Highfield

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

End-Point Assessment Kit



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

EPA Kit

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Versions

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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 is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 2 Pharmacy Services Assistant apprenticeship standard.

The 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 way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- 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.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 1 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The

requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of a portfolio through which the apprentice gathers evidence of their progress.
- structured one-to-one reviews of their progress with their employer and/or training provider.

Portfolio of evidence

The apprentice **must** compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion underpinned by a portfolio of evidence.

The portfolio should be arranged in **5 sections** to align with the domains of the standard and each section **must** contain **4 pieces of evidence**:

- section 1: dispensing and supply of medicines and medicinal products
- section 2: team work
- section 3: communication, pharmacy law and ethics
- section 4: person-centred care
- section 5: health and safety in the workplace

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

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

The portfolio **must** be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the apprentice to confirm that the portfolio is valid and attributable.

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

Use of artificial intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To

ensure this, the apprentice must attend a formal meeting 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 **mandated** end-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 the customer engagement team at Highfield Assessment.

Order of end-point assessments

The knowledge test must be delivered first, followed by the simulated observation with question and answer session then 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.

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.

Criteria B1 *Be trustworthy and honest, respectful and caring* is mapped to both the simulated observation with question and answer session and professional discussion but is only mapped to assessment criteria within the observation.

Criteria B5 *Respect patients' values* is only mapped to the professional discussion but is mapped to assessment criteria within both the observation and professional discussion.

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 to complete the remaining assessment methods.

Where systems do not allow for dummy patients, live prescriptions may be used for the simulated observation.

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.

Portfolio

The portfolio of evidence and a completed Portfolio Matrix **must** be submitted to Highfield at gateway. It is **not** directly assessed but underpins the professional discussion.

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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 completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 1 English
- Achieved level 1 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)

Therefore, 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 be attended by the apprentice and a representative from the employer and training provider.

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

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact the customer engagement team at Highfield Assessment.

Reasonable adjustments
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
Highfield Assessment will complete an identification check before starting any assessment and 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, such as an employee ID card or travel card

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The Pharmacy Services Assistant apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Knowledge test
Knowledge
K1 Dispensing procedures and practices.
K2 The different **types of prescriptions**.
K3 How to complete **pharmacy calculations**.
K4 Different weights and measures.
K5 Doses and forms of medicines.
K6 Issues that may affect how medicines are taken.
K7 The documentation relating to **administration, supply and methods of medicines distribution support**.
K8 The **management of medicines and the supply chain**.
K9 The roles and responsibilities of the **pharmacy and healthcare team**.
K10 How to follow **standards and codes of conduct**, as well as work within the limitations of your role.
K11 The requirements and rational behind **Standard Operating Procedures (SOPs)**.
K12 How to work in the patients' best interest, with other people, both **inside and external to the organisation**.
K13 Where to go for help and advice about anything to do with work.
K14 The importance of personal development and how to reflect on your work.

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 communications.

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.

K17 Application of **relevant systems** used in Pharmacy Practice and the restrictions and values of the use of social media.

K18 What it means **to give 'person centred care and support'** and give people choices about their care.

K19 Why it is important to **gain consent**.

K20 Why it is important to get people **actively involved in their own health and care**.

K21 The **importance of treating people as valuable** and unique individuals.

K22 How to **promote healthy life styles**.

K23 How **health inequalities** affect different parts of society.

K24 The organisations which can support the well-being of a patient.

K25 How to identify **risks and hazards** in a workplace environment.

K26 What appropriate action should be taken in response to incidents or emergencies following local guidelines.

Amplification and guidance

- **Dispensing procedures and practices** could include:
  - Organisational SOPs
  - Human Medicines Regulations Act
  - Misuse of Drugs Act
  - The Medicines (Pharmacies) (Responsible Pharmacist) Regulations

- **Types of prescriptions** could include:
  - NHS

- Private prescriptions
- Hospital prescriptions
- Veterinary prescriptions

- **Pharmacy calculations** could include:
  - required quantities
  - dilutions
  - duration
  - volume

- **Doses and forms of medication** could include:
  - doses such as milligrams, micrograms, millilitres and units
  - forms of medication could include:
    - tablets, capsules, caplets, soluble and orodispersible
    - suppositories and pessaries
    - creams, ointments, gels or lotions
    - paste
    - drops
    - inhalers
    - patches
    - injections
    - dressings and appliances
    - sprays

- **Issues that may affect how medicines are taken** could include:
  - swallowing difficulties

- patient age and condition
- trauma
- mental capacity

- **Administration, supply and methods of medicine distribution support** could include:
  - controlled drug register
  - patient medication records
  - error logs
  - waste disposal information
  - invoices
  - delivery driver logs
  - departmental logs

- **Management of medicines and the supply chain** could include:
  - maintenance of stock
  - storage locations, including secure and temperature-controlled items
  - wholesalers
  - ordering
  - date checking
  - controlled drugs

- **Pharmacy and healthcare team** could include:
  - pharmacist
  - pharmacy technician
  - accuracy checking technician
  - dispensing assistant

- healthcare assistant
- medicines management technician

- **Standards and codes of conduct** could include:
  - Organisational SOPs
  - Equality, diversity and inclusion legislation
  - General Pharmaceutical Council standards for pharmacy professionals, which could include:
    - providing person-centred care
    - working in partnership with others
    - communicating effectively
    - maintaining, developing and using their professional knowledge and skills
    - using professional judgement
    - behaving in a professional manner
    - respecting and maintaining a person's confidentiality and privacy
    - speaking up when they have concerns or when things go wrong
    - demonstrating leadership

- **Standard operating procedures (SOPs)** ensures consistent and efficient practice, aids with training need and minimises errors.

- **Inside and external to the organisation** could include:
  - colleagues
  - head office personnel
  - other branches within the group
  - other healthcare professionals
  - dentists
  - nurses

- care home staff
- carers and relatives
- general practitioners

- **Specific language needs or wishes** could include:
  - Sign language
  - English for Speakers of Other Languages (ESOL)
  - Written communications
  - Translators/Carers
  - Consultation rooms for privacy
  - Hearing loops

- **Legislation, policies and local ways of working** could include:
  - General Data Protection Regulation (GDPR)
  - Record-keeping
  - Organisational SOPs
  - Codes of conduct
  - Clinical governance

- **Relevant systems** could include:
  - pharmacy database
  - secure paper storage
  - essential, advanced and enhanced service records

- **To give 'person centred care and support'** is to focus care on the needs of individuals, treating them with dignity, compassion and respect.

- **Gain consent** is a legal and ethical principle that reflects the rights of the patient to determine what happens to them. It is a fundamental part of good practice.

- **Actively involved in their own health and care -** this is so that patients can effectively self-manage their own conditions.

- **Importance of treating people as valuable** means recognising and respecting the individuals' religious and cultural beliefs, and their personalities.

- **Promote healthy life styles** for example:
    - smoking cessation
    - healthy eating habits
    - diabetes management
    - sleep hygiene
    - addiction management
    - blood pressure management

- **Health inequalities** could include:
    - prescription charges
    - regional health authority budget allocations
    - access to private healthcare (waiting times and access to medications and treatments)
    - ethnic dispositions
    - poverty

- **Risks and hazards** could include:
    - Risk of cross infection
    - Control of Substances Hazardous to Health (COSHH)

- Needle-stick injuries
- Trips and slips (physical hazards)
- Manual handling
- Evacuation procedures

Simulated observation		
Knowledge	**Skills**	**Behaviours**
K1 Dispensing procedures and practices. **K3** How to complete pharmacy calculations. **K6** Issues that may affect how medicines are taken. **K8** The management of medicines and the supply chain. **K11** The requirements and rational behind Standard Operating Procedures (SOPs). **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.	**S1** Receive and log prescriptions. **S2** Assemble prescribed items, **undertake an in-process accuracy check** and issue prescribed items. **S3** Work according to **legislative requirements, and organisational policies**. **S4** Order, receive, maintain and issue pharmaceutical stock. **S5** Provide appropriate advice when authorised on supplied medicines and products, their storage and disposal. **S6** Work within the parameters of the Standard Operating Procedures (SOPs) of the pharmacy. **S8** Recognise and act within the **pharmacy regulatory, legal and ethical standards**.	**B1** Be trustworthy and honest, respectful and caring. **B2** Act with integrity and fair conduct, have the courage to say when something is wrong. **B5** Respect patients' values

	S12 Handle information (of record, report and store information) related to individuals and / or patients in line with local and national policies.	

Pass criteria	Distinction criteria
SO1 Demonstrates and explains how they work within the legal framework for a Pharmacy Services Assistant. (S3, S8) **SO2** Demonstrates how they work within they Standard Operating Procedures (SOPs), and why they are important in the dispensing of medicines. (K11, S6) **SO3** 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) **SO4** Demonstrates or explains what in- process accuracy checks they would undertake. (K11, S2) **SO5** Demonstrates how to accurately use pharmacy calculations to ensure that the correct weights and measures, doses and types of medicine are assembled for both prescribed and no-prescribed medicines. (K3, S2) **SO6 Acts with honesty and integrity in performing their duties**. Is prepared to challenge when they are aware of something that is noncompliant. (B1, B2)	***SO12*** *Explains the* ***impact of calculating incorrect measurements*** *and* ***what to do if errors in dispensing are made****, and what the consequences of making an error could be, and the* ***impact on patient care.*** *(K3, S2)* ***SO13*** *Can give an example of where they have made a recommendation for an improvement to internal operating arrangements. (K11)* ***SO14*** *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)* ***SO15*** *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)* ***SO16*** *Explains examples of possible solutions to problems involving the processing and storage of information, and the impact that they would have. (S12)*

SO7 Can explain the **limits of their responsibilities** in respect of advice to patients on supplied medicines and products. (S5) **SO8** Demonstrates that they follow procedures when ordering, receiving and issuing pharmaceutical stock. (S4) **SO9** 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) **SO10** Can demonstrate and explain the legal and policy framework in which information is handled. (K16, S12) **SO11** Assesses the risks in information being inappropriately stored or used, and the actions than can be taken in mitigation. (K16, B1)	

Amplification and guidance

- **Undertake an in-process accuracy check** ensures that the correct item is dispensed against a valid prescription, meaning errors in dispensing are reduced.

- **Legislative requirements, and organisational policies** to ensure that the medicine prescribed or supplied is appropriate for the patient and ensuring that the prescription is dispensed accurately.

- **Pharmacy regulatory, legal and ethical standards** to ensure the patient receives safe and effective care and to act appropriately if they do not.

- **Issues that arise from how medicines are taken** could include:
    - dietary and/or alcohol interference
    - multiple medications and being aware of how they interact
    - cognitive and/or physical disabilities

- **Acts with honesty and integrity in performing their duties** which then ensures trust, professionalism and adherence to compliance. Ways this can be achieved could include:
    - ensuring all information is correct and reporting any misinformation
    - providing clear information and disclosing any conflicts, such as a patient being a relative
    - appropriate handling of patient records

- **Limits their responsibilities** how and when pharmacy assistants can help patients before they have to refer them to the pharmacist and/or technician. Ensuring they work safely within their role and scope of practice and understanding the limits in their knowledge to keep patients safe.

- **Effective medicines management** could include:
    - ensuring that patients know how and when to take their medicines correctly
    - following ordering procedures, temperature controls and date checking of stock

- **Impact of calculating incorrect measurements** could include:
    - adverse effect on patient safety
    - legal and financial implications
    - damage to reputation
    - loss of trust in the business

- **What to do if errors in dispensing are made**:
    - identify and confirm the error
    - inform the patient and provide them with instructions on what they should do
    - assess if the patient has or could come under harm
    - notify the relevant stakeholders, including the pharmacist

- record the error and monitor the patient

- **Impact on patient care** could include:
  - medical appointments
  - losing trust in the pharmacy
  - increased costs

Professional discussion		
Knowledge	**Skills**	**Behaviours**
K14 The importance of personal development and how to reflect on your work. **K18** What it means to give 'person centred care and support' and give people choices about their care. **K20** Why it is important to get people actively involved in their own health and care. **K21** The importance of treating people as valuable and unique individuals.	**S7 Act in accordance with systems and organisational governance**. **S9** Support the team in the development of others. **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. **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.	**B1** Be trustworthy and honest, respectful and caring. **B3** Be a reliable and capable member of the workforce and recognise your own value and that of your team. **B4** Display **effective interpersonal skills**. **B5** Respect patients' values.

	S13 Use pharmacy IT systems and other IT resources according to legislative requirements and organisational policies. **S14** Demonstrate **person centred care and support** within a pharmacy setting. **S15** Make pharmacy patients and patient safety your first concern. **S16** Use judgement and refer service user as appropriate to another member of the team, GP, healthcare worker, manufacturer etc. **S17 Maintain the interest of patients** and the health of the public. **S18** Promote and advocate equality, diversity and inclusion. **S19 Promote healthy lifestyles to customers**. **S20 Work safety within the parameters of your role using Standard Operating Procedures**. **S21** Apply policies which relate to health and safety at work. **S22** Act appropriately in situations to prevent harm to yourself and others.	

Pass criteria	Distinction criteria
PD1 Can explain how they decide when to refer a customer to another member of the team such as a GP, healthcare worker etc. (S16) **PD2** Explains how they communicate effectively and where appropriately, confidentially, and that they demonstrate knowledge when giving advice. (S11) **PD3** Can clearly articulate what is meant by 'Person Centred Care', and can demonstrate this in their day to day role. (K18, S14, B5) **PD4** 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) **PD5** Explains how they **manage effective health and safety practice of self and others**, including patients and other members of the team. (S15, S17) **PD6** Demonstrates an understanding of how **patient data is processed, recorded and stored**. (S7) **PD7** 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) **PD8** Works in a manner that ensures the health and safety of self and others. (S21, S22) **PD9** Demonstrates that they understand the importance of factors such as personal hygiene and maintaining a safe working environment using SOPs,	***PD15*** *Can give an example of where effective advice or referral has benefited a customer or patient, and what the positive consequences were. (S11)* ***PD16*** *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)* ***PD17*** *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)* ***PD18*** *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)* ***PD19*** *Explain the principles behind GDPR, and its importance in the pharmaceutical context. (S7)* ***PD20*** *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)* ***PD21*** *Can give two examples of possible health and safety non-compliance, and describe what their impact might be on the pharmacy environment. (S22)* ***PD22*** *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)*

and how these positively impact on the operation of the pharmacy. (S20, S22) **PD10** Explains how they have managed their own continuing personal development, and explains its positive impact on their role, and their pharmacy. (S10) **PD11** 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) **PD12** Demonstrates they have used interpersonal skills within the team and other professionals in accurately delivering to agreed performance measures. (B4) **PD13** Demonstrates that they contribute effectively in the development of themselves and colleagues, and that they can explain positive the contribution made by the team. (S9, B3) **PD14** Demonstrates that they understand the importance of treating all other people as individuals, and evidences how they promote diversity, equality and inclusion. (K21, S18)	***PD23*** *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)* ***PD24*** *Explain how they have acted as a role model to others and can discuss an example of where they have supported others within the scope and boundaries of their practice, and what the impact has been. (K21, S9, B3)*

Amplification and guidance

- **Act in accordance with systems and organisational governance** by following policies, procedures and regulations to make sure the pharmacy operates properly, legally and in the interests of patients, for example:
  - General Pharmaceutical Council standards (GPhC)
  - Clinical governance

- **Development activities** could include:
  - continuous professional development (CPD)

- courses and/or training opportunities
- self-assessment and/or feedback

- **Communicate effectively with the public, carers and other health and social care professionals** could include:
  - actively listening, such as giving full attention to the patient/customer
  - providing clear and concise language and instruction
  - showing empathy and sensitivity

- **Person centred care and support** could include:
  - engaging with the patient/customer
  - providing the patient/customer with privacy and ensuring confidentiality
  - empowering patients by educating them on their medications
  - using appropriate tools and techniques to provide an accessible and inclusive environment
  - making recommendations and giving advice based on the patient's preferences and symptoms

- **Maintain the interest of patients** could include:
  - personalised patient care such as using personal information like greeting them by name and tailoring advice based off their past medical history
  - explain in layman's terms how they should take and store medications and ask patients to repeat the information
  - provide resources such as printed and online informational materials

- **Promote healthy lifestyles to customers** could include:
  - create informative displays and educational materials such as brochures, leaflets and flyers
  - give advice on lifestyle changes, such as diet, exercise and smoking cessation

- **Work safety within the parameters of your role using Standard Operating Procedures** could include:
  - refer to their job description regularly

- understand which SOPs apply to their daily tasks, such as handling prescriptions and labelling medications
- appropriate use of personal protective equipment (PPE) and understanding of hygiene
- handling and reporting of incidents

- **Effective interpersonal skills** allow for effective communications to the patient and members of the wider multidisciplinary team (MDT), for example:
  - body language
  - questioning techniques

- **Can explain how they decide when to refer a customer** such as:
  - when they feel that the query is beyond their capabilities and/or knowledge
  - complex queries
  - patients experiencing side effects to medication
  - serious injury and/or infection

- **Manage effective health and safety practice of self and others** could include:
  - understanding and adhering to current health and safety regulations
  - appropriate use of personal protective equipment (PPE)
  - effective hygiene management, such as handwashing
  - safe handling of all chemicals and medications, including when measuring and dispensing

- **Patient data is processed, recorded and stored** includes collecting the data when patients provide prescriptions or provide their personal information. Patient details can be stored electronically, such as on cloud-based systems or patient medication records (PMR) systems and can be stored in filing cabinets if paper-based. Prescription or medication details are recorded along with the patient's details, such as:
  - medication name
  - dosage

- instructions for use
- patient name and contact information

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Assessment summary

The end-point assessment for the Pharmacy Services Assistant apprenticeship standard is made up of 3 assessment methods:

1. A **90-minute** knowledge test
2. A **1-hour** simulated observation with question and answer session
3. A **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 kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Knowledge test

All assessment methods are weighted equally.

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 will score at least 33 out of 50
- To achieve a **distinction**, apprentices must score at least 43 out of 50
- **Unsuccessful** apprentices will have scored 32 or below

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

Simulated observation with question and answer session

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The observation will be conducted in the apprentice's normal place of work. This can be through video link or face to face.

Professional discussion

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the 3 assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in each of the 3 assessment methods.

The overall grade for the apprentice is determined using the matrix below:

Knowledge test	Simulated observation with questions and answers	Professional discussion	Overall grade awarded
Fail any of the 3 assessment methods			**Fail**
Pass	Pass	Pass	**Pass**
Pass	Pass	Distinction	**Pass**
Distinction	Pass	Pass	**Pass**
Pass	Distinction	Pass	**Pass**
Distinction	Distinction	Pass	**Pass**
Pass	Distinction	Distinction	**Pass**
Distinction	Pass	Distinction	**Pass**
Distinction	Distinction	Distinction	**Distinction**

Retake and resit information

Apprentices who fail one or ore assessment methods will be offered the opportunity to take a resit or a retake. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. 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.

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

Resits and retakes are not offered to apprentices wishing to move from pass to distinction.

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 knowledge test is closed book which means the apprentice may not refer to reference books or any other materials.

The topics covered within the test are listed below:

- Dispensing and supply of medicines and medicinal products (K1 to K8)
- Teamwork (K9 to K14)
- Communication, pharmacy law and ethics (K15 to K17)
- Person-centred care (K18 to K24)
- Health and safety in the workplace (K25 to K26)

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

Grading the knowledge test

- To achieve a **pass**, apprentices will score at least 33 out of 50
- To achieve a **distinction**, apprentices must score at least 43 out of 50
- **Unsuccessful** apprentices will have scored 32 or below

Knowledge test criteria

Knowledge test
K1 Dispensing procedures and practices
K2 The different types of prescriptions
K3 How to complete pharmacy calculations
K4 Different weights and measures
K5 Doses and forms of medicines
K6 Issues that may affect how medicines are taken
K7 The documentation relating to administration, supply and methods of medicines distribution support
K8 The management of medicines and the supply chain
K9 The roles and responsibilities of the pharmacy and healthcare team
K10 How to follow standards and codes of conduct, as well as work within the limitations of your role
K11 The requirements and rational behind Standard Operating Procedures (SOPs)
K12 How to work in the patients' best interest, with other people, both inside and external to the organisation
K13 Where to go for help and advice about anything to do with work
K14 The importance of personal development and how to reflect on your work
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 communications
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
K17 Application of relevant systems used in Pharmacy Practice and the restrictions and values of the use of social media
K18 What it means to give 'person centred care and support' and give people choices about their care
K19 Why it is important to gain consent
K20 Why it is important to get people actively involved in their own health and care
K21 The importance of treating people as valuable and unique individuals
K22 How to promote healthy life styles
K23 How health inequalities affect different parts of society
K24 The organisations which can support the well-being of a patient
K25 How to identify risks and hazards in a workplace environment

Knowledge test
K26 What appropriate action should be taken in response to incidents or emergencies following local guidelines

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Assessing the simulated observation with question and answer session

The apprentice must be observed completing 2 simulated tasks, which must be carried out over a maximum assessment time of 1 hour, including the question and answer session.

The assessor has the discretion to increase the overall time of the tasks and question and answer session up to a maximum of 10% to enable the apprentice to complete tasks and answers.

The observation may be split to enable the tasks to be completed at separate times but held on the same working day. There may be breaks during the 2 simulated observations to allow the apprentice to move from 1 location to another, and for meal breaks.

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 (for example, 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, including the timescales they are working to.

The following activities must be covered during the simulated observation:

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

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 (not included in the overall time of the assessment)
- 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.

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 question and answer session.

The apprentice will be provided with a dummy invoice or delivery note prior to completing task 2. This must contain a variety of medications that allow apprentices to achieve the criteria. 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 question and answer 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.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which pharmacy services assistant 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 and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the simulated observation with question and answer session

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'simulated observation with questions and answer session criteria').

- To achieve a **pass**, apprentices must achieve **all** of the **pass** criteria
- To achieve a **distinction**, apprentices must achieve **all** of the **pass** criteria **and all** of the **distinction** criteria
- **Unsuccessful** apprentices will have **not** achieved **all** of the **pass** criteria

Simulated observation with question and answer session 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 - 1 focusing on the dispensing and issuing of medicinal products and 1 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 **1-hour** 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 question and answer 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 with question and answer session criteria

Throughout the **1-hour** simulated observation with question and answer session, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the simulated observation with questions and answer session by considering how the criteria can be met.

Simulated observation with question and answer session
To pass, the following must be evidenced.
SO1 Demonstrates and explains how they work within the legal framework for a Pharmacy Services Assistant (S3, S8)
SO2 Demonstrates how they work within they Standard Operating Procedures (SOPs), and why they are important in the dispensing of medicines (K11, S6)
SO3 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)
SO4 Demonstrates or explains what in- process accuracy checks they would undertake (K11, S2)
SO5 Demonstrates how to accurately use pharmacy calculations to ensure that the correct weights and measures, doses and types of medicine are assembled for both prescribed and no-prescribed medicines (K3, S2)
SO6 Acts with honesty and integrity in performing their duties. Is prepared to challenge when they are aware of something that is noncompliant (B1, B2)
SO7 Can explain the limits of their responsibilities in respect of advice to patients on supplied medicines and products (S5)
SO8 Demonstrates that they follow procedures when ordering, receiving and issuing pharmaceutical stock (S4)
SO9 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)
SO10 Can demonstrate and explain the legal and policy framework in which information is handled (K16, S12)
SO11 Assesses the risks in information being inappropriately stored or used, and the actions than can be taken in mitigation (K16, B1)

To gain a distinction, the following must be evidenced
SO12 *Explains the impact of calculating incorrect measurements and what to do if errors in dispensing are made, and what the consequences of making an error could be, and the impact on patient care (K3, S2)*
SO13 *Can give an example of where they have made a recommendation for an improvement to internal operating arrangements (K11)*
SO14 *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)*
SO15 *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)*
SO16 *Explains examples of possible solutions to problems involving the processing and storage of information, and the impact that they would have (S12)*

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Assessing the professional discussion

The professional discussion is not simply a question and answer session but a two-way conversation between the apprentice and the end-point assessor. 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 will 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 and will only be used to support their discussion.

The professional discussion will need to take place in a suitable environment and must last for 30 minutes (+10% time at the assessor's discretion to allow the apprentice to finish the answer they are giving). 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 competence and excellence.

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 pharmacy services assistant 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

Grading the professional discussion

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion criteria').

- To achieve a **pass**, apprentices must achieve **all** of the **pass** criteria
- To achieve a **distinction**, apprentices must achieve **all** of the **pass** criteria **and all** of the **distinction** criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

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:
    - **Dispensing and supply of medicines and medicinal products**
        - How do you ensure that you supply medicines in line with organisational guidelines?
    - **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 the criteria outlined below.

Apprentices should prepare for the professional discussion by considering how the criteria can be met.

Professional discussion
To pass, the following must be evidenced.
PD1 Can explain how they decide when to refer a customer to another member of the team such as a GP, healthcare worker etc. (S16)
PD2 Explains how they communicate effectively and where appropriately, confidentially, and that they demonstrate knowledge when giving advice (S11)
PD3 Can clearly articulate what is meant by 'Person Centred Care', and can demonstrate this in their day to day role.(K18, S14, B5)
PD4 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)
PD5 Explains how they manage effective health and safety practice of self and others, including patients and other members of the team (S15, S17)
PD6 Demonstrates an understanding of how patient data is processed, recorded and stored (S7)
PD7 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)
PD8 Works in a manner that ensures the health and safety of self and others (S21, S22)
PD9 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)
PD10 Explains how they have managed their own continuing personal development, and explains its positive impact on their role, and their pharmacy (S10)
PD11 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)
PD12 Demonstrates they have used interpersonal skills within the team and other professionals in accurately delivering to agreed performance measures (B4)
PD13 Demonstrates that they contribute effectively in the development of themselves and colleagues, and that they can explain positive the contribution made by the team (S9, B3)
PD14 Demonstrates that they understand the importance of treating all other people as individuals, and evidences how they promote diversity, equality and inclusion (K21, S18)

To gain a distinction, the following must be evidenced.
PD15 *Can give an example of where effective advice or referral has benefited a customer or patient, and what the positive consequences were (S11)*
PD16 *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)*
PD17 *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)*
PD18 *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)*
PD19 *Explain the principles behind GDPR, and its importance in the pharmaceutical context (S7)*
PD20 *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)*
PD21 *Can give two examples of possible health and safety non-compliance, and describe what their impact might be on the pharmacy environment (S22)*
PD22 *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)*
PD23 *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)*
PD24 *Explain how they have acted as a role model to others and can discuss an example of where they have supported others within the scope and boundaries of their practice, and what the impact has been (K21, S9, B3)*

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