

**NCFE**

**CACHE**

# **Internal assessment sample tasks**

**NCFE CACHE Level 3 Diploma in the Principles  
and Practice for Pharmacy Technicians  
QN: 603/5447/1**

# Contents

<b>Section 1 General introduction</b>	<b>3</b>
Introduction	4
Qualification introduction and purpose	5
Rules of combination	5
Progression	5
Entry guidance	6
Units	7
Unit achievement log	8
<b>Section 2 Assessment tasks</b>	<b>10</b>
Unit 07: Undertake medicines reconciliation and supply (T/617/9294)	11
Unit 07: Assignment A	11
Unit 07: Assignment B	14
Unit 08: Assemble and check dispensed medicines and products (A/617/9295)	21
Unit 08 Assignment A	21
Unit 08 Assignment B	26
Unit 08 Assignment C	29
Templates	34
100-Item Checking Log of Individual's Own Drugs	34
500-Item Error Free Dispensing Log	36
Assessor Observation Record	38
500-Item Checking Log of Other's Dispensed Items	39
Error Reflection Log	40
500-Item Checking Log	41
<b>Section 3</b>	<b>43</b>
Suitable assessment methods	44
Contact us	46

# Section 1

## General introduction

## Introduction

This document contains assessment tasks and associated template logs for the Level 4 skills-based units within the Level 3 Diploma in the Principles and Practice for Pharmacy Technicians.

These tools will assist you with the planning and delivery of the qualification.

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  - the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.
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## **Qualification introduction and purpose**

This qualification has been designed to confirm occupational competence for Pharmacy Technicians working in a variety of pharmacy settings, including (but not exclusively): registered pharmacies, community services, the Prison Service, GP practices, dispensing Doctors' practices, care homes and clinical commissioning groups, hospitals, mental health, defence and in the pharmaceutical industry.

The qualification meets the requirements of the pharmacy regulator (the General Pharmaceutical Council (GPhC)) and meets employer need in England and Wales. On completion of this qualification learners will be able to register with the GPhC as a Pharmacy Technician.

This qualification also meets the Skills for Health Qualification Design Criteria.

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## **Rules of combination**

This qualification consists of both skills units and knowledge units. Learners must achieve all 21 mandatory units.

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## **Progression**

Learners who achieve this qualification, and the requirements of the pharmacy regulator, will be able to apply for professional registration as a Pharmacy Technician. In the longer term, learners can progress to more senior or complex job roles in pharmacy or the healthcare sector.

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## Entry guidance

This qualification is designed for learners who are working or are on placement in a pharmacy environment and are looking to enter employment as a Pharmacy Technician.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

Centres must ensure that learners are fit to practise **at the point of selection**. Selection processes must be open, clear and unbiased, and be delivered by trained selectors who can keep to relevant legislation to identify applicants with the right attributes to train as a healthcare professional.

Learners must be able to meet the following criteria:

- specified English language requirements (GCSE English at Grade C/Level 4, Scottish National 5 or above, or equivalent English language evidence)
- specified numeracy requirements (GCSE Maths at Grade C/Level 4, Scottish National 5 or above, or equivalent evidence of numeracy)
- the ability to demonstrate knowledge and understanding of science suitable for entry to the course, for example, GCSE Science at Grade C/Level 4, or Scottish National 5 or equivalent
- other academic requirements or experience equivalent to national Level 2 or above
- good character checks (see Appendix A)
- appropriate health checks (see Appendix B).

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes (LO) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Equality, diversity and inclusion at the point of selection must be taken seriously. Centres must have systems and policies in place for capturing equality and diversity data to make sure policies and procedures are fair and to not discriminate against trainees or applicants. This data must be used in designing and delivering this course. Centres will be asked to provide evidence of this at EQA visits.

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## Units

To make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.

The content of the qualification should be delivered in a way that best supports learning, but we recommend that **knowledge** units are delivered in this order:

**Unit 1:** Principles of person-centred approaches for Pharmacy Technicians (must be achieved before units 7 and 8 are started)

**Unit 2:** Principles of health and safety for Pharmacy Technicians (must be achieved before units 7 and 8 are started)

**Unit 10:** Chemical principles for Pharmacy Technicians

**Unit 11:** Biological principles for Pharmacy Technicians

**Unit 16:** Actions and uses of medicines (must be achieved before units 7 and 8 are started)

**Unit 15:** Microbiology for Pharmacy Technicians.

The remaining knowledge units can be completed in any order.

## Skills units

These units should be completed as the workplace deems most appropriate for the individual learner. However, certain points **must** be observed:

**Unit 7:** Units 1, 2 and 16 must be achieved before unit 7 is started

**Unit 8:** Units 1, 2 and 16 must be achieved before unit 8 is started

**Unit 9:** Units 1, 2 and 16 must be achieved before unit 9 is started.

**You will be asked to provide evidence of sign off of units 1, 2 and 16 prior to commencement of units 7, 8 and 9 at EQA visits.**

**Unit achievement log**

Knowledge only units are indicated by a lightbulb. If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★	Unit 01	F/617/9282	Principles of person-centered approaches for Pharmacy Technicians	3	5	30	
★	Unit 02	J/617/9283	Principles of health and safety for Pharmacy Technicians	3	2	10	
	Unit 03	L/617/9284	Personal development for Pharmacy Technicians	3	5	25	
★	Unit 04	R/617/9285	Principles of health promotion and wellbeing in pharmacy services	3	5	35	
	Unit 05	Y/617/9286	Contribute to service improvement in the delivery of pharmacy services	3	6	30	
★	Unit 06	K/617/9289	Principles for the management of pharmaceutical stock	3	8	65	
	Unit 07	T/617/9294	Undertake medicines reconciliation and supply	4	12	60	<b>Assessment tasks available</b>
	Unit 08	A/617/9295	Assemble and check dispensed medicines and products	4	8	30	<b>Assessment tasks available</b>
	Unit 09	F/617/9332	Receive, validate and issue prescriptions	3	10	40	
★	Unit 10	J/617/9333	Chemical principles for Pharmacy Technicians	3	3	20	
★	Unit 11	L/617/9334	Biological principles for Pharmacy Technicians	3	4	25	



	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
☆	Unit 12	R/617/9335	Medicinal and non-medicinal treatments for gastrointestinal and nutritional conditions	3	5	35	
☆	Unit 13	Y/617/9336	Medicinal treatments for cardio-respiratory conditions	3	6	40	
☆	Unit 14	D/617/9337	Medicinal and non-medicinal treatments for malignant diseases and immunosuppressive and musculoskeletal conditions	3	6	40	
☆	Unit 15	H/617/9338	Microbiology for Pharmacy Technicians	3	5	30	
☆	Unit 16	K/617/9339	Actions and uses of medicines	3	9	60	
☆	Unit 17	D/617/9340	Medicinal and non-medicinal treatments for central nervous system conditions	3	6	30	
☆	Unit 18	K/617/9342	Medicinal methods for the prevention, protection from and treatments of infections	3	6	40	
☆	Unit 19	M/617/9343	Medicinal treatments for endocrine, gynecological and genitourinary conditions	3	6	40	
☆	Unit 20	T/617/9344	Medicinal treatments for sensory organ conditions	3	5	30	
☆	Unit 21	F/617/9380	Principles of safe manufacture of quality medicines in the pharmaceutical environment	3	10	70	

# Section 2

## Assessment tasks

**Unit 07: Undertake medicines reconciliation and supply (T/617/9294)**

The following units must be achieved before undertaking this unit:

- Unit 01 Principles of person-centred approaches for Pharmacy Technicians
- Unit 02 Principles of health and safety for Pharmacy Technicians
- Unit 16 Actions and uses of medicines.

<b>Unit summary</b>	This unit covers the skills that a Pharmacy Technician will need to take and reconcile a medication history. Underpinning knowledge about medicines and their action and use are covered by other units in this qualification. This unit also includes the identification of discrepancies and issues that may arise as part of the process and dealing with these in an appropriate manner. Additionally, the unit also covers assessing the suitability of an individual's own medicines for use. It includes determining whether the medicines are suitable and re-ordering medicines and products to ensure the individual maintains a sufficient supply.
<b>Credit value</b>	12
<b>Guided Learning Hours</b>	60
<b>Non-Guided Learning Hours</b>	60
<b>Level</b>	4

**Unit 07: Assignment A**

<b>Unit title</b>	Undertake medicines reconciliation and supply
<b>Learning outcomes assessed</b>	LO1 – Understand governance requirements for retrieving and reconciling information about an individual's medicines (knowledge)
<b>Assignment title</b>	Governance requirements for medicines reconciliation and supply
<b>Assignment Assessor</b>	
<b>Date assignment set</b>	
<b>Date assignment due</b>	(As this is a knowledge assessment the maximum time that the learner can be given to complete this assignment is 4 weeks)
<b>Learner name</b>	
<b>Learner declaration of authenticity</b>	I declare that the work presented for this unit is entirely my own work Signature: _____ Date: _____
<b>Pass</b>	Yes/No

Assessor feedback

Learner comments

<b>Occupational context of this assignment</b>	
As a Pharmacy Technician you will need to be able to take and reconcile a medication history.	
Before you start this assignment, you must have achieved Units 01, 02 and 16.	
<b>Assignment scenario</b>	
You are a Pharmacy Technician working in a busy pharmacy department. Your line manager has asked you to be involved in the training of pre-registration Pharmacy Technicians.	
<b>Assignment task A1</b>	
Produce a handout which explains the governance requirements that pharmacy professionals must follow when retrieving and reconciling information about an individual's medicines.	
Your handout will be used as a guide for Pharmacy Technicians who are involved in medicines reconciliation.	
Your handout should describe how the following relate to the retrieval and reconciliation of an individual's medicines:	
<ul style="list-style-type: none"> <li>• legislation and standards including – health and safety; informed consent; information governance; data protection and GPhC standards</li> <li>• national guidelines including – National Institute for Health and Care Excellence (NICE) and Royal Pharmaceutical Society (RPS)</li> <li>• other governance requirements including – risk management and error reporting systems and Patient Medication Records (PMR).</li> </ul>	
Your handout may be computer generated or handwritten. It must include a cover page which details the title and topic of your presentation as well as your name. Computer generated presentations must be printed off for submission.	
Details of all your reference sources must be included in your handout.	
<b>Assessment criteria checklist:</b>	
To pass this learning outcome, you will need to meet <b>ALL</b> the assessment criteria listed below.	
<b>1.1</b>	Describe legislation and standards relating to retrieving and reconciling information about an individual's medicines
<b>1.2</b>	Describe national guidelines relating to retrieving and reconciling information about an individual's medicines
<b>1.3</b>	Describe how other governance requirements relate to retrieving and reconciling information about an individual's medicines
<b>Helpful resources:</b>	
Consultation Skills for Pharmacy Practice <a href="http://www.consultationskillsforpharmacy.com">www.consultationskillsforpharmacy.com</a>	

**Unit 07: Assignment B**

<b>Unit title</b>	Undertake medicines reconciliation and supply
<b>Learning outcomes assessed</b>	LO2 – Be able to take a medication history from individuals (skills) LO3 – Be able to verify the accuracy of the individual's medication history (skills) LO4 – Be able to reconcile the verified medication history with the list of medicines currently prescribed (skills) LO5 – Be able to assess individuals' own medicines or products for use (skills) LO6 – Be able to order medicines and products for individuals to ensure sufficient supply (skills)
<b>Assignment title</b>	Carrying out medicines reconciliation and supply
<b>Assignment Assessor</b>	
<b>Date assignment set</b>	
<b>Date assignment due</b>	(As this is a skills assessment, the date is to be set by the Assessor)
<b>Learner name</b>	
<b>Learner declaration of authenticity</b>	I declare that the work presented for this unit is entirely my own work Signature: _____ Date: _____
<b>Pass</b>	Yes/No
<b>Assessor feedback</b>	
<b>Learner comments</b>	

<b>Occupational context of this assignment</b>
As a Pharmacy Technician you will need to be able to take and reconcile a medication history.
<b>Assignment scenario</b>
Assessment of the tasks for this assignment will take place within a real work environment. Before starting this assignment, you must ensure that you have read, understood and followed relevant departmental standard operating procedures, at all times.  Before you start this assignment, you must have achieved Unit 07 LO1 and Units 01, 02 and 16.

**Assignment task B1**

Using the template provided, complete a 100-item checking log of individual's own medicines, which includes:

- an explanation of the reasons why the individual's own medicines were checked – including are the medicines fit for purpose; are they suitable for use (consider storage and expiry dates); is there adequate initial and repeat supply; is the form and route of administration appropriate
- identifying and assessing any issues with the individual's own medicines – including excessive use or under use; not using for the intended purpose; discrepancies; implications; expiry dates; routes of administration and form; suitability of medicines
- discussing medicines optimisation with the individual – including supporting concordance; decision making; problem solving (eg manual dexterity issues); communicating changes to medication
- details of decisions made about the appropriate handling of unsuitable items – including removal; destruction; quarantine and appropriate storage
- details of when and why referral was required (if appropriate).

Additional log sheets can be photocopied as required.

Each item in the log must be second checked and countersigned by a suitably qualified GPhC registered and appropriately experienced Pharmacy Technician or Pharmacist.

In addition to the 100 item log, your Assessor will also observe you taking a medication history from individuals at least **three** times. This may form part of a larger more holistic observation. Your Assessor will make a detailed written or audio recording of the observation and will ask questions to determine your knowledge and understanding as appropriate.

**Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>5.1</b>	Explain the purpose of checking the individual's own medicines or products for use
<b>5.2</b>	Identify any issues with the individual's medication or products
<b>5.3</b>	Assess any issues with the individual's medication or products
<b>5.4</b>	Discuss with the individual how to optimise their medication to achieve the best outcomes in line with standard operating procedures
<b>5.5</b>	Make decisions regarding the appropriate handling of unsuitable items in line with organisational procedures
<b>5.6</b>	Take action in line with organisational requirements if there are any issues beyond scope of competence

**Helpful resources:**

Consultation Skills for Pharmacy Practice [www.consultationskillsforpharmacy.com](http://www.consultationskillsforpharmacy.com)



**Assignment task B2:**

For this task you will need to complete the following to demonstrate that you are able to take a medication history from individuals:

- two self-reflective accounts
- one expert witness testimony.

The self-reflective accounts and expert witness testimony must detail what you have done, rather than what you would do. Self-reflective accounts must be authenticated and signed by a GPhC registered Pharmacy Technician or Pharmacist.

To meet the assessment criteria for this learning outcome, you must ensure that you demonstrate how you have:

- communicated with individuals in a manner appropriate to their needs
- discussed the purpose of the consultation with the individual
- used appropriate questioning techniques to determine the individual's medication history
- established the details of any adverse drug reactions or interactions
- determined whether the medication remains suitable for the individual
- referred queries outside of your own scope of competence to the appropriate person.

The self-reflective accounts and expert witness testimony may be holistic in nature and cover the assessment criteria in the other assignment tasks in this unit.

In addition to the self-reflective accounts and expert witness testimony, your Assessor will also observe you taking a medication history from individuals at least **three** times. These observations may form part of larger more holistic observations. Your Assessor will make a detailed written or audio recording of the observation and will ask questions to determine your knowledge and understanding as appropriate.

**Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>2.1</b>	Communicate with individuals in a manner appropriate to their needs
<b>2.2</b>	Discuss the purpose of the consultation with the individual
<b>2.3</b>	Use appropriate questioning techniques to determine the individual's medication history
<b>2.4</b>	Establish the details of any adverse drug reactions (ADR) or interactions
<b>2.5</b>	Determine whether the medication remains suitable for the individual
<b>2.6</b>	Refer queries outside of own scope of competence to the appropriate person

**Helpful resources:**

Consultation Skills for Pharmacy Practice [www.consultationskillsforpharmacy.com](http://www.consultationskillsforpharmacy.com)

**Assignment task B3**

For this task you will need to complete the following to demonstrate that you are able to verify the accuracy of the individual's medication history:

- two self-reflective accounts
- one expert witness testimony.

The self-reflective accounts and expert witness testimony must detail what you have done, rather than what you would do. Self-reflective accounts must be authenticated and signed by a GPhC registered Pharmacy Technician or Pharmacist.

To meet the assessment criteria for this learning outcome, you must ensure that you demonstrate how you have:

- obtained information from a range of available sources to validate the accuracy of the medication history
- explained the benefits of the available sources used to validate the accuracy of the medication history
- explained the limitation of the available sources used to validate the accuracy of the medication history
- verified the accuracy of the medication history.

The self-reflective accounts and expert witness testimony may be holistic in nature and cover the assessment criteria in other assignments tasks in this unit.

In addition to the self-reflective accounts and expert witness testimony, your Assessor will also observe you verifying the accuracy of an individual's medication history at least **three** times. These observations may form part of larger more holistic observations. Your Assessor will make a detailed written or audio recording of the observation and will ask questions to determine your knowledge and understanding as appropriate.

**Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>3.1</b>	Obtain information from a range of available sources to validate the accuracy of the medication history
<b>3.2</b>	Explain the benefits of the available sources used to validate the accuracy of the medication history
<b>3.3</b>	Explain the limitations of the available sources used to validate the accuracy of the medication history
<b>3.4</b>	Verify the accuracy of the medication history

**Helpful resources:**

Consultation Skills for Pharmacy Practice [www.consultationskillsforpharmacy.com](http://www.consultationskillsforpharmacy.com)

**Assignment task B4:**

For this task you will need to complete the following to demonstrate that you are able to reconcile the verified medication history with the list of medicines currently prescribed:

- two self-reflective accounts
- one expert witness testimony.

The self-reflective accounts and expert witness testimony must detail what you have done, rather than what you would do. Self-reflective accounts must be authenticated and signed by a GPhC registered Pharmacy Technician or Pharmacist.

To meet the assessment criteria for this learning outcome, you must ensure that you demonstrate how you have:

- compared the verified medication history with the list of medicines that are currently prescribed for the individual
- referred discrepancies to the appropriate person in line with organisational requirements
- explained the action to take if the individual's medicines could not be reconciled
- explained the importance of recording the outcomes of medicine reconciliation in line with the governance requirements.

The self-reflective accounts and expert witness testimony may be holistic in nature and cover the assessment criteria in other assignment tasks in this unit.

In addition to the self-reflective Accounts and expert witness testimony, your Assessor will also observe you reconciling the verified medication history with the list of medicines currently prescribed at least **three** times. These may form part of larger more holistic observations. Your Assessor will make a detailed written or audio recording of the observation and will ask questions to determine your knowledge and understanding as appropriate.

**Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>4.1</b>	Compare the verified medication history with the list of medicines that are currently prescribed for the individual
<b>4.2</b>	Refer discrepancies to the appropriate person in line with organisational requirements
<b>4.3</b>	Explain the action to take if the individual's medicines could not be reconciled
<b>4.4</b>	Explain the importance of recording the outcomes of the medicine reconciliation in line with governance requirements

**Helpful resources:**

Consultation Skills for Pharmacy Practice [www.consultationskillsforpharmacy.com](http://www.consultationskillsforpharmacy.com)

**Assignment task B5**

For this task you will need to complete the following to demonstrate that you are able to order medicines and products for individuals to ensure sufficient supply:

- two self-reflective accounts
- one expert witness testimony.

The self-reflective accounts and expert witness testimony must detail what you have done, rather than what you would do. Self-reflective accounts must be authenticated and signed by a GPhC registered Pharmacy Technician or Pharmacist.

To meet the assessment criteria for this learning outcome, you must ensure that you demonstrate how you have:

- reviewed the medicines that have been prescribed for the individual to identify the correct medicine/product to be ordered
- ordered the medicine/product in accordance with organisational procedures
- identified any issues relating to initial or repeat supply and take the necessary action
- referred any issues outside of own scope of competence to the appropriate person
- completed the relevant documentation in line with organisational requirements.

The self-reflective accounts and expert witness testimony may be holistic in nature and cover the assessment criteria in other assignment tasks in this unit.

In addition to the self-reflective accounts and expert witness testimony your Assessor will also observe you reconciling the verified medication history with the list of medicines currently prescribed at least **three** times. These may form part of larger more holistic observations. Your Assessor will make a detailed written or audio recording of the observation and will ask questions to determine your knowledge and understanding as appropriate.

**Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>6.1</b>	Review the medicines that have been prescribed for the individual to identify the correct medicine/product to be ordered
<b>6.2</b>	Order the medicine/product in accordance with organisational procedures
<b>6.3</b>	Identify any issues relating to initial or repeat supply and take the necessary action
<b>6.4</b>	Refer any issues outside of own scope of competence to the appropriate person
<b>6.5</b>	Complete the relevant documentation in line with organisational requirements

**Helpful resources:**

Consultation Skills for Pharmacy Practice [www.consultationskillsforpharmacy.com](http://www.consultationskillsforpharmacy.com)

**Unit 08: Assemble and check dispensed medicines and products (A/617/9295)**

The following units must be achieved before undertaking this unit:

- Unit 01 Principles of person-centred approaches for Pharmacy Technicians
- Unit 02 Principles of health and safety for Pharmacy Technicians
- Unit 16 Actions and uses of medicines.

<b>Unit summary</b>	The aim of this unit is to provide the learner with the technical skills and knowledge to assemble and check dispensed medicines and products. It covers the process required by the learner along with the necessary checks of their own and others' assembled medicines and products. It also covers the process for dealing with errors and requirements for recording and reporting
<b>Credit value</b>	8
<b>Guided Learning Hours</b>	30
<b>Non-Guided Learning Hours</b>	50
<b>Level</b>	4

**Unit 08 Assignment A**

<b>Unit title</b>	Assemble and check dispensed medicines and products
<b>Learning outcomes assessed</b>	LO1 – Understand governance requirements for assembling and checking dispensed medicines and products (knowledge) LO2 – Understand processes for assembling dispensed items (knowledge) LO3 – Understand processes for packing and labelling prescribed items (knowledge)
<b>Assignment title</b>	How to assemble and check dispensed medicines and products
<b>Assignment Assessor</b>	
<b>Date assignment set</b>	
<b>Date assignment due</b>	(As this is a knowledge assessment the maximum time that learners are allowed to complete this assignment is 4 weeks)
<b>Learner name</b>	
<b>Learner declaration of authenticity</b>	I declare that the work presented for this unit is entirely my own work  Signature: _____ Date: _____
<b>Pass</b>	Yes/No

<b>Assessor feedback</b>
<b>Learner comments</b>
<b>Occupational context of this assignment</b>
As a Pharmacy Technician you will need to be able to assemble and check dispensed medicines and products.
<b>Assignment scenario</b>
You are a Pharmacy Technician working in a busy pharmacy department. Your line manager has asked you to help with the training of new pre-registration Pharmacy Technicians.  Before you start this assignment, you must have achieved Units 01, 02 and 16.
<b>Assignment task A1</b>

You have been given the task of preparing a presentation which explains the governance requirements that pharmacy staff need to follow when assembling and checking dispensed medicines/products.

Your presentation should summarise the following:

- the legislation that applies to assembling and checking dispensed medicines and products – including the role of others in the organisation and health and safety
- standard operating procedures relating to dispensing, assembling and checking dispensed medicines and products – including importance of working within own competency and authority; when to seek permission or agreement from others; when to refer and how vicarious liability, negligence and duty of care relate to the work of a Pharmacy Technician.

You will also need to explain the following:

- the importance of following standard operating procedures when assembling and checking dispensed medicines and products – including importance of working within own competency and authority; when to seek permission or agreement from others; when to refer and how vicarious liability, negligence and duty of care relate to the work of a Pharmacy Technician
- the current guidelines that apply when assembling and checking dispensed medicines – including national and local guidelines; policies and procedures eg information governance and how and when they should be accessed.

You will also need to describe the following:

- when and why Patient Medication Records (PMR) are used.

Your handout may be computer generated for example using power point, or it may be handwritten. It must include a cover page which details the title and topic of your presentation as well as your name. Computer generated presentations must be printed off for submission.

Details of all your reference sources must be included in your handout.

#### **Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>1.1</b>	Summarise legislation that applies to assembling and checking dispensed medicines and products
<b>1.2</b>	Summarise standard operating procedures relating to assembling and checking dispensed medicines and products
<b>1.3</b>	Explain the importance of following standard operating procedures when assembling and checking dispensed medicines and products
<b>1.4</b>	Describe when and why Patient Medication Records (PMRs) are used
<b>1.5</b>	Explain the current guidelines that apply when assembling and checking dispensed medicines and products

#### **Helpful resources:**

Medicines Ethics and Practice – Royal Pharmaceutical Society

**Assignment task A2:**

In addition to your presentation, your manager has also asked you to produce an eye-catching booklet which describes the processes for assembling dispensed items. Your booklet will be kept in the dispensary and will act as an aide memoire for staff.

Your booklet should include the following:

- a flow chart which describes the stages of the dispensing procedure including any precautions which pharmacy staff must be aware of – including personal hygiene; maintenance of a clean environment; protective clothing and procedures to minimise risk
- a table which explains the different types of prescription forms, the range of medicines that can be prescribed on each, who can legally prescribe and the different prescription formats – including paper and electronic
- a description of why a clinical screen is needed and what it involves – including legal requirements; clinical appropriateness; compliant with formulary
- an explanation of how pharmacy staff can confirm that a clinical check has been completed
- a description of the factors that can cause stock to deteriorate
- an explanation of why it is important that the correct safe handling and use equipment is selected
- an example of reconstitution and a description of how this would be carried out
- an explanation of why medicines storage conditions and expiry dates are important
- examples of relevant which could be supplied with a prescription and an explanation of their importance – including Patient Information Leaflets (PILS); suitable devices and sundries
- examples of information which may need to be stored and retrieved and an explanation of why this is important.

Your booklet may be computer generated, or handwritten. It must include an overall heading and your name. Details of all your reference sources must be included in your booklet.

**Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>2.1</b>	Describe the stages of the dispensing procedure
<b>2.2</b>	Describe the principles of a clinical screen
<b>2.3</b>	Explain how to confirm a clinical screen has been completed
<b>2.4</b>	Explain the precautions for assembling dispensed items
<b>2.5</b>	Describe factors that can cause deterioration of stock
<b>2.6</b>	Explain who can legally prescribe and the different formats for prescriptions
<b>2.7</b>	Explain the different types of prescription forms and the range of medicines and products which may be dispensed on each
<b>2.8</b>	Explain the importance of selecting the correct equipment for safe handling and use
<b>2.9</b>	Describe the processes for reconstitution
<b>2.10</b>	Explain the importance of storage conditions and expiry dates
<b>2.11</b>	Explain the importance of supplying relevant items
<b>2.12</b>	Explain the importance of recording, storing and retrieving information in accordance with organisational procedures

**Helpful resources:**

Medicines Ethics and Practice – Royal Pharmaceutical Society



**Assignment task A3:**

Below is a list of prescribed items including details of the patients for whom they have been prescribed.

1. Amoxycillin 125mg suspension: 5ml tds for 1/52 for patient Miss Holly Berry (18 months old) – prescribed by a Dentist
2. Co-codamol 30/500mg tablets: 1 qds x30 for patient Mr James Jones (56 years old) – prescribed by a GP
3. Methotrexate tablets: 7.5mg once a week for 1/12 x4 for patient Ms Susan Black (59 years old) – prescribed by a GP
4. Class 2 knee length compression hosiery x1 pair: for patient Mrs June Wilcox (86 years old) – prescribed by a GP
5. Aqueous cream: apply prn to affected area x200g – for patient Master Lucas Byron (6 months old) – prescribed by a Nurse Prescriber
6. Diprobase cream: apply bd as directed x500g – for patient Mrs Sheila Jacobs (73 years old) – prescribed by a GP
7. Temazepam 20mg tablets: 1 nocte x3 – for patient Mr Owen Jameson (29 years old) – prescribed by a Dentist
8. Fortisip compact: 1 prn as directed x48 – for patient Miss Charlotte Perkins (19 years old) with short bowel syndrome – prescribed by a GP.

For each of these prescribed items you will need to:

- state which packing and closure you would use and explain the reasons for your choices
- explain what must be included on each label and the reasons for this
- state the legal prescription endorsements and annotations that would be needed and explain the reasons for this
- explain which records and other documentation would need to be completed when dispensing the items listed above and the reasons for this.

**Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>3.1</b>	Explain the use of different container types and closures
<b>3.2</b>	Explain the legal requirements for labelling medicines and products and prescribing conventions
<b>3.3</b>	Explain the reasons for annotating or endorsing prescriptions
<b>3.4</b>	Explain records and documentation which need to be completed as part of the dispensing process

**Helpful resources:**

Drug tariff

**Unit 08 Assignment B**

<b>Unit title:</b>	Assemble and check dispensed medicines and products
<b>Learning outcomes assessed</b>	LO4 – Understand processes for preventing and dealing with dispensing errors and near misses (knowledge)
<b>Assignment title</b>	Preventing and dealing with dispensing errors and near misses
<b>Assignment Assessor</b>	
<b>Date assignment set</b>	
<b>Date assignment due</b>	
<b>Learner name</b>	
<b>Learner declaration of authenticity</b>	<p>I declare that the work presented for this unit is entirely my own work</p> <p>Signature: _____ Date: _____</p>
<b>Pass</b>	Yes/No
<b>Assessor feedback</b>	

Learner comments
Occupational context of this assignment
<p>As a Pharmacy Technician you will need to be able to assemble and check dispensed medicines and products.</p> <p>Before you start this assignment, you must ensure that you have achieved Units 01, 02 and 16 and Unit 08, LOs 1, 2 and 3.</p>
Assignment scenario:
<p>To demonstrate your understanding of the processes for preventing and dealing with dispensing errors, complete assignment task B1.</p>

**Assignment task B1:**

Reflect upon **three** dispensing errors/near misses which you have been involved in. You will need to write three separate self-reflective accounts which:

- describe the reasons why the errors/near misses occurred and the actual and potential consequences for the patient, yourself and your organisation
- explain the action taken to rectify these errors/near misses
- explain why it was important to report these errors/near misses and how they have impacted upon your future practice
- describe how the information was relayed to your colleagues and manager
- explain the steps taken to prevent the errors occurring again – including risk assessment and how it was used to grade dispensing errors.

Your assignment may be computer generated or handwritten, it must include a cover sheet with title and your name. It must also include details of all your reference resources.

**Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>4.1</b>	Describe the causes and consequences of near misses and dispensing errors
<b>4.2</b>	Explain how dispensing errors can be rectified
<b>4.3</b>	Explain the importance of error reporting and how this impacts on practice
<b>4.4</b>	Describe procedures for communicating and documenting dispensing errors and near misses
<b>4.5</b>	Explain methods for preventing dispensing errors
<b>4.6</b>	Explain how to use dispensing errors or near misses as an opportunity to reflect on future practice

**Unit 08 Assignment C**

<b>Unit title</b>	Assemble and check dispensed medicines and products
<b>Learning outcomes assessed</b>	LO5 – Be able to label and dispense prescribed items (skills) LO6 – Be able to check the accuracy of others' dispensing of medicines and products against valid prescriptions (skills) LO7 – Be able to resolve dispensing errors and near misses (skills)
<b>Assignment title</b>	Assembly and checking of dispensed medicines and products
<b>Assignment Assessor</b>	
<b>Date assignment set</b>	
<b>Date assignment due</b>	(This is a skills assessment, therefore date to be set by Assessor)
<b>Learner name</b>	
<b>Learner declaration of authenticity</b>	I declare that the work presented for this unit is entirely my own work  Signature: _____ Date: _____
<b>Pass</b>	Yes/No
<b>Assessor feedback</b>	

Learner comments
Occupational context of this assignment:
<p>As a Pharmacy Technician you will need to be able to assemble and check dispensed medicines and products.</p>
Assignment scenario
<p>Assessment of LOs 5; 6 and 7 will take place within a real working environment. Before starting the assessments, you must ensure that you have read, understood and follow relevant departmental standard operating procedures, at all times.</p> <p>Before you start this assignment, you must have achieved Units 01, 02 and 16 as well as Unit 08 knowledge LOs 1; 2, 3 and 4.</p>

**Assignment task C1:**

Using the template log provided, complete a 500-item **error free** dispensing and self-checking log.

- Each item must be final accuracy checked and countersigned by a qualified, GPhC registered accuracy checking Pharmacy Technician or pharmacist.
- Any dispensing errors made **do not** count towards the 500-item error free log; therefore, additional items would need to be dispensed.

Additional log sheets can be photocopied as required

In addition to the 500 item log, your Assessor will also observe you dispensing and self-checking items at least once. This may form part of a larger more holistic observation. Your Assessor will make a detailed written or audio recording of the observation and will ask questions to determine your knowledge and understanding as appropriate.

**Assessment criteria checklist:**

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>5.1</b>	Prepare self and area for dispensing
<b>5.2</b>	Generate a label accurately including all additional and cautionary labels and warnings as necessary
<b>5.3</b>	Prepare the medicine or product using the correct equipment, processes and calculations
<b>5.4</b>	Confirm the appropriateness of the medicine or product in line with standard operating procedures
<b>5.5</b>	Confirm the label on the item matches the assembled product and the prescription or request requirements in line with standard operating procedures
<b>5.6</b>	Confirm the correct quantity has been assembled in line with the prescription requirements
<b>5.7</b>	Assemble prescribed items according to the correct instructions and reconstitute as required
<b>5.8</b>	Pack the medicine or product in the correct packaging
<b>5.9</b>	Take appropriate action where there are inconsistencies with the medicine or product
<b>5.10</b>	Select relevant medicine device or sundry items as necessary to accompany the medicine or product
<b>5.11</b>	Complete all necessary records and documentation
<b>5.12</b>	Perform an in-process accuracy check on dispensed medicines and products
<b>5.13</b>	Forward the prescription or request and assembled items for accuracy checking as identified in the standard operating procedures

**Helpful resources:**

Medicines Ethics and Practice – Royal Pharmaceutical Society

### Assignment task C2

Once you have completed your 500 item **error free** dispensing and self-checking log, and when your Assessor deems you ready, you should start task 2, which involves checking the accuracy of others' dispensed medicines.

Using the template log provided complete a 500-item accuracy checking log of medicines or products dispensed by others.

- Each item must be second final accuracy checked and countersigned by a qualified, GPhC registered accuracy checking Pharmacy Technician or Pharmacist.
- Any dispensing errors made must be recorded and reflected upon using the error reflection template provided.
- Any errors detected must be recorded and reported using the correct documentation format.

Additional log sheets can be photocopied as required.

In addition to the 500 item log, your Assessor will also observe you dispensing and self-checking items at least **twice**. This may form part of a larger more holistic observation. Your Assessor will make a detailed written or audio recording of the observation and will ask questions to determine your knowledge and understanding as appropriate.

#### Assessment criteria checklist:

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

6.1	Perform accuracy checks of others' dispensed medicines or products in line with standard operating procedures
6.2	Record any dispensing errors and near misses in the correct documentation format
6.3	Check the packaging and labelling requirements for medicines and products in line with standard operating procedures
6.4	Annotate prescriptions with other dispensary records in line with standard operating procedures
6.5	Apply knowledge of pharmaceutical calculations and calculating quantities of medicines
7.1	Identify any dispensing errors and near misses
7.2	Ensure dispensing errors and near misses are rectified and communicate to the appropriate person in accordance with standard operating procedures
7.3	Record dispensing errors and near misses in accordance with standard operating procedures

#### Helpful resources:

Medicines Ethics and Practice – Royal Pharmaceutical Society



### Assignment task C3

For this task you will need to complete the following:

- two self-reflective accounts
- one expert witness testimony.

The self-reflective accounts and expert witness testimony must detail what you have done, rather than what you would do. Self-reflective accounts must be authenticated and signed by a GPhC registered Pharmacy Technician or Pharmacist.

To meet the assessment criteria for this learning outcome, you must ensure that you demonstrate how you have:

- identified any dispensing errors/near misses
- ensured that the dispensing errors/near misses were rectified and communicated to the appropriate person in accordance with standard operating procedures
- recorded any dispensing errors/near misses in accordance with standard operating procedures.

The self-reflective accounts and expert witness testimony may be holistic in nature and cover the assessment criteria in other assignment tasks in this unit.

In addition to the self-reflective accounts and expert witness testimony, your Assessor may also observe you identifying error and near misses. This may form part of a larger more holistic observation. Your Assessor will make a detailed written or audio recording of the observation and will ask questions to determine your knowledge and understanding.

### Assessment criteria checklist

To pass this learning outcome, you will need to meet **ALL** the assessment criteria listed below

<b>7.1</b>	Identify any dispensing errors and near misses
<b>7.2</b>	Ensure dispensing errors and near misses are rectified and communicated to the appropriate person in accordance with standard operating procedures
<b>7.3</b>	Record dispensing errors and near misses in accordance with standard operating procedures

## Templates

### 100-Item Checking Log of Individual's Own Drugs

Patient no. (non identifiable):		Date checked:
Reason for checking patients medicines:		
Item:	Issue:	Decision:
Item:	Issue:	Decision:
Item:	Issue:	Decision:
Discussion with patient:		

Referral to whom:	Reason for referral:
<div style="display: flex; justify-content: space-between;"> <span>Learner name:</span> <span>Date:</span> </div> <div style="display: flex; justify-content: space-between;"> <span>Learner signature:</span> <span>Date:</span> </div>	
<div style="display: flex; justify-content: space-between;"> <span>Checked by</span> <span>Position:</span> </div> <div style="display: flex; justify-content: space-between;"> <span>Name:</span> <span>Date:</span> </div> <div style="display: flex; justify-content: space-between;"> <span>Signature</span> <span>Date:</span> </div>	
<div style="display: flex; justify-content: space-between;"> <span>Assessor name:</span> <span>Date:</span> </div> <div style="display: flex; justify-content: space-between;"> <span>Assessor signature</span> <span>Date:</span> </div>	

## 500-Item Error Free Dispensing Log

Learner name:.....Employer:.....

Date started:.....

[illegible]

Assessor name: ..... Date: .....

Assessor signature:.....

**Prescription codes:**

IP (Inpatient), OP (Outpatient), TTA (Discharge), M (Miscellaneous) FP10 (Community), Pr (Private)  
Vet (Veterinary)

**Error codes:**

**Incorrect label:** a (Drug name), b (Drug form), c (Drug strength,) d (Quantity), e (Incorrect patients name,) f (Directions), g (Additional warnings), h (Cost code,) i (Ward), j (Date), k (Incorrect expiry date), l (Incorrect batch number), m (Incorrect spelling)

**Incorrect contents:** m (Drug), n (Drug form), o (Drug strength), p (Quantity), q (Expired contents), r (Incorrect container/closure), s (Missing local additional label/leaflet), t (Missing clinical check signature), u (Missing dispensers signature), v (Missing patient information leaflet/BNF warning), w (Missing item), x (Missing sundry)

## Assessor Observation Record

Learner name:	
Assessor name:	Observation date:
Details of what the Assessor observed and questions asked:	AC Claimed:
Learner signature:	
Assessor signature:	
Date:	

### 500-Item Checking Log of Other's Dispensed Items

Learner name:.....

Employer:.....

Workplace mentor/Assessor:.....

Date log started:.....

Date log completed:.....

## Witness Information Sheet

Please add the details of anyone who acts as a witness for your checking log, this includes your workplace mentor/Assessor.

[illegible]

## Error Reflection Log

Date of error:	Time of error:	Location:	Number of items completed before error occurred:
Brief description of error:			
Possible contributing factors:			
Major or minor error:	Possible implications on patient:	Possible implications on self/business:	
What have you learned as a result of this error occurring?			
What steps have you put into place to prevent this error from occurring again?			
What are your additional training needs?			
Agreed actions:			
Learner name: Learner signature: Date:		Assessor name: Assessor signature: Date:	



Learner name.....

Workplace.....

[illegible]

No.	Date checked	Time checked	Rx type (see codes)	Error found (see codes)	Trainee signature	Checker error found (see codes)	Checkers signature

Mentor/Assessor name:.....Date:.....

Mentor/Assessor signature:.....

#### Prescription codes:

IP (Inpatient), OP (Outpatient), TTA (Discharge), M (Miscellaneous) FP10 (Community), Pr (Private) Vet (Veterinary)

#### Error codes:

**Incorrect label:** a (Drug name), b (Drug form), c (Drug strength), d (Quantity), e (Incorrect patients name), f (Directions), g (Additional warnings), h (Cost code), i (Ward), j (Date), k (Incorrect expiry date), l (Incorrect batch number), m (Incorrect spelling)

**Incorrect Contents:** n (Drug), o (Drug form), p (Drug strength), q (Quantity), r (Expired contents), s (Incorrect container/closure), t (Missing local additional label/leaflet), u (Missing clinical check signature), v (missing dispensers signature), w (Missing patient information leaflet/BNF warning), x (Missing item), y (Missing sundry)

# Section 3

## **Assessment and quality assurance information**

### Suitable assessment methods

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

A range of approved assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the list below, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

**Centres must verify that a significant proportion of assessment decisions of competence take place in the workplace, for the trainee to demonstrate how they meet the learning outcomes in practice. Centres may use evidence provided by experienced Assessors other than their own, or expert witnesses testimony, to assess competence, but this can only form one of the three pieces of evidence required for each skills based assessment criteria.**

Recognition of prior learning (RPL) will only be accepted where a learner has been registered on a GPhC approved Pharmacy Technician qualification previously. RPL should not be used from other qualifications.

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor: <ul style="list-style-type: none"> <li>by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	No
B	Professional discussion	Yes	No
C	Expert Witness evidence <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	No
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation.**</li> </ul>	Yes	Yes
H	Recognition of prior learning (please note that recognition of prior learning will only be accepted when a learner has been enrolled on a Pharmacy Technician qualification previously).	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
I	Reflection on own practice in real work environment	Yes	Yes
J	Written and pictorial information	No	Yes
K	Scenario or case study	No	Yes
L	Task set by CACHE (for knowledge learning outcomes)	No	Yes
M	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

\*\* **Simulation**. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted. We have been clear about which units allow simulation in the unit summaries above.

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**Please also see the assessment principles specific to this qualification outlined in the Qualification Specification.**

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## **Contact us**

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