



Arrangements Document

HNC Pharmacy Services Development and Management

(G801 15)

Validation date: June 2005

Date of original publication: February 2006

Version: 03 (March 2019)

Acknowledgement

SQA acknowledges the valuable contribution that Edinburgh's Telford College has made to the development of Higher National qualifications.

CONTENTS

	Page
History of Changes	1
1 Introduction.....	2
2 Rationale for the Revision of the Award.....	2
2.1 Background	2
2.2 Subsequent Developments	3
2.3 Current Demand for the revised HNC.....	3
2.4 Review Process	4
3 Aims of Award.....	5
3.1 General aims.....	5
3.2 Specific aims	5
4 Access to Award	7
4.1 Target Audience	7
4.2 Access requirements for the Award	7
4.3 Alternative Access Arrangements	7
4.4 Credit Transfer Arrangements.....	8
4.5 Articulation.....	8
5 Structure of Award	8
5.1 Design of Award	8
5.2 Graded Unit	9
5.2.1 Type of Graded Unit	10
5.2.2 Re-assessing HN Graded Units	10
5.3 Core Skills	11
6 Approaches to Delivery and Assessment.....	11
6.1 Content and Context.....	11
6.2 Delivery and Assessment	11
6.3 Re-assessment Opportunities	12
6.4 Re-assessment	12
6.5 Developing Alternative Assessments.....	12
7 Guidance for Centres.....	12
7.1 Assessment Moderation	12
7.2 Open Learning.....	13
7.3 Disabled candidates and/or those with additional support needs	13
8 General Information for Candidates.....	13
8.1 Formal Qualifications.....	13
8.2 Alternative Access Arrangements	14
8.3 Credit Transfer Arrangements.....	14
8.4 Articulation.....	14
8.5 Career Progression	15
8.6 Course Structure	15
Appendix 1: Graded Unit Specification	16
Appendix 2: Suggested Timetable	25

History of Changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

Note: where a Unit is revised by another Unit:

- no new centres may be approved to offer the Unit which has been revised
- centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version number	Description of change	Date
03	Revision of Unit: F60A 34 Research Skills (finish date 31/07/2022) has been replaced by J1NC 34 Research Skills	06/03/19
02	<i>Revision to Units: DH4G 34 Research Skills has been revised by F60A 34 and will finish on 31/07/2016. DF45 34 Developing the Individual within a Team has been revised by F870 34, D5P3 34 Communication: Presenting Complex Communication for Vocational Purposes has been revised by F69L 34 and have finished.</i>	14/03/12

1 Introduction

This is the Arrangements document for the revised Group Award: HNC Pharmacy Services Development and Management and associated Graded Unit. The new or revised HN Units that comprise the Group Award have been validated separately in accordance with the new design principles. This document gives the framework of the new HNC. It details the background to the development of the new award, its aims (both specific and general), recommended access requirements, information about the structure of the award, recommendations on delivery and assessment, credit transfer from previous qualifications and Core Skills signposting and other guidance for centres.

The Arrangements document has been developed in order to assist centres in preparing for approval for the new HNC Pharmacy Services Development and Management Group Award and maintaining the award following approval. The award was validated in June 2005 and replaces the existing HNC Pharmaceutical Sciences.

2 Rationale for the Revision of the Award

2.1 Background

In 1983, a Committee of Enquiry appointed by the Nuffield Foundation was set up ‘to consider the present and future structure of the practice of pharmacy in its several branches and its potential contribution to health care and to review the education and training of pharmacists.’ In its Report, published in 1986, the Committee noted that:

“Some work previously undertaken by pharmacists has now been delegated to ancillary staff; and some work undertaken by ancillary staff has now been automated. Manipulative work, both in manufacturing and dispensing, replenishment of ward medicinal stocks, procurement and receipt of supplies are examples of jobs now regularly undertaken by technicians. Dispensing may be regularly carried out by technicians, including, unless the pharmacist has stipulated otherwise, the issue of medicines to patients. The use of suitable computer programmes has increased the competence of the technician to handle standard work and thus releases pharmacists for activities which make greater use of their professional skills. By ensuring that any particular activity within the pharmacy department’s domain is carried out at the most junior level competent to perform it, professional resources have been made available for more truly professional work.”

In 1988, the Scottish Home and Health Department in its NHS Circular No 1988 (GEN) 32 — *The Way Forward for Hospital Pharmaceutical Services*, recommends that Health Boards should:

“endeavour to make better use of pharmacy staff; and ensure an adequate supply of properly trained staff.” It continues *“Making better use of staff and ensuring their adequate education and training is fundamental. Professional staff time should be made available through the maximum delegation possible to pharmacy technicians and ancillary staff.”*

The original HNC in Pharmaceutical Sciences course was developed in the light of the Nuffield Report, in order to extend the competences developed by candidates in the workplace, by providing them with a further opportunity for the acquisition of the skills and knowledge required in supporting the work of qualified pharmacists.

The course was originally developed in consultation with:

- ◆ Chief Administrative Pharmaceutical Officers in Health Boards throughout Central Scotland.
- ◆ Principal Pharmacists and Senior Pharmacists employed in NHS hospitals throughout Central Scotland.
- ◆ Members of the College Pharmacy Liaison Committee.

The validation period for the original course expired in June 94 and the course was subsequently amended in line with market research and revalidated in 1994. The validation period for this present award expired in June 1997 and was subsequently revalidated in 1997 which is the current qualification being offered. This qualification will now be replaced by the HNC Pharmacy Services Development and Management.

2.2 Subsequent Developments

In 1994 a task group on technician training was convened by the Chief Administrative Pharmaceutical Officers (CAPOs) in Scotland. This group identified the HNC in Pharmaceutical Sciences as a qualification which provides the appropriate level of training required for technicians to progress to employment as senior and chief pharmacy technicians and continues to do this today.

In April 1996 the SVQ Pharmacy Services Level III was accredited by SCOTVEC and this qualification was implemented in August 1997 and reviewed in 2003. There are currently no plans for the development of an SVQ level 4.

Since 2002 a further three documents have been published, 'The Right Medicine — A Strategy for Pharmaceutical Care in Scotland', 'Pharmacy For Health' and 'Making The Best Use of Pharmacy Workforce (consultation document). Two of these documents detail the need to improve the health of the people of Scotland and how pharmacy can play their role in developing these services. The third document specifically asked pharmacists to look at their workforce and to utilise them to their full potential. For pharmacists to broaden their current role it is essential that they carry out roles that specifically require a pharmacist and that technicians' skills and knowledge are developed to support the evolving roles of pharmacists, eg the release of pharmacist time. By doing this an appropriate skill mix within a pharmacy could be achieved.

2.3 Current Demand for the revised HNC

The SQA National Certificate in Pharmaceutical Sciences is currently the nationally recognised qualification for pharmacy technicians. This however will change with the SVQ Pharmacy Services level 3 qualification becoming the recognised qualification for registered pharmacy technicians from 2007, with the National Certificate in Pharmaceutical Sciences continuing to provide the underpinning knowledge for the SVQ III. There is no overlap with the content of the HNC in Pharmacy Services Development and Management.

While the course was originally aimed at a discreet specialist group the development and inclusion of the new Units supports the principles expressed in the 'Right Medicine' and the 'Pharmacy For Health,' documents. Pharmacy technicians should be trained to a similar standard wherever possible, to allow transferability in the workforce from primary and secondary healthcare settings. It is hoped that there will be an increase in the uptake of the qualification from community based pharmacy technicians, to support the anticipated extending roles of pharmacists in community pharmacy. There has been a consistent level of uptake by candidates from throughout Scotland.

The HNC supports career progression for pharmacy technicians in line with the principles in 'The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process.' Although the Knowledge and Skills in the framework are not embedded in the HNC, the HNC contains components of the Knowledge and Skills at Higher level, such as: Communications, Personal and People Development, Service Development and Quality.

2.4 Review Process

2.4.1 Market Research

The continuing need for this award has been identified through close links with the pharmacy profession, by market research using questionnaires, discussion and candidate evaluations. The responses from employers and candidates indicated that the existing course met the overall requirements of both the candidate and the employer. Their responses also identified areas where improvements could be made to support the developing roles of the pharmacy technicians' in the delivery of pharmacy services in the NHS.

In addition to this a short-term working group was convened and met a number of times to identify areas for improvement to reflect the needs of the Pharmacy Service in the NHS. The comments received were very similar to those received from the questionnaires. This indicated that specific changes were required to enable the new HNC to meet the needs of the employers. This required the introduction of new Units that were equally relevant to pharmacy practice in Primary and Secondary settings

Further support for the HNC has been received from; the Chief Pharmaceutical Officer for Scotland; the Association of Scottish Chief Pharmacists and the Director of NHS Education Scotland (NES) Pharmacy.

3 Aims of the Award

Both the general and vocationally specific aims have been achieved through consultation with employers from the Primary and Secondary Care settings and then selecting Units which provide the appropriate balance with respect to communication, management, project activity, and, together with specialist pharmaceutical knowledge and skills.

3.1 General aims

The overall aim of the qualification is to provide pharmacy technicians with the knowledge and skills to undertake advanced roles in the workplace.

	Relevant Units	SCQF
◆ Develop as an individual	Developing Skills for Personal Effectiveness Developing the Individual within a Team	level 7 level 7
◆ Increase self-confidence	All Units	level 7
◆ Develop problem solving skills	All Units	level 7
◆ Develop Communication skills to communicate more effectively with members of related professions and the public	Developing Skills for Personal Effectiveness Developing the Individual within a Team	level 7 level 7
◆ Develop Core Skills	All Units	level 7

3.2 Specific aims

The table below details the Units where candidates can gain the knowledge and skills from the separately certificated Units within the revised HNC that relate specifically to the working environment.

	Relevant Units	SCQF
◆ Communicate more effectively within the workplace	Presenting Complex Communication for a Vocational Developing Personal Effectiveness Develop the Individual within a Team	level 7 level 7 level 7

	Relevant Units	SCQF
◆ Support the development of pharmacy services	Developing Pharmacy Services Graded Unit Research Skills	level 7 level 7 level 7
◆ Prepare reports relevant to the role of a senior/chief pharmacy technician	Business Writing Skills Developing Pharmacy Services Graded Unit	level 7 level 7 level 7
◆ Comply with legislation relevant to the role of the pharmacy technician	Developing Pharmacy Services	level 7
◆ Develop an understanding of the clinical use of drugs in situations relevant to the role of a pharmacy technician	Therapeutics: Common Medical Conditions	level 7
◆ Plan, organise and carry out project activity relevant to the workplace	Research skills Graded Unit	level 7 level 7
◆ Manage time and resources effectively in the workplace	Developing Personal Effectiveness.	level 7
◆ Conduct meetings within the: — workplace	Presenting Complex Communication for a Vocational Purpose Developing the Individual within a Team Developing Personal Effectiveness.	level 7 level 7 level 7
◆ Conduct employment and appraisal interviews in the workplace	Developing the Individual within a Team. Working with People and Teams.	level 7 level 7
◆ Develop team effectiveness in situations relevant to the role of a senior/chief pharmacy technician	Developing the Individual within a Team Working with People and Teams.	level 7 level 7
◆ Identify strategies to motivate other employees in the workplace	Working with People and Teams.	level 7

4 Access to Award

4.1 Target Audience

The award is designed for those pharmacy technicians in employment wishing to improve their career opportunities. The majority of candidates are employed in hospital pharmacy (Secondary Care), but the identified changes to the HNC should attract pharmacy technicians from community pharmacy (Primary Care) to support the evolving roles of the Community pharmacist.

4.2 Access Requirements for the Award

As with all SQA qualifications, access to the qualification will be at the discretion of the centre and the following recommendation are for guidance only.

Some of the appropriate formal entry requirements are specified below. They are not exhaustive or mutually exclusive.

- (a) Have obtained the SQA National Certificate in Pharmaceutical Sciences (or equivalent) The SVQ Pharmacy Services level 3. Qualifications should be appropriate for registration with the Royal Pharmaceutical Society of Great Britain (RPSGB).
- (b) Have a minimum of two years experience of employment as a qualified pharmacy technician or be currently in employment within a pharmacy or have access to a pharmacy.

Consideration should be given to candidates that have achieved credits elsewhere. The policy is in line with SQA's policy on credit transfer.

4.3 Alternative Access Arrangements

The presenting centre may operate alternative access arrangements in cases where the candidate is convinced s/he has the required competences in a given area. These arrangements are as follows:

- ◆ Assessment on demand
- ◆ Credit Transfer
- ◆ Accreditation of Prior Learning

Each centre will outline their systems for each of these methods as appropriate.

4.4 Credit Transfer Arrangements

There should be no hindrance to the candidate's approach to credit accumulation/transfer, or the time in which it is achieved, but ultimately the candidate will need to satisfy all assessment criteria established for the course, many of which are related to the workplace.

It is unlikely that a candidate entering the day release HNC programme will achieve the necessary competences in less than two years of part-time study.

Consideration will be given to the use of Accreditation of Prior Learning where this would be appropriate.

Suitably experienced candidates may be able to undertake accelerated assessment.

If a college is to offer the course by open learning it should have extensive experience in Open Learning provision to be able to support the candidates.

If the delivery of the qualification is to be delivered on a full-time basis it would be essential that the candidate had suitable previous pharmacy experience and that they could undertake a suitable work placement for the duration of the course.

4.5 Articulation

Currently there are no articulation agreements with Scottish universities. The reason given for this is that the content of the HNC is a vocational qualification developed to support the extended roles of pharmacy technicians and are not solely pharmacy specific, unlike the pharmacy degree courses which the majority are still chemistry based. Currently, the Schools of Pharmacy in Scotland do not include topics such as developing personal effectiveness or working with people and teams and do not therefore accept that the HNC as an appropriate route of entry to the degree programmes. However, there is one university in Scotland at present that offers the pharmacy degree programme that will accept the National Certificate (NC) Pharmaceutical Sciences as being equivalent to one Higher. However, any candidates wishing to undertake the degree course would not be guaranteed a place and would have to apply as all other candidates.

5 Structure of Award

5.1 Design of Award

The award comprises of nine mandatory Units equivalent to 12 credits. The candidate accumulates Credits by successfully achieving the competences identified in each Unit. There are no optional Units as the mandatory Units are sufficiently generic to enable candidates from any pharmacy environment to successfully generate sufficient evidence to complete all Units

All Units are mandatory and require the candidate to successfully complete them to achieve the Group Award. The Units are tabled **below**:

Unit No	Unit Title	Credit	Year of study if part-time
F69L 34*	Communication 2: Presenting Complex Communication for Vocational Purposes	1	1
DF4E 34	Developing Skills for Personal Effectiveness	1	1
F870 34*	Developing the Individual within a Team	1	1
J1NC 34*	Research Skills	1	1
DR35 34	Developing Pharmacy Services	2	1
D7LN 34	Communication: Business Writing Skills	1	2
DP95 34	Therapeutics: Common Medical Conditions	2	2
A6GV 34	Working with People and Teams	2	2
DP9Y 34	Pharmacy Services Development and Management: Graded Unit 1	1	2

*Refer to History of Changes for revision changes

5.2 Graded Unit

The purpose of the Graded Unit is to assess the candidate's ability to integrate and apply the knowledge and skills they have gained for successfully completing the separately validated Units within the HNC.

Designing this Unit required mapping the Graded Unit to other Units in the award to ensure that no new knowledge and skills were introduced in the Graded Unit.

- ◆ *Develop the candidate's knowledge and skills in planning, developing and evaluating project activity*
- ◆ *Develop the candidate's range of Communication and Information Technology skills*
- ◆ *Develop the candidate's skills to work with others to become an effective member of the pharmacy team*
- ◆ *Develop the candidate's confidence*
- ◆ *Develop the candidate's analytical skills*
- ◆ *Develop the candidate's skills to enable them to work effectively with a range of individuals in a variety of healthcare settings*
- ◆ *Prepare candidates to progress into senior positions*

Candidates will undertake one Graded Unit at level 7 for the HNC Group Award.

5.2.1 Type of Graded Unit

The Graded Unit will be a work -based project. The Graded Unit will be undertaken in the second year of the HNC timetable, or, in the second semester of a full-time course, proposed timetable can be found in appendix

Candidates will be required to identify a pharmacy related topic, to research. They will be required to prepare a time-schedule and work towards it, to show their time management skills. The report will integrate the knowledge and skills gained from previous Units delivered in the HNC. The Graded Unit requires the candidates to clearly show the planning, developing and evaluate the project activity. In addition to the report the candidates are required to prepare and present an oral presentation in support of the project they have undertaken. Questions should be asked of the candidate to ensure the authenticity of the candidates work or to clarify and doubts.

Should centres wish to develop their own methods of assessment they can do so, but should contact SAQ and seek prior moderation before using their own devised Units. Further guidance is available from SQA on Prior Moderation for Graded Units.

Centre internal moderation processed should ensure that all candidates have been fairly treated and assessed only against the assessment criteria. All assessments must be valid and reliable, and that the assessment decisions made are in accordance with the national standards.

Further information on guidance in making assessment decisions is available from SQA.

5.2.2 Re-assessing HN Graded Units

Re-assessment should take the form of resubmission of the report to indicate a higher degree of clarity and understanding. If candidates have failed on one stage of the process eg the evaluating stage candidates may be able to resubmit work on the failed stage of the process. If however a candidate fails all three stage of the project process they will be required to undertake different project from the beginning.

Re-assessment would be at the discretion of the centre and should be subject to rigorous moderation.

5.3 Core Skills

Although Core Skills are not embedded in all the Units, candidates will have the opportunity to develop some of these skills. These Core Skills may be embedded in qualifications the candidates have previously attained, eg from their Standard grades while at school, or, by successful completion of the Modern Apprenticeship for Pharmacy Technicians.

It should be noted that although there are no mandatory entry and exit levels the following are recommended.

Core Skill	Recommended Entry Level	Recommended Exit Level
Communication	Higher	Higher
Numeracy	Intermediate 1	Higher
Information Technology	Intermediate 1	Intermediate 2
Problem Solving	Intermediate 1	Higher
Working with Others	Intermediate 1	Higher

6 Approaches to Delivery and Assessment

6.1 Content and Context

The HNC Pharmacy Services Development and Management is a specialised award which allows candidates to gain advanced knowledge in, therapeutics, developing pharmacy services. As such, it is intended to prepare candidates for senior positions.

The evidence received from the employers, Chief Pharmaceutical Officer and the Director of NHS Education Scotland (Pharmacy) indicates that structure and content of the award meets the needs of pharmacy practice in Scotland.

6.2 Delivery and Assessment

Although centres can choose what order in which to teach the Units within the award, guidelines have been produced on timetabling of the Units (Appendix 2) These time-tables reflect the building block nature of the Units.

The assessment strategy of the design principles to encourage a more holistic approach to assessment has been adopted in the award. The new HN Unit specifications place the emphasis on reducing assessment load for candidates and centres by devising assessments which assess the entire theory content of the Unit where appropriate, and by sampling of knowledge and/or skills carried out under closed-book conditions on a random basis to ensure the candidates do not have prior knowledge of the sample. Unit specifications detail exactly the Evidence Requirements and assessment procedures for each assessment event. Should centres wish to use a different method of assessment from that recommended, they should seek prior moderation from SQA.

6.3 Re-assessment Opportunities

Reassessment should operate in accordance with the centre's assessment policy and the professional judgment of the assessor. SAQ advises that there should normally only be one, or in exceptional circumstances two reassessment opportunities. Please refer to the SQA publication *Guide to Assessment and Quality Assurance for Colleges of Further Education, August 2003 revision*.

6.4 Re-assessment

The way in which centres reassess candidates is integral to the way they manage the award assessment process. Reassessment should be subject to rigorous internal moderation in exactly the same way as the first assessment.

Candidates may be required to be reassessed on only a part of an assessment where their evidence has been generated over a period of time and or/a discrete part of the Unit, such as an Outcome, has been assessed previously. On the other occasions it may not be possible to reassess candidates on parts of their performance, which are unsatisfactory. Situations where they may have to re-do a whole assessment include:

- ◆ where assessments test knowledge and understanding and where it may not be possible to extract some of the items for reassessment purposes
- ◆ where parts of several Outcomes are involved
- ◆ where a project has been designed as an integral assessment and where there is a requirement to complete the project as a single task

6.5 Developing Alternative Assessments

The design of original assessments should inform the reassessment process to a large extent, as the original determines the type of assessment instruments used and the purpose of the assessment. It is normal practice for centres to build a bank of assessments which can be used in whole or in part for reassessment purposes.

Assessment writers should always refer to the Unit Specification when developing and alternative assessment to ensure it is of equal demand to the original assessment and that it covers all the necessary criteria. Where candidates have not provided satisfactory evidence for knowledge and/or skills which have been sampled, they should be reassessed on a different sample.

7 Guidance for Centres

7.1 Assessment Moderation

All assessment instruments used within this award should be internally moderated, including assessment exemplars, using current policies within the centre and guidelines provided by SQA. This will ensure the validity and reliability of the instruments of assessment used within the centre. It is recommended that all assessments are prior moderated. This can be arranged via the moderation section.

External moderation is carried out by SQA to ensure that the internal assessment is within the national guidelines for the qualification.

For further information on internal and external moderation refer to SQA publication *Guide to Assessment and Quality Assurance for Colleges of Further Education, August 2003, revision*.

7.2 Open Learning

Some Units are appropriate to Open Learning with tutor support at all stages. It is the responsibility of the delivering centre to ensure the authenticity of the candidate's work. However some of the Units require a pharmacy work placement to enable the candidates to meet the national criteria of the assessment. Assessment evidence must be generated under controlled conditions as described in the Evidence Requirements section.

7.3 Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

8 General Information for Candidates

It is recommended that all candidates be given a copy of this section with clarification and explanation as appropriate.

There are no optional units in the qualification. All units are mandatory and are sufficiently generic that they can successfully be completed by candidates working in a variety of pharmacy settings eg Secondary and Primary Care settings, the MOD, HM Prison Service, and the pharmaceutical industry.

8.1 Formal Qualifications

As with all SQA qualifications, access to the qualification will be at the discretion of the centre and the following recommendation are for guidance only.

Some of the appropriate formal entry requirements are specified below. They are not exhaustive or mutually exclusive.

- (a) Have obtained the SQA National Certificate in Pharmaceutical Sciences (or equivalent). The SVQ Pharmacy Services level 3. Qualifications should be appropriate for registration with the Royal Pharmaceutical Society of Great Britain (RPSGB)
- (b) Have a minimum of two years experience of employment as a qualified pharmacy technician or be currently in employment within a pharmacy or have access to a pharmacy.

Consideration should be given to candidates that have achieved credits elsewhere. The policy is in line with SQA's policy on credit transfer.

8.2 Alternative Access Arrangements

The presenting centre may operate alternative access arrangements in cases where the candidate is convinced s/he has the required competences in a given area. These arrangements are as follows:

- ◆ Assessment on demand
- ◆ Credit Transfer
- ◆ Accreditation of Prior Learning

Each centre will outline their systems for each of these methods as appropriate.

8.3 Credit Transfer Arrangements

There should be no hindrance to the candidate's approach to credit accumulation/transfer, or the time in which it is achieved, but ultimately the candidate will need to satisfy all assessment criteria established for the course, many of which are related to the workplace.

It is unlikely that a candidate entering the day release HNC programme will achieve the necessary competences in less than two years of part-time study.

Consideration will be given to the use of Accreditation of Prior Learning where this would be appropriate.

Suitably experienced candidates may be able to undertake accelerated assessment.

If a college is to offer the course by open learning it should have extensive experience in Open Learning provision to be able to support the candidates.

If the delivery of the qualification is to be delivered on a full-time basis it would be essential that the candidate had suitable previous pharmacy experience and that they could undertake a suitable work placement for the duration of the course.

8.4 Articulation

Currently there are no articulation agreements with Scottish universities. The reason given for this is that the content of the HNC is a vocational qualification developed to support the extended roles of pharmacy technicians and are not solely pharmacy specific, unlike the pharmacy degree courses which the majority are still chemistry based. Currently, the Schools of Pharmacy in Scotland do not include topics such as developing personal effectiveness or working with people and teams and do not therefore accept that the HNC as an appropriate route of entry to the degree programmes. However, there is one university in Scotland at present that offers the pharmacy degree programme that will accept the National Certificate (NC) Pharmaceutical Sciences as being equivalent to one higher. However, any candidates wishing to undertake the degree course would not be guaranteed a place and would have to apply as all other candidates. Although there is no

direct articulation with universities in Scotland at present this situation should be continually monitored and opportunities taken to encourage articulation in the future

8.5 Career Progression

The qualification has been developed at the request of the employers and other stakeholders (Scottish Executive, NES Pharmacy) in Scotland to support career progression of pharmacy technicians. The qualification has been designed in a sufficiently generic way that it supports the career progression of pharmacy technicians into senior roles.

Although there is no direct articulation with universities in Scotland at present there is the potential in the future to develop Professional Development Awards (PDAs) identified by the pharmacy profession in Scotland, to continue to support the evolving roles of pharmacists and technicians. The pharmacy specific units in the HNC may be used to develop such qualifications eg Therapeutics: For Common Medical Conditions may be used in the development of a clinical qualification for technicians working in that environment for the to use the separately certificated units in the HNC to develop PDAs.

8.6 Course Structure

HNC courses consist of 12 unit credits, each of notional teaching length 40 hours. Groupings for the 12 credits are defined in the national framework from the Scottish Qualifications Authority (SQA). The credits for this award, the HNC Pharmacy Services Development and Management, have just been reviewed and updated in line with industrial and educational requirements. If the qualification was to be delivered by a Full-time one year course the content of the course detailed below would be delivered over two semesters.

Year 1 or semester 1

- ◆ Communication: Presenting Complex Communication for:
 - Vocational Purposes 1 Credit
 - Developing Skills for Personal Effectiveness 1 Credit
 - Developing Pharmacy Services 2 Credits
 - Research Skills 1 Credit
 - Developing the Individual within a Team 1 Credit.

Year 2 or semester 2

If you complete these units successfully, together with the units studied in Year 1, you will achieve the *HNC Pharmacy Services Development and Management*.

- ◆ Therapeutics: Common Medical Conditions 2 Credits
- ◆ Business Writing Skills 1 Credit
- ◆ Graded Unit 1 Credit
- ◆ Working with People and Teams 2 Credits

Appendix 1

Graded Unit Specification

Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the HNC Pharmacy Services Development and Management award. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit Title: Pharmacy Services Development and Management:
Graded Unit 1

Graded Unit Code: DP9Y 34

Type of Graded Unit: Project

Assessment Instrument: Investigation

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC award in Pharmacy Services Development and Management:

- ◆ develop the candidate's knowledge and skills in planning, developing and evaluating project activity
- ◆ develop the candidate's range of Communication and Problem Solving skills
- ◆ develop the candidate's skills to work with others to become an effective member of the team
- ◆ develop the candidate's confidence to develop as an individual
- ◆ develop the candidate's analytical skills
- ◆ develop the candidate's skills to enable them to work effectively with a range of individuals in a variety of healthcare settings
- ◆ prepare candidates to progress into senior positions
- ◆ understand the needs of clients/patients

Recommended Prior Knowledge and Skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ Communication: Presenting Complex Communication for Vocational Purposes
- ◆ Developing Skills for Personal Effectiveness
- ◆ Research Skills
- ◆ Developing the individual within a Team
- ◆ Working with Peoples and Teams
- ◆ Communication: Business Writing Skills
- ◆ Therapeutics: Common Medical Conditions
- ◆ Developing Pharmacy Services

General Information for Centres (cont)

Core Skills: There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving and Working with Others at Higher level.

Assessment: This Graded Unit will be assessed by the use of a work based project. The “fleshed-out” work based project should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Graded Unit covers.

In developing this specification it was decided that candidate’s must clearly identify individual projects. However, this does not preclude individual projects being part of a larger group project. If the project is part of a larger project the candidate must be able to prove that they have achieved the national standards required.

Administrative Information

Graded Unit Code: DP9Y 34

Graded Unit Title: Pharmacy Services Development and Management: Graded Unit 1

Date of publication: August 2005

Source: SQA

Special Needs: This Graded Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (December 2001, AA0645/3).

© Scottish Qualifications Authority

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Graded Unit specification if sourced by the Scottish Qualifications Authority can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

Graded Unit Title: Pharmacy Services Development and Management:
Graded Unit 1

Conditions of Assessment

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date. Reassessment of this Graded Unit should be based on a significantly different assessment task.

At this level, candidates should work independently. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

The project should be assigned a total of 100 marks as follows

- ◆ 25 marks for the planning stage
- ◆ 50 marks for the developing stage
- ◆ 15 marks for the evaluation stage
- ◆ 10 marks for the oral presentation.

The assessor will then assign a grade to the candidate for the Graded Unit using the following criteria.

- ◆ A= 70-100%
- ◆ B= 60-69%
- ◆ C= 50-59%

A pass of 50% is required to achieve a pass in the Graded Unit

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ Produces evidence for the three essential stages of the project, which is of a high quality and clearly inter-related ◆ Is highly focused and demonstrates an insightful interpretation and balanced, integrative approach ◆ Is tightly structured, relevant to the content of the unit and displays a high level of subject/occupational expertise ◆ Effectively applies integrated and consolidated knowledge, understanding and skills from the course units to complex situations ◆ The report is presented in a logical order, is of a superior standard with respect to content, spelling, punctuation, grammar and presentation. ◆ The oral presentation supports the report, is of a superior standard with regard to clarity of expression and effective use of visual aids 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Produces adequate, fairly well integrated documentation for the three essential stages of the project. ◆ Demonstrates an acceptable interpretation from a balanced integrative approach ◆ Is reasonably well structured and displays an adequate level of subject/occupational expertise ◆ Applies integrated and consolidated knowledge, understanding and skills with some lack of continuity and consistency ◆ The report is of an acceptable standard ◆ The oral presentation supports the main content of the report

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<ul style="list-style-type: none"> ◆ The candidate's ability to answer questions during oral presentation demonstrate an in-depth understanding of issues related to their project. 	<ul style="list-style-type: none"> ◆ The candidate's ability to answer questions during oral presentation demonstrates an understanding of the issues related to their project.

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning	<p>A protocol that includes:</p> <ul style="list-style-type: none"> ◆ a project topic appropriate for the task ◆ the aims of the project ◆ information searches relevant to the project ◆ background information on the project topic ◆ listed objectives ◆ listed sub-tasks ◆ a detailed work schedule <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage. This will account for 25% of the total mark.</i></p>

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 2 — Developing	<p>A report to include:</p> <ul style="list-style-type: none"> ◆ collection and collation of data in line with the work schedule ◆ findings and conclusions which are correct for the nature of the project ◆ a conclusion and recommendations <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage. This will account for 50% of the total mark.</i></p> <ul style="list-style-type: none"> ◆ oral presentation <p>The oral presentation will account for 10% of the total mark</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
Stage 3 — Evaluating	<p>The Evaluation section of the report should:</p> <ul style="list-style-type: none"> ◆ review and update the work schedule as the project progresses ◆ contain information on the actions taken on feedback from supervisor ◆ describe the strengths and weaknesses of the project ◆ describe any new skills the candidate has gained from carrying out the project ◆ identify opportunities for further development work <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage. This will account for 15% of the total mark.</i></p>

The candidate must produce a report consisting of 3000-5000 words. They should also develop and maintain a logbook showing progress reports and any listed feedback from the supervisor. This will show how the project developed and progressed.

The candidate must also prepare a 10 minute oral presentation giving clear indication of the purpose of the research, the methods used, the results obtained, a discussion of the results, a conclusion and any recommendations to be made. They should also be able to identify the need for future development work. They will be expected to answer questions relevant to the project. The presentation will be worth 10% of the overall mark and will be assessed after the report has been submitted for assessment.

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Candidates with Additional Support Needs

This Graded Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk.

Appendix 2

Suggested Timetable

HNC Pharmaceutical Sciences year 1 (new HNC) 2005/2006

	9.30–11.30	11.30–	-1.30	2.00–4.00	hours
MONDAY					
Block 1					
Block 2					
TUESDAY					
Block 1					
Block 2					
WEDNESDAY					
Block 1					
Block 2					
THURSDAY					
Block 1	Research Skills J1NC 34	Developing Skills for Personal Effectiveness DF4E 34 11.30–1.30		Dev Pharm Services 2.00–4.00 Ext specialists	
Block 2	Communication Dev a comm. strategy for voc purposes D5P4 04	Developing the Individual within a Team DF45 34 11.30–1.30		Dev Pharm Services 2.00–4.00 Ext specialists	
FRIDAY					
Block 1					
Block 2					28 Feb 05

HNC Pharmaceutical Sciences year 2 (new HNC) 2006/2007

	9.30–12.30	1.00–2.00	2.00–4.00	hours
MONDAY				
Block 1				
Block 2				
TUESDAY				
Block 1				
Block 2				
WEDNESDAY				
Block 1				
Block 2				
THURSDAY				
Block 1	Therapeutics (new) + New Graded Unit, Project	Communication Business Writing Skills D7LN 34 LMacD	Working with People and Teams A6GV 04 MM	
Block 2	Therapeutics (new) + New Graded Unit, Project	Communication Business Writing Skills D7LN 34 LMacD	Working with People and Teams A6GV 04 MM	
FRIDAY				
Block 1				
Block 2				28 Feb 05