

# Pharmacy Technician Training Programme (PTTP)

## Course Information Pack

This document should be read by employers, learners and their workplace training supervisors prior to enrolment on the PTTP with Buttercups.

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

# An introduction to the new standards for pharmacy technician training

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

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

In October 2017, the GPhC published new standards for the initial education and training of pharmacy

technicians. The new standards are set out to emphasise the focus on person-centred professionalism in conjunction with communication and team working. The integration of learning and experience during the training programme allows the learner to acquire the knowledge and skills required and facilitates the achievement of the new requirements.

To meet the new regulatory requirements, Buttercups' vocational training programme has been completely redesigned and rewritten to blend work and study, allowing learners to develop the necessary skills, knowledge and behaviours they must demonstrate to meet the learning outcomes of the GPhC Initial Education and Training (IET) Standards for Pharmacy Technicians. The programme is delivered using blended learning with a combination of e-learning, virtual classrooms and videos, supported by Buttercups'

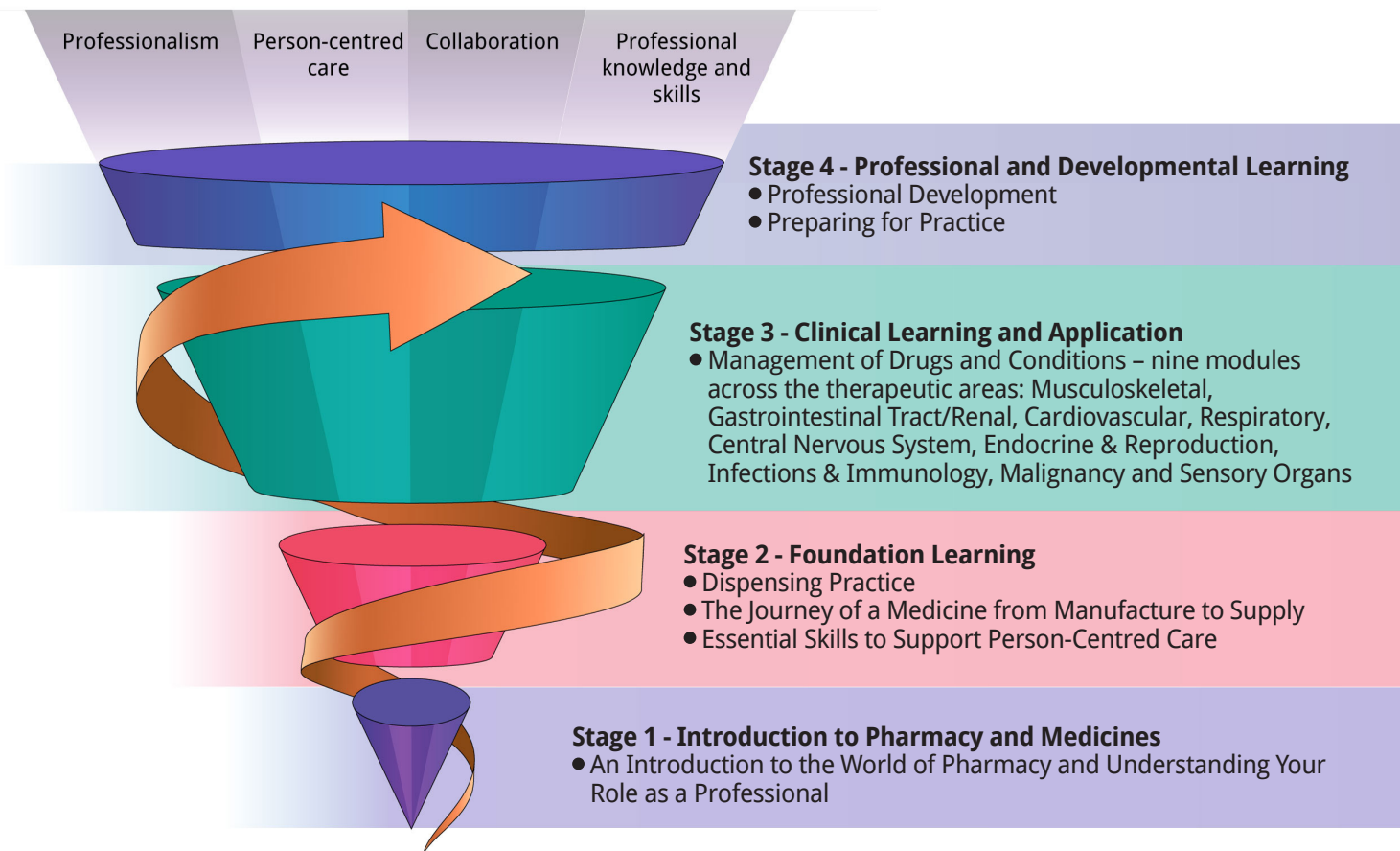
tutors and a workplace training supervisor.

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

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

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



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

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

During the programme, there will be continuous monitoring of progression

built into the teaching using a combination of interactive tests and reviews. The summative assessments will involve each learner developing an electronic portfolio of assessed activities such as tests, projects, CPD, professional discussions and observations, to demonstrate that they are able to meet all the learning outcomes in the standards.

The majority of the assessment will be completed by Buttercups, but a workplace training supervisor will also be involved with some assessments 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 could 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. It is “all or nothing” and will simply be a pass or fail. This also means that recognition of prior learning will not be offered on entry to the programme.

# Learner Information

## What is the role of a pharmacy technician?

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

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

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

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

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

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

Find out more about being a pharmacy technician:

[www.healthcareers.nhs.uk/pharmtech](http://www.healthcareers.nhs.uk/pharmtech)

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

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



# Learner requirements for programme entry

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

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

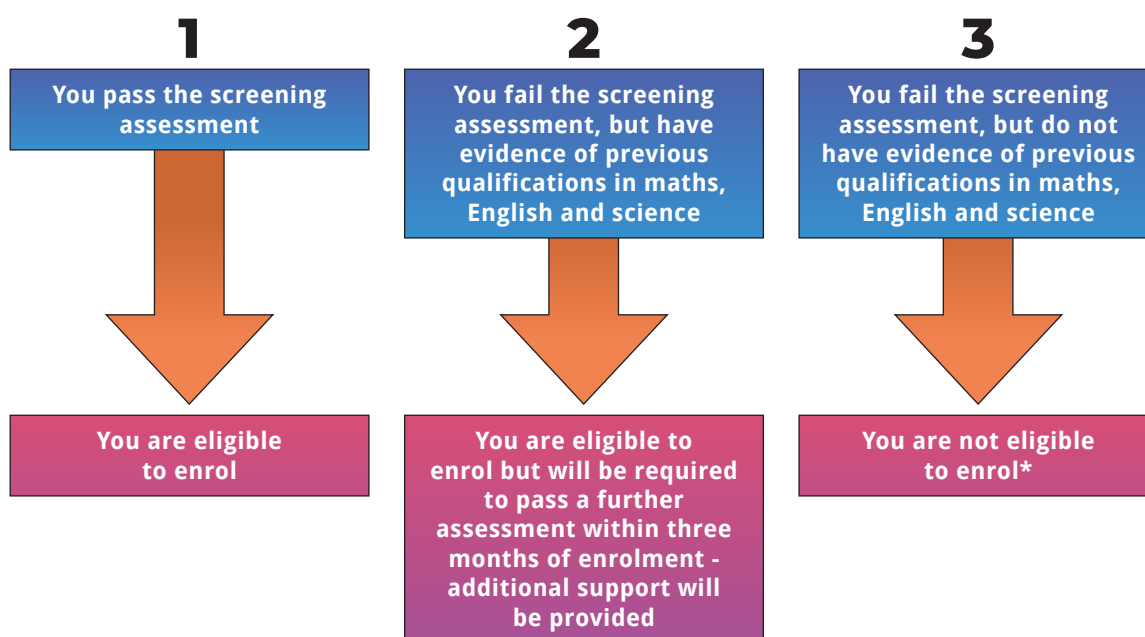
Each applicant will then undertake a screening assessment to ascertain if your current level of maths, English and science meets the following minimum education requirements:

- 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: 25 multiple choice questions - pass mark: 70% - 90 minutes
- English: 38 multiple choice questions - pass mark: 70% - 90 minutes
- Science: 60 multiple choice questions based on chemistry and biology - each section of 10 questions requires 50% to pass - 60 minutes

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



\*If you fail any aspects of the screening, Buttercups will offer Level 2 Functional Skills in maths or English or a foundation science course that can be completed before enrolling at a later date. This will attract an additional fee and will need the approval of your employer to enrol.

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

# Employer/Workplace Training Supervisor Information

## Understanding the new programme

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

**T**his programme is more akin to the pre-registration pharmacist model of work-based learning with increased workplace supervision and monitoring, alongside the demonstration of practical learning outcomes. The broader range of the learning outcomes will give 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/workplace requirements for programme entry

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

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

- Suitability of the workplace to provide the necessary vocational experience
- Availability of a suitable workplace training supervisor (WTS)
- Number of other 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 learner and support for WTS
- Ability to confirm good character checks/health checks have taken place
- Agreements being in place between workplace supervisor, employer and Buttercups for the duration of the course

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

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

Buttercups 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.

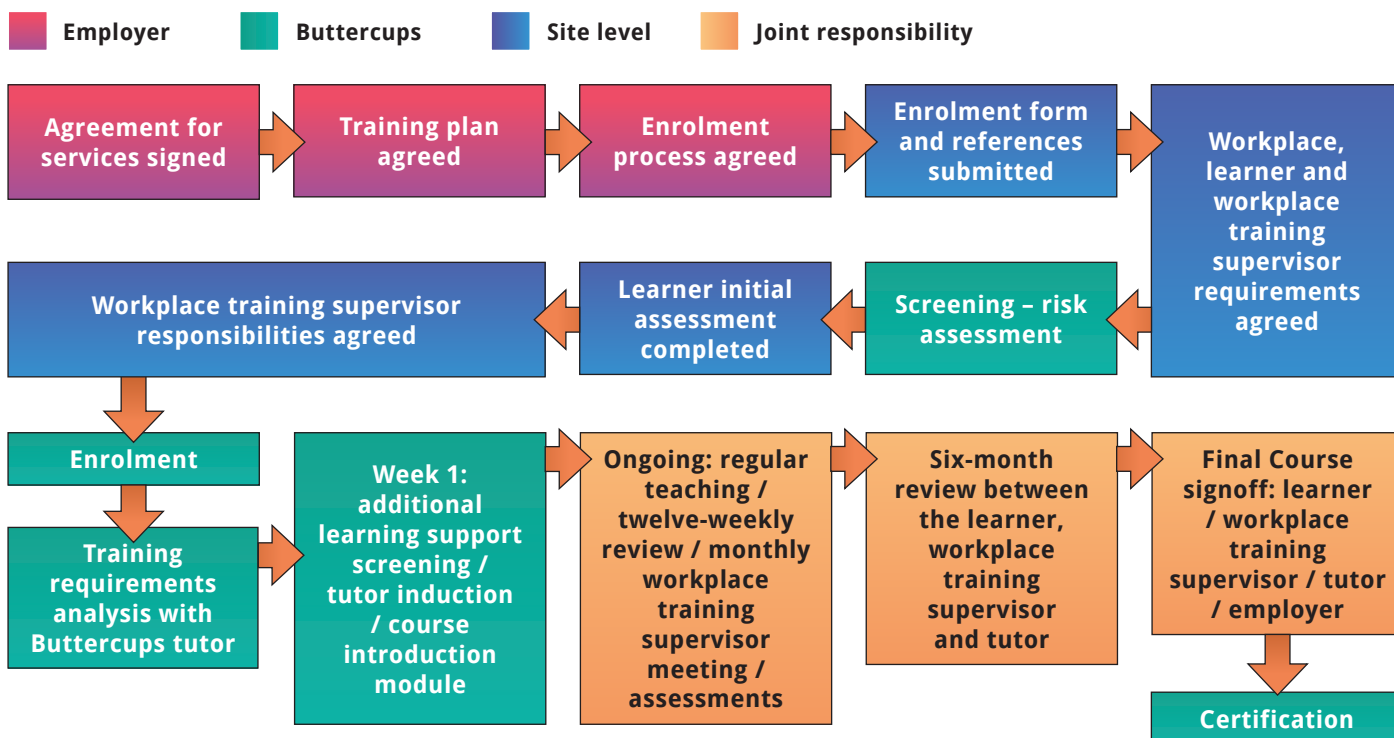
# Workplace training supervisor (WTS) role

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

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

- Introduction to their role and responsibilities, and those of others supporting the learner
- 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 their learner's progress
- How to deal with poor performance
- Raising concerns – when and how
- Learner handbook policies
- Workplace training supervisor policies
- Assessment of their ability to perform in the role
- Declaration of their knowledge of the learner's good health and character at the start of the course, unless being completed by their head office
- Confirmation of their role

## Programme delivery overview



# Roles and Responsibilities

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

All parties involved in the course delivery must be aware of their roles and responsibilities, which will be agreed on the enrolment form for the learner and workplace training supervisor, and in the employer agreements for the employer and Buttercups.

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

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

### **GPhC documents:**

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

### **Buttercups' fitness to practise policy**

## Employer roles and responsibilities

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

### **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 course to another workplace if the learner or Buttercups are able to arrange one
- 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 a learner, where the circumstances require it
- Allow Buttercups and any quality assurance organisations involved in the delivery of the course onto the employer premises, to carry out assessments and quality checks when required
- Allow Buttercups to send important updates to the 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 will include but is not limited to:

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

## Workplace training supervisor roles and responsibilities

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

You should also make sure 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 fully 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 will include the responsibility to assess your learner's progress as a key 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 using the b-Hive dashboard reporting and analytics function, alongside accessing their assessment e-Portfolio. It is essential that any concerns around progress are picked up in a timely manner and an action plan agreed so that additional support can be put in place with Buttercups, if 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 their learner. If this is the case, the supervisor should tell their 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 WTSs 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, at all times, as a professional role model.

### Their main roles and responsibilities are:

- Prior to the enrolment of their learner complete an online Buttercups WTS course
- Complete an induction with their learner so they know what is expected of them and when it is expected
- Facilitate placements and opportunities for their 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
- To treat the learner fairly and reasonably, like the rest of the workforce, and not discriminate or act unfairly against the learner

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

## Learners 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 less than two years, further checks and references will need to be completed by your employer, which you may need to assist with.

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

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

- The plan will include:
- Previously identified learning needs for progression during your training
  - Realistic agreed targets

- Details of your training activities during the programme
- Details of activities and assessment you will need to undertake to help the WTS and Buttercups assess your ongoing performance

Your Buttercups tutor and WTS have the responsibility to assess your progress as a key part of your development. The WTS's 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 that feedback positively.

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

Your Buttercups Tutor or WTS should be able to support you both professionally and with issues of a more personal or emotional nature. This could mean considering safeguarding procedures, such as putting certain measures in place to make sure you are fit to practise or refer you elsewhere for support if they cannot help you. This could include referring you to professional bodies, careers advisors or other pharmacy organisations, including Buttercups 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 WTS 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 course you will be required to participate in an appraisal of your performance every six months with your WTS. This will cover your progression through the course alongside the development of your knowledge, skills and behaviours to meet the learning outcome for the course. You will be able to review your real time progress using the b-Hive dashboard reporting and analytics function. It is essential that any concerns around progress are picked up in a timely manner and an action plan agreed to get you back on track. Additional support can be put in place if necessary. If there are circumstances due to illness or issues within the workplace, your training may be extended.

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

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

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

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

#### **In summary 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 course 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 Buttercups every twelve weeks
- Participate in monthly 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 course

# Buttercups roles and responsibilities

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

## 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 PTPP course 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 course's teaching and learning strategy and assessment strategy.

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

## Pre-course responsibilities

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

In addition, Buttercups 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 laid down 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.



**A summary of Buttercups' responsibilities is as follows:**

- Ensure that the training meets the requirements set out in the GPhC accreditation for the programme
- Manage the process of creating formal agreements with the employer
- Agree a training plan for the course 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 learner's eligibility for enrolment on the course
- Provide an induction, explaining the learning programme and facilities available to the learner
- Providing 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 every three months over the phone, speaking to both 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 and an out of hours helpline
- 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

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

- Assess and provide timely feedback on submitted assessments on a monthly basis
- Provide teaching sessions for learners when required
- Answer learner queries as and when they arise
- Monitor progression throughout the course
- Liaise with the workplace training supervisor during the programme to facilitate progression of the learner
- Manage course deadlines and extensions within guidelines from Buttercups 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 teams to raise concerns to employers where appropriate

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

- Monitor the assessment decisions of the course tutor
- Monitor the teaching quality of the course 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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Training

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