



Higher National Unit specification

General information

Unit title: Final Accuracy Checking by Pharmacy Technicians 1
(SCQF level 7)

Unit code: H9NP 34

Superclass: PE

Publication date: November 2015

Source: Scottish Qualifications Authority

Version: 03

Unit purpose

This Unit is designed to enable learners to develop the competences required to carry out the role of an Accuracy Checking Pharmacy Technician. It is primarily intended for learners who expect to take up a final accuracy checking role. It prepares learners for this role by providing the underpinning knowledge and skills they require.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe the role and responsibilities of the Accuracy Checking Pharmacy Technician in ensuring the safe and effective dispensing of prescribed medicines.
- 2 Explain the dispensing requirements to ensure the safe and effective use of prescribed medicines.
- 3 Perform calculations to ensure the safe and effective dispensing of prescribed medicines.
- 4 Describe the procedures necessary to rectify errors and avoid potential errors in the dispensing of prescribed medicines.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Entry is at the discretion of the centre, however learners must be registered as a Pharmacy Technician with the regulatory body for pharmacy practice in Great Britain and employed in a pharmacy. Learners should also have good communication and numeracy skills as well as good accuracy skills.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Using Number at SCQF level 5 Critical Thinking at SCQF level 5
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Core Skill component	None
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There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe the role and responsibilities of the Accuracy Checking Pharmacy Technician in ensuring the safe and effective dispensing of prescribed medicines.

Knowledge and/or Skills

- ◆ Professional check
- ◆ Final accuracy check
- ◆ The role and responsibilities of the Accuracy Checking Pharmacy Technician
- ◆ The role and responsibilities of the Pharmacist
- ◆ Standard operating procedures
- ◆ Consequences of errors, error recording/reporting mechanisms
- ◆ Reflective practice

Outcome 2

Explain the dispensing requirements to ensure the safe and effective use of prescribed medicines.

Knowledge and/or Skills

- ◆ Visual impairment
- ◆ Impairment of dexterity
- ◆ Pharmaceutical preparations: oral solid; liquid; inhaled; topical; injectable
- ◆ Compliance aids
- ◆ Labelling conventions
- ◆ Patient information leaflets
- ◆ Supplementary information

Outcome 3

Perform calculations to ensure the safe and effective dispensing of prescribed medicines.

Knowledge and/or Skills

- ◆ Quantities to give required dose
- ◆ Units of mass and volume
- ◆ Concentrations and percentages

Higher National Unit specification: Statement of standards (cont)

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Outcome 4

Describe the procedures necessary to rectify errors and avoid potential errors in the dispensing of prescribed medicines.

Knowledge and/or Skills

- ◆ Incorrect completeness of prescription
- ◆ Incorrect preparation
- ◆ Incorrect label
- ◆ Inappropriate packaging
- ◆ Inappropriate storage conditions
- ◆ Inappropriate expiry date
- ◆ Missing ancillary equipment
- ◆ Missing or incorrect supplementary information

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Outcome 1

Written and/or oral recorded evidence for Outcome 1 should be assessed using an open-book assessment. A checklist will be used to assess the learner's work.

The assessment will cover all of the Knowledge and/or Skills items. A learner's response will be judged satisfactory where the evidence shows that the learner can:

- ◆ Describe the professional check by the Pharmacist.
- ◆ Describe the final accuracy check.
- ◆ Describe the role and responsibilities of the Accuracy Checking Pharmacy Technician.
- ◆ Describe the role and responsibilities of the Pharmacist.
- ◆ Describe the reasons for following standard operating procedures.
- ◆ Describe the consequences of dispensing/checking errors and what to do in situations of errors occurring.
- ◆ Describe the importance of reflection on personal practice.

It is the responsibility of the centre to ensure authenticity of the learner's work if the assessment is a work based assignment.

Outcome 2

Written and/or oral recorded evidence for Outcome 2 should be assessed using an open-book assessment under supervised conditions. It is recommended that the assessment be completed within one hour. Learners can only have access to current standard dispensary reference sources when sitting the assessment. A checklist will be used to assess the learner's work.

The assessment will cover all of the Knowledge and/or Skills items. A learner's response will be judged satisfactory where the evidence shows that the learner can:

- ◆ Explain the needs of a patient with visual impairment to ensure safe and effective use of dispensed medicines.
- ◆ Explain the needs of a patient with impairment of dexterity to ensure safe and effective use of dispensed medicines.
- ◆ Describe how to use a compliance aid for two types of pharmaceutical preparations.
- ◆ Prepare a label for three types of pharmaceutical preparations.
- ◆ Explain the legal requirement for patient information leaflets.
- ◆ Identify the supplementary information required for two types of pharmaceutical preparations.

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Written and/or oral recorded evidence for Outcome 3 should be assessed by a closed-book assessment under supervised conditions. It is recommended that the assessment be completed within two hours. Learners can only have access to a calculator when sitting the assessment. A checklist will be used to assess the learner's work.

The assessment will cover all of the Knowledge and/or Skills items. A learner's response will be judged satisfactory where the evidence shows that the learner can:

- ◆ Perform calculations for the correct quantities of five dispensed pharmaceutical preparations.
- ◆ Perform calculations for five pharmaceutical preparations expressed as units of mass and volume.
- ◆ Perform calculations for five pharmaceutical preparations expressed as concentrations and percentages.

Outcome 4

Written and/or oral recorded evidence for Outcome 4 should be assessed using an open-book assessment under supervised conditions. It is recommended that the assessment be completed within one hour. Learners can only have access to the current British National Formulary (BNF) when sitting the assessment. A checklist will be used to assess the learner's work.

Learners must be able to identify ten errors/potential errors and describe the procedures necessary to rectify these errors/avoid potential errors in 20 examples of dispensed prescribed medicines.

The assessment will cover all of the Knowledge and/or Skills items. The assessment must include at least one type of error from the seven Knowledge and/or Skills items listed below. A further three errors should be included at the discretion of the centre. Different error types must be covered in any alternative (re-sit) assessment. A learner's response will be judged satisfactory where the evidence shows that the learner can:

- ◆ Identify incorrect completeness of the prescription. The identification must include errors relating to at least one of the following: legality; professional check. Describe the procedures necessary to rectify the error(s)/ avoid potential error(s).
- ◆ Identify incorrect preparation. The identification must include errors relating to at least one of the following: medicine; form; strength; inappropriate quantities. Describe the procedures necessary to rectify the error(s)/avoid potential error(s).
- ◆ Identify incorrect or missing labelling requirements. The identification must include errors relating to at least one of the following: patient details; form; strength; directions; warnings. Describe the procedures necessary to rectify the error(s)/ avoid potential error(s).
- ◆ Identify inappropriate packaging and storage conditions and describe the procedures necessary to rectify the error(s)/ avoid potential error(s).

- ◆ Identify inappropriate expiry date and describe the procedures necessary to rectify the error(s)/ avoid potential error(s).
- ◆ Identify missing ancillary equipment and describe the procedures necessary to rectify the error(s)/ avoid potential error(s).
- ◆ Identify missing or incorrect supplementary information and describe the procedures necessary to rectify the error(s)/ avoid potential error(s).



Higher National Unit Support Notes

Unit title: Final Accuracy Checking by Pharmacy Technicians 1
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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is primarily intended to prepare the learner for the role of final accuracy checking by providing them with the knowledge and skills required. The Unit is designed to build on previous training and experience gained in the workplace. To enable learners to do this they should be employed as a Pharmacy Technician and have been selected by the Pharmacy Manager to undertake training as an Accuracy Checking Pharmacy Technician.

Outcome 1 — Describe the role and responsibilities of the Accuracy Checking Pharmacy Technician in ensuring the safe and effective dispensing of prescribed medicines.

Outcome 1 covers the role and responsibilities of the Accuracy Checking Pharmacy Technician in relation to the Pharmacist. Learners should understand the different types of checks carried out and the parameters of the Accuracy Checking Pharmacy Technician's role. Learners should also understand their professional responsibility in situations where errors occur and when to refer to a Pharmacist, such as when an inappropriate dose or drug interaction is suspected. This Outcome also looks at the importance of reflection on personal practice as well as following standard operating procedures with respect to quality of service and the maintenance of quality systems in order to provide a quality service focussed on patient safety.

Outcome 2 — Explain the dispensing requirements to ensure the safe and effective use of prescribed medicines.

Outcome 2 covers the needs of patients with visual impairment and impairment of dexterity. Delivery of this Outcome should also cover the appropriate dispensing requirements to ensure the safe and effective use of prescribed pharmaceutical preparations such as oral solid, liquid, inhaled, topical and injectable preparations (eg insulin, heparin) which have not been aseptically dispensed in the pharmacy. Learners should be able to identify and describe how to use the appropriate compliance aids for patients with special needs. Learners should also understand the labelling, patient information leaflet and supplementary information requirements for dispensed medicines.

Outcome 3 — Perform calculations to ensure the safe and effective dispensing of prescribed medicines.

Learners should be able to calculate the correct quantities and strengths required for a selection of prescribed medicines, eg steroid reducing dose and paediatric doses.

Higher National Unit Support Notes (cont)

Unit title: Final Accuracy Checking by Pharmacy Technicians 1
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Outcome 4 — Describe the procedures necessary to rectify errors and avoid potential errors in the dispensing of prescribed medicines.

Learners should understand the systematic procedures for carrying out the final accuracy check and for dealing with errors/ potential errors as well as common dispensing errors they may encounter. In addition, learners should be aware of the standard dispensary reference sources as defined by the regulatory body for pharmacy practice in Great Britain.

Guidance on approaches to delivery of this Unit

This Unit should be taught by specialists in a way which is relevant to the specific occupational area. Wherever possible, links should be drawn from current practice that learners would understand.

It is envisaged that delivery of Outcome 1 could commence with a definition of both the professional check and the final accuracy check. It is important that learners understand the role and responsibilities of the Pharmacist and the Accuracy Checking Pharmacy Technician, including the parameters of their own role and how this relates to their workplace setting and patient safety. This could be built on further by examining the importance of following standard operating procedures when carrying out final accuracy checks on dispensed medicines. Delivery of Outcome 1 could then focus on the consequences of errors, the error recording/ reporting mechanisms available and the importance of reflective practice.

Outcome 2 is intended to provide an overview of the definition of patient compliance and concordance and the importance of supporting patients with specific needs in relation to taking their medicines. It is important that learners understand the needs of patients with visual impairment and impairment of dexterity. Learners could undertake various simulated exercises to ensure that they understand how a compliance aid should be used and to reinforce their understanding of the range of compliance aids currently available, which support patients with both visual impairment and impairment of dexterity to ensure they take their medicines correctly. Learners could also use simulated prescriptions to prepare labels for different types of pharmaceutical preparations they could encounter in a pharmacy setting. The legal requirement for patient information leaflets should be explained in detail, and learners should be given an overview of the supplementary information required for pharmaceutical preparations.

Outcome 3 is intended to provide learners with the opportunity to perform calculations and to become familiar with units of measurement normally seen in a pharmacy setting. Learners could be provided with a selection of simulated prescriptions that would allow them to perform calculations on a variety of pharmaceutical preparations.

Outcome 4 is intended to emphasise the importance of using systematic procedures when carrying out final accuracy checks, on a selection of dispensed medicines, normally encountered in the learner's workplace. Learners could identify errors from a selection of simulated prescriptions which would allow them to describe the procedures necessary to rectify these errors/avoid potential errors.

Higher National Unit Support Notes (cont)

Unit title: Final Accuracy Checking by Pharmacy Technicians 1
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At this level, learners should work independently. Outcomes 2–4 should be conducted in controlled supervised conditions where arrangements have been put in place to ensure the authenticity of the learner's work.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

The learner should agree a date when assessments will be undertaken.

Outcome 1

Outcome 1 could be assessed by a single open-book assessment. Learners could complete a report based on the role of the Accuracy Checking Pharmacy Technician relevant to the workplace. The report should be 1,500 words or equivalent.

It is the responsibility of the centre to ensure authenticity of the learner's work if the assessment is a work based assignment.

Outcome 2

Outcome 2 could be assessed by a single open-book assessment carried out in supervised conditions. Learners can only have access to current standard dispensary reference sources when sitting the assessment. The assessment documentation should reflect the learner's workplace and cover simulated examples of pharmaceutical preparations encountered in a pharmacy department.

The assessment of Outcomes 2, 3 and 4 may be achieved on an Outcome by Outcome basis; however it is highly recommended that assessment is combined. Where assessment of these Outcomes is combined, it is recommended that the assessment be completed within no more than four hours.

Outcome 3

Outcome 3 could be assessed by a single closed-book assessment carried out in supervised conditions. Learners can only have access to a calculator when sitting the assessment. The assessment documentation should reflect the learner's workplace and cover simulated examples of pharmaceutical preparations encountered in a pharmacy department.

The assessment of Outcomes 2, 3 and 4 may be achieved on an Outcome by Outcome basis; however it is highly recommended that assessment is combined. Where assessment of these Outcomes is combined, it is recommended that the assessment be completed within no more than four hours.

Higher National Unit Support Notes (cont)

Unit title: Final Accuracy Checking by Pharmacy Technicians 1
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Outcome 4

Outcome 4 could be assessed by a single open-book assessment carried out in supervised conditions. Learners can only have access to the current British National Formulary (BNF) when sitting the assessment. The assessment documentation should reflect the learner's workplace and cover simulated examples of dispensed prescribed medicines encountered in a pharmacy department.

The assessment of Outcomes 2, 3 and 4 may be achieved on an Outcome by Outcome basis; however it is highly recommended that assessment is combined. Where assessment of these Outcomes is combined, it is recommended that the assessment be completed within no more than four hours.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

This Unit has the Critical Thinking component of Problem Solving and Using Number component of Numeracy embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5 and Using Number at SCQF level 5.

History of changes to Unit

Version	Description of change	Date
03	Page 5— text 'to ensure safe and effective use of dispensed medicines' added to first and second Evidence Requirements under Outcome 2.	20/07/2016
03	Page 6— under Outcome 4, text 'a minimum of' removed from sentence reading 'Learners must be able to identify a minimum of ten errors/potential errors and describe the procedures necessary to rectify these errors/avoid potential errors in 20 examples of dispensed prescribed medicines.'	20/07/2016
03	Page 6— under Outcome 4, following text added: 'The assessment must include at least one type of error from the seven Knowledge and/or Skills items listed below. A further three errors should be included at the discretion of the centre. Different error types must be covered in any alternative (re-sit) assessment.'	20/07/2016
03	Page 6— under Outcome 4, text 'Identify incorrect completeness of the prescription including legality, professional check and dispenser's signature and describe the procedures necessary to rectify these errors/avoid potential errors' changed to 'Identify incorrect completeness of the prescription. The identification must include errors relating to at least one of the following: legality; professional check. Describe the procedures necessary to rectify the error(s)/ avoid potential error(s).'	20/07/2016
03	Page 6— under Outcome 4, text 'Identify incorrect preparation including medicine, form, strength and inappropriate quantities and describe the procedures necessary to rectify these errors/avoid potential errors' changed to 'Identify incorrect preparation. The identification must include errors relating to at least one of the following: medicine; form; strength; inappropriate quantities. Describe the procedures necessary to rectify the error(s)/avoid potential error(s).'	20/07/2016
03	Page 6— under Outcome 4, text 'Identify incorrect or missing labelling requirements including patient details, form, strength, directions and warnings and describe the procedures necessary to rectify these errors/avoid potential errors' changed to 'Identify incorrect or missing labelling requirements. The identification must include errors relating to at least one of the following: patient details; form; strength; directions; warnings. Describe the procedures necessary to rectify the error(s)/ avoid potential error(s).'	20/07/2016
02	Core Skills Components Using Number and Critical Thinking at SCQF level 5 embedded.	24/11/2015

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General information for learners

Unit title: Final Accuracy Checking by Pharmacy Technicians 1 (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This is a 1 credit Unit at SCQF level 7. The Unit is designed to enable you to develop your knowledge and skills as an Accuracy Checking Pharmacy Technician, and it is primarily intended to prepare you to undertake this role.

On completion of the Unit you should be able to:

- 1 Describe the role and responsibilities of the Accuracy Checking Pharmacy Technician in ensuring the safe and effective dispensing of prescribed medicines.
- 2 Explain the dispensing requirements to ensure the safe and effective use of prescribed medicines.
- 3 Perform calculations to ensure the safe and effective dispensing of prescribed medicines.
- 4 Describe the procedures necessary to rectify errors and avoid potential errors in the dispensing of prescribed medicines.

The Unit has four main areas, each the subject of a separate Outcome, and will be delivered by a direct learning course or by using a distance learning package.

Outcome 1

In this Outcome you will look at accuracy checks, professional checks and the role of the Accuracy Checking Pharmacy Technician in relation to the role of the Pharmacist. In addition, you will look at the importance of following standard operating procedures including when to refer to a Pharmacist and also the consequences of errors and how to report and record these. The importance of reflection on personal practice will also be explored as well as how to maintain quality systems and services.

Outcome 2

In this Outcome you will look at the dispensing requirements of different pharmaceutical preparations encountered within a pharmacy setting and the appropriate use of current compliance aids for patients with different support needs. In addition, you will also examine the labelling, patient information leaflet and supplementary information requirements for dispensed medicines.

Outcome 3

In this Outcome you will look at various calculations to ensure the safe and effective dispensing of prescribed medicines, such as calculating the correct doses and quantities required as well as mass to volume conversions and expressing concentrations and percentages.

General information for learners (cont)

Unit title: Final Accuracy Checking by Pharmacy Technicians 1
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Outcome 4

In this Outcome you will look at common dispensing errors encountered within a pharmacy setting and the interpersonal skills required to ensure good working practices and relationships when rectifying errors.

Assessment

For Outcome 1 you will take an open-book, end of Outcome assessment.

For Outcomes 2, 3 and 4 assessment may be conducted on an Outcome by Outcome basis or by one single holistic assessment. Assessment will be conducted under supervised conditions.

Core Skills

This Unit has the Critical Thinking component of Problem Solving and Using Number component of Numeracy embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 5 and Using Number at SCQF level 5.