



Pharmacy
technician
programme

Buttercups Training Limited
Report of a reaccreditation event
April 2019

Event summary and conclusions

Provider	Buttercups Training Limited
Course	Pharmacy technician training programme
Event type	Reaccreditation
Event date	29-30 April 2019
Reaccreditation period	June 2019 – June 2022
Outcome	Approval The accreditation team agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the pharmacy technician programme provided by Buttercups Training Limited should be reaccredited for a period of three years
Conditions	There were no conditions
Standing conditions	Please refer to Appendix 1
Recommendations	No recommendations were made
Registrar decision	Following the event, the Registrar of the GPhC accepted the accreditation team's recommendation and approved the reaccreditation of the programme for a further period of 3 years.
Key contact (provider)	Emma Seton, Chief Pharmacist
Reaccreditation team	Mrs Barbara Wensworth, Freelance Pharmacy Lecturer, Standards Verifier, assessor and writer Mrs Donna Bartlett, Dispensary Team Leader, Lancashire Teaching Hospitals Miss Laura McEwen-Smith, Principal Pharmacy Technician; Health Education Kent Surrey & Sussex Pharmacy Education Mrs Fiona Barber, Independent Member, Leicester City Council
GPhC representative	Mr Chris McKendrick, Quality Assurance Officer, GPhC
Rapporteur	Ian Marshall, Emeritus Professor of Pharmacology, University of Strathclyde; Proprietor, Caldarvan Research (Educational and Writing Services)

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and is the accrediting body for pharmacy education in Great Britain. The reaccreditation process is based on the GPhC's standards for the initial education and training of pharmacy technicians October 2017.

The GPhC's right to check the standards of pharmacy programmes and qualifications leading to registration as a pharmacy technician is the Pharmacy Order 2010. It requires the GPhC to 'approve' courses by appointing 'visitors' (accreditors) to report to the GPhC's Council on the 'nature, content and quality' of education as well as 'any other matters' the Council may require.

The powers and obligations of the GPhC in relation to the accreditation of pharmacy technician education are legislated in the Pharmacy Order 2010. For more information, visit:

<http://www.legislation.gov.uk/ukxi/2010/231/contents/made>

Background

Buttercups Training Limited was accredited by the GPhC in 2014 to provide a programme to train pharmacy technicians (knowledge only), for a period of 3 years. Since the last accreditation in 2014, there have been 3301 enrolments on the programme with 1468 of those taking place prior to September 2017. Of those enrolled, 804 have completed and 477 have been withdrawn. In line with the GPhC's standards for the initial education and training of pharmacy technicians October 2017, an event was scheduled for 29-30 April 2019 to review the programme's suitability for reaccreditation to the 2017 standards (integrated knowledge and competency). The event was held on site at the provider's head office to allow for the GPhC's accreditation team to view the resources available.

Documentation

Prior to the event, the provider submitted initial documentation to the GPhC in line with the agreed timescales. This documentation was reviewed by the reaccreditation team and it was deemed to be satisfactory to provide a basis for discussion. However, a large volume of further information requested at the pre-visit was made available to the team only on the eve of the event.

The event

The event was held onsite at Buttercups Training Limited head office in Nottingham on 29-30 April 2019 and comprised a number of meetings between the GPhC reaccreditation team, representatives of the Buttercups pharmacy technician programme and trainees.

Declarations of interest

There were no declarations of interest

Key findings

Part 1 – learning outcomes

During the event the team reviewed all 53 GPhC learning outcomes relating to the pharmacy technician programme. To gain additional assurance the team also tested a sample of five learning outcomes from the domains of person-centred care, and professionalism during a separate meeting with the provider (see

'learning tested outcomes' below) and was satisfied that all 53 learning outcomes would be met during the course to the level required by the standards. Please see **appendix 2** of this report for the detailed list of learning outcomes.

Learning outcomes tested at the event	
▶ 3. Listen to the person, and understand their needs and what matters to them.	Level: Does
Accreditation team's commentary	
The team agreed that the proposed submission material meets the teaching and assessment requirements of the learning outcome at the appropriate level	
▶ 7. Recognise and value diversity, and respect cultural differences - making sure that every person is treated fairly whatever their values and beliefs	Level: Does
Accreditation team's commentary	
The team agreed that the proposed submission material meets the teaching and assessment requirements of the learning outcome at the appropriate level	
▶ 10. Effectively promote healthy lifestyles using available resources and evidence-based techniques	Level: Knows how
Accreditation team's commentary	
The team agreed that the proposed submission material meets the teaching and assessment requirements of the learning outcome at the appropriate level	
▶ 16. Respond effectively to complaints, incidents and errors and in a way that demonstrates person-centred care	Level: Does
Accreditation team's commentary	
The team agreed that the proposed submission material meets the teaching and assessment requirements of the learning outcome at the appropriate level	
▶ 21. Raise concerns even when it is not easy to do so	Level: Does
Accreditation team's commentary	
The team agreed that the proposed submission material meets the teaching and assessment requirements of the learning outcome at the appropriate level	

Key findings

Part 2 - Standards for initial education and training course providers

1 - Selection and entry requirements

The team was satisfied that all of the four criteria relating to the programme provider is met (See Appendix 3 for criteria)

All entrants to the programme must be in employment in a pharmacy setting. The employment status of the applicants will be checked by the use of questions in the enrolment and engagement packs. Screening of nominated learners will consider the employer's suitability to provide the necessary infrastructure and support for the learner, and the learner's potential to become a pharmacy technician given their current ability, health and character. The employer will need to demonstrate that they can provide an appropriate and supportive workplace environment for the prospective learner, including the availability of a suitable workplace training supervisor (WTS). The minimum education requirements are English at GCSE Grade C/level 4, Maths at GCSE Grade C/Level 4 and Science at GCSE Science Grade C/Level 4, or equivalent evidence of these attainments. Any candidate having previous pharmacy qualifications or experience relevant to pharmacy but who does not meet these requirements, will take an online assessment to ascertain whether their educational attainments are at the appropriate level. The team learned that any entrants with problems in spoken English would be referred to the provider's Functional Skills Team for tailored support. Applicants will need to confirm their good character at point of employment and adequate health to start training. Their employer or WTS must declare any information that could affect the applicant's ability to become a pharmacy technician. Both learners and employers will be directed to the provider's Fitness to Practise policy to help them understand the importance of declarations made. The enrolments team follows an enrolment standard operating procedure to highlight any concerns, which can be referred for further review to the Head of Centre.

2 - Equality, diversity and inclusion

The team was satisfied that all of the three criteria relating to the pre-requisites for entry is met

An EDI committee that meets quarterly monitors EDI data and the promotion of EDI values with both staff and learners. The EDI committee has completed an EDI impact assessment for the current Level 3 programme and reviewed the proposed new programme to ensure that no protected group is likely to be disadvantaged by the selection process or delivery of the programme. The team learned that EDI is covered in the early part of the programme and that subsequently "hotspots" are embedded throughout the course teaching to ensure the relevance of EDI is explained in relation to the role of the pharmacy technician. The provider has implemented a Stay Safe website and an EDI website will be rolled out in 2019. Data collected over the last 2 years in terms of progression and completion has shown no differences with gender or with additional learning needs, but progression rates for those aged 16-18 are slightly worse than those in other age groups. To mitigate this, visits are now provided for all those under 18, with additional welfare checks to support their development. The data for ethnicity was inconclusive and will continue to be monitored. Learners will complete screening during week one of the course to help identify neurodiversity to see if they require additional learning support. Learners with additional learning needs declared on enrolment will be reviewed by an Additional Learning Support Coordinator to ensure that their needs can be supported and if any assessment adjustments are required.

3 - Management, resources and capacity

The team was satisfied that all of the seven criteria relating to the programme is met

The delivery of the course in many different environments will be a three-way partnership between the employer, the learner and the provider with a risk assessment of each workplace training site. The

employer agreement will outline out expectations of resources, infrastructure and support for both the learner and the workplace training supervisor (WTS) to be able to meet the requirements of the course and what support/responsibilities the provider will assume. The WTS and learner will have their responsibilities outlined in the enrolment form and reiterated in their respective course introductions, and the WTS will undertake a training course on enrolment of their learner. The provider will be externally quality assured by an Ofqual-regulated organisation which will outline the sanctions that would be taken should quality assurance issues arise. During the course, learners will undertake monthly meetings with their WTS and quarterly reviews with their Buttercups tutor in conjunction with their WTS, covering issues such as progression and performance, and every 6 months, the learners will complete an appraisal with their WTS as part of their course, including 360-degree feedback. The programme has been developed by the provider's in-house development team, containing a mix of pharmacy registrants from different sector backgrounds, working alongside e-learning and technical specialists, under the supervision of the provider's Chief Pharmacist. Stakeholder engagement has taken place during this development process, including informal discussions with key employers to sense check the direction of travel, and with feedback from staff, current learners and patients using online forums, surveys and phone calls. The course is subject to an ongoing cycle of maintenance/updates, with the provider's professional development pharmacists and course development team monitoring all sources of changes and sharing updates where relevant. The course development team is authorised to make any immediate changes based on patient safety. There is a Teaching, Learning and Assessment Team (TLA) consisting of over 50 pharmacists, pharmacy technicians and science graduates managed by the Head of Centre. In addition, there is a dedicated Safeguarding and Welfare Team which is also responsible for ensuring learner understanding around the Government Prevent Duty and Safeguarding and British Values, a Functional Skills Team (FST) consisting of mathematics and English tutors, and a Professional Services Team that is responsible for the processing of queries and administration support. A Learner Review Team (LRT) completes induction and reviews calls with learners, and a Client Relationship Team (CRT) responsible for managing the learners through liaison with their respective head offices. In addition, there is a dedicated Safeguarding and Welfare Team (SWT) that is responsible for identifying and investigating any safeguarding or welfare related issues with learners. The Welfare Team (SWT) is also responsible for ensuring learner understanding around the Government Prevent Duty and Safeguarding and British Values. The company has a customised learning management system (LMS) and a bespoke e-learning platform (b-Hive) which hosts staff and learner training. The projected annual intake going forward will be around 1000, subject to accreditation; the board and senior management team have assumed in the three-year plan that the staff numbers of registered professionals will be sufficient for a ratio of 1 tutor to 75 learners. The team noted from the provider's financial planning analysis that the programme would be sustainable financially. A WTS course has been developed with an assessment to allow recognition of their competence in the role. Trainees, WTS and employers can review their real time progress using the b-Hive dashboard reporting and analytics function. Due to time constraints the team was unable to tour the Buttercups Head Office apart from the impressive facilities provided for the conduct of the event.

4 - Monitoring, review and evaluation

The team was satisfied that all of the five criteria relating to learning in practice is met

Buttercups is a training provider for pharmacy apprenticeships and is subject to regular inspection from the ESFA, Ofsted, Matrix and partner FE Colleges. It is accredited as a training provider by the Royal Pharmaceutical Society and has set up an employer and patient stakeholder group to provide course feedback on an annual basis. All staff members are subject to enhanced DBS checks and written references are required in relation to protecting the safety of learners. All learners complete an end-of-programme review form, feedback from which is reviewed at Board level in addition to them being analysed by the relevant teams for service improvements. There is also a contact form link on the course websites and on-line assessment system allowing learners and training supervisors to report any issues or suggestions on a 24 hours per day, seven days per week basis. The Learner Safeguarding and Child Protection, Fitness to Practise and Malpractice policies will identify issues and risks that could be

escalated to the senior management team or the Board to be dealt with. The Board has ultimate responsibility, acting like governors, holding the senior management team (SMT) accountable by completing a monthly review of the Company risk register. The Head of Science and Teaching Development leads on the quality assurance of the teaching with a quarterly programme of teaching observations and learning walks. There is an internal quality assurance (IQA) process, which includes a sampling plan that ensures all assessors across all units, and all tutors across all modules, will be reviewed over time; IQA reports will be sampled and reviewed by another IQA to ensure consistency in feedback. There is a programme of standardisation and training activities which is informed by both the IQA and the observation processes. Feedback from staff, learners and employers is used alongside management information data on course progress and assessments to monitor the effectiveness of these strategies. Should a course require a significant change post-accreditation, the GPhC would be contacted for advice prior to making any such change. Learners will receive oral and/or written feedback on a monthly basis from both Buttercups and their workplace training supervisor. Additionally, there will be verbal communication with workplace training supervisors at three monthly intervals during the course to ensure timely feedback or *ad hoc* communication.

5 - Course design and delivery

The team was satisfied that all of the ten criteria relating to assessment is met

The submission emphasised that the introduction of the new, revised initial education and training standards (IET) had required a radical overhaul of the old teaching programme because the new programme requires experiential learning in order to fully link the knowledge to the practical skills and behaviours that will be required. To be successful, the learner will be supported and supervised by Buttercups and their employer, in order to provide developmental progression through the whole two years of the programme. As a result, a new programme has been developed from scratch using a spiral curriculum designed to meet the GPhC learning outcomes. The new curriculum has fifteen modules of learning split into four different levels. The first level can be undertaken without any prior experience of pharmacy, providing that the learner meets the entry requirements for the course, with each subsequent level building on the knowledge, skills and behaviours taught in the earlier levels. All the teaching in each module is linked to the nine domains of the GPhC professional standards. The approach will use a blended learning delivery, utilising a bespoke b-Hive platform which allows employers to reduce their overheads associated with off-site training and allows the trainees to learn in an experiential way. WTSs will be required to complete a training programme on enrolment to ensure they understand their role and when they need to share concerns with the provider in relation to the learner. Each learner is provided with a training plan agreed by their employer and WTS. This aligns the training they are completing online and in the virtual classroom, with practical training being undertaken in the workplace, to ensure they are competent and being introduced to specific tasks at the appropriate time during their training period.

6 - Course assessment

The team was satisfied that all of the ten criteria relating to details of the award is met

In order for the learner to demonstrate that they have met the learning outcomes, they will need to draw on learning across many modules. In addition, majority of the learning outcomes are at a “does” level. These require the learner to be able to have assimilated the knowledge and skills, and then to be able to apply them to their practice. There is a portfolio-style of assessment with mostly summative assessments to demonstrate the learning outcomes, although some assessments will be developmental or formative assessments; these are designed to check progression through the programme to ensure the learner is on track to achieve the qualification in a timely manner. For some learning outcomes, there are several summative assessments but for others there may only be one. Each assessment will contain an assessment brief for the learner, which outlines the regulations and assessment criteria for each individual assessment. The team, although agreeing that the assessment strategy was both

comprehensive and appropriate, considered that the associated documentation was extremely complex and would be difficult for both learners and WTSs to navigate. The team was told that the provider intended to flesh out the assessment documentation, but considered rather that the documentation would benefit from greater simplification and clarity. The learner handbook contains the policies for appeals, malpractice and plagiarism. The verification of the assessment is completed by the IQA team and overseen by the Head of Centre. This is subject to external scrutiny by an external quality assurance (EQA) organisation, KQ, which will undertake monitoring visits according to their centre QA procedures; see below for further commentary on the EQA. Multiple Choice Question Tests, Short or long answers questions, Case study/scenario assignments, and Reports may be used to meet the “knows how” learning outcome, while Projects, Observations, Objective Structured Clinical Examinations, Multi-source Feedback, Direct Observations of Procedural Skills, a Development Portfolio, and Discussions may be used to meet the “does” learning outcomes. The majority of the assessments are completed in the workplace because they are at a level of “does”. These assessments are related to the learning outcomes by the Buttercups tutor, supported by the WTS. Live tracking of the learner’s progress occurs on the b-Hive and in the e-portfolio; this can be seen by the learner and their WTS in real time. In addition, the employer can track progress against expected progress in real time. The Buttercups tutor will also have access to all of this information to allow for monitoring. Those assessing within the Buttercups TLA team have an industry standard assessor qualification, with all new assessors having an induction and training programme before being signed off as competent to assess. Learners will receive feedback on their progress. For assessments marked automatically feedback will be instantaneous. For those learners that will be assessed by their Buttercups tutor, they will be reviewed on a monthly basis and feedback provided for all assessments during that month. Feedback may be oral but will also be recorded in the learner’s portfolio. The team learned that the EQA organisation, KQ, part of the Buttercups Group, has been commissioned to undertake external quality assurance of the programme assessment. The team was assured that KQ is contractually independent of Buttercups Training Limited and has in turn commissioned a standards verifying organisation with experience of pharmacy to quality assure the programme and its assessment methodology.

7 - Pre-registration trainee pharmacy technician support and learning

The team was satisfied all of the seven criteria relating to details of the award is met

Learners are allocated a named Buttercups tutor/assessor who will be their main point of contact during their programme. Regular meetings between the learner and their WTS will be documented in the learner’s e-portfolio, and their WTS will have access to view real time progression on the b-Hive system. On a monthly basis the WTS to have a short review meeting with their learner and upload evidence of this to their portfolio. In addition, the Buttercups tutor will monitor the learner’s progress on a monthly basis as part of their assessment. On a three-monthly basis, Buttercups will conduct a more detailed review of the learner’s progress with them and their WTS. Every six months, the learner will have an appraisal in the workplace based on their performance in the role. This will be led by their WTS but include multi-source feedback for example, by patients and colleagues. The learner support team can deal with queries or direct the learner to an alternative tutor where necessary. All learners will join online peer discussion forums, where they can discuss issues and ask questions to develop professional networks. Buttercups has a ‘Stay Safe’ website, which is a resource designed for keeping learners safe in their workplace. The website details the different types of welfare and safeguarding issues faced by learners and provides information and resources on how to recognise, report and resolve them. The course information pack outlines the mechanisms should there be an issue with the delivery of the course regarding the roles and responsibilities. The learner also has an opportunity to raise a grievance through the learner grievance procedure. In addition, teaching around the GPhC’s guide to raising concerns is embedded in the course teaching and learners are signposted from the learner handbook webpage to the GPhC information on how to raise a concern.

The team was satisfied that all 53 GPhC Learning Outcomes outcomes will be delivered at the

appropriate level. The team had scrutinised the learning outcomes in discussions with the staff. Rather than examining each of the 53 outcomes, five learning outcomes (3, 7, 10, 16, and 21) relating to the domains of person-centred care, and professionalism had been selected for detailed discussion; the Buttercups Training staff members had been unaware of the outcomes to be discussed before the meeting. For each of the five outcomes scrutinised in detail, the evidence provided by the discussions with the staff, along with other evidence provided with the documentation, gave the team confidence that these outcomes will be met at the required level; the team was confident that all other outcomes will be similarly met. This view was supported by the documented material for each of the other outcomes, which had also been scrutinised by the team; other discussions in meetings with programme staff had also addressed many of these outcomes. Thus, the team was satisfied that the 53 learning outcomes will be met.

Appendix 1 - Standing conditions

The following are standing conditions of accreditation and apply to all providers:

1. The record and report include other comments from the team, and providers are required to take all comments into account as part of the accreditation process. The provider must confirm to the GPhC that required amendments have been made.
2. The provider must respond to the definitive version of the record and report within three weeks of receipt. The summary report, along with the provider's response, will be published on the GPhC's website for the duration of the accreditation period.
3. The provider must seek approval from the GPhC for any substantial change (or proposed change) which is, or has the potential to be, material to the delivery of an accredited course. This includes, but is not limited to:
 - a. the content, structure or delivery of the accredited programme;
 - b. ownership or management structure of the provider;
 - c. resources and/or funding;
 - d. trainee numbers and/or admissions policy;
 - e. any existing partnership, licensing or franchise agreement;
 - f. staff associated with the programme.
4. The provider must make trainees and potential trainees aware that successful completion of an accredited course is not a guarantee of registration or of future employment as a pharmacy technician.
5. The provider must make trainees and potential trainees aware of the existence and website address where they can view the GPhC's accreditation reports and the timescales for future accreditations.
6. Whenever required to do so by the GPhC, providers must give such information and assistance as the GPhC may reasonably require in connection with the exercise of its functions. Any information in relation to fulfilment of these standing conditions must be provided in a proactive and timely manner.

Appendix 2 – Learning outcomes

Pharmacy technician programme learning outcomes

Domain - Person-centred care

Pre-registration trainee pharmacy technicians will:

1	Involve, support and enable every person when making decisions about their health, care and wellbeing	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
2	Optimise a person's medicines to achieve the best possible outcomes	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
3	Listen to the person, and understand their needs and what matters to them	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
4	Give the person all relevant information in a way they can understand, so they can make informed decisions and choices	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
5	Advise people on the safe and effective use of their medicines and devices	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
6	Obtain relevant information from people – including patients, carers and other healthcare professionals – and use it appropriately	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
7	Recognise and value diversity, and respect cultural differences - making sure that every person is treated fairly whatever their values and beliefs	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
8	Adapt information and communication to meet the needs of particular audiences	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
9	Apply the principles of information governance and ensure patient confidentiality	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
10	Effectively promote healthy lifestyles using available resources and evidence-based techniques	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Knows how
11	Be able to provide public health advice and recommend recognised health screening or public health initiatives	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Knows how
12	Understand how to safeguard people, particularly children and vulnerable adults	

	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
Domain - Professionalism		
Pre-registration trainee pharmacy technicians will:		
13	Apply professional judgement in the best interests of people	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
14	Recognise and work within the limits of their knowledge and skills, and refer to others when needed	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
15	Understand how to work within the local, regional and national guidelines and policies	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
16	Respond effectively to complaints, incidents and errors and in a way that demonstrates person-centred care	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
17	Use information to make effective decisions	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
18	Take personal responsibility for the health and safety of themselves and others, and following up any concerns about the workplace which might put them, or others, at risk	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
19	Demonstrate leadership skills within their scope of practice as a trainee	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
20	Recognise when their performance or the performance of others is putting people at risk and respond appropriately	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
21	Raise concerns even when it is not easy to do so	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
22	Act openly and honestly when things go wrong	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
23	Effectively use a variety of methods, including feedback, to regularly monitor and reflect on practice, skills and knowledge	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
24	Carry out a range of relevant continuing professional development (CPD) activities	

	Expectations of a pre-registration trainee pharmacy technician:	► Does
25	Reflect and act on feedback or concerns, thinking about what can be done to prevent something happening again	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
Domain - Professional knowledge and skills		
Pre-registration trainee pharmacy technicians will:		
26	Provide a safe, effective and responsive pharmacy service	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
27	Take personal responsibility for the legal, safe and efficient supply of medicines	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
28	Understand the basic principles of biology, microbiology, physiology, and chemistry	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
29	Understand the basic pharmacological principles to the use of medicines in relation to disease processes and the treatment of identified clinical conditions	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
30	Confirm the suitability of a person's medicines for use	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
31	Accurately retrieve and reconcile information about a person's medicines	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
32	Assess a person's present supply of medicines and order appropriate medicines and products	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
33	Order, receive, maintain and supply medicines and other pharmaceutical products safely, legally and effectively	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
34	Receive requests for medicines, including prescriptions, and check for their validity, safety and clarity, taking action to deal with any problems	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
35	Effectively use systems to support the safe supply of medicines	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
36	Accurately assemble prescribed items	

	Expectations of a pre-registration trainee pharmacy technician:	► Does
37	Apply pharmaceutical principles to the safe and effective formulation, preparation and packaging of medicines and products	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
38	Ensure the quality of ingredients to produce and supply safe and effective medicines and products	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
39	Issue prescribed items safely and effectively and take action to deal with discrepancies	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
40	Carry out an accuracy check of dispensed medicines and products	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
41	Accurately perform pharmaceutical calculations to ensure the safety of people	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
42	Recognise adverse drug reactions and interactions and respond appropriately	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
43	Safely and legally dispose of medicines and other pharmaceutical products	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
44	Respond appropriately to medical emergencies, including providing first aid	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
45	Identifies and responds effectively to errors and near misses	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
46	Apply the principles of clinical governance	
	Expectations of a pre-registration trainee pharmacy technician:	► Does
47	Understand the principles of audit and quality-improvement strategies, and how to implement recommendations effectively	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
48	Understand the principles of risk management	
	Expectations of a pre-registration trainee pharmacy technician:	► Knows how
Domain - Collaboration		
Pre-registration trainee pharmacy technicians will:		

49	Demonstrate effective team working	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
50	Communicate and work effectively with members of the multidisciplinary team	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
51	Check their own and others' work effectively	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
52	Take part in the learning and development of others	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does
53	Prioritise time and resources effectively to achieve objectives	
	Expectations of a pre-registration trainee pharmacy technician:	▶ Does

Appendix 3 – Accreditation criteria

GPhC accreditation criteria for pharmacy technician programmes

Accreditation criteria

Standard 1 – Selection and entry requirements.

Selection processes must be open, clear, unbiased and keep to relevant legislation to identify applicants with the right attributes to train as a healthcare professional.

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|-----|---|
| 1.1 | Entry requirements must ensure that applicants are fit to practise as trainees at the point of selection. |
| 1.2 | Selection criteria must be clear and unambiguous. They must include as a minimum: <ul style="list-style-type: none"> • meeting specified English language requirements • meeting specified numeracy requirements • other academic requirements or experience equivalent to national level 2 or above • taking account of good character checks • taking account of health checks |
| 1.3 | Applicants must be working in a pharmacy environment or have secured a placement as a pre-registration trainee pharmacy technician and be supervised by a pharmacy professional. |
| 1.4 | Selectors must apply the selection criteria consistently, in an unbiased way and in line with relevant legislation. They should be trained to do this and training should include equality, diversity and inclusion. |

Standard 2 – Equality, diversity and inclusion.

All aspects of pharmacy technician education and training must be based on principles of equality and diversity and keep to all relevant legislation.

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|-----|--|
| 2.1 | Equality and diversity must be embedded in course design and delivery |
| 2.2 | Equality and diversity data must be used in designing and delivering courses, and in planning the whole experience of being a pre-registration trainee pharmacy technician. |
| 2.3 | Reasonable adjustments must be made to course delivery and assessment to help pre-registration trainee pharmacy technicians having specific needs to meet the learning outcomes. Teaching, learning and assessment may be modified for this purpose but learning outcomes may not. |

Standard 3 – Management, resources and capacity.

Courses must be planned and maintained using transparent processes which must show who is accountable for what at each stage of initial education and training. The education and training facilities, infrastructure, leadership, staffing and staff support must be adequate to deliver the course.

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|-----|--|
| 3.1 | All courses must be backed up by a defined management plan which must include: <ul style="list-style-type: none"> • a schedule of roles and responsibilities, in the learning and training environments and in the workplace • lines of accountability, in the learning and training environments and in the workplace • defined structures and processes to manage delivery • processes for identifying and managing risk |
| 3.2 | There must be agreements in place outlining the roles and responsibilities of all those involved in delivering a course. |
| 3.3 | Each pre-registration trainee pharmacy technician must have a learning agreement covering all the learning and training environments. This must outline roles, responsibilities and lines of accountability, and must say how trainees will be supported during the course. Course providers must explain how they will be reassured that learning agreements will be implemented in full. |
| 3.4 | All course providers must have pharmacy professionals involved in the design and the delivery of the |

	course.
3.5	<p>Appropriately qualified and experienced staff include:</p> <ul style="list-style-type: none"> • appropriately qualified and experienced staff • sufficient staff from relevant disciplines to deliver the course and support pre-registration trainee pharmacy technicians' learning • sufficient resources to deliver the course • facilities that are fit for purpose • access to appropriate learning resources
3.6	Everyone involved in managing and delivering the course must understand their role and must be given support to carry out their work effectively.
3.7	Each pre-registration trainee pharmacy technician must be supported as a trainee in the workplace. There must be systems in place for liaising with course providers regularly about the progress of a pre-registration trainee pharmacy technician.
Standard 4 – Monitoring, review and evaluation. The quality of courses must be monitored, reviewed and evaluated in a systematic and developmental way.	
4.1	All relevant aspects of courses must be monitored, reviewed and evaluated systematically. When issues are identified they must be documented and dealt with within agreed timescales.
4.2	There must be a quality-management structure in place that sets out procedures for monitoring and evaluation. This must include who is responsible, and the timings for reporting, review and taking action when appropriate.
4.3	There must be systems in place to monitor and evaluate the standard of teaching, learning and assessment to make sure that quality is maintained across all learning environments.
4.4	Course monitoring and review must take into account the external environment, especially pharmacy, to make sure that courses stay up to date as they are delivered.
4.5	Feedback to pre-registration trainee pharmacy technicians must be a part of monitoring, review and evaluation processes.
Standard 5 – Course design and delivery. Courses must develop the required skills, knowledge, understanding and professional behaviours to meet the outcomes in part 1 of these standards by using a coherent teaching and learning strategy. The design and delivery of training must take account of stakeholders' views and must ensure that trainees practise safely and effectively.	
5.1	Courses must be designed and delivered using strategies which bring together knowledge, competence and work experience
5.2	The GPhC's standards for pharmacy professionals must be part of all courses and used actively. This is to make sure that pre-registration trainee pharmacy technicians know what will be expected of them when they are registered.
5.3	There must be a course teaching and learning strategy which sets out how trainees will achieve the outcomes in part 1 of these standards.
5.4	Courses must be designed and delivered to develop the skills, knowledge, understanding and professional behaviours required to meet the learning outcomes in part 1 of these standards.
5.5	Awarding bodies and course providers must get the views of a range of stakeholders – including patients, the public and employers – and take account of them when designing and delivering the course.
5.6	Courses must be revised when there are significant changes in practice, to make sure they are up to date.
5.7	Pre-registration trainee pharmacy technicians must be supervised using an agreed system in all learning and training environments, to ensure patient safety at all times.

5.8	Pre-registration trainee pharmacy technicians must only carry out tasks in which they are competent, or are learning under supervision to be competent in, so that patient safety is not compromised.
5.9	Course regulations must be appropriate for a course that leads to professional registration. That is, they must prioritise professionalism, patient safety, and safe and effective practice.
5.10	All course providers and employers must have procedures to deal with concerns. Serious concerns that may affect a pre-registration trainee pharmacy technician's suitability for future registration must be reported to the GPhC.
Standard 6 – Course assessment. Courses must have an assessment strategy which assesses required skills, knowledge, understanding and professional behaviours to meet the outcomes in part 1 of these standards. The assessment strategy must assess whether a pre-registration trainee pharmacy technician's practice is safe.	
6.1	Courses must have an assessment strategy which ensures that assessment is robust, reliable and valid.
6.2	The assessment strategy must assess the learning outcomes in part 1 of these standards. Methods used must be appropriate for what is being assessed; and teaching, learning and assessment must be aligned.
6.3	The assessment strategy must include a methodology to assess decisions of competence in the workplace and other appropriate environments.
6.4	Patient safety must come first at all times, and the assessment strategy must assess whether a pre-registration trainee pharmacy technician is practising safely as a trainee.
6.5	Monitoring systems must be in place in all learning and training environments. The systems must assess a pre-registration trainee pharmacy technician's progress towards meeting the learning outcomes in part 1 of these standards. They must ensure that a pre-registration trainee pharmacy technician's practice is safe at all times, as a trainee. Causes for concern must be dealt with as soon as possible.
6.6	Agreements must be in place between course providers and the workplace regarding the roles and responsibilities for assessment.
6.7	Assessments must be carried out by appropriately trained and qualified people who are competent to assess the performance of pre-registration trainee pharmacy technicians.
6.8	There must be independent quality assurance of assessment processes. Quality assurance processes should be carried out by an external and appropriately qualified person or organisation, that is not an employee of the course provider and has no involvement with the pre-registration trainee pharmacy technician in their day-to-day work.
6.9	Pre-registration trainee pharmacy technicians must receive appropriate and timely feedback on their performance, to support their development as pre-registration trainee pharmacy technicians and professionals.
6.10	Assessment regulations must be appropriate for a course that leads to professional registration. That is, they must prioritise professionalism, patient safety, and safe and effective practice.
Standard 7 – Pre-registration trainee pharmacy technician support and the learning experience. Pre-registration trainee pharmacy technicians must be supported in all learning and training environments to develop as trainees and professionals during their initial education and training.	
7.1	<p>There must be a range of systems in place to support trainees to achieve the learning outcomes in part 1 of these standards, including:</p> <ul style="list-style-type: none"> • induction • effective supervision • an appropriate and realistic workload • personal and academic support • time to learn • access to resources.

7.2	There must be systems in place for pre-registration trainee pharmacy technicians to meet regularly with workplace colleagues to discuss and document their progress as learners.
7.3	Pre-registration trainee pharmacy technicians must have support available to them covering academic study, general welfare and career advice.
7.4	Pre-registration trainee pharmacy technicians must have access to pharmacy professionals who are able to act as role models and give professional support and guidance.
7.5	Pre-registration trainee pharmacy technicians must have the opportunity to work in multidisciplinary teams.
7.6	There must be clear procedures for pre-registration trainee pharmacy technicians to raise concerns. Any concerns must be dealt with promptly, with documented action taken when appropriate. Pre-registration trainee pharmacy technicians must be made aware of the GPhC's guide to raising concerns about pharmacy education and training.
7.7	Everyone supporting pre-registration trainee pharmacy technicians must take into account the GPhC's guidance on tutoring for pharmacists and pharmacy technicians in their work.