

Apprenticeship Framework additional information – November 2020

For any questions relating to entry qualifications for overseas applicants, please contact your Talent for Care Apprenticeship Relationship Manager who will be able to help:

South West James.orpin-wright@hee.nhs.uk

South East Elaine.Lancaster@hee.nhs.uk

Glossary of Terms

EPA	End Point Assessment	PTPT	Pre-registration Trainee Pharmacy Technician
GPhC	General Pharmaceutical Council	SMART	Smart, Measurable, Achievable, Realistic, Timed (used for objective setting)
IfATE	The Institute for Apprenticeships and Technical Education	SOP	Standard Operating Procedure
ITP	Individual Training Plan	VLE	Virtual Learning Environment
MCQ	Multiple Choice Question	WTS	Workplace Training Supervisor

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
Procurement framework scoring	Quality: 840/840 Delivery: 3360/3500	Quality: 840/840 Delivery: 3360/3500	Quality: 700/840 Delivery: 2800/3500	Quality: 840/840 Delivery: 3500/3500
Ready for Feb 21 cohort?	Y	Y	Y	Y
Academic credit bearing qualification?	Y Level 3 Diploma in the Principles & Practice for Pharmacy Technicians (Awarding Organisation - Pearson)	N	Y Level 3 Diploma in the Principles & Practice for Pharmacy Technicians (Awarding Organisation - Pearson)	Y Certificate of Higher Education in Pharmacy Technician Practice which awards 120 Higher Education Credits at Level 4 (4 x 30 credit modules) On completion of the EPA the apprentice will also receive their IfATE Level 3 Pharmacy Technician (Integrated).

Apprenticeship Framework additional information – November 2020

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
GPhC recognised /accredited?	Y Recognised qualification	Y Accredited course	Y Recognised qualification	Y Recognised qualification
Entry criteria	<p>You must be working for a UK registered pharmacist in a pharmacy for a minimum of 14 hours per week to participate on this course. These are the requirements of the Pharmacy Regulator.</p> <p>You will be required to have a PC with access to the internet in the workplace.</p> <p>Entry criteria is 4 GCSE's grade A* to C or 9 to 4 in the following subjects:</p> <ul style="list-style-type: none"> • Maths • English Language • 2 x Science subjects 	<p>You will undertake a screening assessment to ascertain if your current level of maths, English and science meets the following minimum education requirements:</p> <ul style="list-style-type: none"> • English: GCSE Grade C/4 or equivalent evidence • Maths: GCSE Grade C/4 or equivalent evidence • Science: GCSE Science Grade C/4 or equivalent evidence <p>The screening assessment has three tests completed online:</p> <ul style="list-style-type: none"> • Maths: 81 questions (a mixture of multiple choice and text based) - pass mark: 60% - 90-120 minutes • English: 91 questions (a mixture of multiple choice and text based) - pass mark: 70% - 90-120 minutes <p>Science: 60 multiple choice questions based on chemistry and biology – pass mark 50% - 60 minutes (timed)</p>	<p>We follow Pearson requirements which is minimum of:</p> <ul style="list-style-type: none"> • 3 GCSEs including English, maths & science at grade 4 or above (or grade C or better). <p>For science we have always considered GCSE Additional Science, GCSE Biology or Level 2 BTEC Science which includes sufficient biology & chemistry to meet the needs for PTPTs.</p> <p>We feel strongly that we would not register someone for this programme unless they already have their level 2 maths and English in place.</p> <p>We are aware that many apprenticeship programs allow apprentices to commence their Level 3 study and in addition work towards gaining their Level 2 English or maths at the same time. We feel the volume of work involved with the L3 Pharmacy Apprenticeship is too onerous. It would take an exceptional individual to find the time and energy to succeed with the additional work.</p>	<p>A minimum of 4 GCSEs grade A* - C (new grades 9 - 4) or equivalent including:</p> <ul style="list-style-type: none"> • GCSE English at Grade C/Level 4 or above, Scottish National 5 or above, or equivalent English language evidence which can include Functional Skills Level 2* • GCSE Maths at Grade C/Level 4, Scottish National 5 or above, or equivalent evidence of numeracy which can include Functional Skills Level 2 • GCSE Science x 1 at Grade C/Level 4 or above, or Scottish National 5 or equivalent <p>*PLEASE NOTE that English for Speakers of Other Languages (ESOL) is not an equivalent to GCSE English Grade C/Level 4 or above and does not meet the entry requirements.</p>

Apprenticeship Framework additional information – November 2020

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
Summary of the programme delivery model	<p>The learning journey for a Pharmacy Technician (Integrated) Apprentice totals 785 guided learning hours which would include 6 hours structured lessons 1.5 hour optional workshop and 2 hours of student led learning over the 36 week academic year in addition learners have routine 1-1 tutorials scheduled each term and additional can be planned on an individual basis. Learners have ongoing contact with their assessors via Ecordia through work-based task planning, assessment and feedback as well as the messaging system equalling approximately 4 hours per month.</p>	<p>Each learner is given an ITP at the beginning of the programme. The ITP is divided into 24 periods. For most learners, each period will be over the course of one month. The learner's training plan will outline when they should be completing their learning on the programme, including formative learning and assessments. The training plan will be tailored to take into account progress and workplace factors and will also indicate the planned start and end date for each period.</p> <p>The ITP incorporates fifteen core teaching modules delivered through our bespoke online platform which allows for a range of teaching activities to be embedded, such as interactive e-learning, videos, quizzes and webinars. The formative assessment within the programme is delivered through a combination of online activities on our learning platform, alongside around 80 assessment plans on their e-portfolio. In addition, the ITP outlines workplace activities to ensure experiential learning of the topics relevant to their workplace. The assessment plans and workplace activities are either: designed for all sectors, have options for specific sectors, or are flexible to be adapted in the</p>	<p>"The apprentice's journey will be a mixture of knowledge-based classes, 1:1 assessor support and self-guided learning using our resource bank on the EPortfolio system.</p> <p>Weekly knowledge-based classes account for 576 contact hours as set out in the scheme of work. The classes are either onsite at the College or via Virtual Classroom. Monthly onsite training and holistic assessments provide individualised support to both the apprentice and employer. The assessor will focus on the journey to occupational competence by setting SMART targets and evaluating key milestones. Contact time with assessors typically account for 60 hours on the programme, however this will increase if additional support is required.</p> <p>The apprentice will regularly revisit the initial skills scan with the assessor and rescore themselves against each knowledge, skill and behaviour requirement.</p> <p>The teaching and assessment is reinforced with our Eportfolio system</p>	<p>As a blended learning course, contact hours are less than day release. Contact learning hours are as follows: 20 study days x 7 hours = 140 hours plus progress reviews and UEA observations - 24 hours = 164 face to face hours across the course. As well as face to face study, the trainees will complete online learning via the UEA VLE 'Blackboard' and work-based learning and training. The learner journey is as follows: The course encompasses four learning modules, taken over the two years (two per year). Each module will have themes of learning running throughout, allowing trainees to put learning into context. Trainees will start with a face to face induction day where the whole cohort will be together, form a peer bond and meet the course delivery team and their tutors. The course will be organised into study blocks of 5 weeks' duration, with horizontal integration between the content of the two modules. The Initial study block will act as an introduction to the course, learning techniques and provide core knowledge to enable trainees to progress both with their program of study and within the workplace. This will be delivered online and one face to face study day per block. At the beginning of year two again the trainees will receive a face to face</p>

Apprenticeship Framework additional information – November 2020

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
		<p>workplace. This is to ensure they will match the sector or rotations that the learner might be experiencing.</p> <p>The learner will complete sixteen one-hour virtual classroom small group sessions during the programme which are pre-bookable. The sessions are run regularly throughout the working week and trainees book on to the one that is most convenient for them. These are designed to allow the trainees to discuss and explore topics with each other and are led by a tutor.</p> <p>They cover topics such as pharmacokinetics and drug action, patient safety, safeguarding, professional decision making, revalidation, leadership, clinical governance, new treatments for malignancy, medicines optimisation and antimicrobial stewardship.</p> <p>In addition to this, the learner completes additional online learning around completing their apprenticeship. This includes information on the format and requirements of an apprenticeship, navigating the learning platforms, requirements of the EPA, off-the-job learning and development of additional skills such as time management,</p>	<p>that holds additional learning materials and training aids.</p> <p>End of unit assignments and assessments help to confirm knowledge progression"</p>	<p>introductory session to ensure that they understand the expectations of the year ahead. The course structure allows for some flexibility around the challenges of the workplace, with breaks allowed over the Christmas and Easter periods and no new learning over the August summer holidays. Where cohorts have different start dates this will be moved accordingly. Each study block will commence with a diagnostic multiple choice (MCQ) assessment, designed to help the trainee to understand the learning ahead and plan where they need to focus their learning. At the end of each block the trainees will retake this assessment to confirm their learning and prepare for assessments. The study blocks will enable work-based learners to manage the course requirements alongside the requirements of their pharmacy role, with knowledge assessments after every two or three blocks of study allowing for a manageable learning and assessment pattern and the course delivery team to identify those who may be at risk of not meeting course requirements early. Material release will be timed to ensure that trainees progress at a manageable pace. All assessments have been designed to meet the School of Pharmacy Assessment Strategy and are</p>

Apprenticeship Framework additional information – November 2020

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
		<p>presentation skills and undertaking professional discussions.</p> <p>The programme is reviewed at the end of each period with their Buttercups tutor, which will take approximately 30-45 minutes per month. In addition, their tutor may also complete professional discussions at these end of period reviews to help assess the learner's understanding and prepare them for their EPA.</p> <p>There are also three-monthly reviews conducted by their Buttercups tutor over the duration of the programme, which more holistically review the learner's development from their initial skills scan and any previous reviews. These will involve the workplace training supervisor as a three-way conversation to check on progress.</p>		<p>assessed on a Pass/Fail basis and trainees who are unsuccessful will have the opportunity to complete a reassessment in the same format as the original assessment, following specific feedback in line with UEA regulations. School-led assessments will be undertaken in a controlled environment and scheduled within a face to face study day every two or three study blocks, depending on the curriculum. Trainees who are unsuccessful at any assessment will be given the opportunity to reassess during the reassessment period at the end of each year. Progress will be reviewed throughout the course and any trainees who are unsuccessful at an assessment will meet with their UEA tutor to discuss what support is required to help them meet the challenges of the course. Detailed feedback will be provided to trainees who are unsuccessful. Work-based assessment will be via the collection and submission of indicative evidence and coursework via an electronic portfolio (VQ manager). Trainees will be provided with full details of the requirements of each element. The trainees will have a single final submission date for portfolio contents at the end of each year of study to allow greater flexibility within the workplace for trainee rotations. Trainees will be</p>

Apprenticeship Framework additional information – November 2020

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
				<p>provided with details on when they should start to collect each piece of evidence once they have completed the required learning associated and have achieved a satisfactory formative MCQ result to demonstrate they have the requisite underpinning knowledge. They will then spend a period of time developing skills in the workplace working alongside a clinical supervisor. Regular formative reviews will take place with the trainees UEA tutor and the Educational Supervisor within the workplace. This will ensure that trainees are fully aware of the expectations for their portfolio assessments and progress is monitored regularly to allow for adequate support and action plans to be provided for trainees who are not making satisfactory progress. Trainees who do not meet the pass requirements of the portfolio at the end of each year of study will be provided with detailed feedback. They will have the opportunity to undertake additional work-based activities and resubmit portfolio evidence to reach the expected level by the end of the reassessment period. Towards the end of the 2-year period and not before 21 months, employers will confirm that trainees may pass through the gateway for End Point Assessment (EPA), the formality for all</p>

Apprenticeship Framework additional information – November 2020

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
				trainees on Apprenticeships. This will be dependent on satisfactory completion of all assessments, being signed off on all GPhC learning outcomes and completion of required off-the-job training hours (20% pro rata of the normal working week over the 2-year programme). Note: As an education institution, appeals and extenuating circumstances policies are in place.
How is the Accuracy Checking Pharmacy Technician element covered in the programme?	<p>Accuracy checking within the Pharmacy Technician (Integrated) Apprenticeship will have the underpinning knowledge related to accuracy checking delivered at the end of the first academic year. This is to ensure other base line knowledge is covered at the right time and provides a longer timescale for gathering the evidence. Learners may differ on when they reach the right point to begin the experiential learning part of this theme and practice is encouraged to instil confidence in checking medicines. There is a summative assessment of 500 checked items without an error and this can be carried out on workplace logs or using the Bradford College logs. The timing of the delivery of this unit enables students sufficient time should further attempts be required.</p>	<p>"The knowledge around accuracy checking is covered early in the level 3 Pharmacy Technician (Integrated) apprenticeship programme, with competency on self-checking skills completed in stage two of the programme.</p> <p>In stage four of the programme, accuracy checking of others work is revisited and in agreement with the employer, assessment of the learner's competency to undertake this is completed between Periods 20 - 23. This ensures up-to-date competency upon registration with the General Pharmaceutical Council.</p> <p>The assessment of competency will follow the national framework for accuracy checking, consisting of a 1000 item checking portfolio, a workplace exam and an interview/professional</p>	<p>At the employer meetings when developing our Pharmacy Technician programme it was stated that it is vital that our programme does cover knowledge and assessment of competence for the accuracy checking medication dispensed by others. This element has been part of our Pharmacy Technician training programme for the past seven years and remains in the programme. Accuracy checking is front loaded in the programme to support internal requirements of the trusts. The principles of accuracy checking are taught in class and reinforced by workplace training and observations. The Individual learning plan sets out specific targets for accuracy checks as per the employer's requirements.</p>	<p>The knowledge element of Accuracy checking will be introduced as Final Accuracy Checking at the start of year two. All trainees will have needed to have completed their 'Assemble dispensed items' assessments before commencing Accuracy Checking. Before a trainee can pass through the Gateway for EPA, the trainee must complete a log of a minimum of 500 accurately checked items, no errors, encompassing a range of prescription and product types appropriate to the workplace. Whilst completing the 500 items (minimum) log, the trainee must be holistically observed a minimum of three times by either the Educational Supervisor or UEA. Feedback must be given to the trainee on each holistic observation. The trainee is also required to write a report covering 1. A clear explanation of the trainee's own process for accuracy checking; 2. A discussion of the relevance of</p>

Apprenticeship Framework additional information – November 2020

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
		discussion with the learner's Buttercups tutor."		<p>information governance and clinical governance during the accuracy checking process; 3. An analysis of the accuracy check, giving examples of where the trainee is completing tasks which safeguard service users including children and vulnerable; 4. An analysis of common dispensing errors and their consequence for the patient. The report should also include Safeguarding procedures, SOPs, Legislation, policies and guidelines.</p> <p>The trainee is only permitted one restart. If a further error is made on the second attempt, the UEA Team must be contacted.</p> <p>Towards the end of year 2, the UEA will hold a mandatory assessment day at which the trainee must complete a practical assessment to check approx. 20 items in one hour under controlled conditions with no errors. If the trainee fails the assessment, they will have the opportunity to re-sit once. Upon successful completion, the trainee is not permitted to check without someone rechecking their work until they have completed the whole course including the End Point Assessment, have registered as a Pharmacy Technician with the GPhC, and their employer signed off</p>

Apprenticeship Framework additional information – November 2020

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
				their probationary form. The period between assessment and full sign off is referred to as the 'probationary period'.
Assessor Qualification requirements	<p>Assessors must:</p> <ul style="list-style-type: none"> • be a registered Pharmacist or a registered Pharmacy Technician who is occupationally competent in the area of practice to which the unit being assessed applies • hold or be working towards the appropriate Assessor qualification. Assessors holding legacy qualifications must be able to demonstrate that they are assessing to current standards • have credible experience which is clearly demonstrable through continuing learning and development. 	<p>The overarching role of the workplace training supervisor (WTS) is to guide apprentices through their education and training to become a registered healthcare professional. Therefore, it is important that the WTS is fully aware of, and trained for, the role they are about to take on. Each WTS will have to complete our WTS course prior to enrolment of their apprentice. It will cover:</p> <ul style="list-style-type: none"> • Introduction to their role and responsibilities, and those of others supporting the apprentice • Outline of how the programme works including training plans, e-portfolio, b-Hive and communication with Buttercups Training Supporting their apprentice – coaching and mentoring • Reviewing and assessing their apprentice's progress • How to deal with poor performance • Raising concerns – when and how • Learner handbook policies 	<p>Assessors must:</p> <ul style="list-style-type: none"> • be a registered Pharmacist or a registered Pharmacy Technician who is occupationally competent in the area of practice to which the unit being assessed applies • hold or be working towards the appropriate Assessor qualification. Assessors holding legacy qualifications must be able to demonstrate that they are assessing to current standards • have credible experience which is clearly demonstrable through continuing learning and development. 	<p>We welcome work-based assessors who have recognised assessor qualifications, plus the addition of the clinical supervisors that will provide the day to day training. We are also in the process of developing a work-based assessor training package based on the NOS which will be specific to our course.</p>

Apprenticeship Framework additional information – November 2020

	Bradford College	Buttercups Training	Highbury College	University of East Anglia (UEA)
		<ul style="list-style-type: none"> • Workplace training supervisor policies • Assessment of their ability to perform in the role • Declaration of their knowledge of the apprentice's good health and character at the start of the programme, unless being completed by their head office • Confirmation of their role 		