



## **Group Award Specification for:**

**Professional Development Award (PDA) in Pharmacy Services at SCQF level 7**

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# 1 Introduction

The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

The General Pharmaceutical Council (GPhC) is the regulator for pharmacists, pharmacy technicians and registered pharmacy premises in Scotland, England and Wales. Their job is to protect, promote and maintain the health, safety and wellbeing of members of the public by upholding standards and public trust in pharmacy.

Initial education and training standards for pharmacy technicians are set by the GPhC to ensure knowledge, skills and behaviours are developed and demonstrated to provide safe and effective care. Awarding bodies who wish to develop qualifications for the initial education and training of pharmacy technicians must meet the standards set by the GPhC. The qualifications must also be recognised by the GPhC.

In October 2017, after wide consultation with employers, training providers, pharmacy professionals, patients and the public, the GPhC published new standards for the initial education and training of pharmacy technicians. This qualification has been designed in response to these new standards and was developed using a partnership approach involving NHS Education for Scotland, NHS pharmacy employer representatives, Community Pharmacy Scotland, pharmacy education and training specialists, training providers and pharmacy learners.

The standards identify that initial education and training for pharmacy technicians is vocational, combining both knowledge and competency. Learners must study and work at the same time to develop a broad base of skills and qualities relevant to a wide range of pharmacy settings. Learners are referred to as pre-registration trainee pharmacy technicians and must only carry out tasks in which they are competent, or are learning under supervision to be competent in; this ensures patient safety is not compromised.

Learners must be employed within a pharmacy setting in a pre-registration role, or have an allocated pharmacy work placement. Pre-registration trainee pharmacy technicians must be supervised using an agreed system in all learning and training environments at all times to ensure patient safety. Learners will be supported by educational supervisors, workplace mentors and assessed on their knowledge, skills and competencies using a variety of assessment methods.

The Professional Development Award (PDA) in Pharmacy Services at SCQF level 7 is a replacement qualification for the National Certificate (NC) in Pharmacy Services at SCQF level 6 (GA6P 46). The qualification is designed to be delivered alongside the Scottish Vocational Qualification (SVQ) in Pharmacy Services at SCQF level 8 to meet the GPhC requirement to integrate knowledge and competency. Delivering the two qualifications simultaneously allows learners to learn whilst experiencing clinical, operational and scientific practices and procedures as stipulated by the GPhC. The new training programme is designed to support the evolving professional and clinical role of the pharmacy technician; this more demanding role coupled with the complex application of knowledge and skills has increased the overall SCQF level.

The PDA in Pharmacy Services at SCQF level 7 has been developed to meet both the underpinning knowledge requirements of the SVQ in Pharmacy Services at SCQF level 8, and to contribute to the initial education and training learning outcomes set by the GPhC. Both qualifications must be undertaken concurrently whilst working in a pharmacy environment to meet the GPhC standards for the initial education and training of pharmacy technicians. Centres will therefore not be approved to offer either of these qualifications as a stand-alone qualification unless a formal partnership agreement is in place.

In addition to meeting the requirements of the regulatory body, particular emphasis has been placed on ensuring the programme content, delivery and assessment support the implementation of the Scottish Government strategy *Achieving Excellence in Pharmaceutical Care*.

Knowledge and skills in public health and health promotion along with final accuracy checking support development of community pharmacy services. A significant focus within the PDA in Pharmacy Services at SCQF level 7 group award is to provide understanding of physiological systems, clinical disease states and the actions and uses of medicines. This will facilitate the development of the pharmacy technician workforce in clinical areas, primary care services and GP practices. Transformation of pharmacy services are supported through the inclusion of units prioritising professional practice, quality improvement strategies, clinical governance, risk management and evidence based practice. In addition, units developing knowledge and skills in medicines reconciliation and optimisation, effective communication, multidisciplinary team working and providing advice to individuals on the use of medicines and devices support transformation of services as well as embedding the pharmacy workforce within the wider health team.

The development of knowledge and skills in these key areas will facilitate improvements in pharmaceutical care services across Scotland, support the safer use of medicines and develop the pharmacy workforce to ensure capability.

The units within the PDA in Pharmacy Services at SCQF level 7 have been written in such a way as to facilitate flexible delivery options which will support recruitment and retention of staff allowing for development of pharmacy services in remote and rural areas.

The role of the pharmacy technician is varied and includes activities such as:

- ◆ dispensing prescriptions
- ◆ the sale and supply of medicines and devices
- ◆ counselling individuals to understand how to use their medicines
- ◆ providing advice
- ◆ supporting healthy lifestyles
- ◆ promoting public health
- ◆ managing procurement and maintenance of medicines
- ◆ taking medication histories from individuals
- ◆ reviewing individuals' medicines for use
- ◆ clinical trials
- ◆ medicines information
- ◆ supervision of support staff
- ◆ accuracy checking others work
- ◆ final accuracy checking
- ◆ staff management
- ◆ education and training
- ◆ implementing systems, governance and medication safety

The pre-registration trainee pharmacy technician programme is designed to support learners to develop their knowledge, skills and behaviours relating to these activities. Entry to the programme is available to any learner who meets the entry criteria including school leavers, mature learners and pharmacy support workers/dispensing assistants looking to develop their career within pharmacy.

This pre-registration trainee pharmacy technician programme meets the needs of industry and is designed only for those who wish to work in pharmacy as a pharmacy technician. This includes employment in NHS primary care (GP practices, care homes and other community settings), NHS secondary care (hospitals and specialists), community pharmacies, armed forces and HM prison pharmacies, and the pharmaceutical industry. Successful completion of the SVQ in Pharmacy Services at SCQF level 8, the PDA in Pharmacy Services at SCQF level 7 along with meeting the minimum relevant work experience criteria allows learners to apply to the GPhC for registration as a pharmacy technician. However, successful completion of the training programme is not a guarantee of future employment as a pharmacy technician.

The development of the units within this qualification has taken into account the Curriculum for Excellence biology and chemistry learning at SCQF level 5. Biology, physiology, chemistry and microbiology are embedded in a variety of units across the qualification to allow learners to build on prior learning, developing their scientific understanding at a higher level, in a contextualised way that is directly relevant to their job role.

The PDA in Pharmacy Services at SCQF level 7 may be delivered by open and distance learning methods, provided that adequate preparations are made.

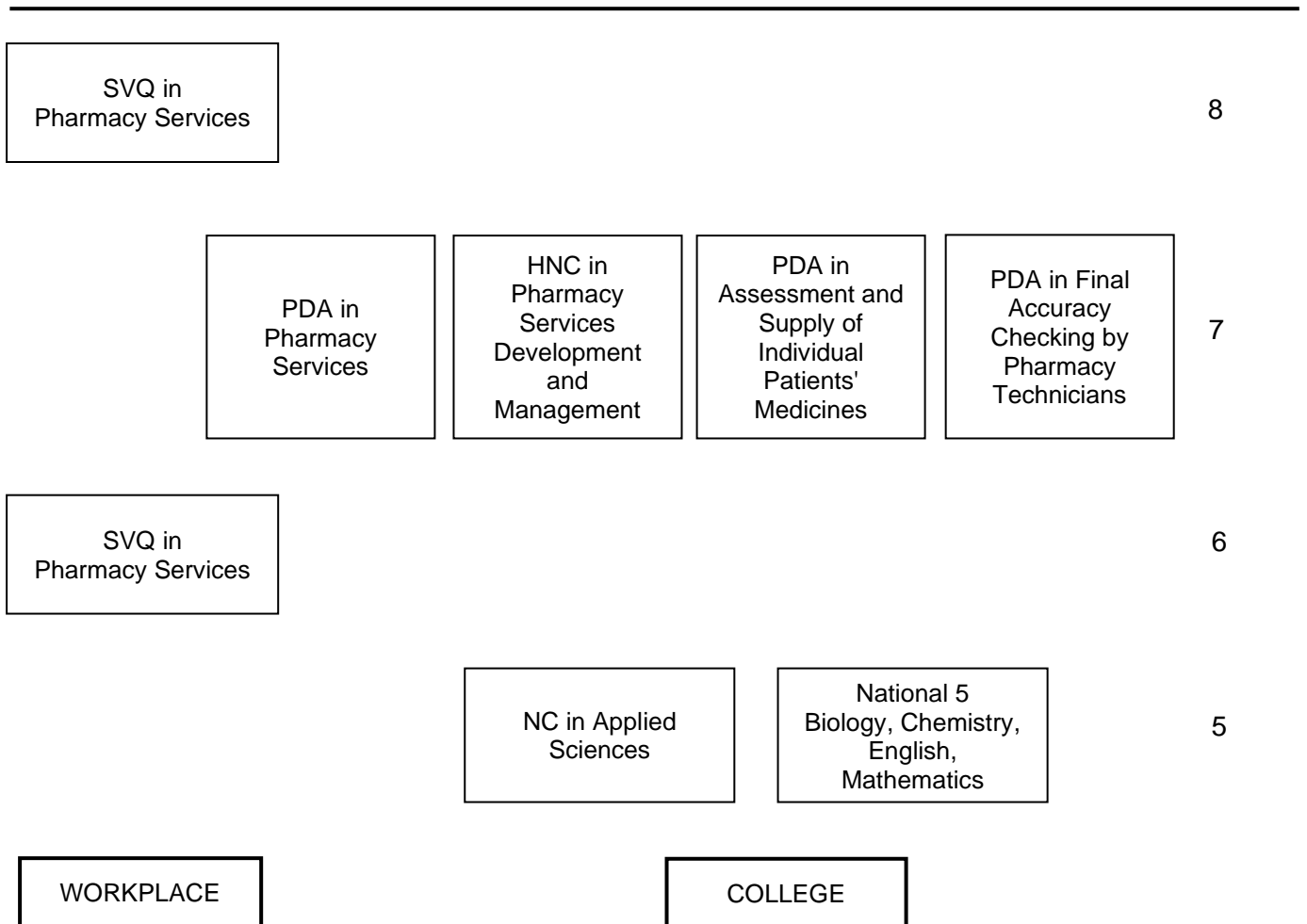
The group award is designed to equip learners with the knowledge, skills and understanding required for employment as a pharmacy technician, and may be seen to be supporting the Wood Commission Report as outlined below.

The Wood Commission Report emphasised that 'moving beyond school, we must ensure that young people at college pursue studies with an expectation that they will lead successfully to employment in the prevailing labour market.' And that 'as they move into the senior phase, young people of all abilities should have the opportunity to follow industry relevant vocational pathways alongside academic study'.

The interrelationship of the PDA in Pharmacy Services at SCQF level 7 with other pharmacy qualifications is illustrated by the following diagram:

## Pharmacy qualifications

**SCQF  
level**



## 2 Qualification structure

This group award is made up of 12 SQA unit credits. It comprises 96 SCQF credit points of which 12 credit points are at SCQF level 6 and 84 credit points are at SCQF level 7.

All 12 SQA unit credits are mandatory and they must be achieved by learners.

### 2.1 Structure

The 11 mandatory units are set out in the table below. These units provide the underpinning knowledge component of the pre-registration trainee pharmacy technician programme.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J3JE	34	Professional Practice in Pharmacy	1	8	7
J3JG	34	Supply of Prescribed Medicines	2	16	7
J3JD	33	Storage and Use of Medicines	1	8	6
J3JC	34	Clinical Governance and Risk Management in Pharmacy	1	8	7
J3JF	34	Health Promotion in Pharmacy	2	16	7
J3J6	33	Pharmacological Principles: An Introduction	0.5	4	6
J3J7	34	Pharmacotherapeutics and the Human Body 1	1	8	7
J3J8	34	Pharmacotherapeutics and the Human Body 2	1	8	7
J3J9	34	Pharmacotherapeutics and the Human Body 3	1	8	7
J3JA	34	Pharmacotherapeutics and the Human Body 4	1	8	7
J3JB	34	Pharmacotherapeutics and the Human Body 5	0.5	4	7

## 3 Aims of the qualification

The overall aim of the PDA in Pharmacy Services at SCQF level 7 is to provide the underpinning knowledge to support the SVQ in Pharmacy Services at SCQF level 8 and to contribute to the learning outcomes set out in the GPhC standards for the initial education and training of pharmacy technicians.

### 3.1 General aims of the qualification

The general aims of the PDA in Pharmacy Services at SCQF level 7 are to develop knowledge, understanding and skills related to the learning outcomes set out in the GPhC standards for the initial education and training of pharmacy technicians. The learning outcomes fall under four domains:

- ◆ Person-centred care
- ◆ Professionalism
- ◆ Professional knowledge and skills
- ◆ Collaboration

### 3.2 Specific aims of the qualification

In relation to the learning outcomes in the GPhC standards for the initial education and training of pharmacy technicians, the specific aims of the PDA in Pharmacy Services at SCQF level 7 are to allow learners to:

- ◆ Provide person-centred care:
  - Learners will understand and demonstrate effective communication, the value of diversity and respecting cultural differences and will be able to apply information governance principles to ensure confidentiality.
  - Learners will understand and demonstrate they can support individuals to make decisions about their health, care and wellbeing, promote healthy lifestyles and provide public health advice and advise individuals on the safe and effective use of their medicines and devices.
- ◆ Understand and demonstrate professionalism:
  - Learners will know and understand the standards for pharmacy practice, the role of the GPhC, the purpose of registration, fitness to practise and how fitness to practise can be impaired.
  - Learners will understand and demonstrate they can recognise their limitations and apply professional judgement when referral is necessary.
  - Learners will understand how to work within guidelines to respond effectively to complaints, incidents and errors, take personal responsibility for health and safety in the workplace, and how to raise concerns.
  - Learners will understand and demonstrate that they can take responsibility for professional practice by monitoring and reflecting on their practice, skills and knowledge and feedback from others and by identifying and carrying out CPD activities.



- ◆ Demonstrate application of professional knowledge and skills:
  - Learners will demonstrate their ability to accurately perform pharmaceutical calculations.
  - Learners will demonstrate understanding of procedures for the review and re-use of individuals medicines.
  - Learners will demonstrate their understanding of how factors affecting the stability of medicines directly influences advice relating to the storage of medicines.
  - Learners will demonstrate understanding and skills in the provision of advice on medicines and devices.
  - Learners will demonstrate understanding of clinical governance and risk management, and the impact on pharmacy practice.
  - Learners will demonstrate their ability to use appropriate and relevant reference sources.
  
- ◆ Demonstrate knowledge of scientific and professional principles:
  - Learners will know and understand the legislation, regulations and guidelines that affect pharmacy practice.
  - Learners will know and understand the key elements of pharmacy practice in relation to ordering, maintaining and supplying medicines.
  - Learners will know and understand the key elements of the dispensing process including receipt, validation, assembly, accuracy checking and final accuracy checking.
  - Learners will understand the main systems of the human body, including biological, physiochemical and microbiological principles.
  - Learners will know and understand common diseases relating to the main systems of the human body and be able to state the actions and uses of the medicines used to treat common diseases.
  - Learners will understand basic pharmacological principles relating to the use of medicines.
  
- ◆ Understand the importance of collaboration:
  - Learners will understand group dynamics, the principles of effective team working, multidisciplinary team working and referral.
  - Learners will understand the importance of creating a suitable environment for open discussion.
  - Learners will understand the importance of discussion with individuals to ensure concordance and compliance.
  
- ◆ In addition to the GPhC learning outcomes, learners will also develop:
  - transferable skills
  - the ability to be flexible and work collaboratively with others
  - oral and written communication skills
  - numerical and ICT skills
  - responsibility for own learning
  - organisation and time management skills.

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only. The recommendations below also align to GPhC guidance on entry requirements.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Biology, chemistry, english and mathematics at SCQF level 5 or equivalent
- ◆ NC Applied Sciences at SCQF level 5 (chemistry and biology based)
- ◆ Other relevant academic courses or stand-alone units demonstrating achievement at SCQF level 5
- ◆ Employment in pharmacy as a pre-registration pharmacy technician and nominated by employer along with evidence of biology, chemistry, english and mathematics ability at SCQF level 5

Selection must be undertaken by pharmacy professionals and include good character checks to ensure learners have the appropriate characteristics, attitudes and qualities necessary to act professionally, provide person-centred care and prioritise patient safety. The following should be undertaken at interview:

- ◆ PVG application
- ◆ Skills test(s) to identify accuracy, attention to detail, ability to follow instructions
- ◆ Discussion to identify good listening skills, ability to explain clearly, organised and able to cope with the demands of the programme

Selection must also take into account health and the ability to undertake the academic challenges of the pre-registration trainee pharmacy technician programme as well as the ability to undertake the job role.

Centres must ensure learners have sufficient English language competence for safe and effective practice. The guidance below explains how learners whose first language is not English can show they have the necessary knowledge of English to practice safely as a pre-registration trainee pharmacy technician in Great Britain:

- ◆ SCQF level 6 ESOL (English for Speakers of Other Languages) at grade C or above
- ◆ IELTS (International English Language Testing System) with an overall score of at least 7 and no score less than 7 in each of the four areas of reading, writing, listening and speaking at one sitting of the test
- ◆ OET (Occupational English Test) at grade B (points score between 350 and 440) in each of the four areas of reading, writing, listening and speaking at one sitting of the test
- ◆ Any other equivalent course evidencing English language skills at CEFR level C2 in each of the four areas reading, writing, listening and speaking at one sitting of the test

## 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Research, analysis, reports, oral discussion.
Numeracy	5	Numerical and graphical presentation, pharmaceutical calculations.
Information and Communication Technology (ICT)	5	Accessing information for research, assimilation of information, creation of graphical and narrative material.
Problem Solving	4	Critical thinking, reflection, evaluation.
Working with Others	4	Co-operative working in teams, referral.

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to units

Code	Unit title	General aims			
		GPhC standards for the initial education and training of pharmacy technicians			
		Person-centred care	Professionalism	Professional knowledge and skills	Collaboration
J3JE 34	Professional Practice in Pharmacy	X	X	X	X
J3JG 34	Supply of Prescribed Medicines	X	X	X	X
J3JD 33	Storage and Use of Medicines	X	X	X	X
J3JC 34	Clinical Governance and Risk Management in Pharmacy	X	X	X	X
J3JF 34	Health Promotion in Pharmacy	X	X	X	X
J3J6 33	Pharmacological Principles: An Introduction	X		X	
J3J7 34	Pharmacotherapeutics and the Human Body 1	X		X	
J3J8 34	Pharmacotherapeutics and the Human Body 2	X		X	
J3J9 34	Pharmacotherapeutics and the Human Body 3	X		X	
J3JA 34	Pharmacotherapeutics and the Human Body 4	X		X	
J3JB 34	Pharmacotherapeutics and the Human Body 5	X		X	

## 5.2 Mapping of National Occupational Standards (NOS)

The PDA in Pharmacy Services at SCQF level 7 has been developed to meet both the underpinning knowledge requirements of the SVQ in Pharmacy Services at SCQF level 8 and to contribute to the initial education and training learning outcomes set by the GPhC. The table below shows the NOS that each underpinning knowledge unit supports.

Code	Unit title	National Occupational Standard											
		PHARM 02	PHARM 03	PHARM 08	PHARM 09	PHARM 10	PHARM 12	PHARM 28	PHARM 29	PHARM 31	PHARM 33	SCD HSC 0033	GEN39
J3JE 34	Professional Practice in Pharmacy	X	X	X	X	X	X	X	X	X	X	X	
J3JG 34	Supply of Prescribed Medicines	X	X	X	X	X	X	X	X	X	X	X	
J3JD 33	Storage and Use of Medicines	X	X	X	X	X	X	X	X	X	X		X
J3JC 34	Clinical Governance and Risk Management in Pharmacy	X	X	X	X	X	X	X	X	X	X	X	X
J3JF 34	Health Promotion in Pharmacy	X	X	X		X		X	X	X	X	X	X
J3J6 33	Pharmacological Principles: An Introduction			X	X	X	X	X	X	X	X		
J3J7 34	Pharmacotherapeutics and the Human Body 1	X	X	X	X	X		X	X	X	X		
J3J8 34	Pharmacotherapeutics and the Human Body 2	X	X	X	X	X		X	X	X	X		

Code	Unit title	National Occupational Standard											
		PHARM 02	PHARM 03	PHARM 08	PHARM 09	PHARM 10	PHARM 12	PHARM 28	PHARM 29	PHARM 31	PHARM 33	SCD HSC 0033	GEN39
J3J9 34	Pharmacotherapeutics and the Human Body 3	X	X	X	X	X		X	X	X	X		
J3JA 34	Pharmacotherapeutics and the Human Body 4	X	X	X	X	X		X	X	X	X		
J3JB 34	Pharmacotherapeutics and the Human Body 5	X	X	X	X	X		X	X	X	X		

A more detailed mapping document showing individual unit assessment contribution to specific knowledge and understanding criteria within each NOS is available from SQA's Pharmacy qualification webpage.

### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J3JE 34	Professional Practice in Pharmacy		S				S	S	S	S		S	
J3JG 34	Supply of Prescribed Medicines				S				S				
J3JD 33	Storage and Use of Medicines			S	S	S		S	S	S		S	
J3JC 34	Clinical Governance and Risk Management in Pharmacy		S				S			S			
J3JF 34	Health Promotion in Pharmacy						S	S	E	S	S		
J3J6 33	Pharmacological Principles: An Introduction								S				
J3J7 34	Pharmacotherapeutics and the Human Body 1								S				
J3J8 34	Pharmacotherapeutics and the Human Body 2								S				
J3J9 34	Pharmacotherapeutics and the Human Body 3								S				
J3JA 34	Pharmacotherapeutics and the Human Body 4								S				
J3JB 34	Pharmacotherapeutics and the Human Body 5								S				

**Key:**

E = Embedded

S = Signposted

## 5.4 Assessment strategy for the qualification

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Professional Practice in Pharmacy	Open-book assessment. Report or set questions.	Open-book assessment. A variety of assessment methods relevant to individual evidence requirements. Report or set questions. Mock application for registration. CPD cycle from reflection and peer review following GPhC guidelines.	
Supply of Prescribed Medicines	Closed-book assessment under supervised conditions.		Open-book assessment. Assessor observation of workplace practice plus essay, reflective statement or professional discussion.
Storage and Use of Medicines	Open-book assessment. Production and presentation of information.	Assessor observation of workplace activity or role-play plus set questions.	
Clinical Governance and Risk Management in Pharmacy	Open-book assessment. Structured portfolio or report making reference to activities in the workplace.		
Health Promotion in Pharmacy	Open-book assessment. Participation in the design, development and delivery of a health promotion activity and production of a report accompanied by evidence of the promotional activity such as materials, video recording, photographs or an assessor checklist.		



Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Pharmacological Principles: An Introduction	Closed-book assessment under supervised conditions.		
Pharmacotherapeutics and the Human Body 1	Closed-book assessment under supervised conditions with access to the <i>British National Formulary</i> .		
Pharmacotherapeutics and the Human Body 2	Closed-book assessment under supervised conditions with access to the <i>British National Formulary</i> .		
Pharmacotherapeutics and the Human Body 3	Closed-book assessment under supervised conditions with access to the <i>British National Formulary</i> .		
Pharmacotherapeutics and the Human Body 4	Closed-book assessment under supervised conditions with access to the <i>British National Formulary</i> .		
Pharmacotherapeutics and the Human Body 5	Closed-book assessment under supervised conditions with access to the <i>British National Formulary</i> .		

## 6 Guidance on approaches to delivery and assessment

As part of the pre-registration trainee pharmacy technician programme learners will be undertaking a dual qualification, whilst gaining work experience over a period of two years in order to meet the requirements for registration. Delivery of the training programme should be a partnership between the centre and employer. Any person supporting pre-registration trainee pharmacy technicians must be familiar with the GPhC's guidance on tutoring pharmacists and pharmacy technicians.

Centres must ensure there is the necessary infrastructure and support for the learner including the use of service level agreements where a work placement is to be used. Service level agreements must outline the expectations of the centre and the employer in relation to resources, responsibilities, monitoring, assessment and partnership review to support the learner to meet the requirements of the training programme.

Delivery is flexible and can be face-to-face, open or distance learning, online or a combination. Quality assurance procedures must be sufficient and robust in order to support open and distance learning. Underpinning knowledge should be taught and assessed through work-based learning, guided learning and individual study throughout the two-year training programme.

References to work experiences should be used to underpin delivery and learners should be encouraged to link theory to practical application using reflection and professional discussion wherever possible.

The GPhC's standards for pharmacy professionals is a component of the *Professional Practice in Pharmacy* unit but should be actively used throughout delivery of the entire training programme to support development of learners as professionals.

Learning and teaching approaches should include active learning practices such as case studies, group work, practical exercises, discussion and role-play as well as lectures and worksheets. Approaches should be designed to encourage learners to draw on workplace experiences, undertake problem-solving exercises, use a wide range of up-to-date reference sources and should incorporate opportunities for self-reflection and formative assessment/assessment for learning.

Subject expertise is required to deliver this qualification. The following units must be taught by either a pharmacist or pharmacy technician:

- ◆ *Professional Practice in Pharmacy*
- ◆ *Supply of Prescribed Medicines*
- ◆ *Storage and Use of Medicines*
- ◆ *Clinical Governance and Risk Management in Pharmacy*
- ◆ *Health Promotion in Pharmacy*

In addition, a pharmacist or pharmacy technician must take overall responsibility for the delivery of the units noted below. A pharmacist, pharmacy technician, pharmacologist or scientist may be involved in the delivery of these units. Where a team teaching approach is used, the unit(s) must be planned with input from a pharmacist or pharmacy technician to ensure that the unit content is placed within a pharmacy context.

- ◆ *Pharmacological Principles: An Introduction*
- ◆ *Pharmacotherapeutics and the Human Body 1*
- ◆ *Pharmacotherapeutics and the Human Body 2*
- ◆ *Pharmacotherapeutics and the Human Body 3*
- ◆ *Pharmacotherapeutics and the Human Body 4*
- ◆ *Pharmacotherapeutics and the Human Body 5*

The embedded underpinning science is best delivered with the inclusion of practical work to deepen learners' knowledge and understanding of scientific principles, concepts and phenomena. Where open or distance learning approaches are used and practical work in science is not possible, the use of virtual laboratories, videos and animations are a useful supplement to learning materials.

A variety of assessment methods are used across the PDA in Pharmacy Services at SCQF level 7, relevant to the knowledge and skills required to be evidenced, including the use of evidence generated in the workplace whilst undertaking the SVQ in Pharmacy Services at SCQF level 8. This strengthens the connection between both academic and experiential learning as well as reducing the assessment burden for the learner. The diverse assessment strategy supports independent learning, personalisation and choice.

Sampling is used in some closed-book assessments where competence across a wide range of knowledge and/or skills can be inferred from assessing a sample. Specific knowledge requirements to support delivery of the SVQ in Pharmacy Services at SCQF level 8 are also included in the evidence requirements section within some units.

Closed-book assessments should use a 60% pass mark to determine pass or fail. Remediation is not permitted in any closed-book assessment. Where additional work is required by the learner to meet the pass mark, re-assessment with a different instrument of assessment must be undertaken.

Where open or distance learning is undertaken it is possible for a supervised, closed-book assessment to take place in an employer setting instead of within the centre. There must be a formal agreement between the centre and the employer in advance of the assessment stating a designated pharmacy professional within an appropriate role as responsible for supervising the closed-book assessment. The centre must be able to determine the date and time of the assessment, and the centre may choose to invigilate the assessment, or may choose to verify assessment practice with an unannounced visit at the time of the assessment.

A number of open-book unit assessments are undertaken as part of the PDA in Pharmacy Services at SCQF level 7 and many allow learners to generate evidence whilst reflecting on workplace practice or use evidence from the workplace as part of their submission.

Open-book assessments can be marked and feedback given to the learner with one opportunity for remediation by the learner where needed. The original piece of work and assessor feedback must be retained by the centre along with the resubmitted version.

Oral clarification could be used for minor omissions or to clarify minor detail for open-book assessments. In some cases, professional discussion or set questions are recommended to supplement evidence from the workplace. Where oral clarification is sought, or professional discussion used, there must be a record made which is signed and dated by the assessor. Where a learner fails to meet specific criteria after remediation then re-assessment can be undertaken with submission of an entirely new piece of work.

Whilst specialist aseptic content is not covered within the PDA in Pharmacy Services at SCQF level 7, a stand-alone aseptic unit is available for delivery.

## 6.1 Sequencing/integration of units

The *Professional Practice in Pharmacy* unit must be delivered from the start of the training programme to ensure that learners prioritise professionalism, patient safety and safe and effective practice.

Sequencing of the other units within the group award is at the discretion of the centre; the following recommendations are made:

- ◆ The *Supply of Prescribed Medicines* unit should be delivered early in the training programme as it covers legislation that governs much of pharmacy practice.
- ◆ The *Pharmacological Principles: An Introduction* unit provides underpinning knowledge and understanding and should be delivered before any of the pharmacotherapeutics units.
- ◆ The *Health Promotion in Pharmacy* unit should be delivered later in the training programme, and after the *Storage and Use of Medicines* unit, when learners are more confident in their communication and team working skills.

An example for a full-time college learner undertaking a two-year pre-registration trainee pharmacy technician programme with a work placement is given below:

## Year 1

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Activity</b>	Personal study	Work placement (full working day) training and building SVQ evidence	Work placement (full working day) training and building SVQ evidence	College 9 am – 5 pm	Personal study
<b>Comment</b>	Monday cannot be a work placement as too much time would be lost due to bank holidays.				



PDA in Pharmacy Services	<ul style="list-style-type: none"> <li>◆ Block 1 (12 weeks):               <ul style="list-style-type: none"> <li>— Professional Practice in Pharmacy (taught in block 1 but could be left open for evidence collection throughout year 1)</li> <li>— Supply of Prescribed Medicines</li> </ul> </li> <li>◆ Block 2 (12 weeks):               <ul style="list-style-type: none"> <li>— Supply of Prescribed Medicines (continued)</li> <li>— Pharmacological Principles: An Introduction</li> <li>— Pharmacotherapeutics</li> </ul> </li> <li>◆ Block 3 (12 weeks):               <ul style="list-style-type: none"> <li>— Storage and Use of Medicines</li> <li>— Pharmacotherapeutics</li> </ul> </li> </ul>
SVQ in Pharmacy Services	<ul style="list-style-type: none"> <li>◆ Provide an effective and responsive pharmacy service</li> <li>◆ Respond to pharmaceutical queries and requests for information</li> <li>◆ Confirm prescription validity</li> <li>◆ Assemble prescribed items</li> <li>◆ Issue prescribed items</li> <li>◆ Order pharmaceutical stock</li> </ul>

## Year 2

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Activity</b>	Personal study	Personal study	College 9 am – 5 pm	Work placement (full working day) training and building SVQ evidence	Work placement (full working day) training and building SVQ evidence
<b>Comment</b>	Monday cannot be a work placement as too much time would be lost due to bank holidays.				



PDA in Pharmacy Services	<ul style="list-style-type: none"> <li>◆ Block 1 (12 weeks):               <ul style="list-style-type: none"> <li>— Clinical Governance and Risk Management in Pharmacy (taught in block 1 but could be left open for evidence collection throughout year 2)</li> <li>— Pharmacotherapeutics</li> </ul> </li> <li>◆ Block 2 (12 weeks):               <ul style="list-style-type: none"> <li>— Health Promotion in Pharmacy</li> <li>— Pharmacotherapeutics</li> </ul> </li> <li>◆ Block 3 (12 weeks):               <ul style="list-style-type: none"> <li>— Health Promotion in Pharmacy (continued)</li> <li>— Pharmacotherapeutics</li> </ul> </li> </ul>
SVQ in Pharmacy Services	<ul style="list-style-type: none"> <li>◆ Develop your practice through reflection and learning</li> <li>◆ Contribute to effective multidisciplinary team working</li> <li>◆ Undertake the final accuracy check of dispensed medicines and products</li> <li>◆ Retrieve and reconcile information about an individual's medicines</li> <li>◆ Confirm the suitability of an individual's medicines for use and ensure sufficient supply</li> <li>◆ Order medicines and products for individuals</li> </ul>

The arrangements set out above would allow the learner to meet the GPhC work experience requirements for registration. There is limited flexibility once holidays are allocated therefore monitoring of absence is essential.

### Suggested holidays

- ◆ one week in October (aligned to college holiday)
- ◆ two weeks in December–January (aligned to college holiday)
- ◆ two weeks in April (aligned to college holiday)
- ◆ one week in July (can be negotiated to suit employer)
- ◆ any bank holidays observed by the employer on the work placement days

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

There are no formal articulation agreements. However, it may be possible for a registered pharmacy technician to progress to a pharmacist degree programme.

### 6.2.2 Professional recognition

This pre-registration trainee pharmacy technician programme is designed only for those who wish to work in pharmacy as a pharmacy technician. Successful completion of the PDA in Pharmacy Services at SCQF level 7, the SVQ in Pharmacy Services at SCQF level 8 along with meeting the minimum relevant work experience criteria allows learners to apply to the GPhC for registration as a pharmacy technician.

### 6.2.3 Transitional arrangements

There are no transitional arrangements for moving from the NC in Pharmacy Services at SCQF level 6 (GA6P 46) group award to the PDA in Pharmacy Services at SCQF level 7 group award. Old units cannot be mapped for credit transfer to the revised units as the change in content is significant and complex.

The NC in Pharmacy Services (GA6P 46) group award will enter into a lapsing period after which it will be deleted from SQA's catalogue of qualifications.

Learners who hold existing units or group awards can continue to register with the GPhC for a set period of time. This transitional arrangement is determined by the GPhC as part of the recognition process for the new pre-registration trainee pharmacy technician programme. Once the GPhC transitional arrangement date has ended, learners who have achieved old units or group awards will need to undertake the new pre-registration trainee pharmacy technician programme in order to meet the revised requirements for registration.

### **6.3 Opportunities for e-assessment**

All units within the PDA in Pharmacy Services at SCQF level 7 are suitable for e-assessment. E-assessment means assessment which is supported by Information and Communication Technology (ICT), such as e-testing, the use of e-portfolios, recordings of professional discussions, maintaining online learning journals and video logs.

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](http://www.sqa.org.uk/e-assessment).

### **6.4 Support materials**

A **list of existing Assessment Support Packs (ASPs)** is available to view on SQA's website.

### **6.5 Resource requirements**

Delivering centres must ensure pharmacy professionals are involved in the recruitment of learners and provision of guidance throughout the programme. Centres must also ensure there are appropriate pharmacy teaching laboratories, technical support and resources to support delivery of the programme.

Centres must ensure that learners have an allocated work placement, or are employed in a pre-registration trainee pharmacy technician role that provides training, experiences and support appropriate to the qualification.

Centres should ensure learners have access to Information and Communication Technology (ICT) tools.



## 7 General information for centres

### Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All assessments used within this qualification should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

### Approval

The PDA in Pharmacy Services at SCQF level 7 has been developed to meet both the underpinning knowledge requirements of the SVQ in Pharmacy Services at SCQF level 8, and to contribute to the initial education and training learning outcomes set by the GPhC. Both qualifications must be undertaken concurrently whilst working in a pharmacy environment to meet the GPhC standards for the initial education and training of pharmacy technicians.

Centres will therefore only be approved to offer the PDA in Pharmacy Services at SCQF level 7 if they are delivering the full training programme for pharmacy technicians or they are delivering the PDA in Pharmacy Services at SCQF level 7 as part of a formal partnership agreement with another provider.

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill.

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.



## 9 General information for learners

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

The Professional Development Award (PDA) in Pharmacy Services at SCQF level 7 is a vocational qualification that has been developed to meet both the underpinning knowledge requirements of the Scottish Vocational Qualification (SVQ) in Pharmacy Services at SCQF level 8 and to contribute to the initial education and training learning outcomes set by the General Pharmaceutical Council (GPhC). Both qualifications must be undertaken concurrently whilst working in a pharmacy environment to meet the GPhC standards for the initial education and training of pharmacy technicians.

The aims of the PDA in Pharmacy Services at SCQF level 7 are to develop your knowledge, understanding and skills related to the learning outcomes set out in the GPhC standards for the initial education and training of pharmacy technicians. The GPhC learning outcomes fall under four domains:

- ◆ person-centred care
- ◆ professionalism
- ◆ professional knowledge and skills
- ◆ collaboration

You will also develop:

- ◆ transferable skills
- ◆ the ability to be flexible and work collaboratively with others
- ◆ oral and written communication skills
- ◆ numerical and ICT skills
- ◆ responsibility for your own learning
- ◆ organisation and time management skills

The pre-registration trainee pharmacy technician programme is designed only for those who wish to work in pharmacy as a pharmacy technician. Successful completion of the PDA in Pharmacy Services at SCQF level 7, the SVQ in Pharmacy Services at SCQF level 8 along with meeting the minimum relevant work experience criteria allows you to apply to the GPhC for registration as a pharmacy technician. However, successful completion of the training programme is not a guarantee of future employment as a pharmacy technician.

## 9.1 Course content

The PDA in Pharmacy Services is an SCQF level 7 qualification which contains 12 credits (96 SCQF credit points). In order to achieve the PDA in Pharmacy Services at SCQF level 7, you must achieve all 12 credits. The 11 units are listed in the table below:

Code	Unit title	SQA credit	SCQF credit points	SCQF level
J3JE 34	Professional Practice in Pharmacy	1	8	7
J3JG 34	Supply of Prescribed Medicines	2	16	7
J3JD 33	Storage and Use of Medicines	1	8	6
J3JC 34	Clinical Governance and Risk Management in Pharmacy	1	8	7
J3JF 34	Health Promotion in Pharmacy	2	16	7
J3J6 33	Pharmacological Principles: An Introduction	0.5	4	6
J3J7 34	Pharmacotherapeutics and the Human Body 1	1	8	7
J3J8 34	Pharmacotherapeutics and the Human Body 2	1	8	7
J3J9 34	Pharmacotherapeutics and the Human Body 3	1	8	7
J3JA 34	Pharmacotherapeutics and the Human Body 4	1	8	7
J3JB 34	Pharmacotherapeutics and the Human Body 5	0.5	4	7

## 9.2 Assessment

Assessment of the PDA in Pharmacy Services at SCQF level 7 is a combination of open-book assessments, closed-book assessments and observation of workplace practice.

## 9.3 Core skills

The PDA in Pharmacy Services at SCQF level 7 will provide you with the opportunity to develop the Core Skills of *Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving and Working with Others*.

## 9.4 Progression opportunities

The interrelationship of the PDA in Pharmacy Services at SCQF level 7 with other pharmacy qualifications is illustrated by the following diagram:

