General Pharmaceutical Council

Buttercups Training Ltd support staff course reaccreditation event report, Pharmacy Services Assistant Apprenticeship, part 3, July 2024

Contents

Event summary and conclusions

Provider	Buttercups Training Ltd
Course name	Level 2 Pharmacy Services Assistant (PSA) Apprenticeship
Event type	Reaccreditation
Event date	9 July 2024
Approval period	November 2024 – November 2027
Relevant requirements	Requirements for the education and training of pharmacy support staff, October 2020
Framework used	Apprenticeship Framework (England)
Outcome	Please refer to parts 1 and 2.
Standing conditions	A link to the standing conditions can be found here.
Recommendations	Please refer to parts 1 and 2.
Minor amendments	Please refer to parts 1 and 2.
Registrar decision	Please refer to parts 1 and 2.

Technical knowledge and skills

The technical knowledge and skills content of the course/qualification must be derived from, and mapped to, an appropriate national framework for pharmacy knowledge and skills recognised in the UK.

Part 3: Role-specific learning outcomes (Apprenticeship standard)

Section 1: Dispensing and supply of medicines and medicinal products

K1, K2, K3, K4, K5, K6, K7, K8

S1, S2, S3, S4, S5

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

Apprentices complete the Technical Modules on the b-Hive on 'Receiving and Interpreting Prescriptions'; 'Knowledge for Assembling Prescriptions' (including calculations); 'Skills for Assembling Prescriptions' (including labelling, dispensing and checks); 'Controlled Drugs' (including ordering, storage, supply and disposal); Stock (including ordering, receiving, maintaining, storage and supply) and 'Clinical Governance' which covers record keeping, errors and audits.

Apprentices participate in Virtual Classrooms (delivered via an online video conferencing tool and facilitated by a Buttercups Tutor). There are Virtual Classrooms to cover Dispensing Practice and Stock Management, followed by Professional Discussions on these topics to consolidate knowledge and prepare for EPA. Virtual Classroom consolidates types of prescriptions, calculations, routes of administration, supply chain and management of stock. Professional Discussion covers pass and distinction criteria as per mock and EPA requirements.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

Apprentices complete formative assessments within the e-portfolio assigned at each period of training, following a review of progress by the Workplace Training Supervisor (WTS) and the Buttercups Tutor. The Buttercups Tutor, and where appropriate workplace witnesses and the WTS, assess the formative assessments providing feedback and stretch and challenge activities (where appropriate).

Formative assessments referenced to the Dispensing and Supply of Medicines and Medicinal Products domain include the following:
- Knows and Knows How levels: reading SOPs, scenarios, reflection, Activity Books, calculations test
- Shows How level: creating a checklist, discussion
- Does level: observations, labelling exercise and dispensing/stock logs

01/04 (K1) – Health and Safety (H&S), data protection and confidentiality SOPs / H&S plan of workplace
01/05 (K1, B5) – H&S workplace training / H&S activity book from b-Hive
01/07 (K1) – Workplace resource and location table / Receiving Prescriptions SOP and shadowing
02/03 (S3, B1, B2, B4, B5) – Activity book from Core Module 2: Teamwork and Person-Centred Care on b-Hive

02/04 (K1, B1, B2, B5) – Teamwork scenarios / Reflection on team meeting

02/05 (K1, K2, K7) – Creation of Self-checking checklist for dispensing

02/06 (K5, K7, S1, S3) – Labelling exercise

02/07 (K1, S1, B1-B5) – Workplace discussion on Responsible Pharmacist / observation in workplace receiving prescriptions.

03/02 (K1, K2, K8) – Activity book from Technical Module: Receiving and Interpreting Prescriptions on b-Hive.

03/03 (K1, K8) – Activity book from Technical Module: Knowledge for Assembling Prescriptions on b-Hive.

03/04 (K1, K2, K6, K7) – Reflections on hygiene, home supply and PMR access

03/06 (K1, K7, K8, S5) – Shadowing deliveries

04/03 (K1, K3, K6, K7) – Activity book from Technical Module: Skills for Assembling Prescriptions on b-Hive

04/04 (K3, K4) – 70% or more achievement in Calculations Test

04/06 (K8) – Creation of a plan showing location of stock within workplace.

04/08 (K1, K7, K8) – SOPs regarding Controlled Drugs and shadowing staff. Report on findings.

05/03 (K8, S4) – Completion of workbook on returned medicines with a record log

05/04 (K1, K8, S1) – Activity book from Technical Module: Controlled Drugs on b-Hive

05/05 (K8, S4) – Activity book from Technical Module: Stock on b-Hive

05/06 (S4, B1-B3) – Log of stock issues and activities over a period of 1 month

05/07 (K8) – SOPs on specials and reflection on ordering process

06/04 (K1, K2, K7) – SOPs on issuing prescribed items and shadowing staff in this role

06/05 (K1, S5) – Activity book from Technical Module: Handing Out Prescriptions and Patient Counselling on b-Hive

07/02 (K1, K2, K4, S1, S2, S3, B1, B2, B5) – Dispensing assessment – log of 200 accurately dispensed items.

07/05 (K1) – Activity book on Technical Module: Clinical Governance on b-Hive

08/02 (K1-K8) – Activity book on Technical Module: Wider Pharmacy Service on b-Hive

08/03 (K1) – Creation of flowchart on the journey of a prescription

08/05 (K1, B1, B2) – Discussion and reflection on an inspection (CQC / GPhC)

10/02 (S2, S3, S5, B1-B5) – Observation of issuing medicines with professional discussion

Section 2: Team work

K9, K10, K11, K12, K13, K14

S6, S7, S8, S9, S10

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

Apprentices complete a core module in the b-Hive learning on '**Core Module 1: Working in a Pharmacy Environment**' which contains a section on the 'Pharmacy Team' with activities to find out about their own workplace team and their role.

Apprentices are given information regarding the key roles within a pharmacy (pharmacist, pharmacy technician, assistant technical officers etc.) along with an outline of members of the wider health care team. Within the module of learning apprentices are introduced to the standards of behaviour expected from themselves and their colleagues.

Apprentices also complete '**Core Module 2: Teamwork and Person-centred Care**' which goes into more detail on the roles within the wider health care and multidisciplinary teams, along with an introduction to communication skills and customer service.

Apprentices participate in Virtual Classrooms (delivered via an online video conferencing tool and facilitated by a Buttercups Tutor). There are Virtual Classrooms to cover the Teamwork domain, followed by Professional Discussions on these topics to consolidate knowledge and prepare for EPA. Teamwork Virtual Classroom topics will include roles and responsibilities, code of conduct, GPhC standards, internal and external customers, and self-development. Professional Discussion covers pass and distinction criteria as per mock and EPA requirements.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

Apprentices' complete formative assessments within the e-portfolio assigned at each period of training, following a review of progress by the Workplace Training Supervisor (WTS) and the Buttercups Tutor. The Buttercups Tutor, and where appropriate workplace witnesses and the WTS, assess the formative assessments providing feedback and stretch and challenge activities (where appropriate).

The End of Period WTS review includes a section on teamwork with a requirement to rate the apprentice for their teamworking behaviours.

Formative assessments referenced to the Teamwork domain include the following:

- Knows and Knows How levels: reading SOPs, scenarios, reflection, Activity Books
- Shows How level: creating a checklist, discussion
- Does level: observations, labelling exercise and dispensing/stock logs

01/01 (K10, K13, B4) – Virtual Classroom on Getting Started, attendance and reflection
01/05 (K9, K11, B5) – H&S workplace training / H&S activity book from b-Hive
01/07 (K9) – Workplace resource and location table / Receiving Prescriptions SOP and shadowing
02/03 (K9, K10, K11, K12, S6, S7, S8, B1, B2, B4, B5) – Activity book from **Core Module 2: Teamwork and Person-Centred Care** on b-Hive
02/04 (K10, S6, S7, S8, S9, B1, B2, B5) – Teamwork scenarios / Reflection on team meeting
02/05 (K9) – Creation of Self-checking checklist for dispensing
02/07 (K9, S6, S7, S8, S9, B1-B5) – Workplace discussion on Responsible Pharmacist / observation in workplace receiving prescriptions.
03/06 (K9) – Shadowing deliveries

04/03 (K9) – Activity book from Technical Module: Skills for Assembling Prescriptions on b-Hive

04/07 (S6, S7, S8) – Manual handling training and reflection

04/08 (K9) – SOPs regarding Controlled Drugs and shadowing staff. Report on findings.

04/09 (K9) – Reflection on referral to colleagues

06/04 (K9) – SOPs on issuing prescribed items and shadowing staff in this role

06/05 (S6, S7, S8) – Activity book from Technical Module: Handing Out Prescriptions and Patient Counselling on b-Hive

07/02 (S6, S7, S8, B1, B2, B5) – Dispensing assessment – log of 200 accurately dispensed items.

08/02 (K9) – Activity book on Technical Module: Wider Pharmacy Service on b-Hive

08/04 (K9, K12, S9, B1-B4) – Reflection on departmental / external visit

08/05 (S8, S9, B1, B2) – Discussion and reflection on an inspection (CQC / GPhC)

08/07 (S6, S7, S8, S9, B1-B5) – Observation of dealing with queries

09/04 (K9) – SOPs on supporting patients with additional needs and shadowing staff.

10/02 (S6, S7, S8, B1-B5) – Observation of issuing medicines with professional discussion

11/02 (K1, B2, B3) – Reflection on a work-based change

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes ☒ No ☐

Accreditation/recognition team's commentary:

Based on the provider's written submission, the team judged that this learning outcome was met.

Section 3: Communication, pharmacy law and ethics

K15, K16, K17

S11, S12, S13

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

Apprentices complete a core module in the b-Hive learning on 'Technical Module: Handing Out Prescriptions and Patient Counselling' which contains information on patient factors to consider to meet patients' individual needs and practise patient counselling. Each Technical Module contains information on the law relating to the module, for example independent and supplementary prescribing is covered in the Receiving and Interpreting Prescriptions module. Professional standards, job roles, expected behaviours and limitations of roles and how to refer is included in the core modules related to the module topics. For example, the use of social media is covered in 'Core Module 1: Working in a Pharmacy Environment'.

Apprentices participate in Virtual Classrooms (delivered via an online video conferencing tool and facilitated by a Buttercups Tutor). There is a Virtual Classroom to cover the Communication, Pharmacy Law & Ethics domain, followed by Professional Discussions on these topics to consolidate knowledge and prepare for EPA. The Virtual Classroom will consolidate information such as effective communication, additional learning needs and how to deal with these, confidentiality, GDPR, systems and policies such as social media policies, clinical governance. Professional Discussion covers pass and distinction criteria as per mock and EPA requirements.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

Apprentices' complete formative assessments within the e-portfolio assigned at each period of training, following a review of progress by the Workplace Training Supervisor (WTS) and the Buttercups Tutor. The Buttercups Tutor, and where appropriate workplace witnesses and the WTS, assess the formative assessments providing feedback and stretch and challenge activities (where appropriate).

The End of Period WTS review includes a section on Communication where the WTS rates the apprentice and identifies any additional training or support required.

Formative assessments referenced to the Communication, Pharmacy Law and Ethics domain include the following:

- Knows and Knows How levels: reading SOPs, scenarios, reflection, Activity Books
- Shows How level: creating a checklist, discussion
- Does level: observations, labelling exercise and dispensing/stock logs

01/01 (K15, B4) – Virtual Classroom on Getting Started attendance and reflection

01/02 (K17) – Education and Training Foundation Side by Side course and CPPE Safeguarding course achievement

01/05 (K16, B5) – H&S workplace training / H&S activity book from b-Hive

01/07 (K17) – Workplace resource and location table / Receiving Prescriptions SOP and shadowing

02/03 (K15, S11, B1, B2, B4, B5) – Activity book from Core Module 2: Teamwork and Person-Centred Care on b-Hive

02/04 (K16, K17, B1, B2, B5) – Teamwork scenarios / Reflection on team meeting

02/06 (K16, K17, S12, S13) – Labelling exercise

02/07 (K15, K16, K17, S11, B1-B5) – Workplace discussion on Responsible Pharmacist / observation in workplace receiving prescriptions.

03/04 (K16, K17, S13) – Reflections on hygiene, home supply and PMR access

06/05 (K17) – Activity book from Technical Module: Handing Out Prescriptions and Patient Counselling on b-Hive

07/02 (K16, K17, S12, S13, B1, B2, B5) – Dispensing assessment – log of 200 accurately dispensed items.

07/05 (K16, K17) – Activity book on Technical Module: Clinical Governance on b-Hive

07/07 (K16, K17, S13) – Information governance scenarios

08/07 (S11, B1-B5) 08/07 (S6, S7, S8, S9, B1-B5) – Observation of dealing with queries

09/02 (K15, K16) – Activity book on Understanding Health Improvements b-Hive module

09/04 (K15) – SOPs on supporting patients with additional needs and shadowing staff.

11/02 (K15, B2, B3) – Reflection on a work-based change

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes ☒ No ☐

Accreditation/recognition team's commentary:

Based on the provider's written submission, the team judged that this learning outcome was met.

Section 4: Person centred care

K18, K19, K20, K21, K22, K23, K24

S14, S15, S16, S17, S18, S19

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

Apprentices complete a module in the b-Hive learning on 'Technical Module: Wider Pharmacy Services' which includes information on services, consent, public health and screening programmes. Apprentices complete a set of 3 modules on 'Understanding Health Improvements' (Health Inequalities, Health Messages, Encouraging Behaviour Change) which includes learning on health inequalities and supporting patients to make healthy choices.

Apprentices participate in a Virtual Classroom (delivered via an online video conferencing tool and facilitated by a Buttercups Tutor) related to the Person-Centred Care domain to consolidate their knowledge. The Virtual Classroom will consolidate the concept of person-centred care, consent, inequalities, supporting well-being, how the apprentice can support patient choice in healthcare. The Professional Discussion covers pass and distinction criteria as per mock and EPA requirements.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

Apprentices' complete formative assessments within the e-portfolio assigned at each period of training, following a review of progress by the Workplace Training Supervisor (WTS) and the Buttercups Tutor. The Buttercups Tutor, and where appropriate workplace witnesses and the WTS, assess the formative assessments providing feedback and stretch and challenge activities (where appropriate).

Formative assessments referenced to the Person-Centred Care domain include the following:
- Knows and Knows How levels: reading SOPs, scenarios, reflection, Activity Books
- Shows How level: creating a checklist, health promotion research project, discussion
- Does level: observations, stock log

01/05 (K21, B5) – H&S workplace training / H&S activity book from b-Hive

02/03 (K18, K21, B1, B2, B4, B5) – Activity book from Core Module 2: Teamwork and Person-Centred Care on b-Hive

02/04 (S18, B1, B2, B5) – Teamwork scenarios / Reflection on team meeting

02/07 (S14, S15, S16, B1-B5) – Workplace discussion on Responsible Pharmacist / observation in workplace receiving prescriptions.

04/09 (S16) – Reflection on referral to colleagues

06/05 (K21) – Activity book from Technical Module: Handing Out Prescriptions and Patient Counselling on b-Hive

07/02 (S14, S15, B1, B2, B5) – Dispensing assessment – log of 200 accurately dispensed items.

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07/04 (S16, B1, B2) – Log of stock issues and activities over a period of 1 month
07/05 (K19, K22) – Activity book on Technical Module: Clinical Governance on b-Hive
08/02 (K19, K20) – Activity book on Technical Module: Wider Pharmacy Service on b-Hive
08/07 (S14, S15, S16, B1-B5) – Observation of dealing with queries
09/02 (K20, K22, K23, K24) – Activity book on Understanding Health Improvements b-Hive module
09/03 (K20, K21, K22, K23, K24, B4, B5) –health promotion research project
10/02 (S15, S16, B1-B5) – Observation of issuing medicines with professional discussion

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes ☒ No ☐

Accreditation/recognition team's commentary:

Based on the provider's written submission, the team judged that this learning outcome was met.

Section 5: Health and safety in the workplace

K25, K26

S20, S21, S22

How does the course/qualification support the trainee to achieve this outcome and where the learning outcome is taught?

Provider's commentary

Apprentices complete a module in the b-Hive learning on 'Core Module 1: Working in a Pharmacy Environment' which includes an introduction and understanding of: Standard Operating Procedures (SOP), COSHH, HASAWA, RIDDOR, Manual Handling, Display Screen Equipment, First Aid, Fire Safety, Safeguarding, Prevent Duty and British Values.

Health and Safety practice is also included in the learning for Technical Modules. For example, in the Technical Module: Skills for Assembling Prescriptions a checklist is provided to detail the journey of dispensing a prescription in a range of pharmacy sectors which includes inspection of medicines and medicinal products and safe handling.

Apprentices participate in a Virtual Classroom (delivered via an online video conferencing tool and facilitated by a Buttercups Tutor) related to the Health & Safety in the Workplace domain to consolidate their knowledge. The Virtual Classroom will consolidate the knowledge on what is a risk, what is a hazard, appropriate action and referrals, personal hygiene, needle stick injury, mandatory training, manual handling and evac procedures. The Professional Discussion covers pass and distinction criteria as per mock and EPA requirements.

How and where does the course/qualification assess the trainee's achievement of this outcome at the stated competency level?

Provider's commentary

Apprentices complete formative assessments within the e-portfolio assigned at each period of training, following a review of progress by the Workplace Training Supervisor (WTS) and the Buttercups Tutor. The Buttercups Tutor, and where appropriate workplace witnesses and the WTS,

assess the formative assessments providing feedback and stretch and challenge activities (where appropriate).

The End of Period WTS review includes a section on Risk Management with a requirement to detail any occasions where the apprentice has put themselves or others at risk and to identify training needs.

Formative assessments referenced to the Health and Safety in the Workplace domain include the following:

- Knows and Knows How levels: reading SOPs, scenarios, reflection, Activity Books, H&S test
- Shows How level: creating a checklist, creating a H&S plan, discussion
- Does level: observations, dispensing/stock logs, shadowing staff

01/04 (K25) – H&S, data protection and confidentiality SOPs / H&S plan of workplace
01/05 (K25, S20, S21, S22, B5) – H&S workplace training / H&S Activity Book from b-Hive
01/06 (K26, S21, S22, B1) – H&S Scenarios
02/02 (K25) – 70% or more achievement in Health and Safety test
02/04 (K25, B1, B2, B5) – Teamwork scenarios / Reflection on team meeting
02/07 (S20, S21, B1-B5) – Workplace discussion on responsible pharmacist / observation in workplace receiving prescriptions.
04/07 (K25, S20, S21, S22) – Manual handling training and reflection
04/08 (K25) – SOPs regarding Controlled Drugs and shadowing staff. Report on findings.
05/06 (S20, S21, S22, B1-B3) – Log of stock issues and activities over a period of 1 month
06/05 (S20) – Activity book from Technical Module: Handing Out Prescriptions and Patient Counselling on b-Hive
07/02 (S20, S21, S22, B1, B2, B5) – Dispensing assessment – log of 200 accurately dispensed items.
08/07 (S20, B1-B5) – Observation of dealing with queries
10/02 (S20, B1-B5) – Observation of issuing medicines with professional discussion

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes ☒ No ☐

Accreditation/recognition team's commentary:

Based on the provider's written submission, the team judged that this learning outcome was met.

Section 6: Preparation for the End Point Assessment (EPA)

Describe the assessment process used to confirm the candidate's readiness for formative assessments throughout and how this is communicated to the employer to support gateway decision

Provider's commentary

Apprentices complete a course on the b-Hive platform 'Completing your Apprenticeship'. This course introduces the components of the apprenticeship including the roles of those involved (apprentice, WTS, Buttercups Tutor, Employer, End Point Assessor, Functional Skills Tutor). Apprentices are also provided with knowledge on off-the-job (OTJ) requirements, what is acceptable for OTJ and how to record and track it. End point assessment requirements and Gateway is explained in detail to the apprentices.

Gateway is checked and signed off in the e-portfolio ensuring Gateway criteria have been completed and allocated as follows:

- 7 Professional Discussions completed in total, one for each domain (one each for dispensing and stock management), plus mock EPA
- Reviews at period 1, 3, 6, 9 and 12 are completed
- Functional skills completed (or exempt)
- OTJ is calculated at 20%
- Mock end point assessment has been achieved and passed.

Since the last reaccreditation in 2021, we had feedback from apprentices and Buttercups Tutors that apprentices tend to lack confidence to take part in Professional Discussions, which is a key part of EPA. We will be adding more Professional Discussions to the programme, with one Virtual Classroom followed by one Professional Discussion for each domain in the PSA Apprenticeship Standards. This will give apprentices more opportunities to practice taking part in Professional Discussions and build their confidence in preparation for EPA.

Apprentices are formatively assessed for Gateway through the following assessment plans within the e-portfolio:
10/03 (K1-K26) Knowledge test for PSA2
11/04 Preparation for EPA
12/02 Mock EPA
In the penultimate period of training apprentices attend a Virtual Classroom on Preparation for EPA. Employer is provided with analytics to track progress through Gateway. A Gateway form is sent to employers following our recommendation that the apprentice is ready for Gateway. This form is signed and returned.

GPhC accreditation/recognition team use only:

Outcome met/will be met? Yes ☒ No ☐

Accreditation/recognition team's commentary:

Based on the provider's written submission, the team judged that this learning outcome was met.