the knowledge test	
<p>HS1 Describe the role of risk assessment in the workplace (K25)</p> <p>HS2 Identify common risks and hazards in a workplace environment (K25)</p> <p>HS3 Identify what appropriate actions should be taken in response to incidents or emergencies following local guidelines (K26)</p>	
Professional discussion	
Pass criteria covered in the professional discussion	Distinction criteria covered in the professional discussion
<p>HS4 Works in a manner that ensures the health and safety of self and others (S21, S22)</p> <p>HS5 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)</p>	<p>HS6 Can give two examples of possible health and safety non-compliance and describe what their impact might be on the pharmacy environment (S22)</p>
Amplification and guidance	
<ul style="list-style-type: none"> • Common risks and hazards <ul style="list-style-type: none"> ○ Risk of cross infection 	

- COSHH (control of substances hazardous to health)
- Needle stick injuries
- Trips and slips (physical hazards)
- Manual handling
- Evacuation procedures

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Assessment summary

The end-point assessment for pharmacy services assistant is made up of 3 components:

1. 90-minute knowledge test consisting of 45 questions
2. 1-hour simulated observation consisting of 2 tasks, with questions and answers
3. 30-minute professional discussion

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this guide, which will be used to determine a grade for each individual component.

Knowledge test

The knowledge test consists of 40 multiple-choice questions, each worth 1 mark and 5 scenario-based multiple-choice questions, each worth 2 marks. The total number of marks available for the test is 50.

- To achieve a pass, apprentices must achieve 65%, which equates to 33 out of 50
- To achieve a distinction, apprentices must achieve 85%, which equates to 43 out of 50

Simulated observation with question and answer

- To achieve a pass, all pass criteria should be covered
- To achieve a distinction, all pass and all distinction criteria must be covered

Professional discussion

- To achieve a pass, all pass criteria should be covered
- To achieve a distinction, all pass and all distinction criteria must be covered

Grading

To achieve a pass, apprentices will need to pass all 3 components. To achieve a distinction, apprentices will need to get a distinction in all 3 components.

Retake and resit information

If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision as to whether to attempt a resit or retake. If a **resit** is chosen, please call the Highfield scheduling team to arrange the resit. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA report will contain feedback on areas for development and resit or retake guidance.

Any assessment method resit or retake must be taken during the maximum EPA assessment window, otherwise the entire EPA must be taken again, unless in the opinion of Highfield exceptional circumstances apply outside the control of the apprentice or their employer.

When resitting or retaking any assessment activity, the maximum grade that can be achieved for that activity is a pass, unless Highfield determines there are exceptional circumstances requiring a resit or retake.

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Assessing the knowledge test

The following knowledge areas of the Level 2 Pharmacy Services Assistant Apprenticeship Standard will be assessed by a 90-minute knowledge test consisting of 40 multiple-choice questions, each worth 1 mark and 5 scenario-based multiple-choice questions, each worth 2 marks, with a pass mark of 65% (33 out of 50) and a distinction mark of 85% (43 out of 50).

The topics covered within the test are listed below:

- Dispensing and supply of medicines and medicinal products
- Teamwork
- Communication, pharmacy law and ethics
- Person-centered care
- Health and safety in the workplace

In each paper, questions will cover each of the areas above, however not every aspect of each area will be covered in every test.

Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test
- in readiness for the end-point assessment, set the apprentice a mock knowledge test

Knowledge test criteria

Dispensing and supply of medicines and medicinal products

- DS1 Explain the dispensing procedures and practices relevant to their organisation (K1)
- DS2 List the different types of prescriptions (K2)
- DS3 Demonstrate how to complete different pharmacy calculations (K3)
- DS4 State different weights and measures (K4)
- DS5 State different doses and forms of medication (K5)
- DS6 Identify issues that may affect how medicines are taken (K6)
- DS7 Describe the documentation used by their organisation that relates to the administration, supply and methods of medicine distribution support (K7)
- DS8 Outline the management of medicines and the supply chain within their organization (K8)

Team work

- TW1 Describe the roles and responsibilities of the pharmacy and healthcare team (K9)
- TW2 State how standards and codes of conduct should be followed, including how to work within the limitations of your role (K10)
- TW3 Outline the requirements and rationale behind standard operating procedures (SOPs) (K11)
- TW4 Explain how to work with other people in patients' best interests, both inside and external to the organization (K12)
- TW5 Describe where to go for help and advice about anything to do with work (K13)
- TW6 State the importance of personal development, including how to reflect on your work (K14)

Communication, pharmacy law and ethics

- CO1 Explain the importance of communicating effectively at work (K15)
- CO2 Describe how to communicate with individuals who have specific language needs or wishes (K15)
- CO3 Describe how to reduce problems with communication, including ways to help make yourself understood (K15)
- CO4 Outline the legislation, policies and local ways of working and handling information (K16)
- CO5 Describe how information can be kept confidential (K16)
- CO6 State the importance of recording and storing patient information securely (K16)
- CO7 Describe what to do if you think information is not secure (K16)
- CO8 Outline the application of relevant systems used in pharmacy practice (K17)
- CO9 Describe the restrictions and values around the use of social media (K17)

Person-centred care

- PC1 Explain the term 'person-centred care and support' (K18)
- PC2 Explain why it is important to gain consent (K19)
- PC3 Explain why it is important to get people actively involved in their own health and care (K20)
- PC4 Summarise the importance of treating people as valuable and unique individuals (K21)
- PC5 Describe how to promote healthy lifestyles (K22)
- PC6 Describe how health inequalities affect different parts of society (K23)
- PC7 Outline how other organisations can support the well-being of a patient (K24)

Health and safety in the workplace

- HS1 Describe the role of risk assessment in the workplace (K25)
- HS2 Identify common risks and hazards in a workplace environment (K25)
- HS3 Identify what appropriate actions should be taken be in response to incidents or emergencies following local guidelines (K26)

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Assessing the simulated observation

The apprentice must be observed completing 2 simulated tasks, which must be carried out over a maximum assessment time of 1 hour, including question and answer sessions (+10% time at the assessor's discretion). The observation may be split to enable the tasks to be completed at separate times but held on the same working day.

The simulated observation should take place in the normal working environment, although this can be 'out of hours' to avoid disrupting or being disrupted by normal business operations. There must always be another person available in the pharmacy (e.g. checking technician or pharmacist) to complete accuracy checks etc. The assessor will brief this person prior to the assessment so they know what their role will be and when they will be required.

The end-point assessor will carry out the simulated observation, which should enable the apprentice to evidence their knowledge, skills and behaviours. Apprentices will be provided with written and verbal instructions on the 2 tasks they must complete.

Both tasks will require the apprentice to demonstrate how they work within standard operating procedures (SOPs) and the legal and ethical framework

The apprentice will have:

- 5 minutes to read what demonstration is required prior to starting each task
- 20 minutes to complete each task
- a 10-minute question and answer session following each task

Apprentices working within aseptic units

IfATE have applied a temporary dispensation to this assessment plan. This will consist of an additional 15 minutes being added to the simulated observation, which will be applied by Highfield in the question-and-answer session following task 1. **This is only for apprentices working within aseptic units.** Any remaining time not used here will be added in the question-and-answer session following task 2. It can also be arranged with the scheduling team for learners to be assessed in a dispensary setting if an aseptic setting is not appropriate.

The following activities will be covered during the simulated observations:

TASK 1: Dispensing of medicines (to include the dispensing and issuing of medicinal products)

As part of this task, apprentices will need to:

- confirm the validity of each prescription (DS10) (TW7)
- enter the prescription details into the Patient Medication Record (PMR) against the correct patient, observing organisational security procedures (DS10) (CO10)
- accurately calculate all quantities as required (DS11)
- correctly label all prescribed items (DS10) (TW7)
- accurately pick/assemble all prescribed items (DS11)
- perform in-process accuracy check (TW8)
- complete the dispensing process and issue the medication (DS10) (DS13)

Highfield have created a bank of prescriptions suitable for both community and hospital settings. Each prescription will contain 4 separate items for the apprentice to dispense. The assessor will select 1 prescription from the bank and present this to the apprentice prior to task 1 commencing. Employers/training providers should write the 'dummy patient' details on the Portfolio Matrix sheet prior to the assessment taking place. These details must be added to the PMR and will be checked by the assessor during the assessment.

In the unlikely event that a pharmacy does not have a particular item in stock, the apprentice should deal with this in the same way they would if a patient requested that prescription, by following their SOP.

It is not a requirement for the apprentice to 'simulate' the issuing of medication during the task. The apprentice can explain how they would issue the medication to the assessor during the Q&A session.

TASK 2: Receiving, storing and issuing stock

As part of this task, apprentices will need to:

- receive goods into the pharmacy (DS13)
- correctly process delivery information (DS13)
- safely unpack items from delivery (DS13)
- store the items correctly, ensuring stock rotation (DS13)
- accurately deal with discrepancies and damaged items (if required) (TW7) (CO12)

The apprentice will be provided with a dummy invoice or delivery note prior to completing task 2. This must contain 15-20 different medications of varying amounts. Highfield have created a dummy invoice containing 20 different types of medication for the apprentice to use during the task. Employers/training providers can use their own dummy or live invoice, or delivery note if preferred, although they must be assured that the apprentice will have

the opportunity to receive and store medication included within these. Where a live delivery is chosen, the delivery will need to be available to process during the allocated observation time.

It is not a requirement for the apprentice to 'simulate' the issuing of pharmaceutical stock during the task. The apprentice can explain how they would issue the stock to the assessor during the Q&A session.

Question and answer session

The question and answer session will be undertaken with the same end-point assessor at the end of each task. The purpose of the question and answer sessions is to allow the end-point assessor to clarify any aspects of the 2 simulated observations that were observed and to assess any knowledge, skills or behaviours that were not fully demonstrated during the observations.

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages. Apprentices need to meet all pass criteria to be awarded a pass and all pass and distinction criteria to be awarded a distinction.

Before the assessment:

Employers/training providers should:

- ensure that the assessment schedule information is available and up to date and that all necessary rooms and resources are booked to enable the apprentice to carry out both observation tasks and the Q&A
- ensure the apprentice is aware of the activities that are to be carried out and the duration of the assessment (1 hour)
- ensure the apprentice has access to:
 - the Patient Medication Records (PMRs) for task 1
 - employers/training providers should state the dummy patient details on the portfolio matrix prior to the assessment taking place
 - a range of common medications for task 1 as per the prescription chosen and presented by the assessor
 - a dummy invoice or delivery note for task 2
 - a range of medication set aside ready for task 2 (this should include approx. 15-20 different medications of varying amounts that require normal storage)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Simulated observation mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommend that apprentices experience a trial or mock observation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should consider the following elements:

- the mock observation should take place in a real workplace or a realistic simulation if the real workplace does not present all the required assessment opportunities:
 - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
 - the roles should provide the opportunity for the apprentice to demonstrate both the 'pass' level and the 'distinction' level criteria.
- the mock assessment should include 2, 20-minute practical tasks - one focusing on the dispensing and issuing of medicinal products and one focusing on the receiving, storing and issuing of pharmaceutical stock. It is strongly recommended that the employer/training provider has a variety of prescriptions and/or medications available for the apprentice to use during the mock assessments. Following each 20-minute task, the assessor will ask the apprentice follow-up questions for up to 10 minutes.
- a 60-minute time slot should be available for both observations, if it is intended to be a complete mock assessment covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video recording of the mock and allow the mock to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience.
- Use structured, open questions during the Q&A session that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - explain how you have worked within the legal framework
 - explain why following SOPs is important when dispensing medicines
 - give an example of a risk associated with inappropriately stored patient data

Simulated observation criteria

Dispensing and supply of medicines and medicinal products	
Pass criteria covered in the simulated observation	Distinction criteria covered in the simulated observation
<p>DS9 Demonstrates and explains how they work within the legal framework for a pharmacy services assistant (S3, S8)</p> <p>DS10 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)</p> <p>DS11 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 non-prescribed medicines (K3, S2)</p> <p>DS12 Can explain the limits of their responsibilities in respect of advice to patients on supplied medicines and products (S5)</p> <p>DS13 Demonstrates that they follow procedures when ordering, receiving and issuing pharmaceutical stock (S4)</p> <p>DS14 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)</p>	<p>DS15 Explains the impact of calculating incorrect measurements and what to do if errors in dispensing are made, what the consequences of making an error could be and the impact on patient care (K3, S2)</p> <p>DS16 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)</p> <p>DS17 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)</p>

Team work	
Pass criteria covered in the simulated observation	Distinction criteria covered in the simulated observation
<p>TW7 Demonstrates how they work within the Standard Operating Procedures (SOPs) and why they are important in the dispensing of medicines (K11, S6)</p> <p>TW8 Demonstrates or explains what in-process accuracy checks they would undertake (K11, S2)</p>	<p>TW9 Can give an example of where they have made a recommendation for an improvement to internal operating arrangements (K11)</p>

Communication, pharmacy law and ethics	
Pass criteria covered in the simulated observation	Distinction criteria covered in the simulated observation
<p>CO10 Can demonstrate and explain the legal and policy framework in which information is handled (K16, S12)</p> <p>CO11 Assess the risks in information being inappropriately stored or used, and the actions that can be taken in mitigation (K16, B1)</p> <p>CO12 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)</p>	<p>CO13 Explains examples of possible solutions to problems involving the processing and storage of information and the impact that they would have (S12)</p>

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Assessing the professional discussion

The professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer may be present to support, but not lead, the apprentice and to confirm information at the assessor's request.

The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. The apprentice should draw on evidence from their portfolio of evidence, selecting appropriate items to underpin the discussion. The portfolio will be reviewed by the assessor prior to the assessment. The portfolio must be the apprentice's own work, it will not be graded or marked, it will only be used to support their discussion.

The professional discussion will need to take place in a suitable environment and should last for 30 minutes (+10% time at the assessor's discretion). The discussion will be assessed against the set criteria that are outlined in the following pages and will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. Apprentices meeting all pass criteria will be awarded a pass and if all the distinction criteria are also met, the result will be a distinction.

The purpose of the professional discussion is to clarify any questions the end-point assessor has for specified standards:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in specific scenarios
- ask questions in relation to personal development and reflection
- provide a basis for the end-point assessor to make a decision about the grade to be awarded

Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Professional discussion mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommend that apprentices experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should consider the following elements:

- the mock professional discussion should take place in a suitable location.
- a 30-minute time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience.
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - **Team work**
 - Tell me about your team and your role within it.
 - **Communication, pharmacy law and ethics**
 - How do you maintain confidentiality when communicating with customers?
 - **Person-centred care**
 - What is your understanding of person-centred care?
 - **Health and safety in the workplace**
 - What procedures exist for health and safety in your workplace? How do you comply with these?

Professional discussion criteria

Throughout the 30-minute professional discussion, the assessor will review the apprentice's competence in all the pass criteria outlined below as a minimum. Therefore, apprentices should prepare for the professional discussion by drawing on evidence from their portfolio of evidence, selecting appropriate items to underpin the discussion. They should also reflect on any CPD they have undertaken during the apprenticeship and consider the best examples to meet the criteria.

The apprentice can only achieve a distinction by covering all the distinction criteria, which is outlined in the distinction column.

Team work	
Pass criteria covered in the professional discussion	Distinction criteria covered in the professional discussion
TW10 Explains how they have managed their own continuing personal development and explains its positive impact on their role and their pharmacy (S10)	TW14 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)
TW11 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)	TW15 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)
TW12 Demonstrates that they have used interpersonal skills within the team and other professionals in accurately delivering to agreed performance measures (B4)	TW16 Explain how they 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)
TW13 Demonstrates that they contribute effectively in the development of themselves and colleagues and that they can explain the positive contribution made by the team (S9, B3)	

Communication, pharmacy law and ethics	
Pass criteria covered in the professional discussion	Distinction criteria covered in the professional discussion
CO14 Demonstrates an understanding of how patient data is processed, recorded and stored (S7)	CO17 Explain the principles behind GDPR and its importance in the pharmaceutical context (S7)
CO15 Explains how they communicate effectively and where appropriately, confidentially and that they demonstrate knowledge when giving advice (S11)	CO18 Can give an example of where effective advice or referral has benefited a customer or patient, and what the positive consequences were (S11)
CO16 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)	CO19 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)

Person-centred care	
Pass criteria covered in the professional discussion	Distinction criteria covered in the professional discussion
PC8 Can explain how they decide when to refer a customer to another member of the team such as a GP, healthcare worker, etc. (S16)	PC13 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)
PC9 Can clearly articulate what is meant by 'person-centred care' and can demonstrate this in their day-to-day role (K18, S14, B5)	PC14 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)
PC10 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)	PC15 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)
PC11 Explains how they manage effective health and safety practice of self and others, including patients and other members of the team (S15, S17)	
PC12 Demonstrates that they understand the importance of treating all other people as individuals and evidences how they promote diversity, equality and inclusion (K21, S18)	

Health and safety in the workplace	
Pass criteria covered in the professional discussion	Distinction criteria covered in the professional discussion
<p>HS4 Works in a manner that ensures the health and safety of self and others (S21, S22)</p> <p>HS5 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)</p>	<p>HS6 Can give two examples of possible health and safety non-compliance and describe what their impact might be on the pharmacy environment (S22)</p>

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