

University of East Anglia pharmacy technician course reaccreditation event report, April 2023



Contents

Event summary and conclusions	1
Introduction	4
Role of the GPhC.....	4
Background.....	4
Documentation.....	5
Pre-event.....	5
The event.....	5
Declarations of interest	5
Schedule	6
Key findings - Part 1 - Learning outcomes	7
Domain: Person-centred care (outcomes 1-12)	7
Domain: Professionalism (outcomes 13-25)	7
Domain: Professional knowledge and skills (outcomes 26-48)	7
Domain: Collaboration (outcomes 49-53)	7
Key findings - Part 2 - Standards for the initial education and training	8
Standard 1: Selection and entry requirements	8
Standard 2: Equality, diversity and inclusion.....	9
Standard 3: Management, resources and capacity.....	9
Standard 4: Monitoring, review and evaluation.....	10
Standard 5: Course design and delivery	11
Standard 6: Course assessment.....	12
Standard 7: Pre-registration trainee pharmacy technician support and the learning experience	14
Apprenticeship pathway and End Point Assessment (EPA)	14

Event summary and conclusions

Provider	University of East Anglia
Courses	Pharmacy Technician course and Pharmacy Technician apprenticeship
Names of course	Certificate of Higher Education in Pharmacy Technician Practice Certificate of Higher Education in Pharmacy Technician Practice (apprenticeship)
Event type	Reaccreditation
Event date	13 April 2023
Approval period	July 2023 – July 2026
Relevant requirements	Standards for the initial education and training of pharmacy technicians, October 2017
Outcome	Approval with condition The accreditation team has agreed to recommend to the Registrar of the General Pharmaceutical Council (GPhC) that the Certificate of Higher Education in Pharmacy Technician Practice (including the apprenticeship pathway) provided by University of East Anglia should be reaccredited for a period of three years subject to one condition.
Conditions	1. Although the team could see some evidence of quality assurance within the admission processes, the team could see limited evidence of how equality diversity and inclusion (EDI) in relation to admissions processes, and subsequent admissions data, is managed and quality assured by the provider. UEA, working with workplace providers, must develop clear, measurable, and auditable process for admissions checks conducted by workplace providers, and subsequent admissions data, showing clear consideration of EDI within this process. This is to meet criteria 1.4 and 2.1.
Standing conditions	A link to the standing conditions can be found here .
Recommendations	No recommendations were made.
Registrar decision	The Registrar is satisfied that the University of East Anglia has met the requirement of continued approval (subject to remediation) in accordance with Part 5 article 42 paragraph 4(a)(b) of the Pharmacy Order 2010, in line with the Standards for the initial education and training of pharmacy technicians, October 2017.

	The Registrar confirms that the University of East Anglia is approved to continue to offer the Pharmacy technician course, including the associated apprenticeship pathway, for a further period of 3 years. The Registrar notes that the condition as outlined in the report has been met.
Key contact (provider)	Melanie Boughen, Director of Pharmacy Technician Education
Provider representatives	<p>Melanie Boughen, Director of Pharmacy Technician Education*</p> <p>Laura Ellis, Course Director*</p> <p>Professor Yaroslav Khimyak, SoP Deputy Head of School</p> <p>Dr James Desborough, SoP Medicines Management Lead</p> <p>Dr Leoni Palmer, SoP Deputy Director, Learning and Teaching</p> <p>Helen Denny, Lead for work-based quality learning and assessment*</p> <p>Kate Cannon, Deputy Lead for work-based quality learning and assessment</p> <p>Billy Smith, Course Lecturer and lead for online learning and development</p> <p>Pardeep Bhamber, Course Lecturer and course academic assessment lead</p> <p>Tara Hadley, Lecturer and tutor</p> <p>Sharon Walker, Lecturer and tutor</p> <p>Sharon Davies, UEA Apprenticeship Lead</p> <p>Tess Fenn, External Examiner</p>
Accreditation team	<p>Rebecca Chamberlain (Team leader), Education and Training Pharmacy Technician Independent Consultant *</p> <p>Professor Ruth Edwards (team member - pharmacist academic), Head of School of Pharmacy, University of Wolverhampton</p> <p>Sheetal Jogia (team member - pharmacy technician), Head of Education and Training at Bart's Health Pharmaceuticals (BHP), Bart's Health NHS Trust</p> <p>Liz Harlaar (team member - lay), Independent Business Consultant</p>
GPhC representative	Chris McKendrick, Senior Quality Assurance Officer (Education), General Pharmaceutical Council*
Rapporteur	Ian Marshall, Proprietor, Caldarvan Research (Educational and Writing Services); Emeritus Professor of Pharmacology, University of Strathclyde

Observer

Rakesh Bhundia, Quality Assurance Officer (Education), General
Pharmaceutical Council*

*Attended pre-visit meeting on 24 March 2023

Introduction

Role of the GPhC

The General Pharmaceutical Council (GPhC) is the statutory regulator for pharmacists and pharmacy technicians and registered pharmacy premises in England, Scotland and Wales (the countries of Great Britain). In order to practise in Great Britain, pharmacists and pharmacy technicians must be registered with the GPhC and have satisfied us that they meet our detailed requirements. If you are a training provider or awarding body, you will need to follow the process set out **Standards for the initial education and training of pharmacy technicians, October 2017** to have your pharmacy technician competency and knowledge-based course/qualification approved by us.

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

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

Background

The University of East Anglia (UEA) School of Pharmacy launched the Certificate of Higher Education in Pharmacy Technician Practice (Cert HE in PT Practice) in September 2020. The programme is available as a standalone qualification and also via the English apprenticeship pathway on the Pharmacy Technician (integrated) standard. There are no differences in the course between routes, with requirements for completion being identical for those enrolled. The course underwent initial accreditation by the GPhC in May 2020 and was approved with no conditions or recommendations.

The UEA School of Pharmacy opened in 2003 and delivers a range of undergraduate and postgraduate qualifications. The Pharmacy Technician Education team was established in 2015 and offers the pre-registration Certificate of Higher Education in Pharmacy Technician Practice and post-registration CPD programmes including Final Accuracy Checking and Medicines Management.

The course has seen significant growth through its initial cohorts, with trainees being enrolled from a variety of sectors and settings across the country. This increase in trainee numbers, approved by the GPhC, has been complemented by an increase in staffing to ensure all trainees and workplaces are suitably supported.

The programme has two starting points per year, February and September. The UEA was awarded the contract to deliver the program in Wales from February 2022 in partnership with Health Education and Improvement Wales (HEIW), that supports course delivery and complete Welsh apprenticeship requirements with these trainees.

The first two cohorts of trainees have completed their programmes and the majority have gone on to register as pharmacy technicians practising in a variety of sectors.

Documentation

Prior to the event, the provider submitted documentation to the GPhC in line with the agreed timescales. The documentation was reviewed by the accreditation team and it was deemed to be satisfactory to provide a basis for discussion.

Pre-event

In advance of the main event, a pre-event meeting took place via videoconference on 24 March 2023. The purpose of the pre-event meeting was to prepare for the event, allow the GPhC and the provider to ask any questions or seek clarification, and to finalise arrangements for the event.

The event

The event began with a private meeting of the accreditation team and GPhC representatives on 12 April 2023. The remainder of the event took place via videoconference on 13 April 2023 and comprised a series of meetings with the provider staff and stakeholders involved in the design of the course/qualification.

Declarations of interest

Sheetal Jogia declared that she knew several members of the UEA staff attending the meetings in a professional capacity. This was not deemed to be a conflict of interest.

Rebecca Chamberlain declared that she had worked for Health Education and Improvement Wales until 5 April 2023. She had had no involvement with the current programme. This had been discussed with the provider which had been content with her participation in the event.

Schedule

Meeting number	Meeting	Time
Day 1 – 12 April 2023		
1.	Private meeting of accreditation team and GPhC representatives	14:00 – 17:00
Day 2 – 13 May 2020		
2.	Private meeting of accreditation team and GPhC representatives	09:00 – 09:10
3.	Accreditation panel meet with course provider	09:10 – 11:00
4.	Meeting to explore the learning outcomes	11:30 – 12:30
5.	Meeting with internal and external quality assurance of the course	13:30 – 14:15
6.	Private meeting of the accreditation team	14:15 – 16:00
7.	Deliver outcome to provider	16:00 – 16:15

Key findings - Part 1 - Learning outcomes

During the event the accreditation team reviewed the provision against all 53 outcomes relating to the pharmacy technician course. To gain additional assurance, the accreditation team also explored a sample of **six** learning outcomes during a separate meeting with the provider and was satisfied that **all 53 learning outcomes continue to be met** during the course to the level required by the GPhC standards.

A detailed list of learning outcomes can be found in the [Standards for the initial education and training of pharmacy technicians, October 2017](#)

Domain: Person-centred care (outcomes 1-12)

Learning outcomes met/will be met? Yes No

Domain: Professionalism (outcomes 13-25)

Learning outcomes met/will be met? Yes No

Domain: Professional knowledge and skills (outcomes 26-48)

Learning outcomes met/will be met? Yes No

Domain: Collaboration (outcomes 49-53)

Learning outcomes met/will be met? Yes No

Key findings - Part 2 - Standards for the initial education and training

Standard 1: Selection and entry requirements

Standard met/will be met? Yes No

The team was satisfied that three of the four criteria relating to selection and entry requirements continue to be met with one criterion subject to a condition.

The submission explained that selection processes for prospective trainee pharmacy technicians by both the employer and the UEA School of Pharmacy must be open, clear, unbiased and keep to relevant legislation to identify applicants with the right attributes to train as a healthcare professional. The selection process was developed initially with input from employers from various sectors of pharmacy, including hospital, community, private hospital, and Health in Justice. The team learned that employers are provided with as much information as possible including the need to take NHS values into account during interviews. The recruitment procedure is discussed at engagement events with potential new employer organisations. Registration to the course is employer-led, with no direct applications from prospective trainees. The team learned that UEA checks academic intake requirements with support from the University Admissions Team.

Applicants for the course must be working in a pharmacy environment or have secured employment as a pre-registration trainee pharmacy technician and be supervised by an appropriate pharmacy professional, either a pharmacist or a suitably experienced pharmacy technician that meet the GPhC requirements for supervising trainees. The employer is responsible for confirming to UEA that for DBS and occupational health checks have been completed in line with their workplace policy.

The employer is responsible for ensuring that applicants possess the right attributes and behaviours of a healthcare trainee, that they are fit to practise as trainees at the point of selection and that they possess the required academic qualifications. These attributes include professionalism and acting professionally, understanding/evidence of providing person-centred care and prioritising patient safety, and commitment to study. The course provider screens all applications to ensure that the academic entry requirements are met and supports employers in the process. Where required, the University offers staff to support interviews and to speak with potential applicants to explain the requirements of the course, but the University does not monitor employer interviews. All UEA staff members are required to undertake mandatory training on diversity in the workplace every 2 years and recruitment and selection training which includes unconscious bias. However, the team was told that although one of the employer's interviewers must be trained in equality, diversity and inclusion issues, the University has no formal mechanism for assuring that employers' recruitment procedures take account of equality and diversity issues. As a result, it will be a **condition** of reaccreditation that, although the team could see some evidence of quality assurance within the admission processes, the team could see limited evidence of how equality diversity and inclusion (EDI) in relation to admissions processes, and subsequent admissions data, is managed and quality assured by the provider. UEA, working with workplace providers, must develop clear, measurable, and auditable process for admissions checks conducted by workplace providers, and subsequent admissions data, showing clear consideration of EDI within this process. This is to meet criteria 1.4.

Standard 2: Equality, diversity and inclusion

Standard met/will be met? Yes No

The team was satisfied that two of the three criteria relating to equality, diversity and inclusion requirements continue to be met with one criterion subject to a condition.

The School of Pharmacy has an equality and diversity committee on which the pharmacy technician education team is represented. The team was told that representatives from the School are always involved in discussions on equality, diversity and inclusion issues at University level. All staff members undertake diversity in the workplace mandatory training as part of induction, and it is repeated every two years; this also incorporates unconscious bias training. The team was told that the educational supervisors undergo a comprehensive induction, highlighting any necessary adjustments and access to learning enhancement teams at the University. All trainees complete an initial needs assessment form and are signposted to the University's student support services if needed to ensure reasonable adjustments are in place when required. Trainees with additional needs can also access specialist learning enhancement tutors. Assessment adjustments are put in place following formal assessment by the University's student support services. There are no changes to the content or standard of assessments ensuring that all learning outcomes must be met. Examples were given of training materials that have been adapted to cater for various needs, including work undertaken with HEIW on translation of course materials into Welsh with details of any differences between the Welsh and English healthcare systems.

As for criterion 1.4 above, although the team could see some evidence of quality assurance within the admission processes, the team could see limited evidence of how equality diversity and inclusion in relation to admissions processes, and subsequent admissions data, is managed and quality assured by the provider. As a result, it will be a **condition** of reaccreditation that, although the team could see some evidence of quality assurance within the admission processes, the team could see limited evidence of how equality diversity and inclusion (EDI) in relation to admissions processes, and subsequent admissions data, is managed and quality assured by the provider. UEA, working with workplace providers, must develop clear, measurable, and auditable process for admissions checks conducted by workplace providers, and subsequent admissions data, showing clear consideration of EDI within this process. This is to meet criteria 2.1.

Teaching materials are available on-line, allowing trainees to work at their own pace and adjust screen settings. Examinations are marked on Blackboard with MCQs and calculations being marked anonymously. All course materials include a range of different equality groupings and protected characteristics; case studies reflect diverse cultural, ethnic and socioeconomic backgrounds. Trainees explore groups of patients with different needs, examine suitability of interventions and how patient factors may affect differential diagnosis, considering the influence of health inequalities with a focus on patient care.

Standard 3: Management, resources and capacity

Standard met/will be met? Yes No

The team was satisfied that all seven criteria relating to management, resources and capacity requirements continue to be met.

The course was designed and produced by educational pharmacists and pharmacy technicians employed by the UEA. Delivery is also by the UEA course team and in partnership with HEIW regional training leads under contract to facilitate in-person study days in Wales. The course is based on a financial model that ensures appropriate staffing levels to maintain an overall maximum staff: trainee ratio of 1 tutor: 50 trainees. In-person study days, four in Year 1, three in Year 2, will be delivered by regional tutors with the minimum trainee number at a venue usually set at five. The team learned that currently there are 11.8FTE staff members associated with the course, along with 0.3FTE associate tutors. This results in a staff to trainee ratio of approximately 1:30 based on a current total number of 356 trainees on course. The team was told that the Director of Pharmacy Technician Education is responsible for monitoring programme risk and escalating any issues to the School Teaching Committee and potentially upwards in the School, Faculty and University. The risk strategy is reviewed on an annual basis, with staffing being the major consideration. The team was told by the Deputy Head of School that the School had been assured by the University management that, given its student numbers and attendant self-sufficiency, the course would remain viable.

The management strategy details the learning agreement, employer agreement and responsibilities of all those involved in the education and training of pre-registration pharmacy technicians in the workplace. There are defined responsibilities for trainees, employers, educational supervisors and clinical supervisors. The course handbook details the expectations and roles and responsibilities of those involved in their training, both by the UEA and in the workplace along with the support they can expect and lines of accountability. New staff members have induction training and shadow experienced staff members to ensure standardisation of the provision.

All staff members involved directly in the programme have defined roles, with defined lines of communication between all team members. The regional training leads from HEIW also have clearly defined roles as per the contractual agreement. They support delivery of in-person study days in Wales, invigilate assessments and complete professional practice observations.

Work-based learning is delivered by educational and clinical supervisors who have responsibility for ensuring that trainees have suitable supervised training in the required areas within their workplaces. Those undertaking these roles must complete the course induction, so they understand their role and responsibilities to the trainee(s); the team was told that a recent meeting for educational supervisors had an attendance of 78. The educational supervisor may delegate supervision to clinical supervisors who are involved in various aspects of the day-to-day training of the trainee. Regular review processes ensure that workplaces are providing suitable support, including participation in the 3-monthly review process, recording their minimum of 4-weekly review meetings with trainees in the e-portfolio, signing off work in a timely manner and the recording/approval of learning time records. All workplaces are responsible for ensuring that trainees are able to access the University VLE and course content, join virtual study days from a suitable location and have a place and time to study.

Standard 4: Monitoring, review and evaluation

Standard met/will be met? Yes No

The team was satisfied that all five criteria relating to monitoring, review and evaluation requirements continue to be met.

The quality management structure for the course is defined by the management plan in which lines of accountability, escalation and requirements for monitoring are defined. The team was told that trainee performance is reviewed at the end of each academic year, with assessments being considered for potential changes in teaching. Where the course management team has requested changes to the programme assessment based on such reviews and evaluation since the original accreditation in 2020, these have been reviewed by relevant stakeholder groups, the formal examinations board and the external examiner prior to submission to the GPhC for approval. For the apprenticeship route, a self-assessment led by a pro-vice chancellor is reported to an apprentice governance group that looks at standards offered for potential improvement to meet best practice.

Trainees have regular opportunities to provide feedback on the course via an on-line questionnaire at the mid-module point and an end-of-year questionnaire. The results are considered by the course delivery team at the regular team meetings and discussed at the School teaching committee. Trainees are informed of assessment rules, including resits, at induction. Tutors will explain the support available and the appeals process. Feedback on student work is provided within the UEA standard of 20 working days, with feedback on portfolios being provided whether successful or not. The team was told that the course team attended an away day to work on the standardisation of feedback. Formative feedback on coursework is available to trainees on a voluntary basis, but does not form part of the trainee's portfolio submission.

Peer observations are completed by staff on an annual basis. Assessments are reviewed regularly, with the external examiner having oversight of assessment requirements, sampling work, and attending examination boards. Workplaces are approved for provision of training and employers complete the UEA/employer learner agreement. The team was told that the provider works to ensure that course materials are up to date; the course team reviews materials prior to each new cohort to ensure that they are correct and relevant.

Standard 5: Course design and delivery

Standard met/will be met? Yes No

The team was satisfied that all ten criteria relating to the course design and delivery requirements continue to be met.

The primary focus of the course is to ensure that the academic teaching and assessments are relevant, follow the GPhC four domains of study, and meet the GPhC learning outcomes. The initial course design was developed in conjunction with stakeholders from a variety of sectors of practice, plus former trainees and members of the patient and public involvement group; there are two representatives of the patient and public group on the strategic oversight group for the course. Any changes to the course are made with stakeholder consultation and communication with workplace educational supervisors and training leads. Thus, an independently-chaired pharmacy technician education stakeholder advisory group meets twice a year.

The course follows a spiral curriculum, enabling learning and practice in topics to be revisited and integrated throughout the course. Trainees start by learning knowledge, usually via on-line learning materials, building upon this and developing a level of understanding using case studies and

questions, before applying their learning in the workplace under supervision. They finally complete assessments in the workplace once the educational supervisor is satisfied that they are working at the required level. The team was told that requirements around patient safety are emphasised in workbooks and that any concerns noted by the educational supervisor in the workplace would be discussed with the UEA team.

The team was told that professionalism is instilled from the time of the induction to the course, including information on the fitness to practise process. The team learned that the fitness to practise process had been invoked on only one occasion. GPhC standards for pharmacy professionals are included throughout the curriculum and all teaching and assessment has been developed to be relevant to all sectors and settings of pharmacy technician practice. The course embeds professionalism, patient safety and development of safe and effective practice from the induction study day to the final assessments. This includes an external review in which trainees must provide clear evidence of professionalism, ensuring patient safety and practising safely. Trainees are introduced to the concept of CPD which is required for reaccreditation, and complete records of all four components using the GPhC templates. The team was told that trainees are told at induction about the importance of working within their scope of competence and seeking support as necessary. UEA has a procedure for raising concerns about students/trainees which may arise in relation to conduct, behaviour or health related issues. Trainees are subject to the School of Pharmacy Fitness to Practise (FTP) policy. If a trainee is considered to be in breach of the GPhC standards during their training they can be referred to the School FTP committee. Trainees may also raise concerns about their training.

Standard 6: Course assessment

Standard met/will be met? Yes No

The team was satisfied that all ten criteria relating to the course assessment requirements continue to be met.

The Certificate of Higher Education in Pharmacy Technician Practice assessment strategy meets UEA assessment regulations and the UEA School of Pharmacy assessment strategy. Multiple-choice questions are developed to form a bank of questions, with questions mapped to the learning outcomes of the module and the relevant study blocks. All multiple choice and calculation assessments will be reviewed by at least one independent member of the team and will be available for the external examiner to review. Trainees taking assessments must be invigilated by a registered professional. Educational and clinical supervisors in the workplace must be registered pharmacists or pharmacy technicians and are required to complete the UEA training and course induction. The team was told that the internal quality assessment process constantly reviews assessments, with results being analysed to ensure robustness of assessment and to identify any ambiguous questions. Marking is moderated with all borderline and fail performances, plus a sample of other marks up to a minimum of 10 percent of the cohort. The external examiner told the team that they review all assessments, including those in the workplace and sample approximately 25 percent of the cohort's work. The external examiner is in contact with the course team throughout the year, is consulted on any changes in assessments and is a member of the examinations board. The team was pleased to note the thoroughness of the external examiner's approach. The team was told that the recent

reduction in the number of assessments had reduced the assessment burden for trainees and now focussed on day-to-day practice.

e-Portfolio evidence must be verified as accurate by trainees' educational supervisor prior to marking by the UEA course team. Evidence of practice includes observational assessments in the workplace by either educational supervisors or clinical supervisors. Assessment of competence in the workplace will be through the evidence of completion of work-based activities under the supervision of educational and clinical supervisors. Trainees should not start collecting evidence until they have completed the associated learning and had adequate training in the workplace as agreed with their educational supervisor. Observations will be made in the workplace by the UEA tutor, and HEIW local leads in Wales. Trainees will complete a recorded external review providing examples of practice at the end of Year 2. The team was told that on several occasions in Year 1 trainees are observed disposing of and dispensing medicines and counselling by the educational and clinical supervisor. In Year 2 the observations have a patient focus, covering advanced consultation, skills and leadership. In addition, there are observations of the trainee's audit and project presentations.

After completion of all learning and assessment, and having recorded the required number of learning hours a final declaration, and end-point assessment gateway for apprentice students in England, is made. This declaration by the trainee's educational supervisor confirms that the trainee is demonstrating consistently the required level of practice required by the GPhC in meeting the initial education and training standards, and knowledge, skills and behaviours if an English apprentice. It was confirmed to the team that the apprenticeship end-point assessment is part of the final examination board with the external examiner present. The gateway evidence is presented along with English and Mathematics to generate a pass list with the end-point assessment being claimed by the online gateway.

Where outcomes are set to a "does" level trainees will have to satisfy the lower levels of Miller's Triangle before moving on to complete a "does"-level assessment. All outcomes requiring a "does" level are assessed from evidence of practice within the trainee's portfolio. Trainees must complete satisfactorily formative knowledge-based assessments before moving on to practice-associated tasks under supervision. The team was told that the trainee's work is signed off by the educational supervisor before being uploaded for marking. All submitted work will be marked by the UEA team within 20 working days as per UEA policy. Trainees can seek support from tutors on draft work.

Trainees will be assessed across the learning outcomes and be required to provide evidence that they are able to practise safely. For assessments that involve direct interactions with patients and provision of information any evidence of unsafe practice will result in an automatic failure and require the trainee to be reassessed in order to provide further evidence of competence. Trainees are required to complete logs in which strict rules apply to ensure they are able to undertake dispensing and accuracy checking safely and effectively. The team was told that any observation of unsafe practice may lead to a follow-up observation and the trainee may need to restart their log and be reassessed.

All trainees will have a named tutor who will have regular contact with both the trainee and their educational supervisor and be responsible for the 12-weekly progress review meetings, the records of which will be uploaded to the trainee's portfolio. Trainees that are considered at risk will be identified and action plans developed to support them. Thus, any errors in counselling will be assessed by the tutor.

Standard 7: Pre-registration trainee pharmacy technician support and the learning experience

Standard met/will be met? Yes No

The team was satisfied that all seven criteria relating to pre-registration trainee pharmacy technician support and the learning experience requirements continue to be met.

Trainees, including those in Wales, will be registered with the University and have access to a wide range of support and resources provided to all students. Trainees will be required to join the on-line course induction over two days in which they will be introduced to the course, associated assessments and be given support in utilising the VLE, accessing resources including the library and be introduced to additional sources of help such as UEA student support services. Study skills sessions are also available. The apprenticeship training plan also signposts trainees to appropriate support. Trainees have a UEA tutor that will be their primary contact with the University throughout the course. The tutor will be an educational pharmacist or pharmacy technician that will provide academic and pastoral support, including observation of the trainee in the workplace. Most teaching meetings are conducted on Teams but study days are in person with mandatory attendance. All workplaces complete the UEA employer training agreement that confirms that there is an infrastructure to support trainees. Trainees will be allocated an educational supervisor, a pharmacist or pharmacy technician, that will be responsible for the day-to-day training and support within the workplace. Trainees will be required to have the equivalent of 20% of their working week as learning time. Workplace staff that have direct responsibility for the supervision of trainees must complete induction training including an overview of the GPhC guidance on tutoring and supervising pharmacy professionals in training.

The team wished to know how the requirement to undertake multidisciplinary working was achieved and was told that the course team worked closely with employers to ensure that this requirement was met. The team was told that should the opportunity not exist at the workplace site, the trainee would be directed to other locations to satisfy the requirement.

Apprenticeship pathway and End Point Assessment (EPA)

The course is available via both the non-apprenticeship and the English apprenticeship route. The two pathways have different course codes, but there are no differences to the trainees' learning or assessment between each pathway. The course entry requirements include Maths and English at level 2 (GCSE C/4 or above or equivalent) that are required for the EPA for apprentices.

The course assessment has been mapped both to the GPhC learning outcomes and the knowledge, skills and behaviours required of the apprenticeship standard. By completion of all assessments the trainee will meet both the requirements of the GPhC and the apprenticeship standard.

Trainees have progress reviews completed by the trainee, their UEA tutor and educational supervisor that conform to the apprenticeship requirements. On completion, review forms are uploaded to the trainees e-portfolio as part of the course assessment and forwarded to the UEA apprenticeship team for tracking purposes.

All trainees must have 20% of their working time as learning time, consistent with the apprenticeship

requirement for off-the-job learning. Trainees must record their learning time on their e-portfolio and have hours confirmed as accurate by their educational supervisor.

At the end of the course tutors will meet with the trainee to complete a gateway declaration ahead of the examination board. This confirms that the trainee has met all the requirements of the apprenticeship standard.

At the final examination board when completion of the course is confirmed and the gateway declaration is complete the EPA will be signed off by the external examiner and recorded within the examination board minutes. Once a pass list has been approved by the University, an application for the apprenticeship certification will be made.

