

LEVEL 6 (NON-DEGREE)
ENHANCED CLINICAL PRACTITIONER
FOR PHARMACY TECHNICIANS
APPRENTICESHIP

Programme
Information Pack

Table of Contents

1. Programme Overview	3
2. Programme Entry	4
3. Glossary of Terms.....	4
4. Delivery of the programme	5
Full Programme and Pathways	5
Delivery Plan	5
Programme Regulations and Policies.....	7
5. Roles and Responsibilities for Programme Delivery	7
Learner	7
Workplace Training Supervisor (WTS).....	8
Training Provider	9
6. Teaching Overview	11
Teaching Methods.....	11
Monitoring Interventions	11
7. Assessment Overview.....	11
Assessment Plans	12
Types of Assessments.....	12
Programme Sign-off	12
8. Quality Management	13
Internal Quality Assurance and Teaching Assessment	13
External Quality Assurance	13
Quality Assurance of Teaching Materials	14
10. Learner Support	14
Troubleshooting.....	14

1. Programme Overview

In recent years, the introduction of integrated care models to support person-centred care has emerged within the NHS, with pharmacists taking on greater duties such as independent prescribing.

Pharmacy technicians work as part of multi-disciplinary clinical teams across a range of sectors including ward-based in hospitals, care homes and general practice. Pharmacy technicians use enhanced levels of clinical judgement, skills and knowledge to optimise patient medicines along with their pharmacist colleagues. They can critically evaluate and analyse clinical problems using their expertise and clinical knowledge, seeking out and applying relevant evidence, enhanced clinical assessments, diagnostics and interventions to make clinical decisions.

The Level 6 (non-degree) Enhanced Clinical Practitioner for pharmacy technicians apprenticeship aims to provide core knowledge and skills to pharmacy technician professionals who work at an enhanced level of practice with specific knowledge and skills in a field of expertise. It is applicable to pharmacy technicians who are working in clinical roles in all related sectors whilst providing flexible learning opportunities to allow individuals to gain confidence in their own workplace. The ECP apprenticeship programme is designed to empower learners to take the next step in their careers and be recognised for the enhanced roles that they are undertaking to support the NHS, and the growth and development of their profession.

The programme will be delivered to learners 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 and will take 15 months to complete, followed by up to three months of end point assessment. Buttercups Training is committed to supporting the NHS with its long-term plan. With particular focus on the development of clinical pharmacists, it is vital that there is a pipeline of other suitably qualified professionals to work as part of the wider team and upskilling pharmacy technicians is a key element of this. To meet this requirement, Buttercups' use of blended learning will allow us to deliver the programme at scale and pace, but more importantly, encourages a culture of continuous learning and improvement by completely integrating training with the learner's job role. This delivery model for the ECP programme allows us to accommodate the diverse needs and working patterns of the workforce, thereby promoting workforce sustainability, whilst removing both the cost and environmental impact associated with travel, creating an accessible model of learning available to all, regardless of geographical location. The flexibility of the delivery model allows apprentices and employers to balance the demands of the apprenticeship with the demands of front-line service delivery.

The programme comprises assessments linked directly to the knowledge, skills and behaviours required of the apprenticeship standard, to achieve Gateway requirements. Apprentices will be required to regularly submit formative assessments to build a portfolio of evidence throughout the programme which allows the tutor to regularly assess competence against the outcomes, whilst also meeting the portfolio requirements for EPA. Along with delivering a holistic learning experience throughout the programme, preparation for Gateway is key to ensure that these learners are comfortable and confident to achieve end-point assessment first time, supporting Buttercups' QAR and timely completion rate.

To enable tripartite programme delivery, a Workplace Training Supervisor (WTS) will be assigned to provide guidance throughout the programme, giving an additional level of insight and support to the learner in the workplace. To ensure that the learner is given the correct level of assistance for the enhanced clinical role that they are undertaking, the WTS should be a healthcare professional, registered with one of the UK health regulators, who is also an experienced clinical practitioner and regularly works alongside the learner. The WTS requires an appropriate level of experience, good communication skills and the ability to be an exemplary role model. The WTS will provide the learner with encouragement and guidance and can signpost to resources / specialists when required, whilst ensuring the off-the-job (OTJ) requirements are met. They are provided with a short training course prior to starting their role as a WTS, to optimise the support they will provide.

2. Programme Entry

Buttercups Training will take appropriate steps to ensure fair and robust entry to the programme.

To be eligible for this apprenticeship programme, learners must be working in a clinical setting and registered as a pharmacy technician with the General Pharmaceutical Council (GPhC). Clinical settings may be a wide range of locations such as ward-based roles, GP practices, care homes, private health care etc. Roles can include: medicines management pharmacy technicians, medicines optimisation pharmacy technicians and those providing clinical services within GP and community pharmacy settings.

To undertake this apprenticeship programme, learners should be working for at least 21 hours per week and must receive off-the-job training time in line with the Funding Rules, this includes being able to attend online tutorials and workshops. The rationale for setting minimum working hours is to ensure that learners can complete the programme within a reasonable time frame to support their personal ambitions as well as meeting the requirements for qualified staff our employers for the apprenticeship have. Apprentices must have access to the internet and IT facilities including audio (headphones) and visual (web camera) equipment. Full system requirements can be [found here](#). Throughout the programme, learners will have access to a named Buttercups tutor in addition to their workplace training supervisor and a discussion forum to network with peers on the programme. This will allow learners to build a professional relationship with not only an experienced tutor to facilitate their learning journey, but also peers that will become part of their professional network throughout their career.

3. Glossary of Terms

- **Assessment Criteria:** These are specific learning requirements within each unit of learning. They are mapped to the knowledge, skills and behaviours that must be achieved during the apprenticeship programme.
- **Workplace Training Supervisor (WTS):** A clinically experienced colleague who is a registered professional and willing to support the learner throughout the apprenticeship programme.
- **Training Provider:** Is Buttercups Training and is responsible for delivering the training programme.
- **Employer:** Is the employer of the apprentice 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:** Is the apprentice working within a suitable workplace environment and clinical role to meet the requirements of the programme.
- **b-Hive:** Buttercups' bespoke e-learning platform which is used for the delivery of the teaching in the Enhanced Clinical Practitioner programme.
- **e-Portfolio (OneFile):** The e-portfolio used by learners to build portfolio of evidence required to demonstrate knowledge, skills and behaviours for the apprenticeship.
- **Apprenticeship Occupational Standard:** This is a description of the occupation, which includes an occupational profile and details the knowledge, skills and behaviours required to undertake the role to a nationally recognised level of competence.
- **Gateway:** The requirements that need to be met to access the end-point assessment for this apprenticeship standard.
- **End-Point Assessment (EPA):** The final stage of the apprenticeship programme for learners and employers, during which learners are independently assessed against the outcomes detailed in the assessment plan for the apprenticeship standard.
- **End-Point Assessment Organisation (EPAO):** The organisation that will provide the independent assessment for EPA.

4. Delivery of the Programme

Full Programme and Pathways

The programme will be delivered during a typical period of 15 months (for FTE learners), during which time learners undertake a programme of teaching, collate a portfolio of activities across multiple units and undertake regular reviews of their development and progress with their Buttercups tutor and WTS. For apprentices contracted to work fewer than 30 hours per week, the typical duration of 15 months is extended pro-rata in line with Funding Rules and is reflected in the individual training plan (ITP).

On completion of all elements of the apprenticeship programme, the learner will be put forward for end-point assessment which typically takes a further three months. This is when the independent assessment will be undertaken to determine whether the apprentice has met the standards and completed the apprenticeship.

Delivery Plan

The ECP programme is designed to support personal and professional development in a clinical role as a pharmacy technician. The training has been designed to meet the Level 6 Enhanced Clinical Practitioner apprenticeship standards covering 10 duties.

Duty 1	Be an accountable professional acting in the best interests of people, putting them first and providing complex clinical care that is evidence-based, person-centred, safe and compassionate.
Duty 2	Use existing knowledge and expertise and enhanced levels of clinical judgments to independently undertake complex and holistic assessments.
Duty 3	Act independently to plan, deliver, monitor and evaluate complex care using enhanced clinical assessments, diagnostics and interventions.
Duty 4	Act as an expert resource within their own organisation and for external agencies.
Duty 5	Develop, deliver and evaluate education and training opportunities for others within own scope of practice.
Duty 6	Communicate effectively in challenging environments and situations with patients, their families/ carers and the multi-disciplinary team.
Duty 7	Promote and encourage innovative clinical practice to support a culture of excellence within the wider health and care team.
Duty 8	Lead and manage unpredictable and unplanned clinical situations.
Duty 9	Participate in resource management, strategic service development, planning and service improvement.
Duty 10	Lead, monitor, develop and appraise staff and learners.

The programme includes five core units of teaching and one clinical unit where learners select a clinical speciality. For full time learners, most units are designed to be completed over a period of approximately 8 weeks, except for units 4 and 5.

Delivery Plan

(ECP apprenticeship lasting 15 months (equivalent to 15 periods) to achieve Gateway and typically three months for EPA).

Period of Training	Unit	Content
1 and 2	Introduction 1. Communication Skills	Introduction to the Enhanced Clinical Practitioner Apprenticeship: - Roles and responsibilities of apprentice, WTS and Buttercups tutor; programme structure and assessment guidance Communication Skills in a Healthcare Setting: - Professional skills to support person-centred care; methods of communication; professionalism
3 and 4	2. Theory of Diagnostics	Screening and Testing Patients in a Healthcare Setting: - Laboratory tests (blood, urine) - Diagnostic imaging (X-ray, scans) - Diagnostic measurements (ECG, lung function, allergy, EEG) - Clinical skills development - Testing (drug, alcohol, antibodies) - NHS health check and screening programmes - Optimisation of medicines through diagnostic results
5 and 6	3. Critical Thinking and Professional Judgements	Making Decisions in a Healthcare Settings: - Critical thinking processes; decision making skills - Professional judgements; professional practice - Clinical judgements; problem-solving
7 - 9	4. Clinical Skills Development	Specialist Clinical Skills Topics Selected From: antimicrobial stewardship; cardiovascular conditions; diabetes; respiratory conditions; neurological conditions: - Physiology and conditions of the speciality topic - Medicines used in the management of conditions of the speciality topic - Medicines optimisation; evidence-based management; advice and managing complications of speciality topic conditions
10-13	5. Research and Leadership Skills	Research Skills: - Quantitative and qualitative research skills; data collection and analysis; ethical considerations - Project management skills Leadership Skills: - Leading yourself and a team; working in an MDT; audit and quality improvement
14 and 15	6. Gateway preparation	Preparation for Gateway: - Creation of a showcase portfolio of evidence - Submission of a quality improvement proposal
16-18	End-Point Assessment	Completion of quality improvement proposal report Submission of report and quality improvement report Question and answer session Professional discussion

Programme Regulation and Policies

The programme has a full range of policies and resources with the aim of having clear, fair and robust processes for all learners. These are available for the learner to access from their learning platform at all times.

The learner handbook contains the following policies and procedures:

- Accessibility Guide
- Additional Learning Support Policy
- Anti-Bullying Policy
- Apprenticeship Standard Information
- Break in Learning
- Centre Appeals Procedure
- Change in Circumstances
- Consent to share
- Data Protection
- Dealing with Malpractice
- EDI policy
- Employer Complaints Policy
- Extenuating Circumstances Form
- e-Portfolio Guide
- E-safety policy
- Fitness to Practise Policy
- GPhC Standards for Pharmacy Professionals
- Learner Absence Policy
- Learner Code of Conduct
- Learner Grievance Procedure
- Plagiarism Policy
- Prevent Policy
- Programme Manual
- Safeguarding Policy
- Referencing Guide
- Reporting Concerns Form

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 onboarding and enrolment process.

Any breach of these responsibilities can be dealt with informally if less serious, but if persistent or more serious, will be dealt with via the Troubleshooting Guide.

Learner

Before the start of the programme, the apprentice will be required to sign a Commitment Statement. This sets out the agreement made by all parties involved in the apprenticeship.

After enrolment, Buttercups Training will provide a named tutor to support the learner and their employer will

provide a suitable workplace training supervisor (WTS). This tripartite arrangement is maintained throughout the programme through to Gateway and end-point assessment, providing consistency throughout the learner's journey. As part of the enrolment process, the apprentice and WTS will agree an individualised training plan (ITP) which forms the basis of supporting learning and development throughout the on-programme duration.

The ITP will include:

- The learning needs for progression during the apprenticeship
- Details of teaching activities during the programme
- Details of activities and assessment that allows the WTS and Buttercups Training tutor to assess ongoing performance and development across the duration of the apprenticeship
- Activities that contribute towards off-the-job training time, which help to develop the required knowledge, skills and behaviours set out in the apprenticeship standard
- Realistic agreed targets based on programme duration

The ECP programme includes scheduled appraisals of performance at the end of period 5, 11 and 15. These take place in addition to more frequent reviews and include a deep dive review of progress against the knowledge, skills and behaviours for the apprenticeship. These appraisals ensure that concerns relating to progress or competence are picked up in a timely manner and an action plan agreed where appropriate. Additional support can be put in place if necessary, during any stage within the apprenticeship programme. Apprentices are provided with a learner handbook outlining policies governing the programme.

In summary learners must:

- Commit to the successful completion of the programme within the duration outlined by the ITP
- Complete and submit work according to the training plan
- Participate in review calls and meetings with their workplace training supervisor and Buttercups tutor
- Prepare and participate in an appraisal of performance at periods 5, 11 and 15
- Submit all portfolio work electronically via the e-Portfolio unless directed otherwise
- Inform Buttercups Training should they be off work for a period (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 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
- Where relevant, participate in an English and maths assessment and complete any training needs identified

Buttercups Training and WTSs are required to support learners both professionally and pastorally. This includes ensuring compliance with safeguarding and Fitness to Practise (FtP) procedures. All parties are given information in relation to referring to professional bodies, careers advisors or support services. Learners are expected to disclose any known issues on enrolment, however new issues may arise during the programme. These must be reported. It is always best for the apprentice to self-report issues, but the WTS and Buttercups tutor also have a duty to report directly to Buttercups Training who may refer to other relevant persons or bodies if necessary. Serious concerns would include those which may be criminal or may have significant safety implications for patients, members of the public or colleagues.

Workplace Training Supervisor (WTS)

A workplace training supervisor (WTS) must ensure that learners understand how the apprenticeship standards apply to their practice and help them identify activities and produce evidence that prove they meet the required knowledge, skills and behaviours.

WTS feedback helps the learner to develop skills and confidence during their apprenticeship, allowing them to develop into a fully competent professional. Feedback should be:

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

The WTS role includes the responsibility to assess learners' progress as a key part of their development. It is the WTS's responsibility to inform Buttercups Training of any matters or issues arising that will or may affect the learner's development and progress. WTSs can review apprentices' real time progress using tools such as the b-Hive dashboard reporting and analytics function, alongside accessing the 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.

The WTS has a responsibility to respect the learner'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 the learner to Buttercups Training or another relevant organisation without the consent of the 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.

Through WTS training, it is the responsibility of Buttercups Training that each WTS is made aware of what 'good practice' looks like. This could include referring to professional bodies, careers advisors or other organisations or support services, including Buttercups Training. It is the WTS's responsibility to raise serious concerns that cannot be resolved locally or could affect the learner's suitability for the type of role the apprenticeship relates to in the future. Serious concerns include those which may be criminal or may have significant safety implications for patients, members of the public or colleagues.

The WTS should make sure learners understand what is expected of them as a professional, particularly if their religion, personal values or beliefs have the potential to impact on their willingness to provide certain services.

The WTS must:

- Complete the Buttercups Training WTS course
- Be a clinically experienced registered healthcare professional, regularly working alongside the learner
- 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

The main roles and responsibilities of a WTS are to:

- Complete an induction with the learner so they know what is expected of them and when
- Facilitate opportunities for the apprentice to allow them to follow their individual training plan, access opportunities for learning and complete assessments
- Facilitate the apprentice's working time each week as off-the-job training (as detailed in the individual training plan) and allow additional training time for English and maths Functional Skills if required
- Meet with the learner to review progress which must be documented within the 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 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 in period 5, 11 and 15
- Where necessary, report to Buttercups Training if the apprentice's health (physical or mental) could cause harm to themselves or others. Referral may also be necessary with concerns about an apprentice's knowledge, skills or behaviour / character which lead to unprofessional 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

Training Provider

Buttercups Training has responsibility for the management, teaching and assessment of the programme: 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 ECP programme manual. Buttercups Training will agree any changes required to the 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 progress of their apprentices.

Pre-course Responsibilities

It is the responsibility of Buttercups Training to take appropriate steps to ensure that the process of entry on to the programme is fair and robust. In addition, Buttercups Training has a responsibility to ensure that the training site will provide an environment which supports the apprentices' training, and there is a workplace training supervisor appointed with suitable skills and capacity to oversee the apprentice in the workplace.

Ongoing Responsibilities

Buttercups Training has the responsibility to teach and assess the programme by providing appropriately trained staff, resources and quality assurance measures to meet the outcomes laid out by the apprenticeship standards, Ofsted and the Institute for Apprenticeships and Technical Education.

Buttercups Training will host and manage the systems for teaching and assessing the programme. In addition, it will continually monitor progress and formally review the training plan alongside the apprentice and their workplace training supervisor during appraisals in periods 5, 11 and 15. Buttercups Training will 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 outcomes 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 to the programme
- Provide an induction, explaining the learning programme and facilities available to the apprentice
- Provide a training course for the workplace training supervisor
- Provide an appointed Buttercups tutor on enrolment
- Review the learner's progress at the end of every other period of training over the phone
- 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 safeguarding and welfare support
- 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 central 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 learner will:

- Assess and provide timely feedback on submitted assessments
- Provide teaching sessions for apprentices as per ITP
- Answer apprentice's queries as and when they arise
- Monitor progression throughout the programme
- Liaise with the WTS during the programme to facilitate progression of the learner and triangulate evidence from the workplace
- Manage course deadlines and extensions within guidelines from Buttercups Training and employers
- Maintain accurate records in the learner management systems, including e-portfolio
- Liaise with specialists when there are additional needs for learners
- Liaise with other Buttercups Training teams to raise concerns where appropriate. As per WTS, the Buttercups tutor also has a professional responsibility to disclose relevant information about the learner to Buttercups Training without consent, if it is in the public interest to do so. If this is the case, they should inform the learner that they have disclosed, or intend to disclose, information about them to another person or organisation

The Internal Quality Assurance team will:

- Monitor the quality of teaching and assessment delivered by the Buttercups tutor
- Quality assure learner reviews carried out by tutors

- Review any appeals relating to marking decisions
- Review any competence issues raised by Buttercups tutors, employers or workplace training supervisors, with relevant parties
- Investigate any malpractice allegations

6. Teaching Overview

Within each unit of the programme, teaching aims to cover the learning outcomes and provide learning to support assessment. Recognising the responsibilities of enhanced clinical practitioners delivering clinical services to the patient, the programme also incorporates learning on safeguarding, British Values, Prevent and equality, diversity and inclusion (EDI). The programme is designed to provide the learner with a holistic learner journey, to incorporate not just the knowledge, skills and behaviours of the standard but also to embed the ability to continually develop professionally, post-apprenticeship-completion.

Teaching Methods

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

- **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:** interactive online classrooms with a Buttercups tutor and peers
- **Directed Learning:** the learner is guided to undertake independent learning activities, such as reading a publication, 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 behaviours 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 to challenge the view of a group
- **Case Studies:** these provide a description of a client, news article, event or service. The case study is often accompanied by questions to test the learner's understanding and application of the topic
- **Videos:** pre-recorded videos are linked to the teaching content which may contain views from patients
- **Workshops:** online teaching in which a small group of learners undertake practical activities, engage in discussions, or solve problems on a specific subject

By having a range of teaching activities, we can meet the learning needs of a diverse range of learners. Our b-Hive platform has a number of accessibility features allowing learners to change, for example; font size, appearance, screen colour, use text to speech capability, etc, depending on their needs. In line with the NHS long-term plan, we need to facilitate development opportunities, not create barriers for learners with different needs. Our teams are constantly reviewing our programme delivery to ensure that every learner has equity to thrive in their development.

Monitoring and Interventions

We have effective monitoring of learner development and progress across the learner journey to establish at the earliest stage whether any support is needed, or concerns have arisen.

Apprentices are expected to report any factors which may affect their ability to practise safely and without risk to themselves or others. The WTS and Buttercups tutor check for any risks or concerns as part of routine reviews and have a responsibility to address or escalate any concerns related to the learner's performance in this respect.

7. Assessment Overview

The ECP programme comprises formative assessment delivered throughout the programme, ahead of Gateway.

Formative assessment will be used in all units to check progression of learning and development. These will be a combination of different learning activities. The results of these assessments will help the learner and Buttercups tutor to evaluate the learner's progression and readiness for end-point assessment.

Assessment Plans

Unit assessments will be available to learners following teaching and accessed via the e-Portfolio assessment plans. Each assessment activity will be detailed within an activity brief which contains the following information:

- **Assessment criteria:** these are a list of the knowledge, skills and behaviours that learners must be able to demonstrate as an outcome of unit, to enable them to move forward. Each assessment brief will provide opportunities to achieve the assessment criteria with specific activities linked 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 process
- **Activity outline:** these are the instructions to the learner detailing what is required to complete the assessment
- **Recommended resources:** any recommended resources will be either attached as documents or web linked to the relevant assessment plan
- **Rules and regulations:** this will include any maximum word count, plagiarism guidance and referencing requirements etc. Any assessments not meeting the requirements will be returned to the learner to resubmit

Once submitted, the Buttercups tutor will mark work against the assessment criteria for the plan in line with standard marking / feedback guidance. 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. These may include:

- work products such as action plans, summary notes, reports, reflections
- observations of practice and role-play
- presentations, with group discussions
- presentation of case studies
- practical assessment of skills
- projects
- professional discussions

Programme Sign-Off

Full on-programme checks carried out to ensure gateway requirements on track to be achieved ahead of Gateway
Successful completion of programme portfolio
Buttercups Tutor confirms that learner has satisfactorily demonstrated KSBs and is ready for Gateway
IQA completes End-Point IV check and provides authorisation to proceed with Gateway
Failure to achieve sign off at EPIV will be discussed with the tutor who will arrange an action plan to address any gaps / concerns with the learner / employer
Learner proceeds to Gateway
Learner prepares quality improvement proposal
Gateway is achieved
Required documentation submitted to end-point assessment organisation (EPAO)
EPAO agrees quality improvement proposal (within a max of 3 weeks post gateway)
Learner completes quality improvement proposal report (4 weeks to prepare, submitted to independent assessor 2 weeks prior to EPA)

EPA is arranged
EPA is completed
EPA outcome confirmed by EPAO

8. Quality Management

Buttercups Training is an established training provider subject to numerous quality checks, both internally and externally. We play by the rules and ensure that our quality is at the forefront of everything we do.

Externally, we are subject to inspections by the ESFA, Ofsted, Matrix, awarding organisations and the General Pharmaceutical Council. In addition, we collect stakeholder feedback to ensure ongoing quality. Insights from our long-standing relationships with quality employers influences how we continue to develop our delivery.

Internal quality assurance by Buttercups Training is embedded into its daily processes. All quality reports are reviewed by our internal quality committee (Journey to Outstanding, J20) which meets quarterly. The committee assesses performance against the standards for delivery. From this our Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) are updated. The Board signs off the SAR and QIP which details the strategic actions that need to be implemented within business via the senior management team and J20 Committee.

Internal Quality Assurance of Teaching and Assessment

The accountability for the quality assurance of the teaching and assessment sits with the Head of Teaching, Learning and Assessment (Head of Centre). The responsibility for ensuring compliance with the IQA strategy for the ECP apprenticeship sits with the IQA for ECP. The Buttercups tutor and IQA for the ECP apprenticeship report into the Programme Delivery Manager who is responsible for the end-to-end delivery of the apprenticeship, ensuring smooth operational delivery, management of resources and continuous improvement. All tutors and IQAs are experienced, registered professionals and are subject to enhanced DBS checks. Buttercups Training requires written references as part of its commitment to protect the safety of all learners. Robust, structured training is in place to ensure that all tutors are competent to teach and assess to the highest of standards to deliver quality teaching and consistent assessment.

Following initial training, all tutors new to the role are assigned a buddy (an experienced tutor). Tutors undergo a period during their initial training where all work marked is double checked for accuracy of assessment decisions, and quality of feedback provided to learners. Once signed off following this period of review, all new tutors are subject to higher levels of internal quality assurance by their IQA.

Teaching knowledge and skills are developed through our Teacher Development Programme, and the impact assessed through teaching observations. Each individual tutor receives personalised feedback to support their development. Tutors are trained to understand how to support learners with additional learning needs, learners where English is an additional language, as well as how to recognise the different ways in which learners learn and strategies for differentiation to meet those individual needs.

Standardisation activities are in place to help standardise teaching and assessment across all tutors and provide a means of peer support. We are committed to providing ongoing development opportunities for tutors, regular performance reviews and professional development portfolio (PDP) discussions. In addition, one-to-one meetings focussed specifically on 'quality' will help to identify individual tutor as well as group development needs. These measures help to formulate the wider TLA training plan. Quality teaching is the keystone to successful delivery and we ensure that our teaching team is empowered to work to the very highest of standards.

External Quality Assurance

This apprenticeship requires an end-point assessment (EPA) provided by an independent EPA organisation (EPAO). The EPAO has not been involved in any part of the apprentice's learning or formative assessment. The EPAO assesses the outcomes of the apprenticeship standard and therefore provides external quality assurance of the programme. As with all apprenticeships, Ofsted plays an important role in ensuring external quality assurance for apprenticeship programmes, providing impartial, standardised evaluation of Buttercups Training's programmes, enhancing

accountability and driving continuous improvement. Ofsted's rigorous inspections and in-depth reports allow us to identify areas of strength and development, reinforcing our commitment to deliver excellent, sector-relevant training that equips our apprentices with the skills they need to succeed in their workplace.

Quality Assurance of Teaching Materials

Teaching materials are designed and written by a dedicated team of registered pharmacists and pharmacy technicians, with significant post-registration experience including a clinical diploma, Master of Education and qualified teacher status. The team has experience across a wide range of health sectors, and many are in patient-facing practice.

The process of programme development follows the department's quality assurance strategy for new courses. Once launched, the ongoing development of materials will follow the quality assurance strategy for course updates.

The majority of teaching materials are standardised by the products team. However, those which are written for a specific learning need by the teaching team are quality assured under the process outlined in the earlier section for the IQA of teaching and assessing.

10. Learner Support

The named Buttercups tutor is the first point of contact for learners, however support from Buttercups Training is also available via our learner support team, safeguarding team, pastoral support team and apprenticeship services department depending on the additional requirements or needs which may arise during a learner's journey. Buttercups Training also has a dedicated learner support phone line.

Buttercups Training ensure that learners are always able to raise any welfare and/or safeguarding concerns immediately, and supports information sharing via its 'Stay Safe' website, a resource for keeping learners safe. The website details the different types of issues learners may face and provides information and resources on how to recognise, report and resolve them.

The ECP programme is delivered online, and we have an in-house digital and technology services department to support the learner with any day-to-day issues. Our main delivery platform, the b-Hive, has live monitoring.

Troubleshooting

Depending on issues raised, there could be several actions to be taken because of poor progression. The table below outlines examples of some potential issues and the actions that would be taken.

Issue	Possible action	Potential outcome if unresolved
Poor academic performance, indicated by failure to achieve or demonstrate standards	• Further investigation with the learner around capability and check of support mechanisms • Escalation to employer • Tailored action plan in place	• Provision of additional support • Termination of programme
Poor progression on programme, indicated by consistently not meeting expected progress targets	• Discussion with learner to establish if this relates to conduct or capability • Creation of adapted training plan • Escalation to employer • Tailored action plan in place to address shortfalls • Increased frequency of reviews to monitor achievement against revised targets	• Provision of additional support • Termination of programme

Poor professional behaviour, indicated by behaviour in individual / group tutorial virtual classrooms / workplace	• Discuss with learner • Escalation to employer • Implement Fitness to Practise procedures, where appropriate • Reinforcement of learner code of conduct / GPhC professional standards	• Provision of additional support • Termination of programme • Escalation / reporting to regulator
Issues between Buttercups tutor and learner	• Learner grievance policy • Investigation with both parties	• Change of tutor • Additional quality assurance monitoring
Issues between WTS and learner	• Signpost to employer HR procedures • Signpost to internal pastoral / SG & W team if required • Investigation by employer	• Change of WTS • In-house action plans • Mediation process • Involvement of employer
Issues between the employer and learner	• Signpost to employer HR policies	• In-house action plans • Mediation policies • Involvement of Human Resources



Buttercups Training

Part of the **BPP** Education Group

For further information or to discuss any of the details
within this document please contact:

0115 937 4936

training@buttercups.co.uk

We welcome any questions or queries that you may have.

www.buttercups.co.uk