

Pharmacy Technician Training Programme

(PTTP) Non- Apprenticeship Pathway

Non-Apprenticeship

Programme Information Pack

This document should be read by employers, learners and their workplace training supervisors prior to enrolment on to the Pharmacy Technician Training Programme.

Having read this pack, it is then necessary to complete the enrolment process to begin the learner journey.

Buttercups Training has been developing training programmes for pharmacy for over 30 years. We have pioneered the provision of innovative and engaging teaching and learning across all sectors of pharmacy, including independent community pharmacies, independent multiples, large pharmacy operators, NHS Acute and Mental Health Trusts, Primary Care, GP surgeries, Secondary Care and the British Armed Forces.

Buttercups' Pharmacy Technician Training Programme is accredited to meet the General Pharmaceutical Council (GPhC)'s Initial Education and Training Standards for Pharmacy Technicians.

The Pharmacy Technician Training Programme

Buttercups' Pharmacy Technician Training Programme utilises online blended learning with virtual classrooms – synchronous teaching sessions delivered by pharmacy professionals with experience across all areas of pharmacy practice. No travel is required by learners, workplace training supervisors or their employers. Our blended learning model allows employers to reduce overheads associated with off-site training and allows trainees to learn in an experiential way, which mirrors the stance of the GPhC. In addition, using blended learning builds the digital skills of the workforce which reflects developing practice within pharmacy. We design our training

to be accessible for all and continue to expand our content and software development in-house, utilising the latest education technology.

The b-Hive (short for the 'Buttercups Hive') is used to provide the underpinning knowledge and formative assessment for the programme. The b-Hive is our bespoke, online learning platform where course experiences are designed and delivered. It allows us to deliver highly accessible and interactive courses using the latest web technologies to adapt to your device.

Learning materials contained in the b-Hive include expert patient

videos, documents, links to further resources, webinars and formative assessments, such as quizzes. The b-Hive is available to access from any location with an internet connection via PC, tablet or mobile device, allowing 24/7, asynchronous access to learning materials. Evidence of practice is gathered using the OneFile e-portfolio.

On completion of the new Buttercups Pharmacy Technician Training Programme, successful learners can apply for registration with the GPhC and become part of the professional healthcare team, with their own responsibilities and accountability.

Delivery

Our Pharmacy Technician Training Programme emphasises person-centred professionalism in conjunction with communication and team working. The integration of learning and experience during the programme allows the learner to acquire the knowledge and skills required and facilitates achievement.

The Pharmacy Technician Training Programme blends work and study, allowing learners to develop the necessary skills, knowledge and behaviours they must demonstrate to meet the learning outcomes of the GPhC's Initial Education and Training Standards for Pharmacy Technicians. The programme is delivered using blended learning with a combination

of e-learning, virtual classrooms and videos, supported by a named Buttercups tutor, and a workplace training supervisor.

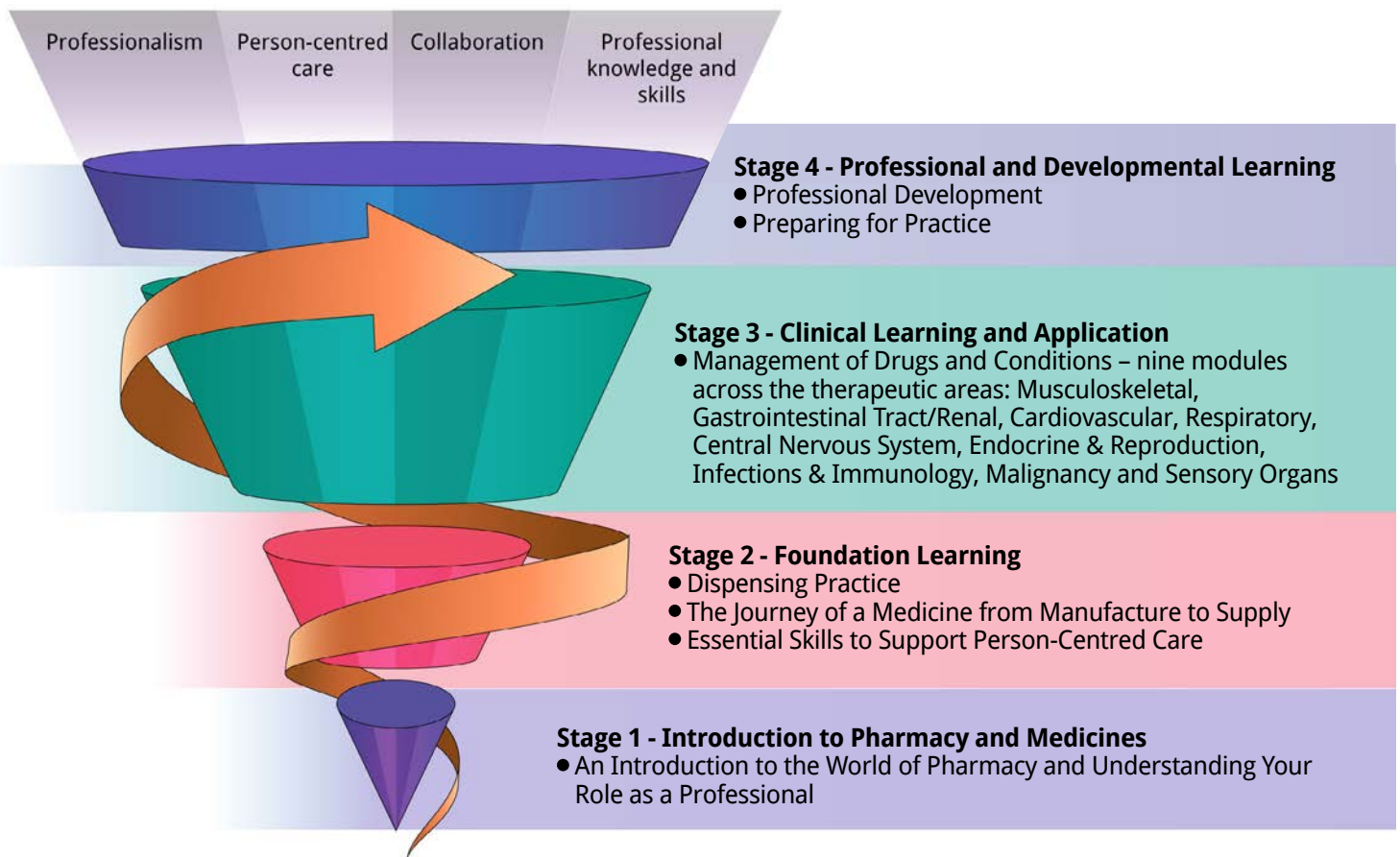
Applying the Initial Education and Training Standards to deliver the required outcomes has allowed the Buttercups team to develop a unique and transformative teaching model across all four learning outcome domains:

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

The 15 modules across these domains 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, as well as providing the basis for learners and employers to develop in order to meet their aspirations. The teaching builds during the two-year programme duration, both in complexity and range, so that topics are explored and revisited as knowledge and skills develop.

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



Stage 1

Stage one is designed to settle the learner into their role as a pre-registration pharmacy technician, identifying what is required and expected in the role, and understanding how to make the most of their learning opportunities whilst on programme. This stage would normally be completed within the first couple of months from enrolment.'

Stage 2

Stage two teaches the foundational knowledge and skills which the learner will require as a pharmacy technician, and how these link to their professional standards. This stage of the programme takes approximately six months to complete.

Stage 3

Stage three focuses on the learner's knowledge of drugs and therapeutics, with a curriculum designed to help them understand the application of this knowledge to their patients. Learners are expected to demonstrate

how they communicate with patients so that the patient gets the most possible benefit out of their treatment, how to interact with members of the wider multidisciplinary team, what other services the patient may access, and how to support the patient to manage their condition and stay well. This part of the programme covers all the therapeutic areas over a period of around twelve months.

Stage 4

Stage four focuses on making the step up to being a pharmacy technician. Learners will put into practice all the knowledge, skills and behaviours learnt on programme to enable them to lead people, review and manage services, be resilient in their practice and fundamentally demonstrate all the attributes expected of a pharmacy technician.

Within each module there will be teaching linked to the nine domains of the GPhC's 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. Assessments include tests, projects, CPD and observations, to demonstrate that learners can meet the learning outcomes. The majority of the assessment will be completed by Buttercups, but the workplace training supervisor will also be involved in observations and monitoring the progression of the learner in the workplace. In addition, assessment will be subject to quality assurance procedures using an external verification process and may require some assessments to be invigilated by the workplace training supervisor. It is important to note that the programme will be assessed holistically, so it cannot be partially completed.

Individualised Training Plan

Each learner is given an individualised training plan (ITP) at the beginning of the programme. The ITP is divided into 21 periods. For most learners, each period will be over the course of five weeks. The learner's training plan will outline when they should be completing their learning on the programme. 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.

Support

Learners will usually communicate with their Buttercups tutor as their first point of contact. The tutor will assist the learner with the programme by understanding and supporting their progress. We also have a dedicated learner support phone line. If a learner cannot contact us by phone or needs a less urgent response, they can make contact via the course website or email.

By implementing regular review points throughout the programme and providing a clear overview of the learner's progress to all concerned parties, we aim to encourage the highest possible levels of successful programme completion and likewise minimise attrition rates.

We have a Learner Support Team available that can deal with queries or arrange for support by another tutor where necessary, including providing cover for sickness and annual leave.

As part of the onboarding process, we work with learners to identify where they may have additional needs. We have a dedicated Additional Learning Support Coordinator who will work with tutors and learners to ensure we provide the correct support to the learners' needs, to remove any barriers to achievement. All Buttercups tutors have been trained in understanding additional learning needs, to help recognise the different ways in which learners learn and the support strategies available to help those who may require additional support.

During the learner's journey, Buttercups not only supports the learner and their employers with their training but also has a responsibility towards their pastoral care. We have a dedicated Safeguarding and Welfare Team that is responsible for identifying and investigating any safeguarding or welfare related issues with learners. We give our learners the opportunity to raise any welfare and/or safeguarding concerns.

Learner Information

Pharmacy technician is a regulated profession, overseen by the General Pharmaceutical Council. Pharmacy technicians play a key role in all areas of pharmacy work. Pharmacy technicians are usually involved in all aspects of managing the supply of medicines. This includes preparing and dispensing medicines and giving advice to patients and customers. Pharmacy technicians may be involved in delivering public health services. In hospitals, they may have an administrative role, providing a link between wards, patients and the pharmacy, or they may manufacture medicines, for example 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

The training consists of two years' work-based experience under the direction of a pharmacist or pharmacy technician registered with the GPhC.

Learner requirements for programme entry

Buttercups will take appropriate steps to ensure a fair and robust entry onto 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 will require an enrolment form to be filled in by you, together with your employer and your workplace training supervisor.

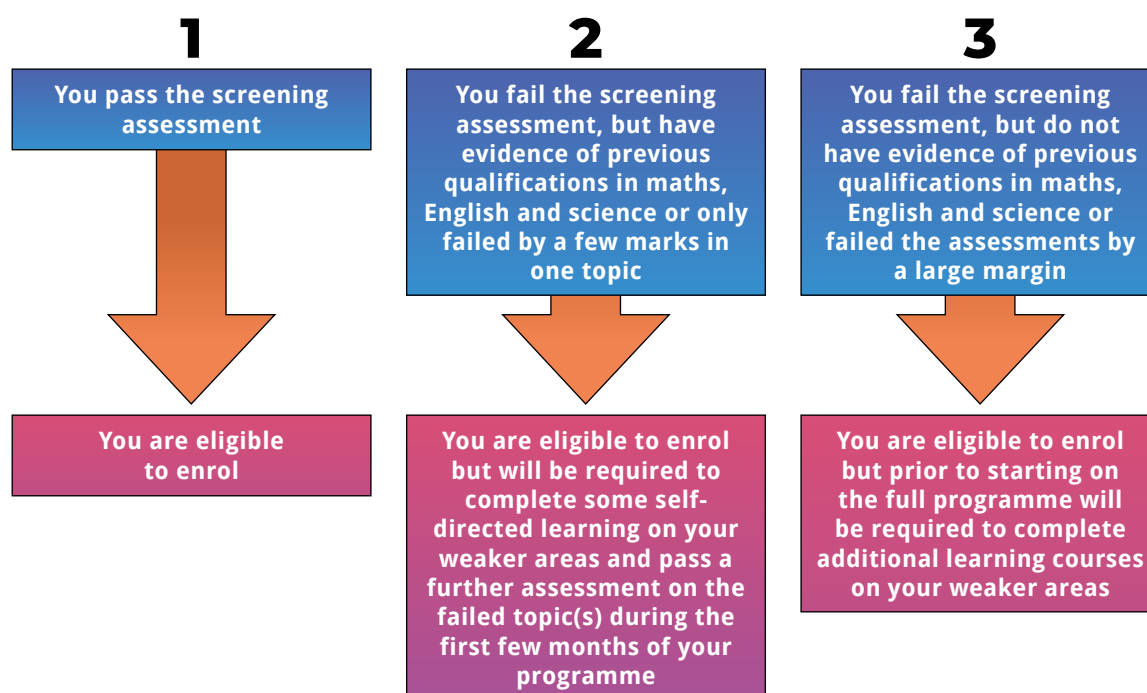
Each applicant will then undertake a screening assessment to ascertain if your current level of maths, English and science meets the following minimum education requirements:

- 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 (a mixture of multiple choice and text based) - pass mark: 60% (a mark of less than 70% requires foundation learning) - 90-120 minutes
- English: 91 questions (a mixture of multiple choice and text based) - pass mark: 70% - 90-120 minutes
- Science: 60 multiple choice questions based on chemistry and biology – pass mark 50% - 60 minutes (timed)

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 and Workplace Training Supervisor Information

The Pharmacy Technician Training Programme is comparable to the foundation pharmacist model of work-based learning, with workplace supervision and monitoring alongside the demonstration of practical learning outcomes. The broader range of the learning outcomes will enable learners' 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 two-year training post to upskill your member of staff to become an autonomous leader of tomorrow.

Employer and Workplace Requirements for Programme Entry

Buttercups Training works with employers to ensure the learner will have the opportunity to flourish in the role of pre-registration pharmacy technician. As such, we need to demonstrate that the learner will be training within an appropriate and supportive workplace environment. As part of this process, we consider factors such as:

- suitability of the workplace to provide the necessary vocational experience
- availability of a suitable workplace training supervisor
- the number of other learners 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 protected development time for the learner and support for the workplace training supervisor
- ability to confirm good character checks / health checks have taken place
- agreements being in place between the workplace training supervisor, employer and Buttercups for the duration of the programme

The process for this screening will depend on the size of the organisation. Employers with multiple sites or centralised learning and development teams will have some screening completed centrally and other criteria assessed at a training site level, to make the process more efficient. Smaller organisations will generally complete screening at site level.

Buttercups uses a risk-led screening process to ensure a training site is suitable for enrolling a learner 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 learner record then reviewed and managed by Buttercups 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

The delivery of this programme is a three-way partnership between the workplace training supervisor appointed by the employer, the learner and Buttercups. The role of the workplace training supervisor is to guide learners through their education and training to become a registered healthcare professional. Therefore, it is important that the workplace training supervisor is aware of, and trained for, the role. Each workplace training supervisor will complete an accompanying Buttercups course prior to enrolment of their learner. It will cover:

- an introduction to their role and responsibilities, and those of others supporting the learner
- an outline of how the course works including training plans, e-portfolio, b-Hive and communications with Buttercups

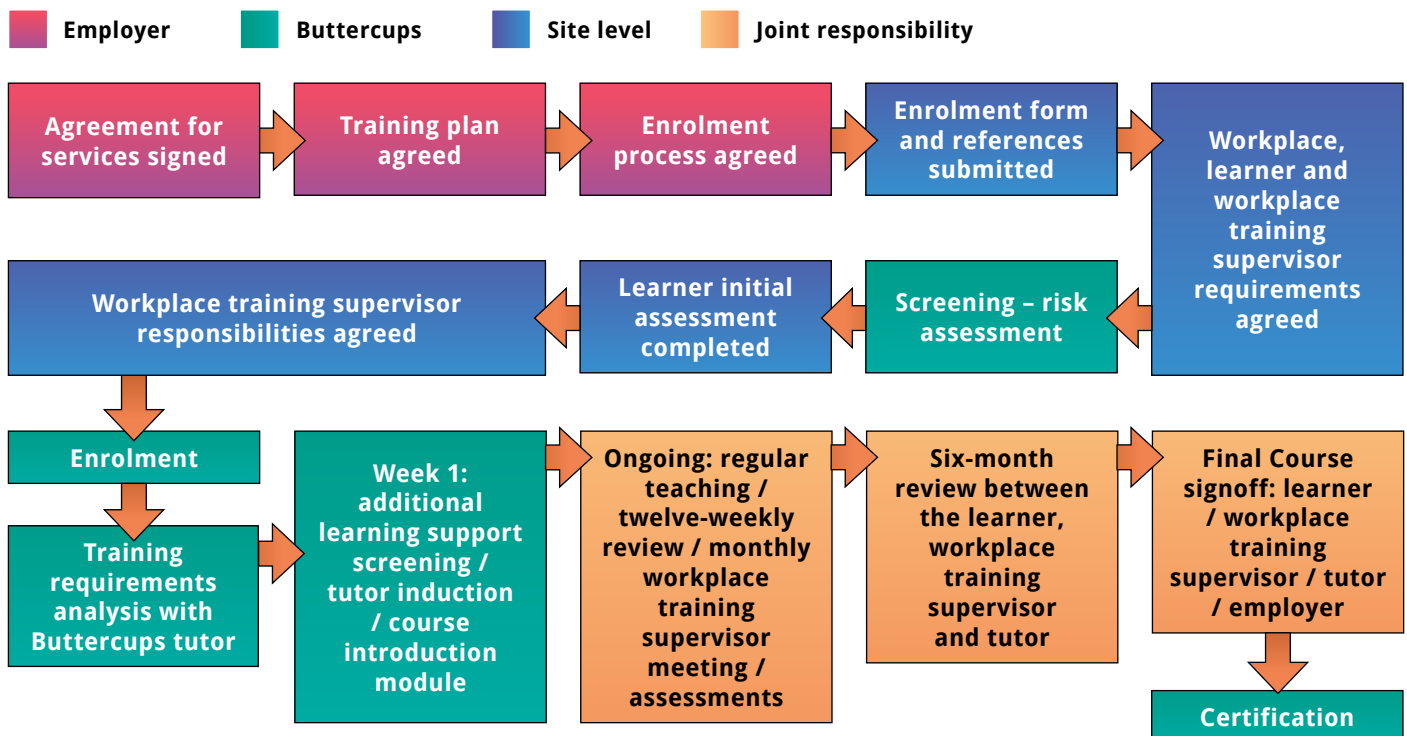
- supporting their learner – coaching and mentoring
- reviewing and assessing learner progress
- how to deal with poor performance
- raising concerns – when and how
- learner handbook policies
- workplace training supervisor policies
- assessment of ability to perform in the role
- declaration of knowledge of the learner’s good health and character
- confirmation of the role

Workplace Facilitator (WF) Role

The workplace facilitator role allows additional support for the workplace training supervisor in the workplace – it can be thought of as a practice facilitator role. It is not mandatory to have a workplace facilitator, but it may be beneficial should you require more flexibility in workplace supervision.

A workplace facilitator will be particularly helpful for learners undertaking cross-sector placements and rotations, that is when their named workplace training supervisor will not be on hand to complete tasks and supervise. Certain tasks and responsibilities can be delegated to the workplace facilitator, such as workplace observations and roles in certain assessments. The workplace facilitator must be a registered pharmacy professional and have the skills and capacity to support the learner.

Programme delivery overview



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 during the enrolment process with the learner and workplace training supervisor, and in the employer agreements between 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 reference to:

GPhC:

- 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 Training:

- Fitness to Practise policy

Employer roles and responsibilities

An agreement between the employer and Buttercups must be in place before the enrolment process can commence. This outlines the relevant resources, infrastructure and support needed for both the learner and the workplace training supervisor, which will allow them to meet the requirements of the programme.

The employer must:

- directly employ and pay the learner for the time they are in work and when completing their protected development time (10% of their contracted hours)
- be fully committed to safeguarding and promoting the welfare of the learner
- treat the learner fairly and reasonably like the rest of the workforce and not discriminate or act unfairly against the learner
- provide the learner with appropriate support and supervision whilst training
- appoint and support the workplace training supervisor to fulfil their role
- notify Buttercups if their employment is terminated for any reason. If this is due to redundancy, then allow the transfer of the programme to another workplace if the learner or Buttercups is able to arrange this
- inform Buttercups of any matters or issues arising that will or may affect the learner's learning, development and progression. This includes informing Buttercups if the learner has an unauthorised absence from work or leaves their employment
- permit a break in learning for the learner, where the circumstances require it
- allow Buttercups and any quality assurance organisations involved in the delivery of the programme on to the employer premises, to carry out assessments and quality checks when required
- allow Buttercups to send important updates to learners and workplace training supervisors directly

In addition, there must be a range of systems in place to support learners to achieve the relevant learning outcomes within the programme. These include but are 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
- 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 learner and workplace training supervisor with access to Buttercups' online learning resources, webinars and virtual classrooms, without disrupting the provision of pharmacy services to patients

Workplace training supervisor roles and responsibilities

It is essential all learners understand the GPhC's Standards for pharmacy professionals, which are embedded throughout the programme. It is part of the workplace training supervisor's responsibility to ensure learners are aware of how the standards apply to their practise. The standards should be used as a tool to prepare learners for registration as a pharmacy professional. The workplace training supervisor should ensure learners 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 learner develop their skills and confidence during their training, allowing them to develop into a competent professional. It should be:

- constructive
- given on a regular basis to support ongoing development
- given at an appropriate time to ensure the learner understands the feedback

Your role includes the responsibility to assess your learner's progress as a part of their development. It is your responsibility to inform Buttercups of any matters or issues arising that will or may affect the learner's development and progress. You will

be able to review the learner's real time progress online. We will work with you to ensure 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, where required.

Within your role, you will have a responsibility to respect your 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 their learner to Buttercups or another relevant organisation without the consent of the learner. If this is the case, the supervisor should tell the learner 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 workplace training supervisors make themselves 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 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 learner'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 learner
- complete a training course with Buttercups prior to the learner being enrolled
- work in the same site as the trainee for at least 14 hours per week
- act as a professional role model

Main roles and responsibilities are:

- prior to the enrolment of the learner, complete an online Buttercups workplace training supervisor course
- complete an induction with the learner so they know what is expected of them and when it is expected
- facilitate placements and opportunities for the learner to allow them to follow their training plan and complete assessments
- facilitate 10% of the learner's working time each week as protected development time
- meet with the learner 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 learner's training to aid progression through their educational programme
- delegate tasks within the learner's area of competency
- demonstrate leadership in their role
- provide feedback to Buttercups on the learner's performance when requested
- complete an appraisal of the learner's performance every six months
- where necessary, report to Buttercups if the learner's health (physical or mental) could cause harm to themselves or others
- raise concerns with Buttercups if the learner demonstrates unprofessional behaviours or unsafe practice
- treat the learner fairly and reasonably, like the rest of the workforce, and not discriminate or act unfairly against the learner

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.

Learner roles and responsibilities

The first step on the training journey is to complete the enrolment form and initial screening to check your eligibility for entry to the course, and allow Buttercups 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 fewer 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 will provide a named tutor to work with you, and your employer will provide a suitable workplace training supervisor. You will have a training plan which will form the basis of supporting your development as you progress through the course. The plan will include:

- previously identified learning needs for progression during your

training

- realistic targets
- details of your training activities during the programme
- details of activities and assessment you will need to undertake to help your workplace training supervisor and Buttercups assess your ongoing performance

Your Buttercups tutor and workplace training supervisor have the responsibility to assess your progress as a key part of your development. The workplace training supervisor assessment 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 feedback positively.

The Buttercups tutor and workplace training supervisor 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 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 workplace training supervisor 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 and support services.

It is everyone's responsibility 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 workplace training supervisor and Buttercups tutor also have a duty to report them directly to Buttercups 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' 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 workplace training supervisor. This will cover your progression through the course 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 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' Learner Support Team who can deal with your queries.

Buttercups will give you the opportunity to raise any welfare and / or safeguarding concerns, and has a 'Stay Safe' website, which is a resource designed for keeping you safe. The Stay Safe website details the different types of issues you may face and provides information

In summary learners 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 course programme within the 24-month time frame, which may mean working on the programme outside working hours as well as during the time allocated by their employer
- complete and submit work according to their training plan
- participate in review calls with their Buttercups tutor
- participate in regular review meetings with their workplace training supervisor
- 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 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
- 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 if they are unable to resolve it locally
- engage positively with learning and feedback
- seek help from Buttercups when they have concerns around their health, ability or progression on the programme

Buttercups roles and responsibilities

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

Management of the course with the employer

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

Buttercups 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 will deliver the programme in line with the teaching and learning strategy and assessment strategy.

Buttercups will provide access for the employer to review real time progress of their learners.

Pre-enrolment responsibilities

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

Buttercups 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 learner in the workplace.

Ongoing responsibilities

Buttercups has the responsibility to teach and assess the programme with appropriately trained staff, resources and quality assurance measures to meet the outcomes set by the GPhC accreditation of the course.

Buttercups will host and manage the systems for teaching and assessing the programme. In addition, they will monitor progress every twelve weeks, when the training plan will be formally reviewed by Buttercups alongside the learner and their workplace training supervisor. Buttercups will also communicate progress to employers and raise any concerns at the earliest opportunity.



In summary Buttercups must:

- ensure that the training meets the requirements set by the GPhC accreditation for the programme
- manage the process of creating formal agreements with the employer
- agree a training plan 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 learner eligibility for enrolment on to the programme
- provide an induction, explaining the learning programme and facilities available to the learner
- provide a training course for the workplace training supervisor
- agree a training plan for the learner to follow during their programme
- provide an appointed Buttercups tutor on enrolment
- review the learner's progress, speaking to both the learner and workplace training supervisor (wherever possible)
- support the learner 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
- check the learner is being given protected development time during the programme
- 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 course, in line with the troubleshooting guide and the related policies

The appointed Buttercups tutor for the learner will:

- assess and provide timely feedback on submitted assessments
- provide teaching sessions for learners when required
- answer learner 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 learner
- manage programme deadlines and extensions within guidelines from Buttercups and the employer
- maintain accurate records in the learner management systems, including e-portfolio
- liaise with specialists when there are additional needs for the learner
- liaise with other Buttercups teams to raise concerns to the employer where appropriate

In addition, the Buttercups Internal Quality Assurance team will:

- monitor the assessment decisions of the programme tutor
- monitor the teaching quality of the programme tutor
- review any appeals on assessment decisions
- review any competence issues raised by tutors, employers or workplace training supervisors
- investigate any malpractice allegations



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