Buttercups Training

LEVEL 4 ENHANCED PRACTICE PROGRAMME

Information Pack

This document should be read by employers, learners and their workplace mentor prior to enrolment on the Level 4 Enhanced Practice Programme with Buttercups Training.

Having read this pack, it is then necessary to complete the enrolment paperwork to enrol an learner onto the programme.

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1. Programme overview

With many healthcare practitioners taking on additional roles, to support the vision of the NHS Long Term Plan, there is a need for enhanced role training. The NHS People Plan and the NHS People Plan: the future pharmacy workforce, set out a vision of increased reliance on clinical care provided by pharmacy professionals across all healthcare sectors. To meet the complex challenges faced by the NHS, it is important that pharmacy technicians have the right skills, education and training to perform new and extended roles.

The Level 4 Enhanced Practice Programme aims to support pharmacy technicians in enhanced roles by providing knowledge and skills across a range of mandatory and optional units. The programme is applicable to all sectors and allows selection of role specific pathways to meet the learner's developmental needs.

The programme will be delivered to the learner using blended learning with a combination of flexible learning activities such as e-learning activities, online classrooms, videos, peer networking and self-directed learning. It will be led by an appointed Buttercups tutor. The full programme will take 2 years to complete on a part-time study basis.

The programme consists of unit assessments covering the learning outcomes and assessment criteria for the unit, as accredited with the awarding organisation. Learners will only be able to access further units once they have submitted the assessment for the current unit, or at the discretion of the programme tutor. Workplace mentors will provide support and guidance throughout the programme. They should be a registered pharmacy or healthcare professional with an appropriate level of experience, with good communication skills and is a good role model. The workplace mentor will provide the learner with encouragement and guidance and can signpost to resources and specialists when required. The workplace mentor, for this programme, is not required to undertake any training and will not require access to the teaching platform.

2. Programme entry

To be eligible for this programme learners must be pharmacy technicians who are either registered with the GPhC or working as a qualified pharmacy technician in Northern Ireland. To undertake this programme, learners should be working in a pharmacy environment for at least 16 hours per week and must be able to commit 4 to 6 hours of personal study per week and be able to attend online tutorials, workshops and, if applicable, residential training. Learners must have access to IT facilities including audio (headphones) and visual (web camera) equipment. Throughout the programme, learners will have access to Buttercups tutors, and should also have a nominated workplace mentor

3. Glossary of terms

- **Assessment criteria:** the assessment criteria are specific to each unit and must be achieved to pass the course.
- **Workplace mentor:** a colleague who is willing to provide support during the programme. They should be a pharmacy or healthcare professional with an appropriate level of experience.
- **Training provider:** is Buttercups Training which is responsible for delivering the training programme and awarding the certificate.
- **Employer:** is the employer of the learner who is on the training programme. The employer will need to agree to provide the necessary infrastructure, resources and support to enable the learner to participate in the training programme.
- **Learner (pharmacy technician):** is the GPhC registered pharmacy technician or qualified pharmacy technician (for Northern Ireland) who is working within a suitable workplace environment.
- **b-Hive:** the Buttercups e-learning platform which is used for the delivery of the teaching in the Level 4 Enhanced Practice Programme.

- **e-portfolio (Onefile):** the e-portfolio used for the assessment of this programme. It will be where learners will upload their assessments and receive feedback.
- **GPhC:** this is the General Pharmaceutical Council. It is the regulator for pharmacy professionals, including pharmacy technicians.
- **IQA:** Internal Quality Assurance relates to all the procedures and processes that are in place within Buttercups Training to ensure the high quality of our teaching and assessment for this programme.
- **Learning Outcomes:** in addition to the learning outcomes for the units, the programme is mapped to the learning outcomes associated with the GPhC Standards for Pharmacy Professionals and appropriate National Occupational Standards (NOS) for Skills for Health.
- **National Occupational Standards:** standards describe the skills, knowledge and understanding required to undertake a task or job to a nationally recognised level of competence.

4. Delivery of the programme

The Level 4 Enhanced Practice Programme is delivered as a 'pick and mix' unit format across the full programme and several role specific pathways. The full programme will take 2 years to complete on a part-time basis, which will require the learner to allocate a portion of their own time to study. However, as many of the tasks are practical and require access to Standard Operating Procedures (SOPs) or other resources in the workplace, employers may wish to consider offering the learner some time to study in work time.

The programme comprises of eleven mandatory and optional units of learning which are allocated to, or selected by, the learner to support a pathway or training need. Learners enrolled on the full programme, will study three mandatory units and choose three optional units according to their training and development needs. The units are mapped to the GPhC Standards for Pharmacy Professionals and appropriate National Occupational Standards.

Learners can undertake either the full programme or one of six pathways. All learners will undertake an induction unit. This introduces the programme and provides information on how the assessments work, how to access and navigate the b-Hive (our online platform) and the e-portfolio.

After completing the induction unit, and signing the learner agreement, the learner will be given access to the first unit on the b-Hive platform depending on the programme/pathway selected.
Each unit has interactive learning activities embedded throughout the teaching content. These can be quick knowledge checks, drag and drop games or fill in the blanks. They are there to help the learner self-check their understanding of the concepts involved.
Some activities ask the learner to find out what happens in their workplace and may involve looking at local and/or national policies and/or Standard Operating Procedures (SOPs).

Learners will receive regular progress checks through individual and group tutorials with a Buttercups tutor.

Full programme and pathways

The Level 4 Enhanced Practice Programme full programme and pathways are as follows:

Programme	Duration	Residential	Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Unit 07	Unit 08	Unit 09	Unit 10	Unit 11
Enhanced Practice Programme (full programme) [1]	24 months	Unit 08*	●	●	○	○	○	○	○	○	●	○	○
Antimicrobial Stewardship Pathway	12 months		●	-	-	●	-	-	-	-	-	-	-
Vaccination and First Aid Pathway	10 months	Yes*	●	-	-	-	-	-	-	●	-	-	-
Supporting Provision of Health Services Pathway [2]	18 months		●	-	○	○	○	●	●	-	-	-	-
Research and Leadership Pathway	18 months		-	●	-	-	-	-	-	-	●	-	-
Pharmacy Aseptic Services Pathway	10 months		-	●	-	-	-	-	-	-	-	●	-
Pharmacy Procurement Pathway	10 months		-	●	-	-	-	-	-	-	-	-	●

[1] Three optional units to be selected   [2] One optional unit to be selected   * Excludes accommodation costs
** Priority will be given for enrolment on to the complete programme. Please contact Buttercups for information regarding pathway options and availability
● Mandatory ○ Optional

Timescale for delivery

The full programme will usually be delivered over a period of two years. Learners' optional unit selections will inform periods of training. The delivery model is based on cohorts and therefore there may be periods of non-training to await unit start dates.

Enrolments on to the full programme are September and March.

5. Roles and responsibilities for programme delivery

All parties involved in the programme delivery must be aware of their roles and responsibilities, which will be agreed upon during the enrolment process.

Learner (Pharmacy Technician)

The first step on the learning journey is for the learner to complete the enrolment form. Once on programme, their responsibilities are outlined below. They must:
- attend an online, virtual induction
- commit to the successful completion of the programme within the agreed deadlines for their optional units chosen. This will mean learners will need to commit to working on the programme outside working hours as well as in any agreed time from their employer.
- complete and submit work according to their programme and unit selection
- participate in individual and group tutorials as required for unit selections
- participate in peer networks via group tutorials and online discussion forums
- submit work electronically via the e-portfolio, unless otherwise directed
- inform Buttercups Training should they be off work for a period of time (e.g., for sickness or annual leave), if they cannot attend any arranged appointments or reviews, or if any matters or issues arise that could affect their learning, development or progression
- comply with the policies, regulations and procedures of the programme found in the programme materials and/or learner handbook
- engage positively with learning and feedback
- seek support from their workplace mentor for signposting to resources, discussions on topics and assessments etc.
- seek help from workplace mentor and/or Buttercups Training when they have concerns about their health, ability or progression on the programme

Workplace Mentor

A workplace mentor is selected by the learner to support them on the programme in relation to workplace resources and signposting. They must:
- be a pharmacy or other healthcare professional
- not have a significant or financially dependent relationship with the learner
- work for the same employer as the learner (to assist with signposting and resource finding)
- act, always, as a professional role model

Training Provider

As the training provider, Buttercups Training has responsibilities towards the management, teaching and assessment of the programme. Buttercups Training must:

- ensure that the indicative teaching content meets the requirements for the learning outcomes accredited by the awarding organisation
- support the learner to identify their training plan for the pathways and units selected
- check the learner's eligibility for enrolment on the programme
- provide an induction, explaining the learning programme and facilities available to the learner
- provide an appointed Buttercups tutor on induction
- support the learner to develop new knowledge and skills for both their programme and their personal development
- provide a range of support for the programme including an out of hours helpline
- liaise with relevant parties over any issues that arise during the programme, in line with the troubleshooting guide and related policies

In addition, appointed Buttercups tutors for the learner or units will:

- assess and provide timely feedback on submitted assessment
- provide virtual classroom teaching sessions, where required
- answer the learner's queries as and when they arise
- monitor progression through the programme
- manage programme deadlines and extension within guidelines from Buttercups Training and the awarding body
- maintain accurate records in the learner management systems, including e-portfolio
- facilitate the online discussion forum
- provide individual and group tutorials

In addition, the internal quality assurance team will:

- monitor the assessment decision of the programme tutor
- monitor the teaching quality of the programme tutor
- deal with appeals on assessment decision, in line with policies
- investigate any malpractice allegations

6. Teaching overview

The units of the programme provide a 'pick and mix' option to support a range of pharmacy technician post-registration roles. Within each unit, the teaching aims to cover the learning outcomes and provide learning to support assessment. In addition, teaching will be linked to the nine domains of the GPhC professional standards and, where applicable, mapped to relevant National Occupational Standards. Recognising the responsibilities of pharmacy technicians delivering services to the public we have also mapped to safeguarding, British vales, Prevent and equality, diversity and inclusion (EDI).

Teaching methods

At Buttercups Training, we use a range of different teaching techniques to best suit the needs of our learners and we refer to these techniques as 'blended learning'. The following is an overview of what is meant by blended learning:

- **e-Learning:** online interactive learning activities are embedded throughout the programme content to help the learner self-check their understanding of the concepts involved and to create an active learning experience.
- **Virtual Classrooms:** are interactive online classrooms with a Buttercups tutor and peers.
- **Directed Learning:** the learner is guided to undertake independent learning activities, such as: reading an article, researching a topic using reputable resources, or completing a task in the workplace. This method of teaching encourages learners to develop their skills, knowledge and behaviour independently, which is vital for ongoing personal development.
- **Polls:** used within live teaching sessions to ascertain the understanding that has been achieved during the sessions or can be used in the discussion forums to challenge the view of a group.
- **Case Studies:** these provide a description of a patient, news article, event or service. The case study is often accompanied by questions to test the learner's understanding and application of the topic.
- **Discussion Forum:** learning from peers is a key component of this programme. An online message board will be used for communicating with other learners undertaking this programme. Learners will be encouraged to engage in creating networks and communities of practice to support their learning on this programme.
- **Workshops:** online or face to face teaching in which a small group of learners undertake practical activities, engage in discussions, or solve problems on a specific subject.
- **Videos:** pre-recorded videos are linked to the teaching content which may contain views from patients.
- **Group Tutorials:** online tutorials for a small group of learners, undertaking the same unit of the programme, along with a Buttercups tutor or subject matter expert.
- **Residential:** some of the units require observation of practical activities as part of a group workshop at a residential in Nottingham. Learners who choose pathways containing this unit or choose these optional units must be able to attend the residential workshops.

By having a range of teaching activities, we can meet the learning needs of a diverse range of learners. In addition, our b-Hive platform is fully adaptable by the learner who can change font size, appearance and screen colour. It also has text to speech capabilities.

7. Assessment overview

The programme consists of two types of assessment, formative and summative.

Formative assessment will be used in all units to check progression of learning and development. These will be a combination of online, interactive learning activities, networking via the discussion forum, self-assessments and individual or group tutorials. The results of these assessments will help the learner and Buttercups tutor to evaluate the learner's progression and readiness for summative assessment.

Assessment plans

Each unit will contain at least one summative assessment. Unit assessments will be available to learners following teaching and accessed via the e-portfolio assessment plans. Each assessment plan will contain a brief with the following information:

- assessment criteria: these are the unit criteria approved by the awarding body. Learners will need to demonstrate them in order to pass the unit. Each assessment brief will contain an opportunity to achieve the assessment criteria with activities mapped to them.
- submission date: this will be declared on the assessment plans in the e-portfolio and learners will need to report any extenuating circumstances if they are unable to achieve the deadline date through the extenuation circumstances form.
- activity requirement: these are the instructions to the learner on what is required to complete the assessment.
- recommended resources: any recommended resources will be either attached as documents or weblinks to the assessment plan.
- rules and regulations: this will include any maximum

word count, plagiarism guidance and referencing requirements etc. Assessments must meet these requirements to be marked. Any assessments not meeting the requirements will be returned to learners to resubmit.

Once submitted the Buttercups tutor will assess work against the assessment criteria for the unit and standard marking guides. Work may be subject to internal quality assurance to ensure the quality of the programme.
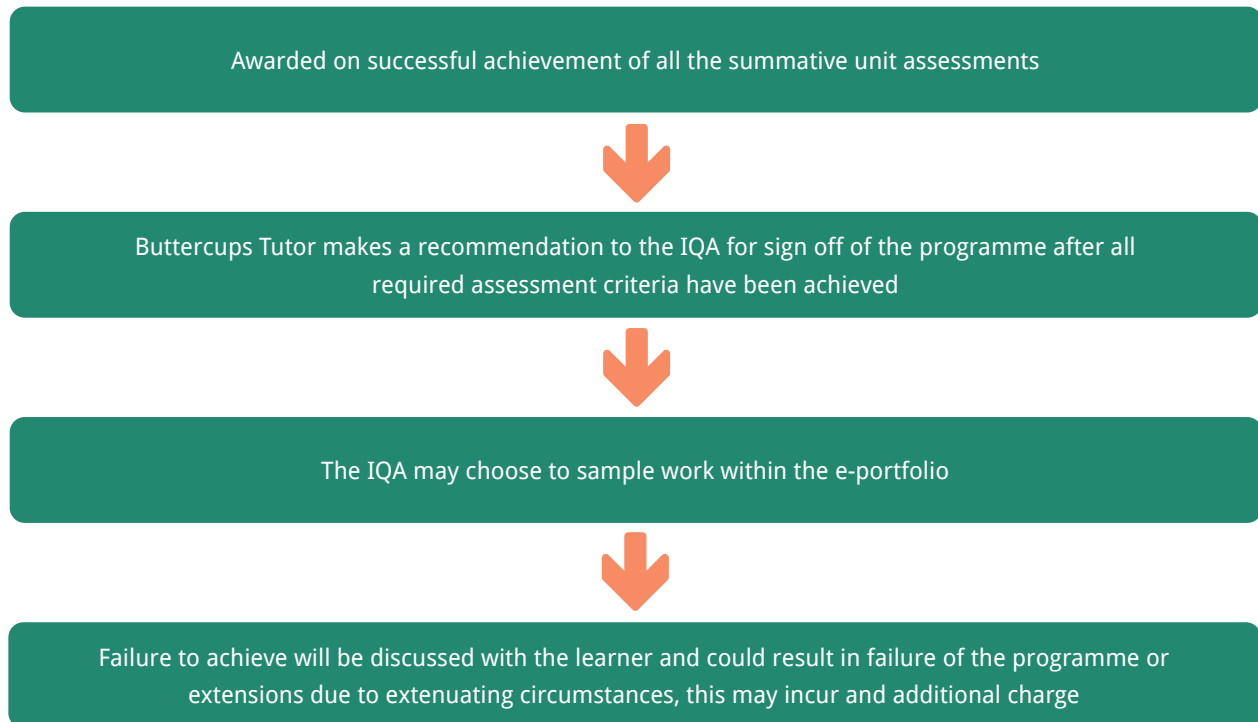
Types of assessments

The learning outcomes and assessment criteria will drive the type of assessment available for the unit. These may include:

- document creation such as action plans, summary notes, reports
- observations of practice and role-play, including OSCE
- presentations, with group debate
- presentation of case studies
- practical assessment of skills
- formal essay/dissertation
- oral examination (viva)

8. Programme/pathway sign off

Summary of Awarding the Programme / Pathway

Awarded on successful achievement of all the summative unit assessments

Buttercups Tutor makes a recommendation to the IQA for sign off of the programme after all required assessment criteria have been achieved

The IQA may choose to sample work within the e-portfolio

Failure to achieve will be discussed with the learner and could result in failure of the programme or extensions due to extenuating circumstances, this may incur and additional charge

9. Quality management

Buttercups Training is an established training provider subject to numerous quality checks, both internally and externally, due to the range of programmes we offer.

Externally, we are subject to inspections by the ESFA, Ofsted, Matrix, awarding organisations and the GPhC. In addition, we have stakeholder groups that provide feedback on an annual basis. Alongside this we have surveys of learners to gain their feedback on the programme.

Internal quality assurance by Buttercups Training is embedded into our daily processes. Using an e-learning platform allows us to update materials following regular review cycles. All reports are reviewed by our internal quality management committee which meets quarterly. The committee also assesses performance against the standards for delivery. From this our Quality Improvement Plan (QIP) is updated. The Board reviews the plan to identify strategic actions that need to be implemented within business and this is cascaded via the senior leadership team into operating projects.

10. Learner support

Learners are given a named tutor who will be their main point of contact during their programme. We also have a learner support team available that can deal with queries or arrange for support by another tutor, where necessary. Outside office hours, we have a dedicated learner support phone line, open during evenings and weekends, which is operated by tutors and assessors. If a learner cannot contact us by phone or needs a less urgent response, they can make contact via the course website or email. Emails are usually responded to within two working days.

In addition, for this programme, learners will have a network of peers on their programme who they can contact via the online discussion forum which is available at all times. Learners will be encouraged to support each other as they are all experienced pharmacy technicians with a wide range of pharmacy practise. Subject matter experts may be used to provide teaching materials, virtual classrooms, individual or group tutorials and mark assessments in subject specialisms. These subject matter experts will be subject to the same IQA processes previously described.

Buttercups Training has a 'Stay Safe' website, which is a resource designed to keep learners safe. The 'Stay Safe' website details the different types of welfare and safeguarding issues faced by learners and provides ample information and resources on how to recognise, report and resolve them.

The programme is predominately delivered online, and we have an in-house IT team to support the learner with any day-to-day issues. Our main delivery platform, the b-Hive, also has live monitoring, so if that fails our team are altered and the problem can be quickly resolved.

11. Programme specification

This section contains the quality endorsed unit information for each unit. This includes the learning outcomes with indicative teaching syllabus for each unit, assessment criteria and assessment method (may be subject to change).

Unit 01 – Communication Skills in a Healthcare Setting

Learning Outcome (The learner will):		Assessment Criteria (the learner can):	
1.	Understand the principles and concepts relating to communication skills	1.1	Identify principles related to communication skills
		1.2	Describe a variety of appropriate communication skills, related to case studies
		1.3	Adapt communication skills to meet patient/person requirements
2.	Understand strengths and limitations with communication skills	2.1	Identify good practice with communication skills
		2.2	2.2 Describe the limitations of communication skills
		2.3	Reflect on own practice with communication skills
		2.4	Identify actions to develop communication skills
3.	Be able to judge the reliability of resources and information	3.1	Identify resources of information for communication skills
		3.2	Select appropriate resources/information related to communication skills
		3.3	Apply sound referencing to unit assessment

Indicative teaching content

- **Model of practice:** consultation models - uses and limitations; good and poor practice in consultation.
- **Person-Centred care:** consent; making the care of a person first priority; recognising cultural differences and valuing diversity; recognise different values and beliefs; use of resources
- **Completing OSCEs:** understanding objective structured clinical examinations; effective communication skills; gathering relevant evidence; providing effective counselling; decision making skills; managing patient risks.
- **Communication:** comparing different communication methods; adapting communication methods; recognising and overcoming barriers to communication; understanding an individual's needs; active listening skills; checking understanding.
- **Professionalism:** understand conflict; working with professional standards; fitness to practice requirements; using judgements
- **Action planning:** recognising strengths and limitations; identifying actions; goal setting; time management
- Legalities: understand management of information; confidentiality and data protection; safeguarding; speaking up about concerns.
- **Resources:** peer review; reliability; credibility; resource locations

Assessment method
L4-01 - Creation of an individualised action plan for the programme and OSCE assessment.

Unit 02 – Critical thinking and Professional Judgements when making decisions in a healthcare setting

Learning Outcome (The learner will):	Assessment Criteria (the learner can):
1. Be able to apply critical thinking skills to a range of problems	1.1 Describe a range of critical thinking skills Identify a problem in a healthcare setting requiring critical thinking skills 1.2 Apply critical thinking skills to a healthcare setting problem 1.3 Recommend solutions to a healthcare setting problem 1.4 Reflect upon own critical thinking skills in the solutions of a healthcare setting problem
2. Be able to use professional judgement in a healthcare setting	2.1 Identify the key components related to professional judgement 2.2 Apply professional judgement skills to a range of problems 2.3 Propose solutions to problems in a healthcare setting using professional judgements
3. Demonstrate problem-solving processes	3.1 Describe a range of problem-solving skills 3.2 Identify a workplace problem requiring problem-solving skills 3.3 Apply appropriate problem-solving skills to a workplace problem 3.4 Compare different approaches when problem-solving in a healthcare setting

Indicative teaching content

- **Critical thinking skills:** critical thinking as a process; reasoning; barriers to critical thinking; comparing, sequencing, categorising, similarities; arguments; assumptions; evidence and resources.
- **Decision making skills:** collaboration; active listening skills; interpersonal skills; logical reasoning.
- **Applying professional judgement:** understanding professional judgements; balancing the needs of individuals with the needs of society: an introduction to clinical judgements, non-biased approaches.
- **Problem solving skills:** critical features of problems such as reframing, simplifying problems, making comparisons and finding analogies; consulting with others. Understanding a range of ways to tackle problems including mathematical, verbal, visual, auditory, collaboratively and physically. Planning methodologies, opportunities and constraints that may affect plans.
- **Debating skills:** style, speed, tone, fluency, clarity; content, arguments, motions, case; strategy, structure, timing, participation.

Assessment method
L4-03 - Presentation, with debate, on a workplace problem.

Unit 03 – Clinical Skills Development for Chronic Conditions

Learning Outcome (The learner will):	Assessment Criteria (the learner can):
1. Understanding local and national guidelines for the treatment of chronic conditions	1.1 Outline local and national guidelines related to cardiovascular conditions 1.2 Outline local and national guidelines related to diabetes 1.3 Outline local and national guidelines related to respiratory conditions
2. Be able to optimise the prescribing and medicines management for patients with cardiovascular conditions	2.1 Identify conditions that affect the cardiovascular system 2.2 Evaluate the effectiveness of medicines to treat cardiovascular conditions 2.3 Make recommendations to optimise cardiovascular condition medicines 2.4 Present recommendations to optimise medicines for cardiovascular case studies
3. Be able to optimise the prescribing and medicines management for patients with diabetes	3.1 Evaluate the effectiveness of medicines to treat diabetes 3.2 Make recommendations to optimise diabetes medications 3.3 Present recommendations to optimise medicines for diabetes case studies
4. Be able to optimise the prescribing and medicines management for patients with respiratory disorders	4.1 Identify conditions that affect the respiratory system 4.2 Evaluate the effectiveness of medicines to treat respiratory disorders 4.3 Make recommendations to optimise respiratory disorders medicines 4.4 Present recommendations to optimise medicines for respiratory disorders case studies

Indicative teaching content

- **Optimising medicines:** understanding local and national guidelines for a variety of disorders from the module range. Understand how to optimise a patient's medicines appropriately.
- **Information governance:** locating and using patient data and other sources of information; maintaining confidentiality; understanding consent.
- **Cardiovascular:** knowledge of conditions and drugs used to treat a range of cardiovascular conditions including, congestive heart failure, cardia arrythmias, angina, blood pressure regulation, lipid regulation, myocardial infarction, stroke, anticoagulation, deep vein thrombosis and pulmonary embolism. Optimising cardiovascular prescribing.
- **Case study skills:** problem-solving; decision making; communication; referrals; use of resources.
- **Presentation skills:** planning; preparation; consistency; practice; performance
- Diabetes: diabetes type 1 and 2; treatments; screening; clinics; lifestyle advice. Optimising diabetes prescribing.
- **Respiratory:** knowledge of conditions and drugs used to treat a range of respiratory conditions including, asthma, chronic obstructive pulmonary disease, allergies, coughs and colds, respiratory tract infections. Optimising respiratory prescribing.

Assessment method
L4-04 - Preparation of summary notes for presentation across cardiovascular, respiratory and diabetes case studies.
L4-05 - Presentation of case studies.

Unt 04 – Clinical Skills Development for Antimicrobial Stewardship

Learning Outcome (The learner will):		Assessment Criteria (the learner can):	
1.	Understand local and national guidelines to treat infections	1.1	Outline local and national guidelines related to infective conditions
		1.2	Describe conventions for antimicrobial prescribing
		1.3	Describe antimicrobial resistance
		1.4	Describe the local and national guidelines used in antimicrobial prescribing
		1.5	Describe microbiological issues with antimicrobial resistance
2.	Understand how to recognise common infective agents	2.1	Identify a range of common infective agents
		2.2	Describe common microbiological results
3.	Be able to optimise the prescribing and medicines management for antimicrobials	3.1	Evaluate the effectiveness of medicines to treat infections
		3.2	Make recommendations to optimise antimicrobial medicines
		3.3	Present recommendations to optimise medicines for infection case studies
Indicative teaching content			

- **Optimising medicines:** understanding local and national guidelines for a variety of disorders from the module range. Understand how to optimise a patient's medicines appropriately.
- **Information governance:** locating and using patient data and other sources of information; maintaining confidentiality; understanding consent.
- **Infections:** identification of a range of common infective agents from microbiological results. Knowledge of conditions and drugs used to treat a range of infections. Knowledge of antimicrobial resistance and stewardship. Pledge to be an antibiotic guardian. Introduction to vaccination. Optimising antimicrobial prescribing.
- **Microbiology:** viruses; bacteria, Gram negative, Gram positive; fungi, yeast and moulds; protozoa; antimicrobial effectiveness.
- **Case study skills:** problem-solving; decision making; communication; referrals; use of resources.
- Presentation skills: planning; preparation; consistency; practice; performance

Assessment method
L4-06 - Antimicrobial Resistance promotion.
L4-07 - Presentation of case studies.

Unit 05 – Clinical Skills Development for Elderly Care

Learning Outcome (The learner will):	Assessment Criteria (the learner can):
1. Understand local and national guidelines for the treatment of conditions affecting the elderly	1.1 Outline local and national guidelines related to neurological conditions 1.2 Outline local and national guidelines related to renal disorders 1.3 Outline local and national guidelines related to musculoskeletal conditions
2. Be able to optimise the prescribing and medicines management for patients with neurological conditions	2.1 Identify conditions that affect the nervous system 2.2 Evaluate the effectiveness of medicines to treat neurological conditions 2.3 Make recommendations to optimise neurological condition medicines 2.4 Present recommendations to optimise medicines for neurological condition case studies
3. Be able to optimise the prescribing and medicines management for patients with renal disorders	3.1 Identify conditions that may cause renal impairment 3.2 Interpret diagnostic data for renal impairment 3.3 Make recommendations to improve the impact of treatments for patients with renal disorders 3.4 Present recommendations to optimise medicines for renal disorder case studies
4. Be able to optimise the prescribing and medicines management for patients with musculoskeletal conditions	4.1 Identify conditions that affect the musculoskeletal system 4.2 Evaluate the effectiveness of medicines to treat musculoskeletal conditions 4.3 Make recommendations to optimise musculoskeletal condition medicines 4.4 Present recommendations to optimise medicines for musculoskeletal case studies

Indicative teaching content

- **Optimising medicines:** understanding local and national guidelines for a variety of disorders from the module range. Understand how to optimise a patient's medicines appropriately.
- **Information governance:** locating and using patient data and other sources of information; maintaining confidentiality; understanding consent.
- **Neurological disorders:** knowledge of conditions and drugs used to treat a range of neurological disorders including; Parkinson's disease; dementia, vascular, Lewy body, frontotemporal, mixed dementia and Alzheimer's; neuropathy; stroke. Optimising neurological prescribing and non-drug treatments.
- **Case study skills:** problem-solving; decision making; communication; referrals; use of resources.
- **Presentation skills:** planning; preparation; consistency; practice; performance
- **Renal disorders:** knowledge of conditions that affect the renal system. Knowledge of the impact on treatments in renal impairment. Recognising and interpreting a range of diagnostic data for renal impairment.
- **Musculoskeletal disorders:** knowledge of conditions and drugs used to treat a range of musculoskeletal disorders including; osteoporosis, osteoarthritis and rheumatoid arthritis. Optimising musculoskeletal prescribing and non-drug treatments.

Assessment method
L4-08 - Preparation of summary notes for presentation across neurological, renal and musculoskeletal case studies.
L4-09 - Presentation of case studies.

Unit 06 – Consultation Skills in a Healthcare Setting

Learning Outcome (The learner will):		Assessment Criteria (the learner can):	
1.	Understand the working relationships supporting personalised care within a healthcare setting	1.1 1.2 1.3	Identify key relationships within a healthcare setting Describe the choices patients have with their care Describe key relationships which support personalised care
2.	Understand how consultations can inform patient care in a healthcare setting	2.1 2.2	Identify a range of consultation skills which motivate change Describe how patients can make informed choices about their care/treatment
3.	Be able to use consultation skills to influence patient care in a healthcare setting	3.1 3.2 3.3	Evaluate the use of use of consultation skills to influence patient care Summarise how social prescribing enables patients to improve their health, well-being and social welfare Demonstrate the use of consultation skills on a variety of case studies in healthcare settings

Indicative teaching content

- **Collaboration:** Multi-Disciplinary Teams (MDT); case reviews; holistic view of patient; consultation with patient and wider healthcare teams
- **Personalised care and support planning:** understanding the choices patients have
- **Motivating change:** understanding coaching, mentoring and engagement.
- **Enabling choice:** understanding the rights to choose; choices of locations for treatment or care
- **Social prescribing:** key elements required for effective social prescribing including; referral processes, workforce development planning, common outcomes framework, personalised care plan, community groups, collaborative working practices
- **Completing OSCEs:** understanding objective structured clinical examinations; effective communication skills; gathering relevant evidence; providing effective counselling; decision making skills; managing patient risks.
- **Report writing:** research; layout; glossary; referencing

Assessment method
L4-10 - Presentation related to supporting personalised care.
L4-11 - Case study report and case study review.

Unit 07 – Screening and Testing Patients in a Healthcare Setting

Learning Outcome (The learner will):		Assessment Criteria (the learner can):	
1.	Understand a range of screening and testing services	1.1	Investigate a range of screening and testing services available to patients
		1.2	Describe how patients can access a range of screening and testing services
		1.3	Describe how a range of screening services are performed
		1.4	Describe how a range of testing services are performed
		1.5	Make recommendations to patients for screening and testing services
2.	Be able to recognise results from screening and testing services	2.1	Interpret a range of screening results
		2.2	Interpret a range of testing results about their care/ treatment
		2.3	Assess when follow-ups are required from results

Indicative teaching content

- • **Cellular and chemical analysis:** blood; serum; urine; stool
- • **Diagnostic imaging:** x-rays; CAT scans; MRI scans; ultrasounds etc.
- • **Diagnostic measurements:** EEG; ECG; pulmonary function test etc.
- • **Physical and visual examinations:** biopsy; skin tests; physical examinations etc.
- • **Drug and alcohol testing:** urine and saliva testing; how they are performed.
- • **NHS health checks:** range; availability; target patients
- • **Antibody testing:** how they are administered; Covid-19
- • **Sexual health checks:** sexual transmitted disease screening and testing; screening and testing methods.

Assessment method
L4-12 - Application of recommendations for screening and testing services along with follow-up from results, in practice, through OSCE assessment.

Unit 08 – Vaccination Services and First Aid in a Healthcare Setting

Learning Outcome (The learner will):		Assessment Criteria (the learner can):	
1.	Be able to respond to first aid situations	1.1	Identify situations where first aid is required
		1.2	Apply first aid to a range of situations
		1.3	Administer basic life support
2.	Understand how to identify the requirements for vaccinations services	2.1	Describe what is meant by immunity
		2.2	Identify vaccinations to increased immunity
		2.3	Identify a range of conditions prevented by vaccination services
		2.4	Interpret legislation and guidance that support vaccination services
3.	Be able to administer vaccines	3.1	Evaluate the use of use of consultation skills to influence patient care
		3.2	Summarise how social prescribing enables patients to improve their health, well-being and social welfare
		3.3	Demonstrate the use of consultation skills on a variety of case studies in healthcare settings

Indicative teaching content

- **First aid:** unconsciousness; breaks and sprains; overdose and poisoning; stroke; electric shock; blood loss; trauma; CPR; myocardial infarction; allergic reactions; anaphylaxis; airway obstruction; hypoglycaemia; sepsis; eye injury; burns; scalds and minor bleeding; wound care
- **Conditions of the immune system prevented by vaccination:** tuberculosis; influenza; meningitis; diphtheria; MMR; tetanus etc.
- **Supply and administration:** patient specific directions (PSD); patient group directions (PGD)
- **Public Health Services:** flu; pandemic; travel; childhood immunisation schedule; vaccination guidelines
- **Administration skills:** establishing rapport; consent; protocols; vaccine adverse event reporting; needlestick; hand hygiene; aseptic technique; disposal; records
- **Administer vaccinations to a range of patients:** this could include adults, children, patients with known conditions, as part of an immunisation programme or emergency situations (ie the pandemic).

Assessment method
L4-13 – Practical assessment of vaccination skills.
L4-14 - Practical assessment of first-aid skills, including basic life-support.

Unit 09 – Research and Project Management Skills in a Healthcare Setting

Learning Outcome (The learner will):		Assessment Criteria (the learner can):	
1.	Be able to apply research skills to a project	1.1	Compare types of research
		1.2	Evaluate a range of evidence
		1.3	Evaluate a range of research methodologies
		1.4	Apply appropriate research methods to your project
		1.5	Demonstrate academic writing skills
2.	Be able to apply project management skills to a research project	2.1	Identify roles in project management
		2.2	Describe the phases of project management
		2.3	Design a project plan for a research project
		2.4	Implement project planning for a research project
3.	Be able to administer vaccines	3.1	Reflect on research skills
		3.2	Reflect on project management skills
		3.3	Justify your research project

Indicative teaching content
• **Research skills:** types and purpose of research; research methods
• Information sources: reliability of sources; range of information sources; critical thinking skills; referencing skills
• **Academic writing skills:** plagiarism awareness; quotation; paraphrasing; explanation; creating a reference list; use of reference management systems.
• **Project governance:** organisational structures; project phases; governance for successful project planning; project management plans
• **Project management:** stakeholders involved in projects and their perspectives; leadership styles; motivational strategies; time management skills
• **Risk management:** risk management methods; recognising opportunities and threats
• Budget and cost controls: funding; quotations; tenders; overheads; contracted costs; delivery charges; tracking systems; return on investment.
• **Presentation skills:** planning; preparation; consistency; practice; performance
• Report writing: research; layout; glossary; referencing
• **Action planning:** recognising strengths and limitations; identifying actions; goal setting; time management

Assessment method
L4-15 - Research proposal.
L4-16 Poster presentation and reflection.

Unit 10 – Pharmacy Aseptic Services

Learning Outcome (The learner will):		Assessment Criteria (the learner can):	
1.	Be able to identify pharmacy aseptic services related issues	1.1	Explain the requirements for the production of sterile, parenteral products
		1.2	Describe legislation and standards relating to pharmacy aseptic services
		1.3	Report on a work-based issue with pharmacy aseptic services
2.	Be able to contribute to the improvement of pharmacy aseptic service provision	2.1	Describe a work-based issue to compliance with quality assurance systems
		2.2	Present a work-based issue related to pharmacy aseptic services
		2.3	Identify quality control and quality assurance data within a pharmacy aseptic setting
		2.4	Evaluate quality control and quality assurance within a pharmacy aseptic setting
		2.5	Evaluate solutions to pharmacy aseptic services related issues

Indicative teaching content

- **Research skills:** types and purpose of research; research methods
- Information sources: reliability of sources; range of information sources; critical thinking skills; referencing skills
- **Academic writing skills:** plagiarism awareness; quotation; paraphrasing; explanation; creating a reference list; use of reference management systems.
- **Project governance:** organisational structures; project phases; governance for successful project planning; project management plans
- **Project management:** stakeholders involved in projects and their perspectives; leadership styles; motivational strategies; time management skills
- **Risk management:** risk management methods; recognising opportunities and threats
- Budget and cost controls: funding; quotations; tenders; overheads; contracted costs; delivery charges; tracking systems; return on investment.
- **Presentation skills:** planning; preparation; consistency; practice; performance
- Report writing: research; layout; glossary; referencing
- **Action planning:** recognising strengths and limitations; identifying actions; goal setting; time management

Assessment method
L4-17 - aseptic unit design and presentation.

Unit 11 – Pharmacy Procurement

Learning Outcome (The learner will):	Assessment Criteria (the learner can):
1. Be able to apply local and national guidelines for procurement	1.1 Outline local and national guidelines related to procurement 1.2 Identify a range of purchasing contracts 1.3 Identify phases of the procurement cycle 1.4 Demonstrate compliance with local and national guidelines for procurement
2. Be able to audit procurement related services	2.1 Identify audit requirements for pharmacy procurement 2.2 Identify the life cycle of pharmaceutical products 2.3 Demonstrate audit skills 2.4 Report on audit outcomes
3. Be able to contribute to the improvement of pharmacy procurement services	3.1 Recognise challenges with accessing, storing and supplying pharmaceutical products 3.2 Present a work-based issue related to pharmacy procurement 3.3 Make recommendations to improve procurement services 3.4 Comply with legislation and standards related to procurement 3.5 Evaluate solutions to procurement related issues

Indicative teaching content
• **Legislation and standards:** Goods and Services Act; 'Sunshine' Act; NHS national policies; research and development systems; MHRA; Good Distribution Practice, Wholesale Dealers Licensing, national and local purchasing contracts; homecare; supply chain; terms of contract • **Inventory control:** stock levels; stock turnaround; stock analysis; reducing expenditure and waste • **Supplier management:** Kraljix matrix; Pareto principle; onboarding; communicating and managing a supplier; Key Performance Indicators (KPI); terms of contracts; breaches of contracts • Audit: requirements; principles; practice • **Life cycle of pharmaceutical products:** clinical trials; licensing; ordering; distribution; storage; reducing waste; green pharmacy; delivery; returns • **Organisational skills:** change management; leadership skills; using innovation for improvements; communication skills

Assessment method L4-18 - Case study and professional discussion.

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We welcome any questions or queries that you may have.

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