

BTEC Level 3 Diploma

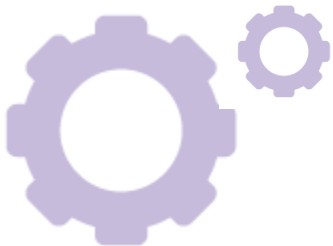
Principles of person-centred approaches for
pharmacy technicians

Course information
– for supervisors



Presentation overview

- What is the new NPA BTEC Level 3 Diploma?
 - Course details
 - The IET standards
 - Entry requirements and structure of the course
- Assessments
- Professional standards and patient safety
- The supervisor's role
- The appeals procedure and malpractice
- Course overview
- How to help your student



What is the new NPA BTEC Level 3 Diploma?

- For learners employed in the role of pre-registration trainee pharmacy technicians
- Nationally-recognised Level 3 qualification, accredited by the General Pharmaceutical Council (GPhC)
- Can apply for professional registration with GPhC as pharmacy technicians
- Pharmacy technicians are registered professionals working within the regulatory standards for pharmacy



Course details

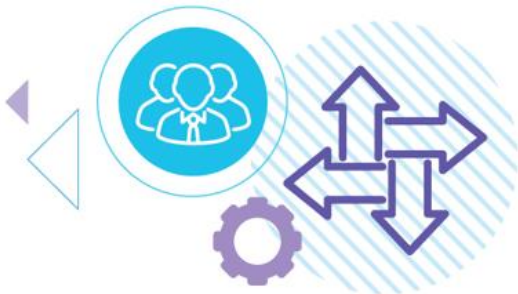
- The latest standards emphasise person-centred professionalism, communication and team working, through the **integration** of learning and experience during the training
- Others skills students will develop:
 - Professional attitudes and behaviours
 - Interpersonal and intrapersonal skills
 - *including communication and leadership skills*
 - Carrying out the accuracy check of prescriptions
 - Underpinning knowledge in biological and chemical principles plus medicinal treatments for common medical conditions



What does a pharmacy technician do?

- The role of a pharmacy technician typically includes:
 - Providing safe and effective pharmacy services
 - Supplying medicines and devices to patients
 - Achieving the best outcomes through a patient's medicines
 - Assembling medicines for prescriptions
 - Providing information to patients and other healthcare professionals

- Pharmacy technicians may also be involved in:
 - Supervision or management of staff
 - Stock procurement or manufacturing
 - Aseptic dispensing/ quality control
 - Medicines management



The IET standards

- The learning outcomes fall under 4 domains:
 - Person-centred care
 - Professionalism
 - Professional knowledge and skills
 - Collaboration

- Your student is expected to use these standards actively throughout the course
- This is so that they will understand what is expected of them when they are registered as a pharmacy technician

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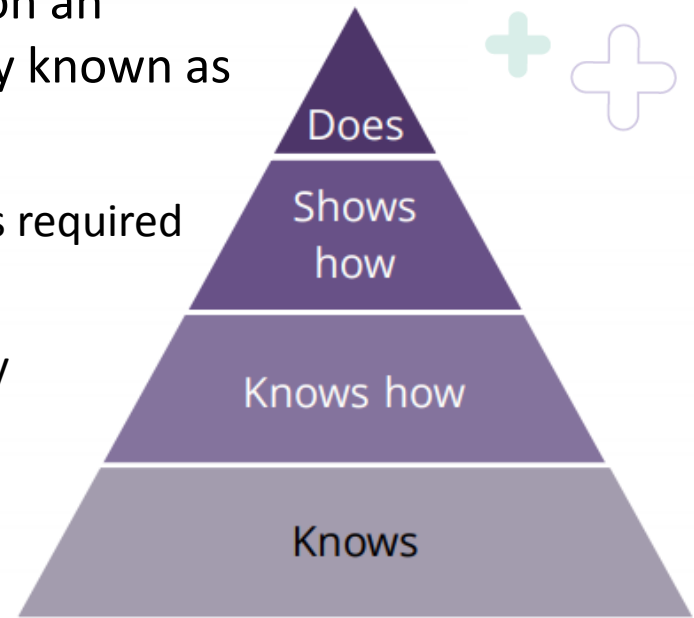
Standards for the initial education and training of pharmacy technicians

October 2017



Miller's triangle

- The outcome levels in these standards are based on an established competence and assessment hierarchy known as 'Miller's triangle'
- **Knows how:** tests how to use the knowledge and skills required (MCQs, short answer questions)
- **Does:** demonstrating the learning outcomes in everyday situations, acts independently and consistently in a complex but defined situation (observed assessments, simulated assessments)



2. Professionalism

Pre-registration trainee pharmacy technicians will:

13. Apply professional judgement in the best interests of people

Does

14. Recognise and work within the limits of their knowledge and skills, and refer to others when needed

Does

15. Understand how to work within the local, regional and national guidelines and policies

Knows how

16. Respond effectively to complaints, incidents and errors and in a way that demonstrates person-centred care

Does

Entry requirements

- Employment: currently working in a pharmacy environment, for a minimum of 14 hours per week, as a pre-registration trainee pharmacy technician
 - under direct supervision of a pharmacy professional registered with the GPhC (or PSNI registered pharmacist)
- Previous qualifications: GCSE pass grades (4 or C) or equivalent in English, mathematics and science – evidence will be requested
- The student will need to show you:
 - good character reference OR Disclosure and Barring Service/Disclosure Scotland checks
 - self-declaration for health

- If any conditions that may affect the applicant's fitness to practice as a trainee, and there are concerns about how these conditions could be managed, ensure you raise this to the Member Services team at the NPA prior to enrolment.

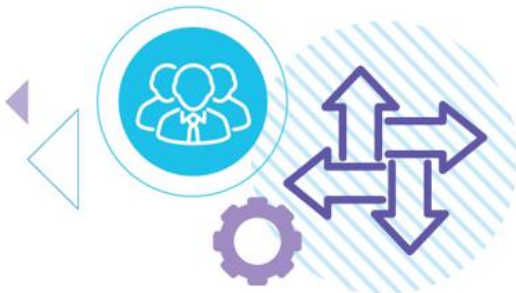
- Contact details are at the end of this presentation.



Structure of the course

- Two-year integrated course that covers both self-study book and collection of evidence
 - Total Qualification Time (TQT): 1320 hours
 - Guided Learning Hours (GLH): 785 hours
 - This averages to approximately under 13 hours a week. This includes all study time, and time taken to complete assessments.
- 22 self-study books that constitute the underpinning knowledge and competency (Book A – Book V)

N.B. although we have referred to the units as Books A to Book V, the books correspond to units from the curriculum which you can see in appendix 3 of the student guide. The books are in alphabetical order but the corresponding units are not in any numerical order – but we will refer to them as Books.





Month <i>Insert date started and target deadline</i>	Studying units and completing assessments. Estimated time to complete.		On-going evidence of competence
1.	A – 30 hours	B – 10 hours (total)	
2.	B – 10 hours (total)	C – 5 hours	D – 25 hours
3.	E – 60 hours (total)		
4.	E – 60 hours (total)	F – 40 hours (total)	
5.	F – 40 hours (total)	G – 20 hours (total)	
6.	G – 20 hours (total)	H – 35 hours (total)	
7.	H – 35 hours (total)	I – 30 hours (total)	
8.	I – 30 hours (total)	J – 35 hours (total)	
9.	J – 35 hours (total)	K – 25 hours	
10.	L – 40 hours (total)		
11.	L – 40 hours (total)	M – 65 hours (total)	
12.	M – 65 hours (total)		
13.	N – 30 hours (total)	O – 30 hours (total)	
14.	O – 30 hours (total)	P – 30 hours (total)	
15.	P – 30 hours (total)	Q – 40 hours (total)	
16.	Q – 40 hours (total)	R – 60 hours (total)	
17.	R – 60 hours (total)		
18.	R – 60 hours (total)	S – 40 hours (total)	
19.	S – 40 hours (total)	T – 30 hours (total)	
20.	T – 30 hours (total)	U – 70 hours (total)	
21.	U – 70 hours (total)		
22.	U – 70 hours (total)	V – 35 hours (total)	
23.	V – 35 hours (total)		



- We wont be sending all 22 books at once – we will send the books out in packs to monitor completion rate
- This timetable shows the estimated completion time, per book. This includes studying the book, completing inter-text activities to supplement knowledge and complete the assessment

Assessment

- Portfolio of evidence
- Grading information: The qualification and units are graded pass/fail

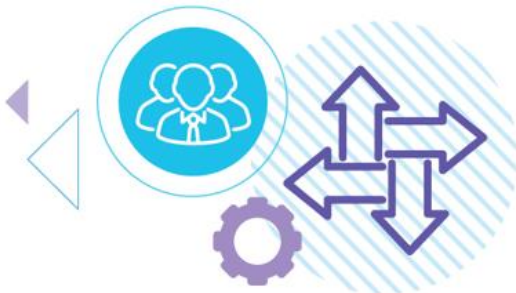
- Two methods of assessment:
 - Competency based assessments
 - evidence collection over a period of time (Books F,I,K,O & R)
 - Written assessments
 - a summative written assessment to complete after studying each book and uploaded to the e-portfolio system



Competency based assessments - types of evidence

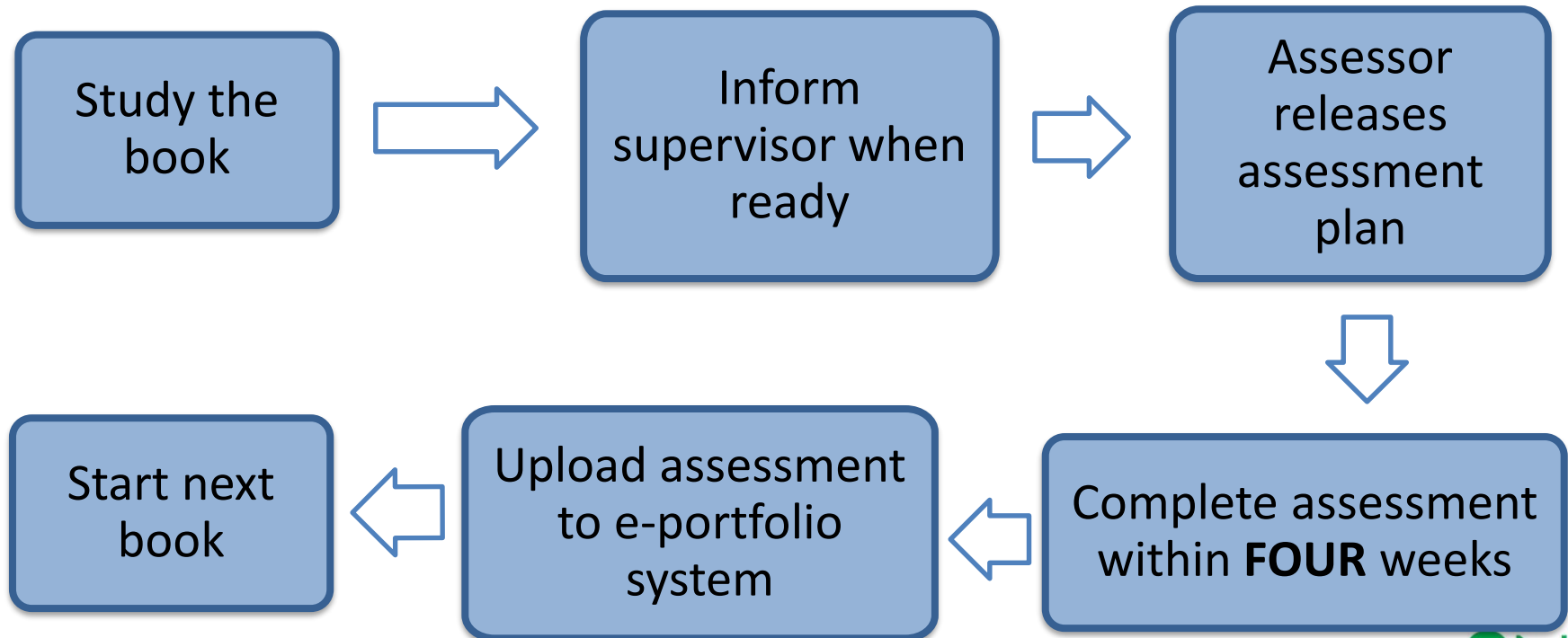
- For competence based elements of the course, evidence will need to be collected by the student – this can take a variety of forms:
 - Direct observation of the student's performance
 - Expert witness testimony
 - Simulation
 - Q&A
 - Reflective accounts
 - Professional discussions

- We will provide more in-depth information on how to collect evidence once the student reaches book F



Written summative assessments

Month <i>Insert date started and target deadline</i>	Studying units and completing assessments. Estimated time to complete.		
1.	A – 30 hours		B – 10 hours (total)
2.	B – 10 hours (total)	C – 5 hours	D – 25 hours



Assessment deadlines

Complete
assessment within
FOUR weeks

Complete re-
submission within
TWO weeks

If for any reason your student is presented with unforeseen circumstances, you must notify the NPA within 3 weeks of them starting the assessment. If you do not notify the NPA, and your student does not submit their assignment, they will be taken off the course.



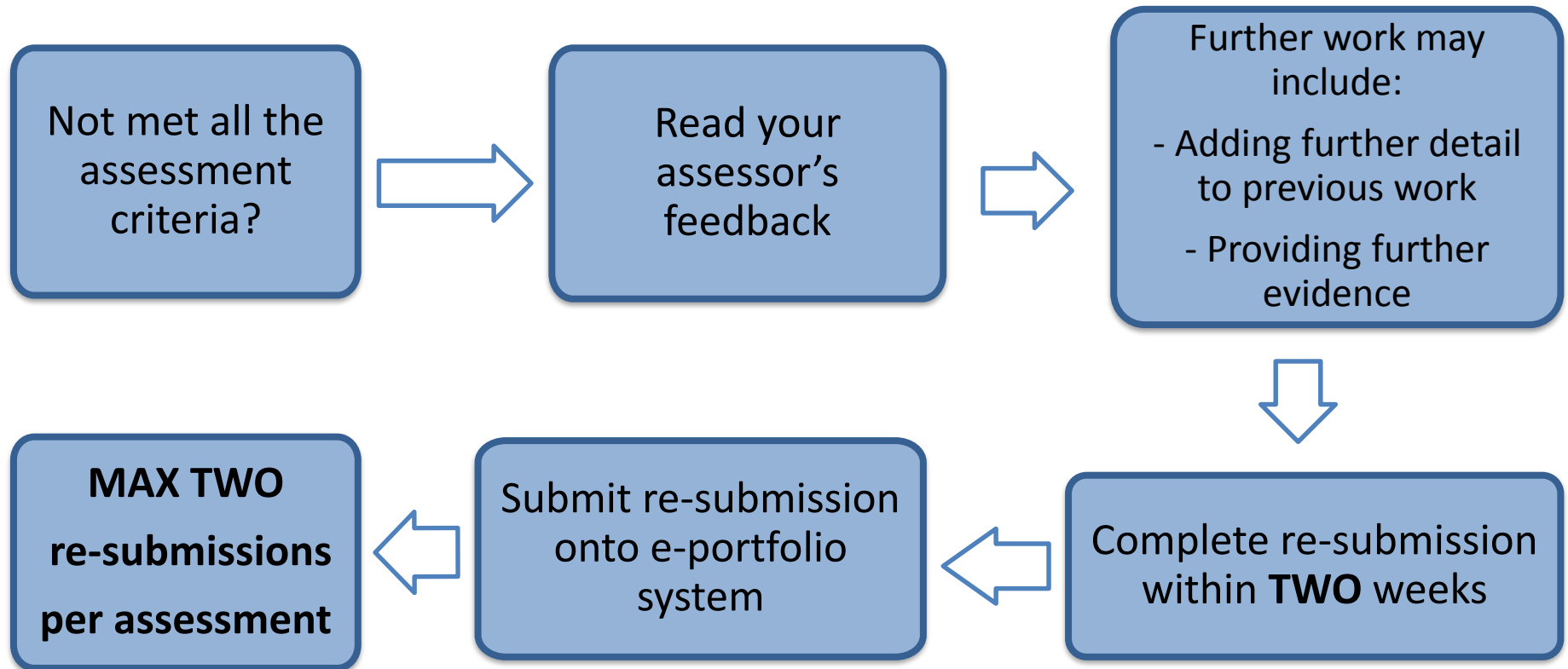
Grading of assessments

- Your student are expected to meet all of the required criteria for this qualification
- Meeting the criteria for an assessment will earn you a 'pass'
 - there are no grades associated with the assessments

- If your student does not meet the criteria, they will be asked to complete further work
 - a maximum of two further attempts are allowed following the initial failed attempt



Resubmissions



Record of monthly reviews

Student name: Date:

Student number:

Supervisors name:

Supervisor comments:

Examples of comments to include:

Is the student on track with their timetable?

Is the student managing their workload effectively?

Is the student practising safely and in-line with the GPhC standards for pharmacy professionals?

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Action points:

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Student comments:

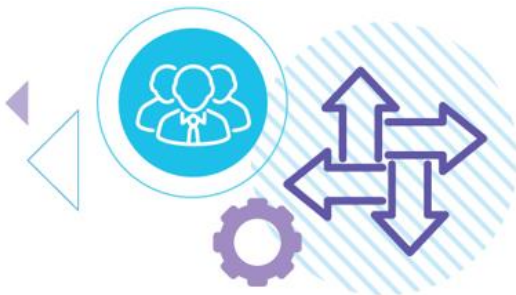
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- You must set up a learning plan with your student, to organise their study time effectively. You will also need to have monthly progress meetings with your student, to revisit their learning plan and discuss their progress.
- This is the timetable and monthly review form. This is available as an editable version on NPA website.

What is the supervisor's role? (1)

As a supervisor, you will:

- sign off each assessment you submit on the e-portfolio system and provide general feedback throughout
- provide academic support your student with assessments and all elements of the course, ensuring work is completed within the allocated time
- provide personal support and signpost this to your learner at the start of their course



What is the supervisor's role? (2)

- You must also ensure
 - That time to learn is sufficient and you provide effective opportunity to complete work
 - That you allow your student to gain wider employment experience and enable them to develop, within their contracted working hours, the competencies and related knowledge, skills and behaviours required for this qualification
 - This may involve being rotated in their role so that they are exposed to sufficient experiences and can dispense a range of prescriptions, to complete the qualification. The opportunity to work with, or have interactions with, multidisciplinary teams must be provided.
- Academic support – resources including appropriate IT software and relevant textbooks



What is the supervisor's role?

- The GPhC provide guidance on tutoring for pharmacy technicians.

https://www.pharmacyregulation.org/sites/default/files/document/guidance_on_supervising_pharmacy_professionals_in_training_august_2018.pdf

- Please take the time to read through this guidance



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Guidance on tutoring and supervising pharmacy professionals in training

August 2018

Professional standards

- 9 professional standards set out by the GPhC
 1. provide person-centred care
 2. work in partnership with others
 3. communicate effectively
 4. maintain, develop and use their professional knowledge and skills
 5. use professional judgement
 6. behave in a professional manner
 7. respect and maintain the person's confidentiality and privacy
 8. speak up when they have concerns or when things go wrong
 9. demonstrate leadership

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Standards for pharmacy professionals

May 2017



- **Every** pharmacy professional is accountable for meeting these
- It is very important that your student takes time to read through and understand these standards ensuring that they abide by them in their daily working practice.



Malpractice

- You have a duty, as the supervisor, to ensure that malpractice and plagiarism is avoided in your student's work. This may include:
 - forgery of evidence
 - submitting falsified information
 - behaviour that is likely to patients/the public at risk
- If malpractice is identified, it *must* be reported to the NPA Member Services team

- The NPA may take a number of actions; these may include:
 - requesting re-submissions
 - withholding certification
 - discontinuation from the course



Patient safety

- Patient safety must come first in **all** circumstances
 - you must ensure patient safety is not compromised through any activities within this course
- Your student must be supervised using an agreed system at all times
- Your student should **only** carry out tasks in which they are competent, or that they are learning under supervision in which to be competent



The appeals procedure

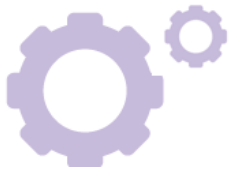
In the event where you are unhappy with the assessor's decision, you should contact the NPA Member Services team
Forward the work concerned, with a cover letter stating the reasons for the appeal



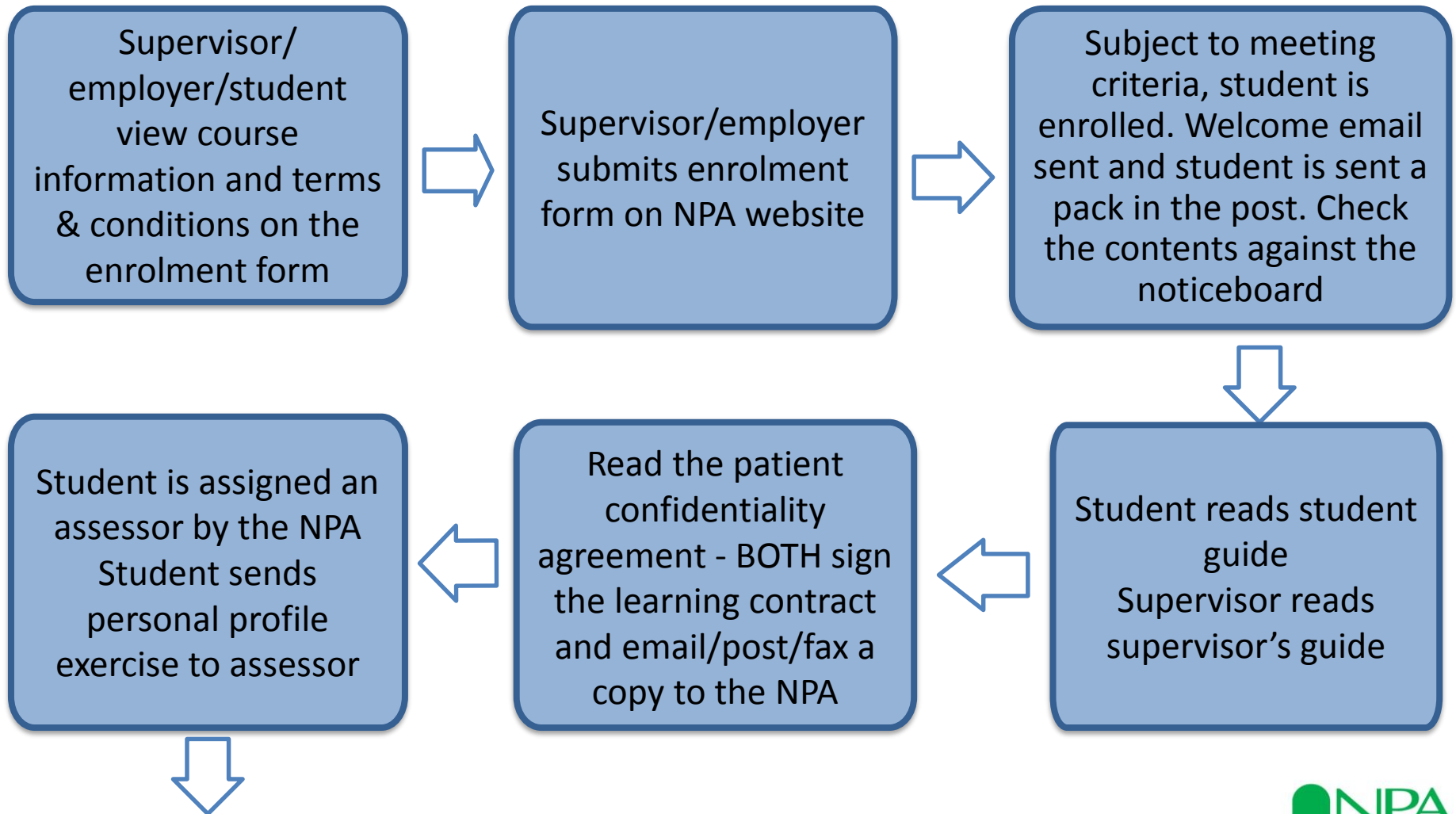
The marking is reviewed by an NPA Learning & Development Pharmacist
Once reviewed, the grade may or may not change from fail to pass; a response should be received within 14 working days, however holidays or extenuating circumstances may prevent this 14 day turnaround time



You will receive the work back with any additional feedback and an explanatory letter. If you are not satisfied with the outcome, the above process should be repeated with the Quality Assurance Pharmacist, and then if necessary, the Head of Learning and Development

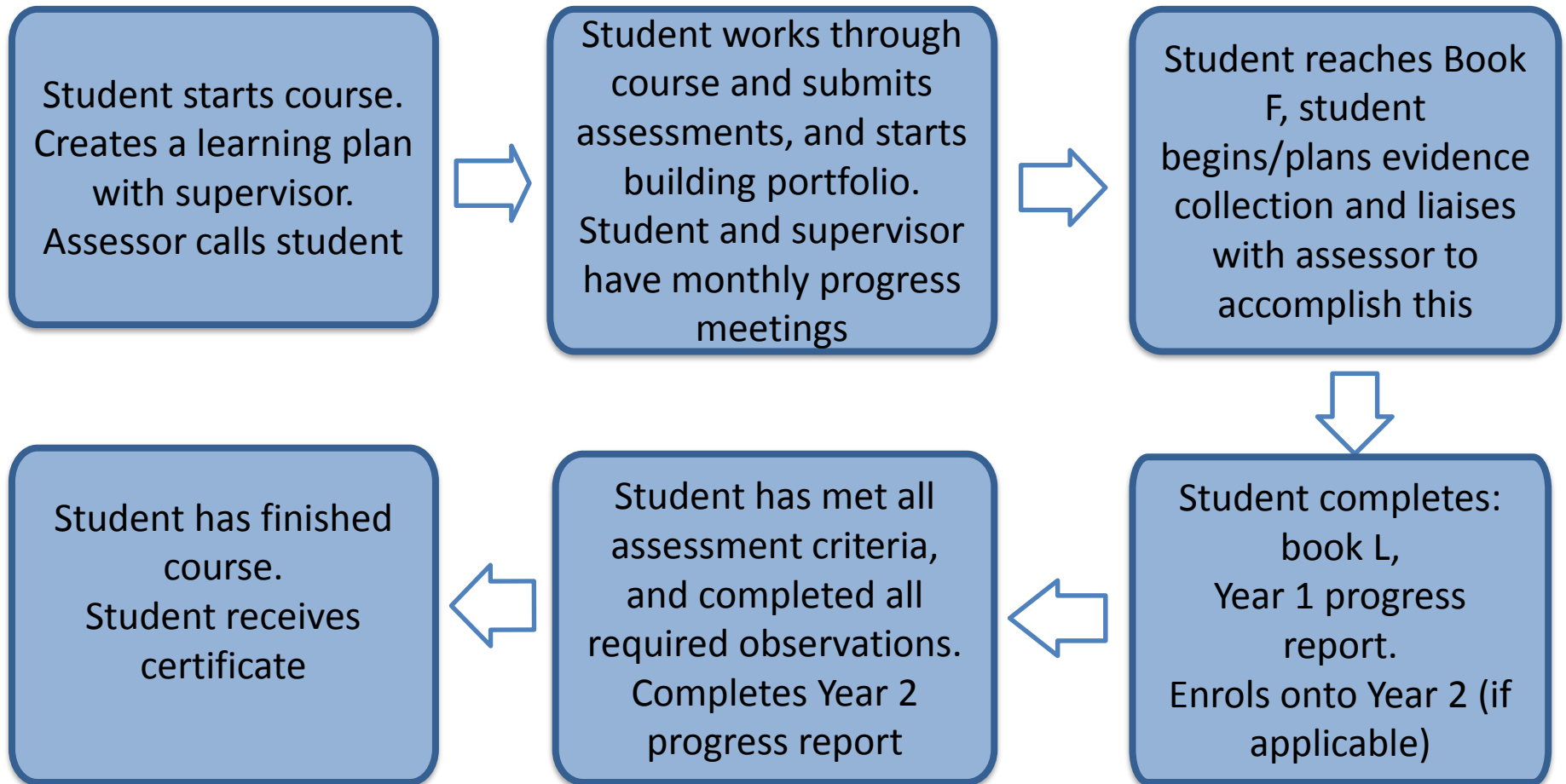


Course overview (1)



Start course!

Course overview (2)



How to help your student

- How to have performance conversations and give feedback
- How to review your learners progress
- How to support your learner



Performance conversations

- Every month, you should have a progress review with your student
- During this review you should check that they are sticking to the times agreed in their learning plan
- Use SMART objectives to put tasks into perspective
- Use this opportunity to ask students how they are progressing, and to give feedback

SMART

Specific

Measurable

Achievable

Realistic/Relevant

Timely



Feedback

- **Performance feedback** –needs to be constructive and is better in a private setting
- As the primary contact for your student, you should be providing feedback on a regular basis. Feedback should be:
 - balanced
 - objective
 - specific
 - timely
- Point out what could have been done better, avoid any personal criticism, and avoid vague generalisations



Coaching

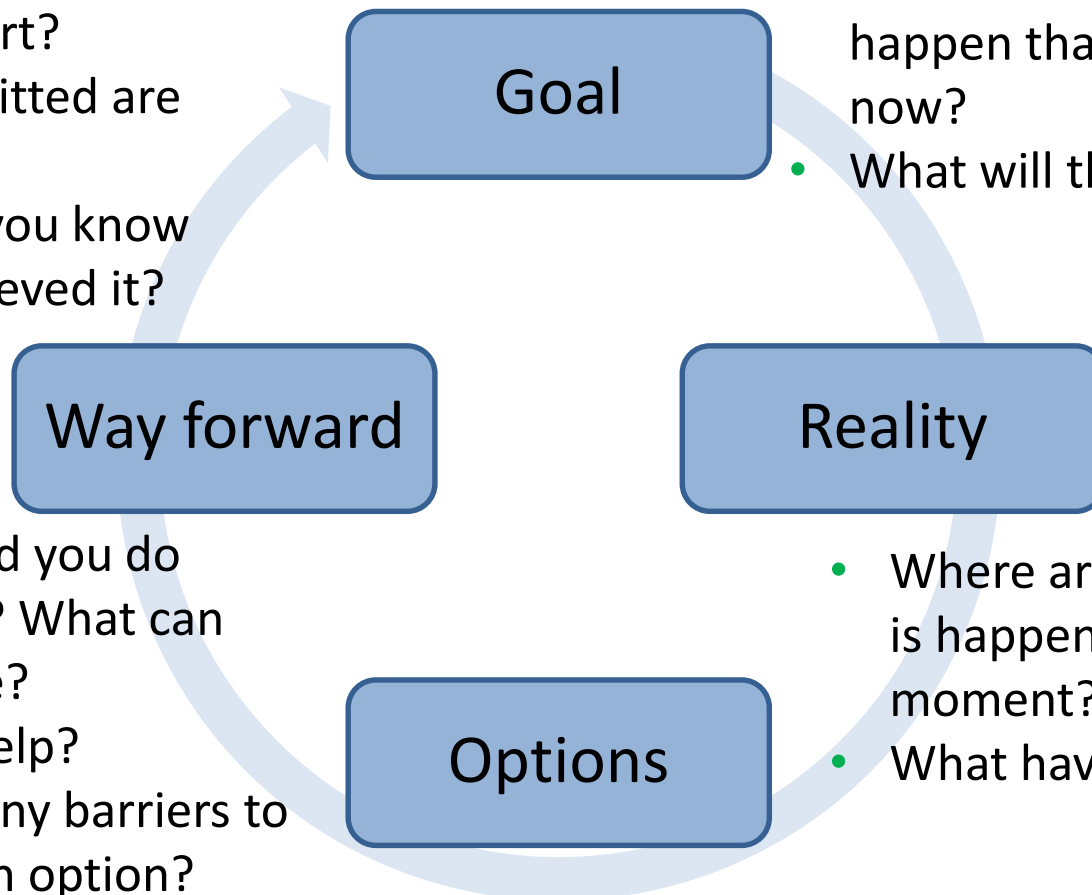
- **Teaching** involves the delivery of knowledge
- **Coaching** unlocks a student's own potential
 - involves questions instead of demands
 - draws the answer out from the student
 - helps student to remember answers and use their own initiative



Coaching – Grow model

- What are the next steps? (SMART)
- Can you get help/support?
- How committed are you?
- When will you know you've achieved it?

- What would you like to achieve or change?
- What would you like to happen that isn't happening now?
- What will the benefit be?

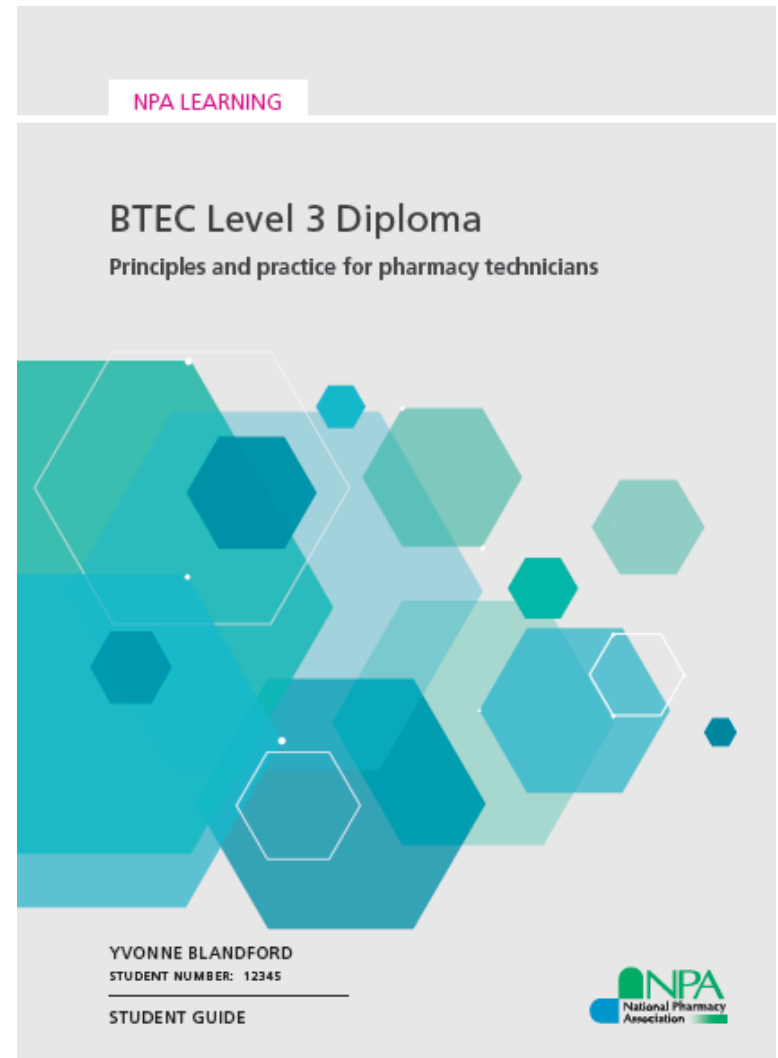
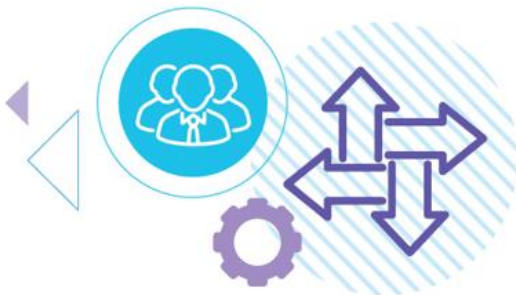


- What would you do differently? What can you change?
- Who can help?
- Are there any barriers to choosing an option?

- Where are you now? What is happening at the moment?
- What have you tried so far?

How can we help?

- Course materials
- Assessors
 - who your student will have a close working relationship with, and who will help facilitate with the tracking of their progress – for example, in the 3 monthly reviews
- Pharmacists and appropriately trained staff to provide support and guidance
 - do not hesitate to contact us during the NPA's normal working hours, via telephone and email.



Contact information

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