



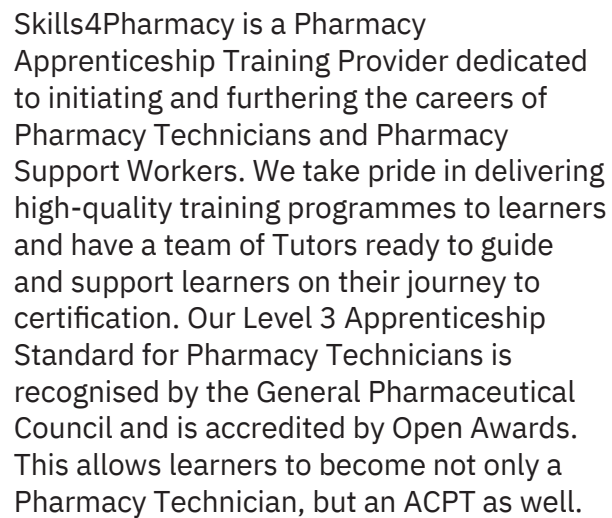
Level 3
Pharmacy Technician
Apprenticeship Programme

In partnership with



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About Us

A block of text describing Skills4Pharmacy's role as a Pharmacy Apprenticeship Training Provider. The text is positioned on the left side of the page, with a teal triangle pointing to the right below it.

Skills4Pharmacy is a Pharmacy Apprenticeship Training Provider dedicated to initiating and furthering the careers of Pharmacy Technicians and Pharmacy Support Workers. We take pride in delivering high-quality training programmes to learners and have a team of Tutors ready to guide and support learners on their journey to certification. Our Level 3 Apprenticeship Standard for Pharmacy Technicians is recognised by the General Pharmaceutical Council and is accredited by Open Awards. This allows learners to become not only a Pharmacy Technician, but an ACPT as well.

Course Info

Who is the course for?

Learners work under the supervision of a Pharmacist or Pharmacy Technician in all areas of pharmacy practice, including community (High Street) pharmacies, hospitals, dispensing practices and prisons. Here at Skills4Pharmacy, we have taken the Level 3 Apprenticeship standard and looked at ways in which we can be sure it meets the needs of pharmacy employers and provides flexibility and adaptability.

24 month duration + 3 months for end-point-assessment period.

At level 3, there are various topics that apprentices will learn including:

- Actions and uses of medicines
- Assemble and check dispensed medicines and products
- Undertake medicines reconciliation and supply
- Principles of Person-Centred Approaches for Pharmacy Technicians

How will learners be taught?

- 2 hours weekly live online sessions delivered through Microsoft Teams by a GPhC registered Pharmacist or Pharmacy Technician
- On demand, one-to-one support as and when required
- Quarterly formal progress reviews
- Access to our online training platform - Bud
- Support from a dedicated educational supervisor in the workplace

What is covered?

The sequence of teaching and learning is planned to provide a knowledge and skills framework to build progressive steps from induction to module endpoints and apprenticeship standard end point assessment. The apprenticeship aims to build an increasing body of knowledge that enables learners to perform increasingly complex skills in assisting in the management of medicines, including Principles of Person-Centred Care, assemble and check dispensed medicines, understand the actions and uses of medicines, undertake medicines reconciliation and supply, whilst keeping the patients best interests and safety at the forefront of their pharmacy practice. British Values are integral to encouraging learners to voice their opinions through various avenues such as online teaching, workbook activities and discussions during the learning programme.

Our comprehensive course includes both:

- Accuracy Checking
- Medicines reconciliation and supply

What are the Entry Requirements?

All those wishing to undertake a course of training and education which will lead to registration with the General Pharmaceutical Council (GPhC) must meet the regulator's requirements as follows:

- GCSE English at Grade C or above (or equivalent)
- GCSE Maths at Grade C or above (or equivalent)

It is recommended learners have:

- Level 2 Science qualification

Additional mandatory entry requirements include:

- Good character checks
- Fitness to practice health checks



Tutor support

Learners will be allocated a Tutor who will coach, support and guide them throughout their apprenticeship. They will have full access to Bud, our online training platform, so that on day 1 of their apprenticeship they will be able to review activities, live sessions and coursework immediately. Completing these activities will contribute to off -the-job learning. Learners can book a 1:1 with their Tutor to discuss Bud in detail, exempting activities where relevant and also setting their personalised activities that are tailored to learners and the employer's needs.



STEP 3

Skills4Pharmacy apprenticeship learner journey

Induction

Learners will receive a detailed induction onto their apprenticeship, which will include key information needed to start the programme. This also includes welcome activities such as careers, advice and guidance information. Furthermore, learners will attend a live and interactive induction where they will learn:

- Key information concerning the apprenticeship
- How to develop Maths, English and digital skills
- The apprentice role and responsibilities in Safeguarding, Prevent and British Values
- The expectations and requirements of The General Pharmaceutical Council (GPhC)



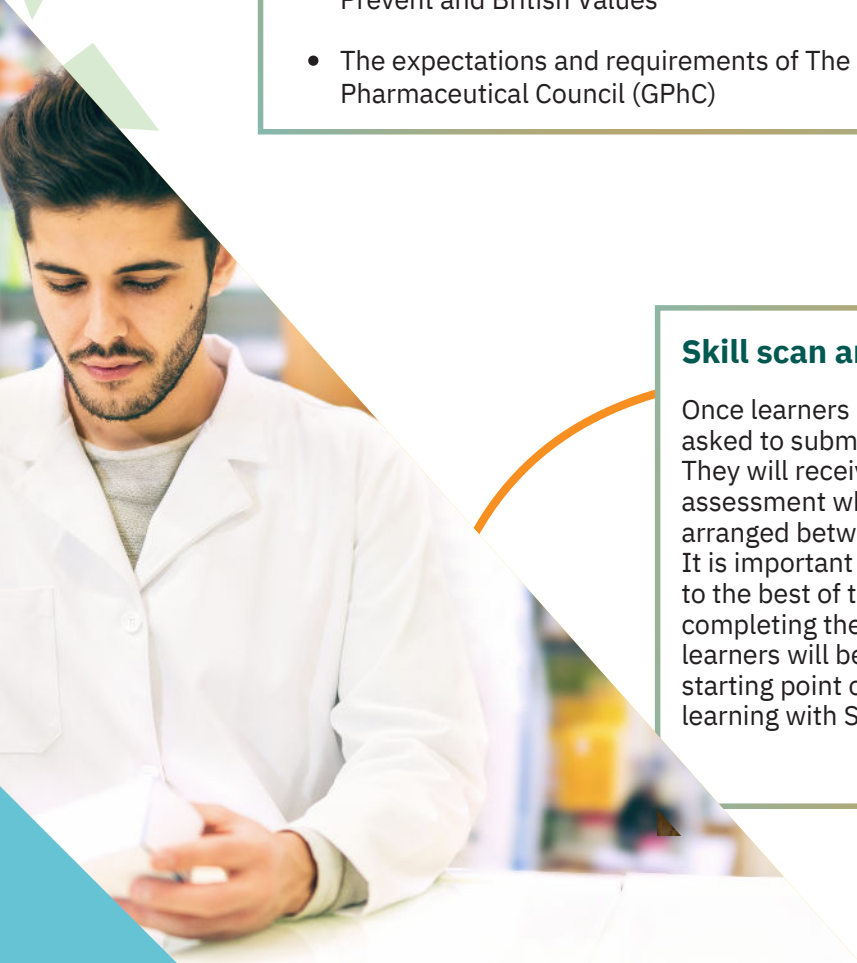
STEP 2

STEP 1



Skill scan and Initial Assessment

Once learners have commenced the enrolment process, they will be asked to submit any evidence of prior learning/GCSE results. They will receive a link to complete a BKSB English & Maths initial assessment which must be done prior to a sign-up meeting being arranged between themselves, the employer and the enrolment team. It is important that time is taken with this and the BKSB is completed to the best of their ability so that we can offer tailored support whilst completing the apprenticeship. During the enrolment meeting, learners will be required to undertake a skills scan to establish their starting point on the program and help us to individualise their learning with Skills4Pharmacy.



STEP 4



On programme

During this stage of the apprenticeship, learners will work to improve knowledge skills and behaviours required for the apprenticeship standard and complete the required off-the-job training. This will involve regular 1:1 meetings with their Tutor, in addition to live sessions during which they will plan to stretch and challenge their learning. They will also be learning and developing new skills/competencies and knowledge in the workplace.

Throughout the duration of the apprenticeship, training and development are delivered virtually through weekly live interactive sessions.

Observations are planned and conducted in the workplace to cover the dispensing and accuracy-checking process and medicines reconciliation.

On our online learning platform, learners will be able to access learning and recap all of their own learning at their own convenience. They will be given submission deadlines for assessments and will be expected to submit work that has been set by their Tutor, providing evidence of competence and knowledge.

Formal Progress reviews are scheduled every 10 to 12 weeks with the learner, their Educational Supervisor and their Tutor. Progress reviews are an opportunity to review and reflect on progress to date, visualising how they have developed against the required knowledge, skills and behaviours. Progress reviews are also an opportunity to discuss career aspirations, welfare, current affairs and other hot topics.



STEP 5



Gateway

Upon completion of their qualification, learners will go through gateway. This is a 3-way meeting with themselves, their line manager, with the Tutor confirming the mandatory aspects of the apprenticeship is completed and that they are ready to undertake the end-point assessment phase of the apprenticeship. Once this has been agreed upon, learners will complete the end point assessment with the independent End Point Assessment Organisation. They will receive support all the way up to the day of their End Point Assessment.

STEP 6



End Point Assessment

The End-point Assessment process involves a Final Awards Board held post-gateway.

The Final Awards Board will review the following:

- Evidence of achievement of the integrated qualification
- Evidence confirming the learner holds Level 2 Maths and English qualifications
- Evidence of the requirement of a minimum 24 months valid work experience



STEP 7



Certification

On successful completion of EPA, learners will receive a certificate confirming their achievement.

Unit Breakdowns

LEVEL 3 DIPLOMA IN THE PRINCIPLES AND PRACTICE FOR PHARMACY TECHNICIANS

Actions and Uses of Medicines

Within this unit, learners are able to understand the concepts of how medicines work in the body and why different routes of administration may be considered, along with the needs of the patient. The understanding of how medicines influence actions, will also provide a greater understanding of why side effects occur in the body.

Assemble and check dispensed Medicines and products

The unit has been designed to give the learner an understanding of the fundamental requirements of assembling and checking medicines or products, whilst encompassing key legislation and governance. In addition to this, learners will demonstrate how they are able to accurately dispense medicines and products within their own area of work. They will understand the consequences of inaccurate dispensing and be able to display how they adhere to SOPs whilst recording these errors. In addition to this, learners will understand the final accuracy checking of dispensed medicines or products from another member of the team. Here learners will utilise key interpersonal skills to interact with others if errors have been detected.

Biological Principles

Learners will understand how key components such as carbohydrates, lipids and proteins are used within the body. In addition to this, learners will understand the importance of enzyme and coenzyme reactions and what part they may play. The unit will explore the structure of DNA and RNA and changes such as evolution and the effects this may have on base sequences.

Chemical Principles

The structure and function of atoms is important within pharmacy practice. Within this unit, learners will understand the important part that atoms and their configuration plays in classifying their chemical properties. Learners will also understand the interaction between molecules and atoms and why this is important within the preparation of pharmaceutical products

Undertake medicines reconciliation and supply

Learners will understand the need for effective medicines optimisation within their pharmacy. They will study the legislation that provides an outline for service requirements. Learners will also demonstrate how they are able to communicate with individuals about their ongoing management of medicines and how to strengthen their understanding of treatment regimes. Learners will also check and confirm patients own medicines and provide advice and guidance for better use to further aid patient compliance and management. Learners will use resources and knowledge to answer questions within their own remit.

Contribute to the service improvements in the delivery of pharmacy services

Learners will explore how their role can contribute to service improvements within their pharmacy environment. Learners will understand the importance of internal and external audit arrangements and how this can lead to improving patient safety. A key component will be to explore communication and the benefits of effective communication with a range of customers. Learners will be required to demonstrate how they can communicate in a variety of situations, to obtain vital information to benefit service users and the services.

Medicinal and Non-medicinal treatment for the central nervous system

Learners will learn about the function of the central nervous system and the part this system plays in co-ordinating the body. The unit will explore disorders that affect the central nervous system and common medicines that can be used in the treatment of these disorders. In addition to this, learners will understand why common side effects occur. The unit will also encompass other common conditions such as mental ill health and the treatment of this condition using non-medicinal treatments. The unit will explore the treatment and management of pain using the pain ladder and common medicines and non-medicinal products used in this area. Learners will show their understanding of how to provide effective information to individuals about their medicines.

Medicinal and non-medical treatment of the gastrointestinal and nutrition conditions

Learners will explore the digestive system and the function and structure that plays a part retaining key nutrients. Learners will learn about the range of conditions that affect the sub parts of the gastrointestinal system and how these can be treated with medicinal and non-medicinal products. Learners will use the knowledge to understand why side effects occur whilst following these treatment regimes. In addition to this learning, learners will also understand the role of nutrition in the body and when artificial nutrition is required. Learners will continue to develop their knowledge of how to effectively counsel patients on taking medicines or supplements.

Medicinal treatment for Cardiorespiratory conditions

Learners will study towards understanding the key components of the cardiovascular system, along with the respiratory system. The unit will further explore the movement of blood, and how the blood vessels are equipped to complete vital exchanges. Learners will learn the treatment and management of medicines within these two systems. Learners will gain the knowledge to provide information to enable patients to effectively manage their conditions and medicines.

Medicinal and non-medical treatments for malignant diseases and musculoskeletal conditions

The learning will focus on the treatment regimes for both malignant and musculoskeletal conditions. Learners will understand the structure of cells, blood and tissue and the part they have to play in supporting the body in a variety of ways. Learners will explore conditions that affect both the musculoskeletal system and common conditions that affect the blood. Learners will be given an opportunity to understand the course of treatment and common side effects that may affect the patient. Learners will also comprehend other treatments that can help in the treatment of conditions.

Medicinal treatment for sensory organ conditions

The unit will focus on the sensory organs such as the eye, ears, mouth nose and skin. Learners will study the common conditions that are associated with each of the organs and how these can be treated with medicinal products, whilst understanding the common side effects and why they occur. The learning will allow the learner to translate information to others to enable effective management of medicines and products. Learners will as gain a vital understanding of the self-management of these conditions and the importance of lifestyle changes.

Personal development for pharmacy technicians

This unit will focus on understanding the role of a pharmacy technician and be able to reflect upon their actions, practice, development and performance. Learners will learn about revalidation and explore ethical dilemmas. In addition to this, learners will be able to understand how and why statutory regulation, law and GPhC standards.

Medicinal methods for the prevention, protection and treatment of infections

Within this unit, learners will develop their knowledge and understanding of infectious diseases and how they can be prevented. Learners will understand the different range of microbes and the conditions they can cause. Learners will explore treatment regimes and factors that could influence treatment decisions, which may include antibiotic resistance. Learners will also learn about medicines used and the side effects that may occur. Learners will explore the vaccination programmes along with the general principles of immunisation and the associated schedules. Learners will explore information provided to individuals about their medicines.

Medicinal treatments for endocrine, gynaecological and genitourinary conditions

Learners will explore and understand the function of these systems and how they work together. The unit also explores the development stages foetal growth to birth. Learners will further expand their knowledge to include conditions that affect the functioning of these systems and how medicines or non-medicinal products can be used to aid future treatments. Learners will gain the knowledge of why side effects occur and the range of information provided to individuals about their medicines.



Microbiology for pharmacy technicians

In addition to learning about infections, the microbiology unit focuses in more detail on the relation, structure and function of key microbes including bacteria, viruses and fungi. Learners will learn how these microbes reproduce, and growth within their environment, whilst understanding how they are transmitted. The unit will provide an introduction to antibiotic resistance and how healthcare professionals can play a part in reducing resistance via key roles such as antibiotic stewardship.

Principles of Health Promotions and wellbeing.

Learners will explore the campaign in relation to health promotion and wellbeing, they will understand the core principles of these promotions and how to provide information and advice to assist others in making good choices for the future. In addition to this, learners will study the causes of health inequalities or conditions that prevents the selection of health living. Learners will also understand essential information that could be provided to individuals about their health, along with resources that can be used to support information requests.

Principles of Health and Safety for Pharmacy Technicians

Within the unit, learners will study towards their understanding of safer working practices within the pharmacy environment. Learners will explore the need to ensure their own safety as well as others within the same local area. Learners will also understand the principles of risk management and how this can be achieved in the pharmacy. Learners will recognise medical emergencies and how to act upon them.

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Principles for the management of pharmaceutical Stock

Learners will be able to understand the day to day activities within their area of work to effectively manage stock in a variety of different ways. Learners will understand the process of procuring medicines from specialist suppliers and ensure upon receive that medicines are fit for purpose. Learners will also understand the importance of stock rotations and how to effectively ensure medicines are issued to the correct destination. Learners will recognise when medicines require further investigation such as via drug alert. Learners will also comprehend the requirements under legislation for controlled medicines.

Principles of person centred approaches for pharmacy technicians

At the centred of any role within the pharmacy environment is the patient and their care. This unit gives the learner the understanding of what person centred approaches are and how they can be achieved. Learners will focus on how to achieve these approaches within their day to day activity, they will also learn the value of involving the patient in their own care and the importance of these decisions. Learners will gain the necessary skills to underpin these approaches within everything they do.

Principles of safe manufacture of quality medicines in the pharmaceutical environment

Learners will work to understand the processes of manufacturing medicines at all levels. This includes within an aseptic environment and gives an insight into the complexities that are in association with manufacturing medicines. Learners will explore the need for concise documentation and auditable systems that contribute towards quality management and assurance. Learners will also gain the understanding of standard operating procedures and how they govern the preparation of medicines. In addition to this, learners will gain knowledge of hygiene requirements and the need for accuracy in procedures conducted in these environments.

Receive, Validate and Issue Prescriptions

Learners are given the knowledge to effectively receive, validate and issue prescriptions within their workplace, whilst demonstrating they are able to apply the required knowledge into their day to day working practices. Learners will show how they are able to effectively receive prescriptions into the pharmacy and check the information is present and concise. Learners will also demonstrate how they can use their interpersonal skills to provide information and advice to patients with regards to their prescribed medicines. In addition to this and under the direction of the responsible pharmacist, learners will work within their limitations to and refer when needed.





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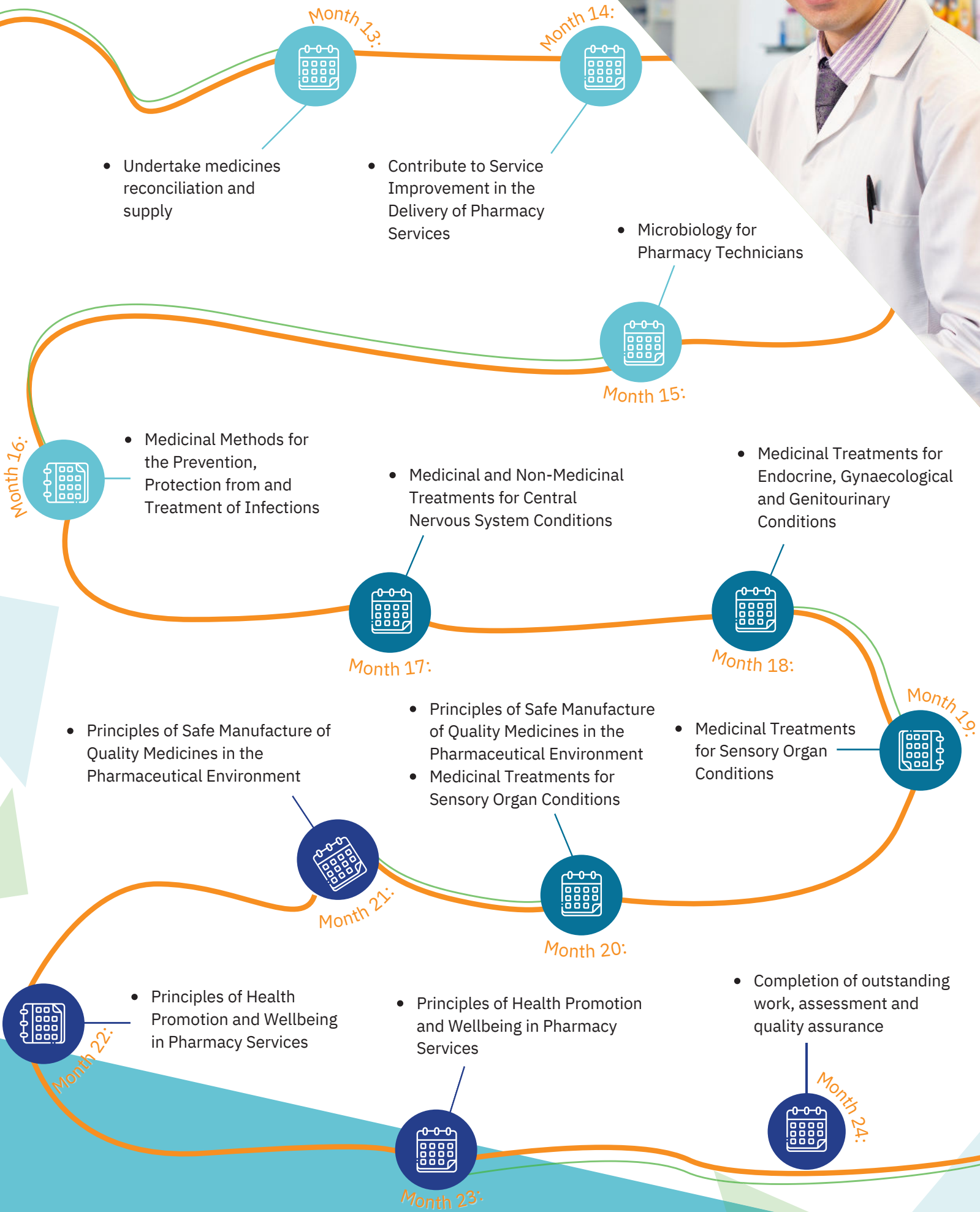


Green Life
PHARMA 



Qualification Roadmap







Theory:

- Classes & workshops
- Online Webinars
- Masterclasses
- Reading & Research
- Lunch & Learn Sessions
- Roleplay & Simulation Exercises

Practical Training:

- Job Shadowing
- Mentoring
- Attending Meetings
- Networking & Events
- Visits to wider parts of department
- Project Work



Learning Support:

- Writing Assignments
- Writing Self Assessments
- Revision
- Exam Prep
- One-to-one Tutorials
- Peer Discussions

What is off-the-job training?

Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice within their practical period, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship that is referenced in the apprenticeship agreement. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime

Why during working hours?

An apprenticeship is a work-based programme. Therefore, it is reasonable that the training must be delivered during the apprentice's normal working hours, away from their productive job role. It would be unfair to expect an apprentice to undertake the apprenticeship in their own time, in addition to their (potentially full-time) job role

If the required off-the-job training must, by exception, take place outside of the apprentice's normal working hours (e.g. in an evening or at the weekend, for an apprentice that normally works Mon-Fri 9-5), the apprentice must agree to this and be compensated for this time (e.g. through time off in lieu (TOIL) or by being paid for these hours). The majority of the programme must not be delivered in this way

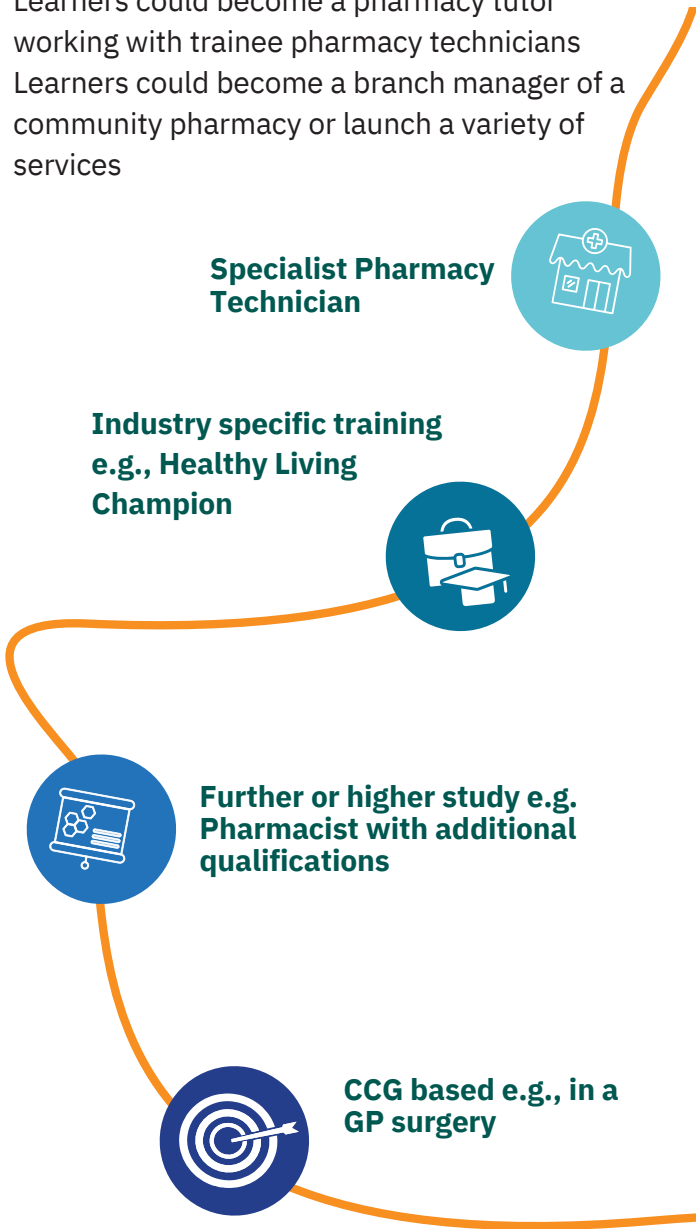
For more information on off-the-job training, please visit gov.uk:

www.gov.uk/government/publications/apprenticeships-off-the-job-training

Career Opportunities

Where can a pharmacy technician career go?

- With experience learners could become a departmental supervisor or manager
- Learners could take on a specialist role like clinical technician, working with healthcare professionals and patients on wards
- Learners could move into a specialist area like oncology, paediatrics, or clinical trials
- Some pharmacy technicians go into research and development work, or move into pharmaceutical production, sales or marketing
- Learners can do a 2-year full-time pharmacy foundation degree and then apply for year two of an accredited MPharm degree
- Learners could become a pharmacy tutor working with trainee pharmacy technicians
- Learners could become a branch manager of a community pharmacy or launch a variety of services



Specialist Pharmacy Technician

Industry specific training e.g., Healthy Living Champion

Further or higher study e.g. Pharmacist with additional qualifications

CCG based e.g., in a GP surgery

L3 Qualified Pharmacy Technician

Band 4

Band 4 staff include nursing associates, associate practitioners, pharmacy technicians, bed managers and senior clerical staff

| Years Experience | Salary |
|------------------|---------|
| 0-3 | £23,949 |
| 3+ | £26,282 |

Band 5

Band 5 staff include nurses, newly qualified midwives, paramedics, physiotherapists, occupational therapists and speech therapists

| Years Experience | Salary |
|------------------|---------|
| 0-2 | £27,055 |
| 2-4 | £29,180 |
| 4+ | £32,934 |

FAQS

What are the entry requirements?

All those wishing to undertake a course of training and education which will lead to registration with the General Pharmaceutical Council (GPhC) must meet the regulator's requirements as follows: GCSE English at Grade C or above (or equivalent), GCSE Maths at Grade C or above (or equivalent), and it is recommended learners have: Level 2 Science qualification. Additional mandatory entry requirements include: Good character checks
Fitness to practice health checks

Are functional skills required?

Learners are expected to have the required maths & English skills and certification before enrolling on the course. This is usually a GCSE at grade C/4 but can also be a functional skill at level 2 or equivalent qualification. Additional support is provided through our dedicated Functional Skills Tutors where required to support learners completing assignments or supporting their Maths skills.

How many hours is the apprentice likely to need off-the-job (OTJ)?

Learners will be expected to spend 6 hours per week of their working time training OTJ. There should be no additional time required unless the learner requires additional learning support, this will usually be discussed at induction.

What is expected of the employer?

Skills4Pharmacy will take the lead on off-the-job training to an extent but there will be an emphasis on the employer to also contribute the organisational training required. Employers will also need to arrange on-the-job training for learners in line with our scheme of work. Outside of supporting the training requirements we ask you to be involved in our 12 weekly formal progress reviews, sign off witness testimonies and other evidence the learner produces and lead the formal gateway meeting at the end of the learners on programme training.

Is final accuracy included?

Learners will complete a unit at level 4 as part of the Open Awards accredited and GPhC approved course. This unit, 'Assemble and Check Dispensed Medicines and Products' is designed to show the learners competency at performing the ACPT role. Checking the accuracy of own work will be covered in year 1, checking the accuracy of others work will be covered in year 2. The action and uses knowledge will also add depth required around responsibility and accountability to support with this. However, it is up to the individual employer to agree that this can be taken as final accuracy checking competency. You may want to put a probationary period in place after the learner has qualified and abide by the organisations SOPs.

Do trainees need to complete competency logs?

Dispensing & checking accuracy log

To meet Open Awards standards, we require evidence of a total of 500 accurately dispensed items and 500 accurately checked items. There is no formal summative assessment requirement for these learning outcomes. However, the final 20 items on each log must be error free. If an error is made in the last 20 items, the learner will be required to complete an additional 20 items and for those to be completed without error. The learners checking sessions should cover a breadth of prescription and speciality types to reflect the trainee's local scope of practice. The learner must check items under normal working conditions; this should reflect both busy and quiet periods. The learner must not have been involved in the dispensing or labelling of any items they check.

Medicines reconciliation log

A formative competence assessment log must be completed which can be used in the overall portfolio for the qualification and should cover the checking of 100 items of an individual's own drugs (patient's own drugs) and appropriate decisions about the suitability of these items.

What errors are permitted with logs?

To meet Open Awards standards, if the learner makes a checking error during the training period, the learner must follow the trust/organisation SOPs and the trust/organisation error report forms must be completed and discussed with the educational supervisor. When an error is made it is a requirement that the trainee reflects on the error made and changes to be made in their practice accordingly. The following points should be considered, documented and reviewed by the educational/practice supervisor:

- Description of error
- Corrective actions taken
- Likely root cause of the dispensing error
- Likely root cause of the trainee missing the error
- Potential outcome and impact of the error on the trainee, patient and organisation
- The action that needs to be taken to avoid the error happening/being missed again

Where errors are made, the trainee does not need to start their 500 items again. Instead we require evidence of a total of 500 accurately dispensed items and 500 accurately checked items.



Get Started Today!



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