

# Pharmacy Technician (Integrated) Apprenticeship **PT(I)**

## Programme Information Pack

This document should be read by employers, apprentices and their workplace training supervisors prior to enrolment on the PT(I) with Buttercups Training.

**Having read this pack, it is then necessary to complete the enrolment paperwork to enrol an apprentice on the programme.**

# An introduction to the new standards for pharmacy technician training

If pharmacists are to take on a more patient-centred role, they need to be able to delegate the development of pharmacy support staff and the supervision of the medicine supply function to trained pharmacy technicians. On completion of the new Buttercups Pharmacy Technician (Integrated) Apprenticeship, successful apprentices can apply for registration with the General Pharmaceutical Council (GPhC) and become part of the professional healthcare team, with their own responsibilities and accountability.

If, as widely expected, supervision laws change, the pharmacist will be expected to take on roles outside the pharmacy environment and the responsibility for the functioning of pharmacy will fall on registered pharmacy technicians.

In October 2017, the GPhC published new standards for the initial education and training of pharmacy technicians. The new standards are set out to emphasise the focus on

person-centred professionalism in conjunction with communication and team working. The integration of learning and experience during the training programme allows the apprentice to acquire the knowledge and skills required and facilitates the achievement of the new standards.

This programme of learning is based on the new apprenticeship standards for pharmacy technicians issued in July 2019. For full details of the standards please click [here](#). The standard has a minimum duration of 24 months of training for apprentices working 30 hours per week or more. After the training period is completed the apprentice can undertake an end point assessment to assess if they have passed the qualification. For apprentices working less than 30 hours per week the minimum duration for the programme must be extended as per the funding rules.

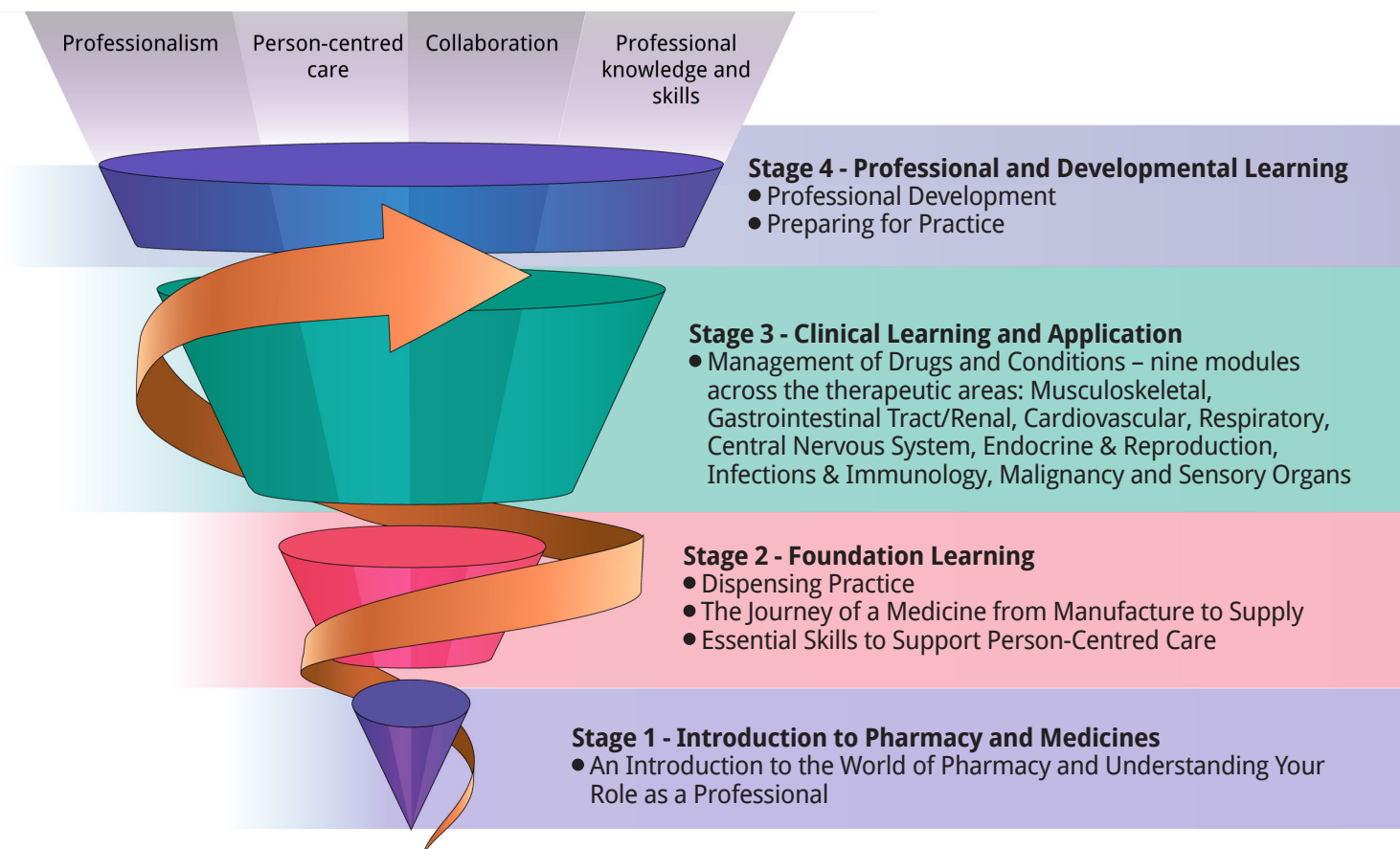
The programme is also recognised as a route to registration by the General Pharmaceutical Council (GPhC)

to meet their Initial Education and Training (IET) Standards for Pharmacy Technicians. Completion of this programme, however, does not guarantee registration as a pharmacy technician. That will be subject to further checks on health, character and work experience by the GPhC.

To meet the new regulatory requirements, the programme delivered by Buttercups Training has been completely redesigned and rewritten to blend work and study, allowing apprentices to develop the necessary skills, knowledge and behaviours they must demonstrate.

The programme is delivered using blended learning with a combination of e-learning, virtual classrooms and videos, led by Buttercups' tutors and overseen by a workplace training supervisor.

**The four domains (professionalism, person centred care, collaboration and professional knowledge and skills) are continuous themes through all stages of the programme.**



Applying the standards to deliver the required outcomes has allowed the Buttercups Training team to develop a novel teaching model, incorporating 15 modules across all four learning outcome domains:

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

The modules integrate all aspects of pharmacy practice, such as legal and professional issues, alongside the underpinning science, clinical knowledge, first aid and person-centred care. This provides rounded teaching for the scope of practice a pharmacy technician is expected to deliver in their day-to-day role. The teaching builds during the programme duration both in complexity and

range, so that topics are explored and revisited as knowledge and skills develop.

Within each module there will be teaching linked to the nine domains of the GPhC professional standards. Recognising that there are additional key elements relevant to the responsibilities of pharmacy technicians when delivering services to the public, the following are embedded throughout the modules:

- Safeguarding
- British Values
- Prevent
- Equality, Diversity and Inclusion

During the programme, there will be continuous monitoring of progression built into the teaching using a combination of interactive

tests and reviews. Further formative assessments will involve each apprentice developing an electronic portfolio of assessed activities such as tests, projects, continuing professional development (CPD), professional discussions and observations, to demonstrate they have reached the required standard to progress to their end point assessment.

The delivery of the assessments will be completed by Buttercups Training but a workplace training supervisor will also be involved with some assessments to provide workplace monitoring and feedback. In addition, assessment will be subject to quality assurance procedures and could require some assessments to be invigilated by the workplace training supervisor.

# Apprentice Information

## What is the role of a pharmacy technician?

**T**he role of pharmacy technician is a regulated profession, overseen by the General Pharmaceutical Council. It has developed significantly over the last few years and is now recognised as playing a key role in all areas of pharmacy work.

The pharmacy technician is usually involved in all aspects of managing the supply of medicines. This includes preparing and dispensing medicines and giving advice to patients and customers. In community pharmacy, pharmacy technicians may also be involved in delivering some public health services, such as advice on stopping smoking. In hospitals, they may have an administrative role, providing a link between wards, patients and the pharmacy or they may manufacture medicines, perhaps under sterile conditions, where ready-made preparations are not available. Some pharmacy technician roles involve taking medicine histories from patients, reviewing medicines and giving advice on different treatment options for patients.

Wherever you work as a pharmacy technician, you will need to be confident to work with a variety of people, have good communication

skills, including listening and explaining clearly, and be well organised.

As a registered pharmacy technician you could be involved in areas such as:

- medicines management
- manufacturing
- aseptic dispensing
- quality control
- training and development
- procurement
- information technology
- clinical trials
- medicines information
- supervision
- management of staff

Find out more about being a pharmacy technician: [www.healthcareers.nhs.uk/pharmtech](http://www.healthcareers.nhs.uk/pharmtech)

The training consists of a minimum of two years' work-based experience under direction of a pharmacist or pharmacy technician registered with the GPhC, depending on the apprentice's working hours

Please [click here](#) to view a video for more information about the programme.



# Apprentice requirements for programme entry

**B**uttercups Training will take appropriate steps to ensure a fair and robust entry to the programme. Prior to enrolment, we will need to assess your potential to become a pharmacy technician given your current ability, health and character, and any support we may need to provide to enable you to achieve your potential.

To do this Buttercups Training will require enrolment forms to be filled in by you, together with your employer and your workplace training supervisor.

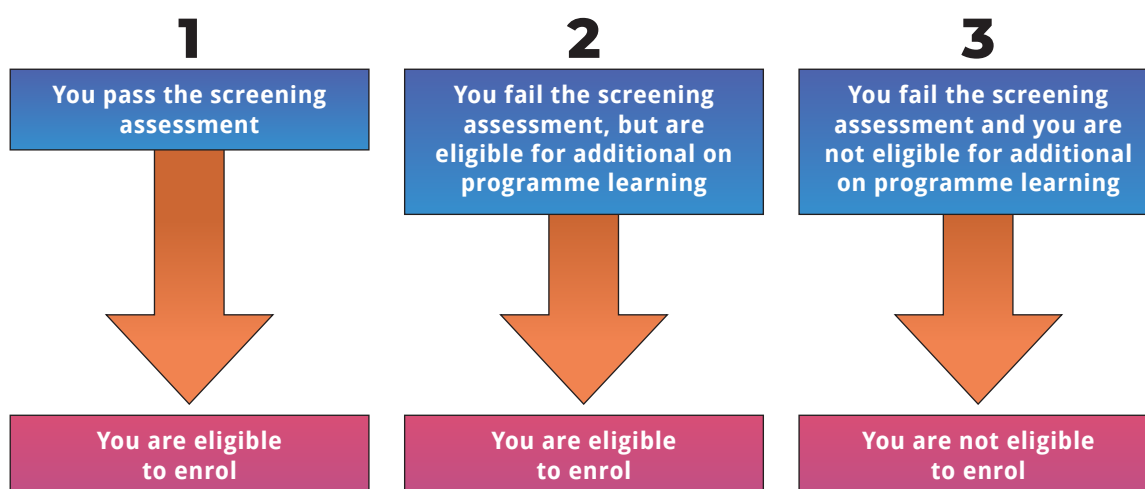
Each applicant will then undertake a screening assessment to ascertain if your current level of maths, English and science meets the following minimum education requirements:

- 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

The screening assessment has three tests completed online:

- Maths: 81 questions - pass mark: 70% - suggested time 90-120 minutes
- English: 91 questions - pass mark: 70% - suggested time 90-120 minutes
- Science: 60 multiple choice questions based on chemistry and biology - each section of 10 questions requires 50% to pass - 60 minutes

Depending on the results of the screening assessment and your previous qualifications, there will be three potential outcomes of the screening:



You will also need to complete a declaration as part of this screening to confirm you have good character and adequate health to begin training as a pre-registration pharmacy technician. We will require your employer or workplace training supervisor to declare any knowledge that could affect your ability to become a pharmacy technician. If you have been employed with your current employer for under two years, we would require your employer to demonstrate safer recruitment practices, to check on your health and character at the point of employment.



# Employer/Workplace Training Supervisor Information

## Understanding the new programme

**This programme is unlike any pharmacy technician training course you may have used before, including those we have delivered in the past.**

**T**his programme is more akin to the pre-registration pharmacist model of work-based learning with increased workplace supervision and monitoring, alongside the demonstration of practical learning outcomes. The broader range of the learning outcomes will give apprentices leadership and management skills, so they can develop both their personal and professional skills to become a safe, effective and reliable healthcare professional. In essence, think of this as a training post to upskill your member of staff to become an autonomous leader of tomorrow.

## Employer/workplace requirements for programme entry

**A**ny employer approaching Buttercups to use the Pharmacy Technician (Integrated) Apprenticeship for their employees will need to be screened to ensure they can provide the apprentice with the opportunity to flourish in the role of a pre-registration pharmacy technician.

When screened as an employer you need to demonstrate you can provide an appropriate and supportive workplace environment for the prospective apprentice. We consider factors such as:

- Suitability of the workplace to provide the necessary vocational experience
- Availability of a suitable workplace training supervisor (WTS)
- Number of other apprentices and qualified staff in the workplace
- Procedures in place to allow for continuity of training placement/supervision
- Satisfactory regulatory inspection report of workplace
- Ability to provide off-the-job training time for the apprentice and support for WTS
- Ability to confirm good character checks/health checks have taken place
- Agreements being in place between workplace supervisor, employer and Buttercups Training for the duration of the programme

The process for this screening will depend on whether the employer has multiple training sites or just one site. Those with multiple sites will have some screening completed at head office level and other criteria assessed at a training site level to make the process more efficient.

Those who are single site employers will have all screening completed at site level.

Buttercups Training uses a risk-led screening process to ensure a training site is suitable for enrolling an apprentice to complete the programme. If screening indicates there could be a significant risk, we may do further investigations or visit the site to check for suitability.

If a low risk is identified, this will be logged on the apprentice record then reviewed and managed by Buttercups Training during the programme. If the risk subsequently changes, it will be reported to our Head of Centre who will revisit the case and take appropriate action.

## Workplace training supervisor (WTS) role

**T**he delivery of this course is a three-way partnership between the workplace training supervisor (WTS) appointed by the employer, the apprentice and Buttercups Training. The overarching role of the WTS is to guide apprentices through their education and training to become a registered healthcare professional.

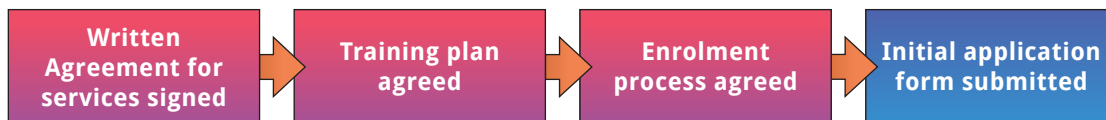
Therefore, it is important that the WTS is fully aware of, and trained for, the role they are about to take on. Each WTS will have to complete our WTS course prior to enrolment of their apprentice. It will cover:

- 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 communications 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
- 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

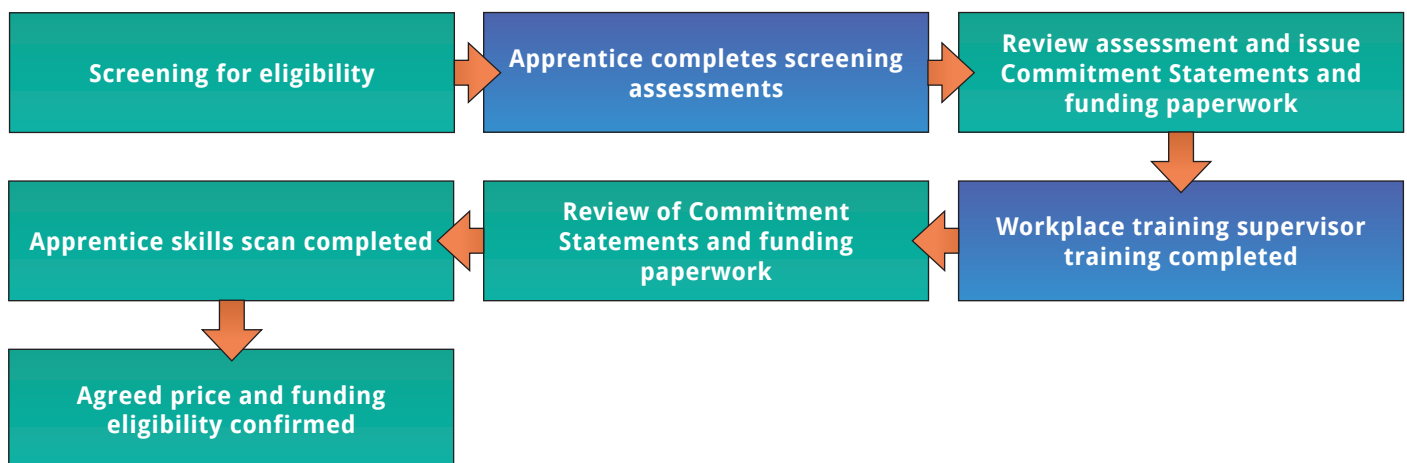
# Programme Delivery Overview

Employer Buttercups Site level Joint responsibility

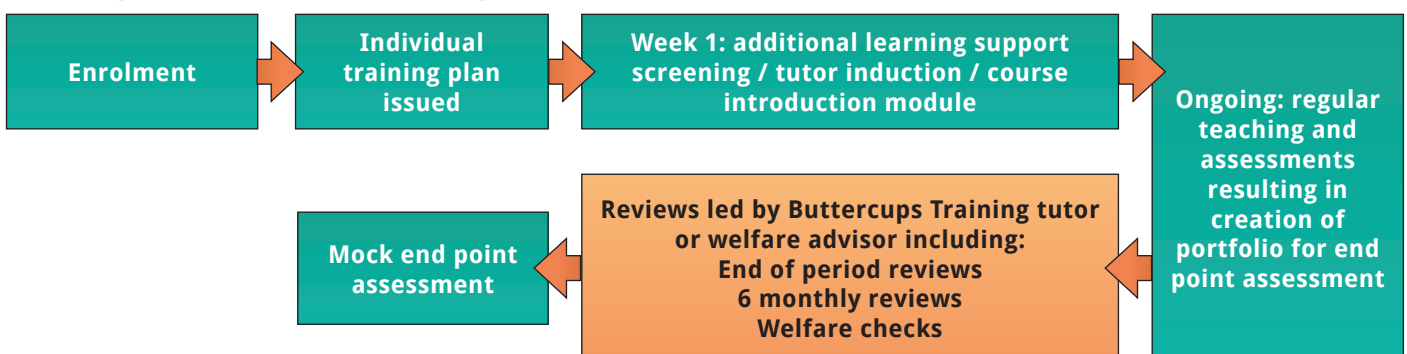
## Stage 1 (Application)



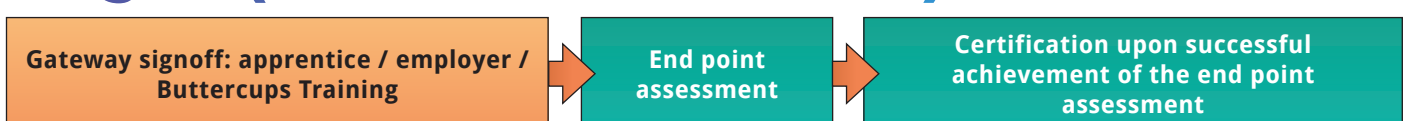
## Stage 2 (Screening & Pre-enrolment)



## Stage 3 (On Programme)



## Stage 4 (End Point Assessment)



# Roles and Responsibilities

## Expectations of all parties involved in the delivery of the programme

All parties involved in the programme delivery must be aware of their roles and responsibilities, which will be agreed on the Commitment Statement for the apprentice and workplace training supervisor, and in the employer agreements for the employer and Buttercups Training.

Any breach of these roles and responsibilities can initially be dealt with informally, if less serious, but if persistent or more serious will be dealt with via the *Troubleshooting Guide* in the Learner Handbook.

The roles and responsibilities below will make reference to the following guidance documents:

### **GPhC documents:**

- Standards for pharmacy professionals
- Guidance on confidentiality
- Guidance on raising concerns
- Guidance on religion, personal values and beliefs
- Guidance on supervising pharmacy professionals in training

### **Buttercups' Fitness to Practise policy**

## Employer roles and responsibilities

**B**uttercups Training will require an agreement with the employer to be in place before the enrolment process can commence. This outlines the expectations for them to provide the relevant resources, infrastructure and support for both the apprentice and the workplace training supervisor, which will allow them to meet the requirements of the programme.

### **The employer must:**

- Directly employ and pay the apprentice for the time they are in work and when completing their 20% off-the-job training hours
- Be fully committed to safeguarding and promoting the welfare of the apprentice
- Treat the apprentice fairly and reasonably like the rest of the workforce and not discriminate or act unfairly against the apprentice
- Provide the apprentice with appropriate support and supervision whilst training
- Appoint and support the workplace training supervisor to fulfil their role
- Notify Buttercups Training if the apprentice's employment is terminated for any reason. If this is due to redundancy, then allow the transfer of the programme to another workplace if the apprentice or Buttercups Training are able to arrange one and provide the date of redundancy alongside a copy of the apprentice's redundancy notice
- Inform Buttercups Training of any matters or issues arising that will or may affect the apprentice's learning, development and progression. This includes informing Buttercups Training if the apprentice has an unauthorised absence from work or leaves their employment
- Permit a break in learning for an apprentice, where the circumstances require and allow it
- Allow Buttercups Training and any quality assurance organisations involved in the delivery of the programme onto the employer premises, to carry out assessments and quality checks when required
- Allow Buttercups Training to send important updates to the apprentices and workplace training supervisors directly

In addition, there must be a range of systems in place to support apprentices to achieve the relevant learning outcomes within the programme.

These will include but is not limited to:

- Induction and recruitment procedures which include processes for raising concerns, whistleblowing, anti-bullying, grievance and safeguarding of employees
- Effective supervision and leadership available
- An appropriate and realistic workload for staff at the training site
- Time to learn and facilitate that learning
- Access to relevant resources including sufficient IT facilities to provide the apprentice and workplace training supervisor with access to Buttercups Training's online learning resources and webinars, without disrupting the provision of pharmacy services to patients

## Workplace training supervisor roles and responsibilities

It is essential all apprentices understand the GPhC Standards for Pharmacy Professionals, which are embedded in the programme. It is part of the WTS's responsibility to ensure apprentices are aware of how the standards apply to their practice. The standards should be used as a tool to prepare apprentices for registration as a pharmacy professional.

You should also make sure apprentices understand what is expected of them as a professional, when their religion, personal values or beliefs have the potential to impact on their willingness to provide certain services. See GPhC Guidance on Religion, Personal Values and Beliefs.

Your feedback helps your apprentice develop their skills and confidence during their training, allowing them to develop into a fully competent professional. It should be:

- Constructive
- Given on a regular basis to support ongoing development
- Given at an appropriate time to ensure the apprentice understands the feedback

Your role will include the responsibility to assess your apprentice's progress as a key part of their development.

It is your responsibility to inform Buttercups Training of any matters or issues arising that will or may affect the apprentice's development and progress. You will be able to review the apprentice's real time progress using the b-Hive dashboard reporting and analytics function, alongside accessing their assessment e-Portfolio. It is essential that any concerns around progress are picked up in a timely manner and an action plan agreed so that additional support can be put in place with Buttercups Training, if required.

Within your role, you will have a responsibility to respect your apprentice's right to privacy and confidentiality. This is crucial to build a respectful, positive working relationship. However, **if it is in the public interest to do so**, a WTS may be required to disclose relevant information about their apprentice to Buttercups Training or another relevant organisation without the consent of their apprentice.

If this is the case, the supervisor should tell their apprentice if they have disclosed, or intend to disclose, information about them to another person or organisation. See GPhC Guidance on Confidentiality.

It is important that each WTS is made aware of what 'good practice' in this area looks like. This could include referring to professional bodies, careers advisors or other pharmacy organisations, including Buttercups Training and support services.

It is your responsibility to raise serious concerns that relate to a fitness to practise issue that cannot be resolved locally or could affect the apprentice's suitability for future registration. Serious concerns include those which may be criminal or may have significant safety implications for patients, members of the public or members of the pharmacy team. For more information please see Buttercups' Fitness to Practise policy and GPhC Guidance on Raising Concerns.



### In summary the workplace training supervisor must:

- Be a pharmacist or pharmacy technician registered with the GPhC
- Not have a significant relationship with the apprentice
- Complete a training course with Buttercups Training prior to the apprentice being enrolled
- Work in the same site as the trainee for at least 14 hours per week
- Act, at all times, as a professional role model

### Their main roles and responsibilities are:

- Prior to the enrolment of their apprentice complete an online Buttercups Training WTS course
- Complete an induction with their apprentice so they know what is expected of them and when it is expected
- Facilitate placements and opportunities for their apprentice to allow them to follow their training plan and complete assessments
- Facilitate at least 20% of the apprentice's working time each week as off-the-job training and allow additional training time for English and maths learning as required
- Meet with the apprentice at least once a month to review their progress and document it in their portfolio
- Act as a mentor and / or coach in the workplace, offering constructive feedback and advice throughout the apprentice's training to aid progression through their educational programme
- Delegate tasks within the apprentice's area of competency
- Demonstrate leadership in their role
- Provide feedback to Buttercups Training on the apprentice's performance when requested
- Complete an appraisal of the apprentice's performance every six months
- Where necessary, report to Buttercups Training if the apprentice's health (physical or mental) could cause harm to themselves or others
- Raise concerns with Buttercups Training if the apprentice demonstrates unprofessional behaviours or unsafe practice
- To treat the apprentice fairly and reasonably, like the rest of the workforce, and not discriminate or act unfairly against the apprentice

There is more detailed information on the responsibilities of those who are supervising the training of pharmacy professionals in the GPhC Guidance on Supervising Pharmacy Professionals in Training.

## Apprentices roles and responsibilities

The first step on the training journey is to complete the Commitment Statement, funding paperwork and initial screening to check your eligibility for entry to the programme, and allow Buttercups Training to confirm you have the right attributes to train as a healthcare professional as described in the GPhC Standards for Pharmacy Professionals.



The standards explain the knowledge, attitudes and behaviours that will be expected of you during the programme, and if you apply to join the register. If you have been in your current workplace for less than two years, further checks and references will need to be completed by your employer, which you may need to assist with.

On your programme you will be expected to develop your skills and confidence during your training, allowing you to develop into a fully competent professional.

Buttercups Training will provide a personal tutor to work with you and your employer will provide a suitable WTS. In the first week your WTS will agree a training plan with you which will form the basis of supporting your development as you progress through the programme. The plan will include:

- Previously identified learning needs for progression during your training
- Realistic agreed targets
- Details of your training activities

during the programme

- Details of activities and assessment you will need to undertake to help the WTS and Buttercups Training assess your ongoing performance
- Activities which will count towards your 20% off-the-job training time

Your Buttercups tutor and WTS have the responsibility to monitor your progress as a key part of your development. The WTS's evaluation is an essential element in determining the final assessment of your competence to join the register. Feedback from them should help you to develop your skills and confidence during your training, allowing you to develop into a fully competent

professional. You should engage with that feedback positively.

The Buttercups tutor and WTS have a responsibility to respect your right to privacy and confidentiality. However, if it is in the public interest to do so, they may be required to disclose relevant information about you to Buttercups Training or another relevant organisation without your consent. If this is the case, they should tell you if they have disclosed, or intend to disclose, information about you to another person or organisation.

See GPhC Guidance on Confidentiality.

Your Buttercups tutor or WTS should be able to support you both professionally and with issues of a more personal or emotional nature. This could mean considering safeguarding procedures, such as putting certain measures in place to make sure you are fit to practise or refer you elsewhere for support if they cannot help you. This could include referring you to professional bodies, careers advisors or other pharmacy organisations, including Buttercups Training and support services.

It is the responsibility of all parties to raise serious concerns that relate to a fitness to practise issue. Although any known issues will have been checked on enrolment, new issues may arise during the programme that should be reported. It is always best for you to report these issues yourself, but your WTS and Buttercups tutor also have a duty to report them directly to Buttercups Training and, if necessary, the GPhC or another relevant person or body. Serious concerns would include those which may be criminal or may

have significant safety implications for patients, members of the public or members of the pharmacy team. For more information please see Buttercups Training's Fitness to Practise Policy.

As part of your programme you will be required to participate in an appraisal of your performance every six months with your WTS. This will cover your progression through the programme alongside the development of your knowledge, skills and behaviours to meet the learning outcome for the programme. You will be able to review your real time progress using the b-Hive dashboard reporting and analytics function. It is essential that any concerns around progress are picked up in a timely manner and an action plan agreed to get you back on track. Additional support can be put in place if necessary. If there are circumstances due to illness or issues within the workplace, your training may be extended.

You will be provided with a learner handbook outlining all the policies

governing your programme, which include policies enabling you to raise a grievance or raise a concern about your training or make an appeal against an assessment.

In addition, you will be supported by Buttercups Training's learner support team who can deal with your queries. Outside of office hours, Buttercups Training has a dedicated learner support phone line open evenings and weekends which is operated by tutors. If you cannot contact Buttercups Training by phone or you need a less urgent response, you can make contact via the programme website or email.

Buttercups Training will give you the opportunity to raise any welfare and/or safeguarding concerns and have a 'Stay Safe' website, which is a resource designed for keeping you safe. The website details the different types of issues you may face and provides information and resources on how to recognise, report and resolve them.

#### **In summary apprentices must:**

- Not train anywhere where they have a significant financial interest or have a significant relationship with a director or owner
- Commit to the successful completion of the programme within the minimum duration time frame
- Complete and submit work according to their training plan
- Participate in end of period review calls and meetings with their workplace training supervisor and Buttercups Training
- Prepare and participate in an appraisal of their performance every six months
- Submit all work electronically via the e-portfolio unless directed otherwise
- 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/issues arise that could affect their learning, development or progression. If appointments are repeatedly missed, then the WTS will be informed
- Comply with the policies, regulations and procedures of the programme found in the course materials and/or learner handbook
- Report any issue in the workplace to Buttercups Training if they are unable to resolve it locally
- Engage positively with learning and feedback
- Seek help from Buttercups Training when they have concerns around their health, ability or progression on the programme

# Buttercups Training roles and responsibilities

As the training provider, Buttercups Training has responsibilities towards the management, teaching and assessment of the programme. Our responsibilities can be split into the following areas:

## Management of the programme with the employer

It is the responsibility of Buttercups Training to manage the process of creating agreements with the employer. These agreements will set out the separate roles and responsibilities of all parties for programme delivery and will reflect the principles in the Buttercups Training PT(I) programme manual.

Buttercups Training will agree any development of a training plan requested by the employer as part of the agreement process prior to enrolment. This will set out how Buttercups Training will deliver the programme in line with the programme's teaching and learning strategy and assessment strategy.

In addition, Buttercups Training will provide access for the employer to review real time progress of their apprentices using the b-Hive dashboard reporting and analytics function.

## Pre-course responsibilities

It is the responsibility of Buttercups Training to take appropriate steps to ensure that the process of entry onto the programme is fair, robust and follows the IET standards, to identify suitable applicants who meet fitness to practise requirements and have the right attributes to train as a healthcare professional.

In addition, Buttercups Training has a responsibility to ensure that the selected training site meets its standard criteria, and there is a workplace training supervisor appointed with suitable skills and time to oversee the apprentice in the workplace.

## Ongoing responsibilities

Buttercups Training has the responsibility to teach and assess the programme, including end point assessment by providing appropriately trained staff, resources and quality assurance measures to meet the outcomes laid down by the apprenticeship standards, Ofsted and the Institute for Apprenticeships.

Buttercups Training will host and manage the systems for teaching and assessing the programme. In addition, they will continually monitor progress and at 12 weekly intervals formally review the training plan alongside the apprentice and their workplace training supervisor. Buttercups Training will also communicate progress to employers and raise any concerns at the earliest opportunity.





**A summary of Buttercups Training's responsibilities are as follows:**

- Ensure that the training meets the requirements set out in the apprenticeship standard
- Manage the process of creating formal agreements with the employer
- Agree a training plan for the programme that is suitable for any specific needs of the employer and meets the learning outcomes for the programme
- Screen the employer and workplace training site for suitability
- Check the apprentice's eligibility for enrolment on the programme
- Provide an induction, explaining the learning programme and facilities available to the apprentice
- Providing a training course for the workplace training supervisor
- Provide an appointed Buttercups tutor on enrolment
- Review the apprentice's progress at the end of each period of training over the phone
- Support the apprentice to develop new knowledge and skills for both for their programme and for their personal development
- Provide a range of support for the programme, including welfare support and an out of hours helpline
- Monitor that the apprentice is being given off-the-job training time during the programme and that activities documented as off-the-job training are eligible for off-the-job training as per the funding rules
- Communicate progress with the workplace training supervisor and, where required, the employer's head office
- Liaise with relevant parties over any issues that arise during the programme, in line with the *Troubleshooting Guide* and the related policies

**In addition, the appointed Buttercups tutor for the apprentice will:**

- Assess and provide timely feedback on submitted assessments on a monthly basis
- Provide teaching sessions for apprentices when required
- Answer apprentice queries as and when they arise
- Monitor progression throughout the programme
- Liaise with the workplace training supervisor during the programme to facilitate progression of the apprentice
- Manage course deadlines and extensions within guidelines from Buttercups Training and employers
- Maintain accurate records in the apprentice management systems, including e-portfolio
- Liaise with specialists when there are additional needs for apprentices
- Liaise with other Buttercups Training teams to raise concerns to employers where appropriate

**In addition, the Internal Quality Assurance team will:**

- Monitor the assessment decisions of the Buttercups tutor
- Monitor the teaching quality of the Buttercups tutor
- Review any appeals on assessment decisions
- Review any competence issues raised by Buttercups tutors, employers or workplace training supervisors
- Investigate any malpractice allegations

