# SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

# TECHNICAL APPRENTICESHIP

IN

## Pharmacy Services

AT

## SCQF 8

### FRAMEWORK DOCUMENT FOR SCOTLAND

Skills for Health
March 2021

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Amendments to this framework

| Version | Date of Change | Amendment | Comments |
|---------|----------------|-----------|----------|
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This framework document is a controlled document.  The latest version can be found on the Skills Development Scotland website here:

https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships/modern-apprenticeship-frameworks/

# Contents

# Appendices

# Technical and Professional Apprenticeships in Scotland

There are currently three groups of Apprenticeships available in Scotland.  They are:

- Foundation Apprenticeships
- Modern Apprenticeships (Modern, Technical, Professional)
- Graduate Level Apprenticeships

This document is concerns itself with the Technical Apprenticeships only  and further information on other  apprenticeships can be found here.

https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/modern-apprenticeships

**What are Apprenticeships?**

There are six models of Apprenticeship in Scotland offering qualifications obtained at school with the Foundation Apprenticeship programme, and for those in paid employment, through the modern, technical, professional, higher and graduate apprenticeships.  These are:

a)  Foundation Apprenticeships at SCQF  level 6
b)  Modern Apprenticeships at SCQF level  5 6 and 7
c)  Technical Apprenticeships at SCQF level  8 & 9
d)  Professional Apprenticeships at SCQF  level 10 - 12
e)  Higher Apprenticeships at SCQF level  8
f)  Graduate Apprenticeships at SCQF  level 9 – 11

**Modern to Graduate Apprenticeships offer those aged 16 or over paid employment combined with the opportunity to train for jobs at craft, technician and management level. Foundation Apprenticeships are delivered in senior phase of school and are not employed.**

They all contain the same 3 basic criterion:
A Mandatory Competency Based Qualification, or series of Mandatory Qualifications which may be **a relevant**:

- Scottish Vocational Qualification (SVQ)
  or
- An alternative Competency Based Qualification (CBQ)

**Career Skills**

- Career Skills for Technical and Professional Apprenticeships at SCQF Levels 8, 9 and 10 or

Acquisition of knowledge to underpin the competency based qualification, which may be:

- A relevant training qualification delivered by a training provider/college/employer
  or
- Training acquired whilst on the job (Industry Specific Training)

# Technical Apprenticeships in Pharmacy Services

**What are Technical Apprenticeships?**

Technical Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at technician level.

**Who develops them?**

Technical Apprenticeships are normally developed by Sector Skills Councils or Sector Skills Organisations (SSCs/SSOs). SSCs/SSOs or a developer who consult with employers and key partners in their sector to produce a framework and associated training programme, which meets the needs of employers.

**Who are they for?**

Technical Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme. All Apprentices in Scotland must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

## Framework Design Principles

**Each framework will contain:**

- An expected duration for the Apprenticeship that it would normally take a new apprentice to complete.
- Mandatory outcome
    - The core qualification of the apprenticeship
- Any Mandatory Enhancements
    - Additional qualifications and/or training that the apprentice must know and/or be able to do to operate in the sector
- Any Optional Enhancements
    - Additional qualifications/training that would bring added value to the apprentice to be able to operate more effectively in the sector

## Career/ Core Skills

Unless specified by the SSC/SSO, Technical/Professional Apprentices must complete career skills units **at SCQF** Level 7 or above from the list - https://www.skillsdevelopmentscotland.co.uk/media/46907/career-skills-for-technical-and-professional-apprenticeships-july.pdf **- and** achieve a minimum of 15-20 credits in total. The Apprentice and the Employer will select the appropriate career skills units within Annex 4 to meet the above **or other SSC approved unit that is at SCQF Level 7 or above)**

# Summary of Framework

## Duration

It is expected that apprentices following this Framework will take no less than 2 years (GPhC requirement) and no more than 3 years to complete.

## Mandatory outcomes

### SVQ/ CBQ/ HN Qualification/ Professional Qualification

SVQ in Pharmacy Services at SCQF level 8 (GR2C 24)

### Career Skills

This is not required due to the inclusion of the PDA.

### Enhancements (mandatory)

Professional Development Award (PDA) in Pharmacy Services at SCQF level 7 (GR0N 47)

## Optional Outcomes

### Additional  SVQ Units

Any of the Additional Units (as relevant to role and work setting) shown below:

- Provide advice on non-prescribed medicines and products
- Prepare extemporaneous medicines
- Manufacture and assemble medicinal products
- Prepare aseptic products
- Communicate with individuals about promoting their health and wellbeing
- Supply dressings and appliances
- Process pharmacy information for appropriate reimbursement and remuneration
- Check documentation and materials prior to the preparation of aseptic products

## THE FRAMEWORK

## Technical Apprenticeship in Pharmacy Services at SCQF Level 8

The role of the professional Pharmacy Technician at level 8 is regulated by the General Pharmaceutical Council (GPhC). There is a mandatory requirement, as there is in other professional roles, for the Pharmacy Technician to undertake ongoing post-registration learning and development in the form of structured and supervised CPD based around the principle of reflective practice. This ensures that the Pharmacy Technician is constantly developing and adding to their skill set. This approach aligns with the constant evolution of the Pharmacy Technician skills mix as a result of a variety of drivers impacting on healthcare and pharmacy services.

## Duration

It is expected that apprentices following this Framework will take no less than 2 years (GPhC requirement) and no more than 3 years to complete.

## Mandatory Outcomes

### Core Qualification(s) to be achieved

| Awarding Body Full Title | SCQF Level | Awarding Body Qualification Code |
|---|---|---|
| SVQ in Pharmacy Services | 8 | GR2C 24 |

### Mandatory Enhancements to be achieved

| Awarding Body Full Title | SCQF Level (If appropriate) | Awarding Body Qualification Code (If appropriate) |
|---|---|---|
| Professional Development Award (PDA) in Pharmacy Services | 7 | GR0N 47 |

## Optional  Outcomes (the following may also be achieved/are desirable)

| Title of Training/Enhancement | SCQF Level | Awarding Body Qualification Code |
|---|---|---|
| Provide advice on non-prescribed medicines and products | 7 | J44M 04 |
| Prepare extemporaneous medicines | 7 | J44N 04 |
| Manufacture and assemble medicinal products | 7 | J44P 04 |
| Prepare aseptic products | 7 | J44R 04 |
| Communicate with individuals about promoting their health and wellbeing | 7 | J449 04 |
| Supply dressings and appliances | 6 | J44F 04 |
| Process pharmacy information for appropriate reimbursement and remuneration | 6 | J44G 04 |
| Check documentation and materials prior to the preparation of aseptic products | 6 | J44J 04 |

## Career Skills

This is not required due to the inclusion of the PDA.

### Work-Based Training – Mandatory Outcome

**Delivery and Assessment Method for the Mandatory Outcome(s)**

Candidates will be expected to demonstrate competence in the required mandatory Units. There are no optional Units in this structure. They must also be able to perform to the required standard over a period of time.

Assessment of candidate's performance must take place during the course of their day-to-day work. Direct observation of the candidate's performance in the workplace must be the primary source of evidence. Observations should be of naturally occurring practice within the candidate's work role and include demonstration of application of knowledge and understanding. This principle will apply to all units except where simulation has been deemed acceptable.

Simulation should only be undertaken in a minority of situations when the candidate is unable to complete the unit because of the lack of opportunity within their normal day to day practice. Simulation may also be considered if there is a potential risk to the candidate or others. Evidence of competence in such situations is viewed as essential to ensure best practice and confidence in the candidate's ability to act appropriately.

Where simulation is used it **must** replicate usual activities in realistic workplace settings. Simulation can never be the sole source of evidence for a unit.

**Delivery of underpinning knowledge – Work Based Training (if no formal off-the job Training Is Provided)**

Apprentices will develop knowledge and understanding through supervised workplace performance and regular internal meetings to discuss progress and/or further training needs (including knowledge and understanding) and/or need for more time etc. This is in conjunction with the off-the-job component described in the following section.

### Off-the-job training

**Details of off-the-job training**

Those following the Technical Apprenticeship Framework are required to compete the following:

- Professional Development Award (PDA) in Pharmacy Services at SCQF level 7 (GR0N 47)

This PDA consists of 11 Mandatory Units with a total of 129 SCQF Credit Points.

The overall aim of the PDA in Pharmacy Services at SCQF level 7 is to provide the underpinning knowledge to support the SVQ in Pharmacy Services at SCQF level 8 and to contribute to the learning outcomes set out in the GPhC standards for the initial education and training of pharmacy technicians.

The PDA will be delivered by an approved college/training provider.

**Delivery and assessment method of off-the-job training**

The PDA is delivered and assessed in approved centres over a period of 24 months.

The attendance pattern is flexible and will be locally decided and may be face to face teaching, online learning, distance learning or a blended option. The apprentice will also be required to study for approximately 4 hours per week of their own time.

The PDA will be assessed in accordance with the Awarding Body guidance, QA and verification requirements.

**Exemptions**
*This section details if there are any groups exempt from completing the off-the-job component? (e.g. older workforce with the required knowledge as demonstrated through RPL/ APL)*

There are no exemptions. Note that the regulator for the sector (GPhC) does not accept RPL.

## List of Training Providers

Current providers include:

- Edinburgh College
- Glasgow Kelvin College
- NHS Fife
- NHS Greater Glasgow & Clyde SVQ Centre
- NHS Highland SVQ Assessment Centre
- West College Scotland

## 2.10 Registration and Certification

2.10.1 This Apprenticeship is managed by Skills for Health is the first point of contact in Scotland for any enquiries in relation to the Framework.  Contact details for each SSC/SSO can be found here:

 **https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships/modern-apprenticeship-frameworks/**

2.10.2 The SSC will register all Scottish  Apprentices undertaking this Framework.  **All  Scottish  Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.**

2.10.3 Registration can be made by completing the online registration system (MA Online, www.maonline.org.uk) or by SSC specific registration processes. In the case of MAs which receive funding it is acceptable for the Skills Development Scotland Training Plan, or a bespoke Training Plan approved by Skills Development Scotland, to be used on the condition that it includes all relevant information as set out in the MA Training Plan.

2.10.4 The SSC will issue a Certificate of Completion to Apprentices who have completed the mandatory outcomes of the Framework.  Before a certificate is issued, training providers must submit evidence to the SSC that the mandatory outcomes have been achieved.  This will normally be in the form of navigator reports or photocopies of certificates from awarding bodies.

2.10.5 Requests for registration and certification should be made to the SSC at the address above.

## 2.11 SSC Service level

2.11.1 Each candidate will be issued with a unique registration number.

2.11.2 The SSC undertakes to issue Certificates of Completion within 10 days of receipt of the appropriate evidence that a candidate has completed the outcomes as stated in the Training Plan.

## 2.12 The SSC Training Plan

2.12.1 The plan is required to identify:

1. The selected Framework outcomes, specifying whether or not separate certification of the Core Skills is being sought.

2. A summary of the Modern Apprentices accredited prior learning

3. A timetable for achievement of the selected Framework outcomes, linked to regular progress reviews.

2.12.2 The Training Plan should take into account any relevant previous training and development, education or work experience.  Not all Modern Apprentices need have different plans, but many will vary.  Moreover as reviews take place and circumstances change so the plan itself can be modified.

2.12.3 However any changes must:

* be subject to the quality provisions of Skills Development Scotland (if the MA is being financially supported)
* comply with the stipulations of this Framework
* meet the needs of the employer and apprentice.

2.12.4 A sample Training Plan is provided at Appendix 3 of this document, however, for those Modern Apprentices funded by SDS it is sufficient to submit the Skills Development Scotland Training Plan or bespoke training plan on condition that it covers the same information required in the MA Training Plan.

## 2.13 Recruitment and Selection

2.13.1 The recruitment and selection of Modern Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

* Employees may enter a Modern Apprenticeship from the age of 16. There is no upper age limit. All applicants undertake a pre-employment assessment, formally recognised by employers, to ensure that the applicants have the ability to manage the course.
* The Modern Apprenticeship is designed to attract high quality people to the industry.  Achievement of academic qualifications is one way of assessing the suitability of applicants.  However it should be stressed that no persons should be deterred from applying for a Modern Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades, Highers, National 4 and National 5's, employers should also be aware of newer vocational qualifications or vocational activity undertaken outwith an academic institutions, such as volunteering activity.
* The following factors may also influence the selection process:
  * performance during a formal interview process
  * references
  * relevant work experience
  * trial observation period.
* Employers should be aware of the nature, relevance and quality of foreign qualifications and make appropriate allowances concerning entry requirements.
* In order to promote and maintain the high status of the Modern Apprenticeship within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.
* Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

Selection must be undertaken by pharmacy professionals and include good character checks to ensure learners have the appropriate characteristics, attitudes and qualities necessary to act professionally, provide person-centred care and prioritise patient safety. The following should be undertaken at interview:

- Protecting Vulnerable Groups (PVG) application
- Skills test(s) to identify accuracy, attention to detail, ability to follow instructions
- Discussion to identify good listening skills, ability to explain clearly, organised and able to cope with the demands of the programme

Selection must also take into account health and the ability to undertake the academic challenges of the pre-registration trainee pharmacy technician programme as well as the ability to undertake the job role.

## 2.14 Equal opportunities

2.14.1 Scottish Modern Apprenticeships should ensure that there is equality of opportunity for all and any barriers (real or perceived) are addressed to support anyone seeking to enter employment to undertake the Modern Apprenticeship.

2.14.2 All MAs supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities.  All employers of Modern Apprentices should have an Equal Opportunities policy statement.

## 2.15 Health and Safety

2.15.1 All aspects of health and safety at work must be recognised within the delivery of this Modern Apprenticeship Framework and all statutory requirements be adhered to.  It is a key aspect of the induction period of the Modern Apprenticeship that apprentices are fully informed both of the regulations and that they and their employers are bound by these regulations.  Modern Apprentices should be made aware of their rights and duties with regard to health and safety.

2.15.2 All Modern Apprentices supported by Skills Development Scotland will be required to satisfy the adequacy of SDS's Health and Safety policy and systems.

## 2.16 Contracts

2.16.1 The following three contracts are essential to the successful outcome of the Modern Apprenticeship programme:

- Contract of employment signed by the employer and the Modern Apprentice.
- SSC Training Agreement - this agreement outlines the basis of the modern apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities. A sample SSC Training Agreement is set out in Appendix 3.
- SSC Training Plan - this plan outlines the selected outcomes and the expected duration of the apprenticeship.  In cases where funding is offered by SDS, the SDS Training Plan or bespoke training plan will be sufficient on condition that it contains all relevant information as set out in the Sample Training Plan at Appendix 3. Training Plans may be modified to reflect changing circumstances; however it is essential that the SSC is notified of any changes.

## 2.17 Employment status of Modern Apprentices

2.17.1 It is important that the sector offers genuine employment and career prospects to those people it wishes to attract through Scottish Modern Apprenticeships. Accordingly**, all apprentices must be employed with the exception of Foundation Apprenticeships which are delivered in the senior phase of school.**

2.17.2 All Modern Apprentices must have a demonstrable need to acquire **significant new knowledge and skills** to fulfil their job role. The modern apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

## 2.18 Terms and conditions of employment

2.18.1 In order to compete with other sectors offering Scottish Modern Apprenticeships, attractive packages will need to be developed by employers in the sector.  The terms and conditions of employment for individual Modern Apprentices will be agreed between the employer and the apprentice and should form the contract of employment.

## 2.19 Training and Development

### 2.19.1 Delivery

2.19.2 Training delivery can take many forms under the Modern Apprenticeship system. Some organisations may become approved SVQ Assessment Centres; others may join a consortium or use peripatetic assessors. Some large employers will be able to complete all the training and development in-house, but most employers will find that some of the training and development will have to take place away from the normal workplace. In particular the underpinning knowledge requirements are often more suited to delivery by outside training providers which might include:

- training providers
- colleges / universities
- other employers

2.19.3 Such knowledge could be delivered through training courses or through open/distance learning packages.
2.19.4 The option of sharing training and assessment resources amongst a cluster of employers (or across the divisions of a larger employer) will be particularly appealing to those firms which do not have the resources to provide all of the training and development. Assessment can be provided by these bodies, but the assessors and the training centre must be approved by the awarding bodies for the SVQ and Core Skills where appropriate.

## Career Progression

The role of the professional Pharmacy Technician at level 8 is regulated by the General Pharmaceutical Council (GPhC). There is a mandatory requirement, as there is in other professional roles, for the Pharmacy Technician to undertake ongoing post-registration learning and development in the form of structured and supervised CPD based around the principle of reflective practice. This ensures that the Pharmacy Technician is constantly developing and adding to their skill set. This approach aligns with the constant evolution of the Pharmacy Technician skills mix as a result of a variety of drivers impacting on healthcare and pharmacy services.

# Consultation Process

The Steering Group consisted of senior Pharmacy-staff from the service delivery and training/development sides of the sector. Many members of the group were representing their own employer organisation and a key stakeholder sector organisation (e.g. APTUK, CCA etc). Members organisations included:

- Association of Pharmaceutical Technicians UK (APTUK)
- Community Pharmacy Scotland (CPS)
- Company Chemists Association (CCA)
- Edinburgh College
- General Pharmaceutical Council (GPhC)
- Glasgow Kelvin College
- National Pharmacy Association (NPA)
- NHS Education for Scotland (NES)
- NHS Fife
- NHS Forth Valley
- NHS Greater Glasgow and Clyde
- NHS Lanarkshire
- NHS Lothian
- NHS Tayside
- Skills for Health
- SQA Accreditation
- SQA Awarding
- West College Scotland

The consultation documentation was distributed in November by the SG members across their own professional and local/regional networks. This 'cascade' approach worked well.

## Summary of Responder Details:

| | |
|---|---|
| **Employer** | 14 |
| **Training provider** | 8 |
| **Awarding Organisation** | 2 |
| **College/University** | 3 |
| **Consultant** | 0 |
| **Member of the public** | 0 |
| **Other (please specify e.g. professional body)** | • The Company Chemists' Association<br>• Directors of Pharmacy in NHS Scotland<br>• National Acute Pharmacy Group (NAPS)<br>• NHS Education for Scotland (Special Health Board)<br>• Pharmacy Education and Training Specialist Interest Group |
| **Community** | 8 |
| **Hospital** | 16 |
| **Primary Care** | 9 |

# Appendices

## APPENDIX 1

### Stakeholder Responsibilities

Many organisations and individuals share the responsibility for ensuring that the Modern Apprenticeship programme is implemented to the highest possible standard. They include:

- Awarding Bodies
- Employers
- Modern Apprentices
- Modern Apprenticeship Group (MAG)
- Sector Skills Councils (SSCs/SSOs)
- Standard Setting Organisations (SSOs)
- Skills Development Scotland
- Training Providers

### Role of the Standard Setting Organisation/Sector Skills Councils

SSOs/SSCs are responsible for developing Modern Apprenticeship Frameworks and are required to work with employers in their sectors to ensure that all Frameworks meet the needs of employers in their sectors.

For details on your sector's SSO/ SSC, follow the link to the Federation for Industry Sector Skills and Standards website http://fisss.org/.

### Role of Skills Development Scotland (SDS)

MA frameworks are used by employers as part of their workforce development to train new employees and up-skill existing members of staff. They can be (and often are) used regardless of whether financial support is available from the delivery body who currently provides a 'contribution' towards the cost of delivery. However, only approved MA Frameworks will be eligible for funding support from Skills Development Scotland who should be contacted to establish the availability and level of support for each MA Framework.

Further information is available from: http://www.skillsdevelopmentscotland.co.uk

SDS provides advice and guidance to individuals on the range of Scottish Modern Apprenticeships and training providers available. Individuals are signposted to training providers who offer training in the vocational areas of interest.

Responsibilities include:

- Supporting the Modern Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting the Modern Apprenticeship route on the Skills Development Scotland website
- Facilitating recruitment events that bring together jobseekers and opportunity providers

### Role of the Awarding Bodies

A significant proportion of the Modern Apprenticeship is based on the assessment of the apprentice against SVQs/ CBQs or SVQ/ CBQ units. These qualifications are accredited by the SQA Accreditation and the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding Bodies.
It is the responsibility of the Awarding Bodies to ensure that centres are approved, that assessors and verifiers are suitably qualified, trained and monitored, and that all of the assessment criteria of the SVQs/ CBQs and SVQ/CBQ units are fully met.

### Role of the Training Provider

The role of the training provider is important to the success of the Modern Apprenticeship. A training provider can be a college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

## Training Providers are responsible for:

- Confirming an appropriate MA programme for candidates
- Agreeing the training needs of the candidates
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and defining roles and responsibilities for this with relevant parties
- Ensuring trainee/candidate has access to the best quality training opportunities available
- Ensuring that the Modern Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of MA candidates with the relevant SSC (and Skills Development Scotland if appropriate).
- Compiling and agreeing assessment schedules/assessment plans
- Judging performance evidence
- Completing assessment records
- Reviewing candidates progress at regular intervals
- Submitting records and evidence for moderation
- Advising the Modern Apprentice who to approach for support, advice, encouragement and in case of complaint

## Role of the Apprenticeship Approval Group (AAG)

AAG is an independent group drawn from key stakeholders involved in the management and delivery of the Apprenticeship programme in Scotland.

### AAG is responsible for:

- Approval and re-approval of Scottish Apprenticeship Frameworks
- De-approval of Scottish Apprenticeship Frameworks
- Encouraging best practice across Apprenticeship Frameworks and sectors

## Role of the Employer

Employers' responsibilities include:

- Paying all Modern Apprentices in accordance with company policy and in line with current legislation
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and define roles and responsibilities for this with relevant parties
- Highlighting opportunities for the Modern Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Modern Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing Modern Apprentices for college/off-the-job training in line with training plan
- Ensuring the experience, facilities and training necessary to achieve the outcomes of the training plan.
- Supporting and encouraging Modern Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern Apprentices.

## Role of the  Apprentice

Employed Apprentices have the same responsibilities to their employer as any other employee.  In addition they have a range of commitments to their training programme.

### Employed  Apprentices' responsibilities include:

- Observing the company's terms and conditions of employment
- Agreeing a training/development plan with all parties involved
- Undertaking development in line with agreed training plan
- Attending meetings with trainers, assessors and verifiers as required
- Attending college/off-the-job training where required
- Providing evidence of competence
- Developing a collection of evidence (portfolio) and retain ownership of this throughout
- Behaving in a professional manner throughout

# APPENDIX 2
## Apprenticeship Centres (ACs)

Apprentices may only be registered through organisations approved by the Developer to deliver this Framework. Such approved organisations are called Apprenticeship Centres (ACs)

The AC may be the employer of the apprentice or a separate organisation such as a training provider, further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

In order to be approved, organisations must make a formal application to the Developer, seeking approval and establishing that the centre satisfies the following criteria:

**Either**

1   be approved by an appropriate Awarding Body as a centre for the assessment of the relevant SVQ/ CBQ (and Work Place Core Skills if these are being separately certificated)

   **or**

2   be capable of demonstrating a contractual relationship with another approved centre for the assessment of those units for which the MAC does not have approval from an appropriate Awarding Body.

**In addition**

The Developer will maintain a database of ACs for the delivery of the apprenticeship within Scotland, which will be available to employers and others.

Organisations wishing to become ACs who have yet to obtain the necessary Awarding Body approval for assessment should first contact the Awarding Body direct.

In addition to the assessment of the Apprentice against the relevant standards set by the selected apprenticeship outcomes, the AC has responsibility for:
Entering into a formal training agreement with the employer and Apprentice
   *   Registering Apprentices as candidates for the relevant SVQ/ CBQ (s) and other selected units with the appropriate Awarding Body
   *   Registering Modern Apprentices with the Developer
   *   Applying for the final `Certificate of Completion' on behalf of Apprentices
   *   Informing the Developer of any material alterations to Apprentices' training plans or desired changes to the selected apprenticeship outcomes.

# APPENDIX 3

## APPRENTICESHIP SAMPLE TRAINING AGREEMENT

This Training Agreement is entered into by:

| *Name of Employer:* | |
|---|---|
| *Name of Apprentice:* | |
| *Name of Apprenticeship Centre:* | |

The **Employer's responsibilities (employed status apprentices only)** are to:

1. employ the apprentice subject to the employer's usual terms and conditions of employment;
2. provide the apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice's personal training plan;
3. pay the apprentice an agreed salary which reflects the obligations of the employer and the opportunities for the apprentice;
4. in the event of the employer becoming unable to retain the apprentice after completion of the apprenticeship, to use reasonable endeavours to secure employment elsewhere;
5. in the event of the apprenticeship being terminated prematurely by either the employer or apprentice for any reason other than dismissal for unsatisfactory performance or misconduct, to use reasonable endeavours to secure employment and continuation of this apprenticeship elsewhere;
6. operate a formal Health and Safety policy and undertake the necessary legal and contractual responsibilities for health and safety of the modern apprentice; and
7. operate an Equal Opportunities policy which meets all legal requirements.

The **Apprentice's responsibilities** are to:

1. work for the employer in accordance with the agreed terms and conditions of employment;
2. undertake training, attend courses if required, keep records, and take assessments to be determined by the employer and/or Apprenticeship Centre, and carry out such work as may be required in order to achieve the selected apprenticeship outcomes specified in the apprentice's personal training plan;
3. be diligent, punctual, behave in a responsible manner and in accordance with the requirements of Health and Safety legislation relating to the apprentice's responsibilities as an individual; and
4. promote at all times the employer's best interests.

The **Apprenticeship Centre's responsibilities** are to:

1. agree the content of the apprentice's personal training plan as confirming that the selected apprenticeship outcomes and training plans meet the criteria of this apprenticeship
2. contract with the employer to provide the training and assessment necessary to enable the apprentice to achieve the selected Framework outcomes specified in the apprentice's personal training plan; and
3. use its best endeavours to ensure that the employer provides the modern apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice's personal training plan.

This agreement to be signed by all parties:

| *Employer* | | *Date:* |
|---|---|---|
| *Apprentice* | | *Date:* |
| *Apprenticeship Centre* | | *Date:* |

## APPRENTICESHIP TRAINING PLAN

### The Apprenticeship Centre

| |
|---|
| Name: |
| Address: |
| Telephone: |
| Contact: |

### The Apprentice

| |
|---|
| Full name: |
| Home address: |
| Work address: |
| Date of birth: |

### The Employer

| |
|---|
| Name: |
| Address: |
| Telephone: |
| Contact: |

### Skills Development Scotland office

| |
|---|
| Name: |
| Address: |
| Telephone: |
| Contact: |

**Framework selected outcomes -** *Mandatory outcomes*

| SVQ Level 8 – Mandatory Units | | Tick units being undertaken | SCQF Level | SCQF Credit Points |
|---|---|---|---|---|
| J44K 04 | Provide an effective and responsive pharmacy service | | 7 | 8 |
| J44A 04 | Respond to pharmaceutical queries and requests for information | | 6 | 8 |
| J44S 04 | Confirm prescription validity | | 8 | 13 |
| J44B 04 | Assemble prescribed items | | 6 | 12 |
| J44L 04 | Issue prescribed items | | 7 | 12 |
| J44C 04 | Order pharmaceutical stock | | 6 | 8 |
| H4R9 04 | Develop your practice through reflection and learning | | 7 | 9 |
| HD3D 04 | Contribute to effective multidisciplinary team working | | 7 | 8 |
| J44T 04 | Undertake the final accuracy check of dispensed medicines and products | | 8 | 13 |
| J44V 04 | Retrieve and reconcile information about an individual's medicines | | 8 | 14 |
| J44W 04 | Confirm the suitability of an individual's medicines for use and ensure sufficient supply | | 8 | 12 |
| J44X 04 | Order medicines and products for individuals | | 8 | 12 |
| SVQ Level 8 – Additional Units: These units do not contribute to the achievement of the SVQ | | Tick units being undertaken | SCQF Level | SCQF Credit Points |
| J44M 04 | Provide advice on non-prescribed medicines and products | | 7 | 11 |
| J44N 04 | Prepare extemporaneous medicines | | 7 | 11 |
| J44P 04 | Manufacture and assemble medicinal products | | 7 | 11 |
| J44R 04 | Prepare aseptic products | | 7 | 11 |
| J449 04 | Communicate with individuals about promoting their health and wellbeing | | 7 | 10 |
| J44F 04 | Supply dressings and appliances | | 6 | 8 |
| J44G 04 | Process pharmacy information for appropriate reimbursement and remuneration | | 6 | 6 |
| J44J 04 | Check documentation and materials prior to the preparation of aseptic products | | 6 | 9 |
| **Enhancements** | | | | |
| GR0N 47 | Professional Development Award (PDA) in Pharmacy Services | | 7 | 75 |

| Workplace Core Skills *(Include details of the minimum level required)* | | Tick units being undertaken | SCQF Level | SCQF Credit Points |
|---|---|---|---|---|
| 1 | Communication | | 6 | 6 |
| 2 | Working with others | | 6 | 6 |
| 3 | Numeracy | | 6 | 6 |
| 4 | Information and Communication Technology | | 6 | 6 |
| 5 | Problem Solving | | 6 | 6 |

**Summary of Modern Apprentices accredited prior learning:**

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|---|
| Not applicable. See Recruitment and Selection. |