

# apprenticeship FRAMEWORK

## Health (Pharmacy Services) (England)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: [https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Issue date: 21 December 2018

**Issued By:**  
Skills for Health

Apprenticeship Certificates  
England

[https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Document Status:  
**Issued**



# Health (Pharmacy Services)

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# Framework information

## Information on the Issuing Authority for this framework:

### Skills for Health

The Apprenticeship sector for occupations in health care

Issue number: 12	This framework includes:
Framework ID: FR04377	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 30/09/2019	This framework is for use in: England

## Short description

This Apprenticeship Framework provides the skills and knowledge required to become competent in supporting individuals in the Pharmacy sector, as part of the wider healthcare team.

Apprentices are employed as Dispensing and Pharmacy Assistants and Pharmacy Technicians. They are an essential part of the pharmacy team and work under the supervision of a registered Pharmacist in order to provide medicines for patients in a safe and correct manner. Apprentices gain the new skills and learning they need to carry out these job roles as well as preparing them for future employment and career progression within the health sector.

This work-based programme was designed and developed with employers.

# Contact information

## Proposer of this framework

The proposer of this framework is Skills for Health. Where the proposal for the Apprenticeship framework comes from a third party/ies they are provided with information on the requirements for SASE compliance and additional guidance on the development of Apprenticeship frameworks in the Health sector. This guidance is also available by contacting [qualifications@skillsforhealth.org.uk](mailto:qualifications@skillsforhealth.org.uk)

Skills for Health worked with stakeholders to develop qualifications and apprenticeship framework to ensure that these met both employer and SASE requirements. Employers and other stakeholders involved came from the NHS, Independent sector, Royal Pharmaceutical Society of Great Britain (RPSGB), Qualifications Regulators, Awarding Organisations and training providers. The role of Pharmacy Technicians is now statutorily regulated and the Advanced Apprenticeship meets the requirements for registration with the General Pharmaceutical Council.

Awarding Organisation/s included in the framework have completed the Skills for Health Qualifications Dialogue form and Skills for Health have supported these qualifications for inclusion in the Framework. The Qualifications Dialogue form requires the Awarding Organisation to provide a summary of their overall approach to employer engagement, names of employers, sector representatives, professional bodies or statutory regulators consulted in the development. All of this information is then considered by Skills for Health to ascertain whether the qualifications are suitable for inclusion before they are entered into the framework.

## Developer of this framework

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Issuer contact name: Anne Clarke  
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# Revising a framework

## Why this framework is being revised

To extend the review date of the framework to 30th September 2019. No other changes have been made to the framework.

## Summary of changes made to this framework

To extend the review date of the framework.

## Qualifications removed

N/A

## Qualifications added

N/A

## Qualifications that have been extended

N/A



# Purpose of this framework

## Summary of the purpose of the framework

### Definition:

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. On completion of the Apprenticeship, an apprentice will be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the health sector.

### Current Workforce - Demands & Trends

The White Paper Pharmacy in England: 'Building on strengths – delivering the future', launched in April 2008, promotes a wider role for Pharmacy and highlights the increased need for Pharmacy Technicians to expand their roles to incorporate work previously undertaken by Pharmacists.

The NHS Workforce Review Team Summary and Analysis of the Pharmacy Technicians Workforce in 2009, indicates that the demand for Pharmacy Technicians is likely to increase in light of the increase in Pharmacist staffing establishments.

There are around 64,000 people employed in community pharmacies in the UK. A further 18,000 people are employed within hospital pharmacies, NHS Trusts and within the pharmaceutical industry.

The majority of Pharmacy Technicians work in community (retail) pharmacy both for small independent pharmacies and large multiple pharmacy companies. Many also work in the hospital pharmacy service both within the NHS and private hospitals. Some Pharmacy Technicians are employed in the pharmaceutical industry, HM Prisons, armed forces and in NHS Primary Care Organisations (PCOs).

From July 2011, all Pharmacy Technicians must meet the registration requirements of the General Pharmaceutical Council (GPhC) in order to practice. The requirements include:

- A competence based qualification for Pharmacy Technicians approved by the Council, and
- A knowledge based qualification or have successfully completed an accredited knowledge - based programme for Pharmacy Technicians approved or accredited by the Council, and
- A minimum of two years consecutively completed relevant work-based experience under the supervision, direction or guidance of a Pharmacist to whom the applicant was directly

accountable for not less than 14 hours per week.

In England, the Health (Pharmacy Services) Framework provides a positive route for attracting staff into the Pharmacy sector. The Advanced Apprenticeship provides quality assured training to achieve the qualified standard required by the General Pharmaceutical Council (GPhC).

## **Workforce Supply**

According to the General Pharmaceutical Council (GPhC) Pharmacy Technician Workforce Census 2010, there were 8300 registered practising Pharmacy Technicians. Accurate participation rates are not currently available, as registration with the GPhC is voluntary until 1st July 2011.

The demand for Dispensing Assistants, Pharmacy Assistants and Pharmacy Technicians is likely to grow in the next three to five years because:

- There will be a significant increase in the number of Pharmacy staffing establishments
- Vacancy rates have been increasing over a number of years and it is likely that they reflect a shortage rather than high turnover rate

## **About this framework:**

This framework supports the broad vision of the sector to develop an increasingly skilled, flexible and effective workforce whilst maintaining high quality and safe care for patients and addresses specific outcomes of the Skills for Health Sector Skills Assessment 2011.

[www.skillsforhealth.org.uk/about-us/resource-library/doc\\_download/328-sfh-summary-sector-skills-assessment-2011.html](http://www.skillsforhealth.org.uk/about-us/resource-library/doc_download/328-sfh-summary-sector-skills-assessment-2011.html)

Skills for Health is committed to engaging with employers, professional bodies and other stakeholders in the development of Apprenticeship frameworks. Engagement and consultation is through meetings including face to face and teleconferences and e-consultation. Consultation ensured that employer views are reflected in this framework on the minimum duration, the on and off the job Guided Learning Hours, the inclusion of ICT functional Skills and the use of a workbook to meet the requirements for ERR. Apprentices will learn new skills and knowledge whilst carrying out real work as part of the healthcare team. Each apprentice is employed under terms and conditions laid out in an Apprenticeship Agreement between the employer and apprentice (applicable to all apprenticeships that commence after 6 April 2012) and are paid at least the applicable rate under the Apprenticeship National Minimum Wage.

## **The Role of the Dispensing and Pharmacy Assistants**

Dispensing and Pharmacy Assistants undertake a range of roles within the pharmacy sector, which include the following:

- Sale of over the counter medicines and the provision of information to customers on symptoms and products
- Prescription receipt and collection
- The assembly of prescribed items (including the generation of labels)

- Ordering, receiving and storing pharmaceutical stock
- The supply of pharmaceutical stock
- Preparation for the manufacture of pharmaceutical products (including aseptic products)
- Manufacture and assembly of medicinal products (including aseptic products)

### **The Role of the Pharmacy Technician**

Pharmacy Technicians are an essential part of the pharmacy team and work under the supervision of a registered Pharmacist, in order to provide medicines for patients, in a safe and correct manner.

Under Pharmacist supervision, Pharmacy Technicians:

- Supply medicines to patients, whether on prescription or over the counter
- Assemble medicines for prescriptions
- Provide information to patients and other healthcare professionals

Pharmacy Technicians also:

- Manage areas of medicines supply such as dispensaries
- Supervise other pharmacy staff
- Produce medicines in hospitals and the pharmaceutical industry

### **Aims and objectives of this framework (England)**

The apprenticeship framework will contribute towards developing a health sector with a skilled, flexible and effective workforce whilst maintaining high quality and safe care for patients.

Through completion of this apprenticeship learners will gain:

- Broad base training in the chosen occupational area
- Work experience that leads to competency in the work place
- Transferable Skills

Employers have endorsed the apprenticeship programme as it gives the broad base training in the skills for the occupational area through the completion of qualifications which are based on National Occupational Standards. This programme leads to better productivity, retention and a qualified workforce which aids the employer. Job role and outline can be viewed later in this document (see section 'Jobs').

The framework contributes toward addressing the skills gaps identified in the UK Sector Skills Assessment 2011:

[http://www.skillsforhealth.org.uk/about-us/resource-library/doc\\_download/328-sfh-summary-sector-skills-assessment-2011.html](http://www.skillsforhealth.org.uk/about-us/resource-library/doc_download/328-sfh-summary-sector-skills-assessment-2011.html)

The apprenticeship programme ensures that learners are supported in the application of their learning directly into the workplace. Learners receive a minimum guaranteed amount of on and off the job training and will acquire transferable skills to support further progression.

The framework specifically supports the need to develop the skills and knowledge of workers at

Career Framework levels 1 – 3 and provides career progression routes.

# Entry conditions for this framework

There are no specific qualifications required for entry to this apprenticeship framework.

Apprentices should:

- Show enthusiasm for working in the pharmacy sector
- Have basic literacy, numeracy and communication skills on which the apprenticeship will build
- Have a suitable level of physical fitness to perform some aspects of the job roles
- Be willing to undergo Disclosure and Barring Service checks if required (this may be needed if apprentices are likely to work with children, young people or vulnerable adults)
- Be flexible as there may be a requirement to work shifts

Individual health sector employers may have additional employment entry requirements e.g. a current driving licence would also be an advantage (and may be necessary for some roles).

## **Initial Assessment**

Training providers and employers will use initial assessment to identify prior learning and experience so that they can tailor the Apprentices's Individual Learning Plan only. This initial assessment will not be used to screen out applicants. Employers may use a separate interview or application process to assess an individual's suitability for employment with the health sector.

(See individual pathways for entry conditions at each level)

# Level 2

Title for this framework at level 2

## Intermediate Apprenticeship in Health (Pharmacy Services)

Pathways for the framework at level 2:

Pathway 1: Intermediate Apprenticeship in Health (Pharmacy Services)

# Level 2, Pathway 1: Intermediate Apprenticeship in Health (Pharmacy Services)

## Description of this pathway

Health (Pharmacy Services). Total 60 credits.

- Competence qualification 20 credits
- Knowledge qualification 30 credits
- Functional Skills in Maths and English 10 credits

## Entry requirements for this pathway in addition to the framework entry requirements

Applicants to this Apprenticeship will be from different age groups, with differing backgrounds and experience. Personal Attributes. As a guide, applicants may enter via a range of routes including from:

- work
- work experience
- school
- college
- training and/or experience which may include a portfolio showing what they have done

Applicants may have already achieved a range of qualifications eg:

- Key Skills or Functional Skills
- 14-19 Diploma
- GCSEs
- Welsh Baccalaureate (at this time there is no credit transfer)
- Welsh Baccalaureate with Principal Learning (at this time there is no credit transfer)
- Other level 2 qualifications

Apprentices who wish to accredit any prior learning must select options within the framework which will equip them with new skills and learning.

## **Personal Attributes**

Employers look for health sector apprentices who are:

- Caring
- Conscientious
- Discreet
- Respectful
- Personable

They also expect them to:

- Be able to work in a team
- Carry out their duties meticulously

<b>Job title(s)</b>	<b>Job role(s)</b>
Pharmacy Assistants / Dispensing Assistants	Under Pharmacist supervision, Pharmacy Assistants will assist in the sale of over the counter medicines and the provision of information to customers on symptoms and products, prescription receipt and collection, assembly of prescribed items and ordering, receiving, storing pharmaceutical stock.



# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Pharmacy Service Skills					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9234/0	City & Guilds	20	62 - 79	N/A
C1b	500/9351/4	Pearson Edexcel	20	74 - 91	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Pharmaceutical Science					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9575/4	City & Guilds	30	180	N/A
K1b	500/9579/1	Edexcel	30	180	N/A

## Combined qualifications available to this pathway

N/A

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### Relationship between competence and knowledge qualifications

K1a and K1b provide underpinning knowledge for C1a and C1b (Level 2 NVQ Certificate in Pharmacy Service Skills)

C1a and C1b measures occupational competence and has been designed so that it can also be used alongside K1a and K1b within an apprenticeship framework.

On completing these qualifications the total number of credits which an apprentice will attain equals 60, which exceeds the statutory required minimum of 37 credits.

The competence qualification exceeds the required minimum of 10 credits and the technical knowledge qualification exceeds the required minimum of 10 credits.

Apprentices who have already achieved combined and/or competence and/or knowledge qualifications and units prior to entry to the Apprenticeship must select options which will equip them with new skills and learning.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PATHWAY

See Entry Conditions

## PROGRESSION FROM THIS PATHWAY

Apprentices will be able to progress to the Advanced Apprenticeship in Health (Pharmacy Services) on completion of the Intermediate Apprenticeship in Health (Pharmacy Services), to progress to a Pharmacy Technician.

Progression should not just be seen as vertical. In some instances progressing into another role at the same level may be just as rewarding as it offers the opportunity to develop new skills and knowledge.

Learners may also progress from this pathway onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further qualifications or other work-related education and training to support Continuing Professional Development.

Higher Apprenticeships are not currently available but may be in the future at which time this document will be updated.

Apprentices who wish to progress into Higher Education are encouraged to complete GCSEs in English and Maths instead of Functional Skills. GCSE qualifications are widely recognised across the Higher Education Sector and support progression into healthcare undergraduate programmes.

Further detailed information and advice on careers, within the Pharmacy sector, can be found at [www.nhscareers.nhs.uk/index.shtml](http://www.nhscareers.nhs.uk/index.shtml)

## Employee rights and responsibilities

Apprentices must complete the workbook entitled:

*Employee Rights and Responsibilities Workbook for Pharmacy Services Apprentices*

The workbook is available from <http://www.skillsforhealth.org.uk/images/standards/apprenticeship-frameworks/wales/Pharmacy%20ERR%20workbook%20vA02.pdf>

The time spent on ERR will contribute towards meeting the minimum 280GLH per year requirement.

### Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Level 3

Title for this framework at level 3

## Advanced Apprenticeship in Health (Pharmacy Services)

Pathways for the framework at level 3:

Pathway 1:            Advanced Apprenticeship in Health (Pharmacy Services)

# Level 3, Pathway 1: Advanced Apprenticeship in Health (Pharmacy Services)

## Description of this pathway

Health (Pharmacy Services). Total credits 205.

- Competence qualification 75 credits
- Knowledge qualification 120 credits
- Functional Skills in Maths and English 10 credits

## Entry requirements for this pathway in addition to the framework entry requirements

Applicants to this Apprenticeship will be from different age groups, with differing backgrounds and experience. Personal Attributes. As a guide, applicants may enter via a range of routes including from:

- work
- work experience
- school
- college
- training and/or experience which may include a portfolio showing what they have done

Applicants may have already achieved a range of qualifications eg:

- Key Skills or Functional Skills
- Intermediate Apprenticeship
- 14-19 Diploma
- GCSEs
- GCEs
- Welsh Baccalaureate (at this time there is no credit transfer)
- Welsh Baccalaureate with Principal Learning (at this time there is no credit transfer)
- Other level 2 qualifications

Apprentices who wish to accredit any prior learning must select options within their framework



which will equip them with new skills and learning.

### **Personal Attributes**

Employers look for health sector apprentices who are:

- Caring
- Conscientious
- Discreet
- Respectful
- Personable

They also expect them to:

- Be able to work in a team
- Carry out their duties meticulously

<b>Job title(s)</b>	<b>Job role(s)</b>
Pharmacy Technician	Under Pharmacist supervision, Pharmacy Technicians will assist in the supply of medicines to patients, assemble medicines for prescriptions, provide information to patients and other healthcare professionals and manage areas of medicines supply e.g. dispensaries

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Pharmacy Services Skills					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9576/6	City and Guilds	75	344 - 352	N/A
C1b	500/9578/X	Pearson Edexcel	75	344 - 352	N/A

## Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Pharmaceutical Science					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9959/0	City and Guilds	120	720	N/A
K1b	500/9939/5	Edexcel	120	720	N/A

## Combined qualifications available to this pathway

N/A

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### Relationship between competence and knowledge qualifications

K1a and K1b provide underpinning knowledge for C1a and C1b (Level 3 NVQ Diploma in Pharmacy Services Skills).

C1a and C1b measure occupational competence and have been designed so that they can also be used alongside K1a and K1b within an apprenticeship framework.

On completing these qualifications the total number of credits which an apprentice will attain equals 205 which exceeds the statutory required minimum of 37 credits.

The competence qualification exceeds the required minimum of 10 credits and the technical knowledge qualification exceeds the required minimum of 10 credits.

Apprentices who have already achieved combined and/or competence and/or knowledge qualifications and units prior to entry to the Apprenticeship must select options which will equip them with new skills and learning.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PATHWAY

See Entry Conditions.

Some apprentices may have already undertaken a Intermediate Apprenticeship (e.g. Health (Pharmacy Services)).

## PROGRESSION FROM THIS PATHWAY

On completion of this pathway, learners may progress onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further qualifications, a range of higher education qualifications or other work-related education and training to support Continuing Professional Development.

Pharmacy Technicians in the NHS work mainly in one of two areas, hospital pharmacy and community pharmacy.

In the hospital setting, there are several grades for qualified Pharmacy Technicians. Senior Technicians can specialise in areas such as medicines management, manufacturing, quality control, staff training, information technology, supplies procurement, clinical trials or medicines information services.

An expanding role is that of Clinical Technician, which involves working on wards, liaising with other healthcare professionals and closer contact with patients. A Chief Technician is often responsible for managing a section of the Pharmacy department.

From July 2011, all Pharmacy Technicians must meet the registration requirements of the General Pharmaceutical Council (GPhC) in order to practice. The requirements include:

- A competence based qualification for Pharmacy Technicians approved by the Council, and
- A knowledge based qualification or have successfully completed an accredited knowledge - based programme for Pharmacy Technicians approved or accredited by the Council, and
- A minimum of two years consecutively completed relevant work-based experience under the supervision, direction or guidance of a Pharmacist to whom the applicant was directly accountable for not less than 14 hours per week.

The Advanced Apprenticeship provides quality assured training to achieve the qualified standard required by the General Pharmaceutical Council (GPhC).

Apprentices can progress to more senior roles within the practice and may ultimately progress

to becoming:

- Pharmacists on completion of an appropriate degree
- Specialise in medicines management, manufacturing, quality control, staff training, information technology, supplies procurement, clinical trials or medicines information services
- Or as Managers within hospital or community setting.

Higher Apprenticeships are not currently available but may be in the future at which time this document will be updated.

Apprentices who wish to progress into Higher Education are encouraged to complete GCSEs in English and Maths instead of Functional Skills. GCSE qualifications are widely recognised across the Higher Education Sector and support progression into healthcare undergraduate programmes.

Further detailed information and advice on careers, within the Pharmacy sector, can be found at [www.nhscareers.nhs.uk/index.shtml](http://www.nhscareers.nhs.uk/index.shtml)



## Employee rights and responsibilities

Apprentices must complete the workbook entitled:  
*Employee Rights and Responsibilities Assessed Portfolio for SASE and SASW Compliant Apprenticeship Frameworks in Health (Pharmacy Services)*.

The workbook is available from <http://www.skillsforhealth.org.uk/images/standards/apprenticeship-frameworks/wales/Pharmacy%20ERR%20workbook%20vA02.pdf>

Please note: Apprentices who have completed the Employee Rights and Responsibilities Assessed Portfolio for SASE and SASW Compliant Apprenticeship Frameworks in Health (Pharmacy Services), in order to achieve the Intermediate Level Apprenticeship in Health (Pharmacy Services), will not be required to repeat this as long as it has been completed within 5 years of completion of the Advanced Level Apprenticeship.

Skills for Health will look to ensure that the portfolio is current upon certification request at Advanced Level. The time limit to accept a completed portfolio claim form, to support an Apprentice achieving the Advanced Level Apprenticeship in Health (Pharmacy Services) is 5 years.

Apprentices must achieve the nine standards of attainment set out in the Employee Rights and Responsibilities (ERR) national outcomes. Apprentices are encouraged to complete the portfolio, as part of the induction programme offered by employers.

### Portfolio Assessment

The nine national outcomes will be demonstrated by completing the various tasks set within the portfolio. The 9 national ERR outcomes have been grouped into 4 categories, as provided below:

#### Section A. Statutory Rights and Responsibilities

This section maps to ERR national outcomes:

- 1 Employer and employee statutory rights and responsibilities
- 2 Health & Safety and Equality & Diversity
- 8 The organisation's principles and codes of practice

This section supports the Apprentice in understanding the key legal areas of employment such as contracts of employment, working hours and holidays, time off when sick (and sick pay), health and safety, data protection, and anti-discrimination (on the grounds of gender, race, religion, sexual orientation, age, pregnancy/breast feeding, marital/partnership status and disability).

#### Section B. Procedures and Documentation

This section maps to ERR national outcomes;

- 2 Health & Safety and Equality & Diversity

3 Sources of information and advice on employment rights and responsibilities  
7 Information and advice on the industry, occupation, training and career

This section supports the Apprentice in understanding how the organisation puts into practice the requirements of employment law, as well as describing the systems used within the company. The areas of policy covered include:

- Pay, benefits and hours of work
- Holiday and other authorised time off
- Sickness
- Health, safety and welfare
- Discipline and grievance
- Joining and leaving procedures
- Anti-discrimination and equal opportunities

### **Section C. Career Pathways**

This section maps to ERR national outcomes:

- 4 The role played by their occupation within the organisation and industry
- 5 Types of career pathways that are open to apprentices
- 6 The different types of representative bodies, their relevance and roles and responsibilities
- 7 Information and advice on the industry, occupation, training and career

This section supports the Apprentice with understanding how to access information advice and guidance specific to their role and responsibilities, the Pharmacy sector, representative bodies, career progression opportunities and continuous personal development available.

### **Section D. Representative Bodies**

This section maps to ERR national outcomes:

- 6 The different types of representative bodies, their relevance and roles and responsibilities
- 7 Information and advice on the industry, occupation, training and career
- 9 Issues of public concern that affect their organisation and industry

This section supports the Apprentice understanding of trade unions, and other external representative bodies such as regulatory bodies and the range of services they offer to support the Pharmacy sector in information, advice and guidance.

The time spent on ERR will contribute towards meeting the minimum 280GLH per year requirement.

### **Certification Requirements for ERR**

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;

- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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The remaining sections apply to all levels and pathways within this framework.

## How equality and diversity will be met

There should be open recruitment to apprenticeship frameworks which is available to all who meet the stated selection criteria for the apprenticeship programme they are applying to. Skills for Health expects all partners involved in the delivery of the apprenticeship to comply with the Equality Act 2010 to ensure that applicants are not discriminated against, in terms of entry to and progression within the health sector, using the 9 protected characteristics of:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or Belief
8. Gender
9. Sexual orientation

See more at: [www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/](http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/)

Skills for Health expect equality, diversity and inclusion to underpin recruitment and employment of all Apprentices in the NHS and through contractual relationships with non-NHS organisations - whether they are directly employed or employed by a third party and undertake placements in NHS setting.

This can be achieved through the use of the Equality Delivery System for the NHS for NHS organisations, or similar equality delivery systems in place with non NHS employers or education providers. The use of such systems ensure that processes for recruitment and uptake are compliant with legal requirements, are fair, inclusive and transparent; that levels of pay are fairly determined; learners are free from abuse, harassment, bullying and violence, and are supported to remain healthy. Above all, Skills for Health will strive to embed equality within its internal organisational processes.

There is a gender imbalance within the health sector, which is a predominantly female workforce. All jobs are open to both males and females and are advertised accordingly. Male role models are positively promoted through marketing materials, photos and case studies. However, a perception that certain job roles are for women remains and this may prevent some males from applying to work in these job roles. Local apprenticeship programmes may be designed by employers to encourage a higher number of male applicants into these roles and into the workforce as a whole.

Skills for Health is not aware of any other imbalance in the take up of this particular framework eg by ethnic groups. For all health apprenticeships local recruitment is encouraged to reflect the local community.

It is recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion. During the learner's exit interview, it is recommended that information on learners leaving the programme before completion is identified and used to support the learner and develop the provision where necessary.

Skills for Health will monitor take up and achievement of all Apprenticeships and take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

## On and off the job guided learning (England)

### Total GLH for each pathway

GLH are delivered during contracted working hours. The normal working week in the Health Sector is 37.5 hours. If an Apprentice is employed part-time, the Apprenticeship must be extended in order for the apprentice to complete the GLH.

**Intermediate Apprenticeship:** To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 332 Guided Learning Hours (GLH). This total includes both the on and off-the-job guided learning that is to be completed over 15 months. This must be a minimum of 280 GLH. After 12 months of starting a framework an apprentice must receive a minimum of 280 GLH in each subsequent 12 month period. Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

From August 2012 the minimum expected duration for apprentices on the Intermediate Apprenticeship is 12 months.

**Advanced Apprenticeship:** To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 1154 Guided Learning Hours (GLH). This total includes both the on and off-the-job guided learning that is to be completed over 24 months. This must be a minimum of 280 GLH. After 12 months of starting a framework an apprentice must receive a minimum of 280 GLH in each subsequent 12 month period. Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280

GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

From August 2012 the minimum duration for apprentices on the Advanced Apprenticeship is 18 months.

## Minimum off-the-job guided learning hours

**Intermediate Apprenticeship:** For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 270GLH off-the-job. This meets the requirement of a minimum of 100 GLH or 30% of the total (whichever is the greater) delivered off-the-job.

**Advanced Apprenticeship:** For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 810GLH off-the-job. This meets the requirement of a minimum of 100GLH or 30% of the total (whichever is the greater) delivered off-the-job.

## How this requirement will be met

**Intermediate Apprenticeship:** Off-the-job learning will comprise:

- 180GLH Level 2 Certificate in Pharmaceutical Science
- 45GLH Level 1 Functional Skill in Maths
- 45GLH Level 1 Functional Skill in English

**Advanced Apprenticeship:** Off-the-job learning will comprise:

- 720GLH Level 3 Diploma in Pharmaceutical Science
- 45GLH Level 2 Functional Skill in Maths
- 45GLH Level 2 Functional Skill in English

Off-the-job learning may also include activities such as:

- access to a computer during working hours
- day release
- block release
- web-based learning
- mentoring
- visits to other sites or work areas
- demonstrations & simulations
- shadowing
- group learning

It is expected that:

- GLH achieve clear and specific outcomes which contribute directly to the successful achievement of the framework;
- GLH are planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- GLH allows access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- GLH are delivered during contracted working hours;
- GLH are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice;
- GLH must be completed in relation to accredited components of the framework achieved prior to the that apprenticeship training may count towards the GLH requirement for the framework;
- Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

GLH must be evidenced and recorded eg via a portfolio of evidence.

Evidence to support the application for an apprenticeship completion certificate for off-the-job GLH will include a copy of the qualification certificate for each of the above qualifications detailing the units completed.

## Minimum on-the-job guided learning hours

**Intermediate Apprenticeship:** For this apprenticeship framework and pathway an apprentice will need to complete a minimum 62 on-the-job GLH within 12 months.

On-the-job learning will comprise:

- 62GLH Level 2 NVQ Certificate in Pharmacy Services Skills

**Advanced Apprenticeship:** For this apprenticeship framework and pathway an apprentice will need to complete a minimum 344 on-the-job GLH within 18 months.

On-the-job learning will comprise:

- 344GLH Level 3 NVQ Diploma in Pharmacy Services Skills

## How this requirement will be met

As with off the job GLH it is expected that:

- GLH achieve clear and specific outcomes which contribute directly to the successful achievement of the framework;
- GLH are planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- GLH allows access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- GLH are delivered during contracted working hours;
- GLH are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice;
- GLH must be completed in relation to accredited components of the framework achieved prior to the that apprenticeship training may count towards the GLH requirement for the framework;
- Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

GLH must be evidenced and recorded eg via a portfolio of evidence.

All apprentices must complete the Apprentice Consent Form as part of the Certification process. This can be downloaded directly from ACE: <http://acecerts.co.uk>



## Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

**Intermediate Apprenticeship:** Opportunities are available for an Apprentice to develop personal, learning and thinking skills (PLTS) within the Pharmacy sector, by completing the Level 2 Certificate in Pharmaceutical Science. Further opportunities for Apprentices to demonstrate these skills may also be apparent as Apprentices progress throughout their learning, through the following:

- The competence qualification: Level 2 NVQ Certificate in Pharmacy Service Skills
- The induction process
- Completion of the workbook entitled *Employee Rights and Responsibilities Workbook for Pharmacy Services Apprentices*. The workbook is available from <http://www.skillsforhealth.org.uk/images/st>

[andards/apprenticeship-frameworks/wales/Pharmacy%20ERR%20workbook%20vA02.pdf](http://www.skillsforhealth.org.uk/images/standards/apprenticeship-frameworks/wales/Pharmacy%20ERR%20workbook%20vA02.pdf)

Apprentices must be introduced to PLTS during induction so that they learn to recognise when and where they are practicing these skills.

### Evidencing and recognition of PLTS

Assessors will adopt a holistic approach to assessments and PLTS will be evidenced as part of the mandatory units, but recognised separately. PLTS will be cross-referenced within unit assessment documentation and also cross-referenced to the mandatory unit documentary evidence when the apprentice is deemed to have achieved the skills.

Skills for Health are satisfied that Apprentices completing the Level 2 Certificate in Pharmaceutical Science, will meet the requirements of PLTS. The Apprentice will need to complete all 3 mandatory units to achieve the Level 2 Certificate in Pharmaceutical Science and meet the requirements for PLTS.

PLTS may also be evidenced across the optional units within the Level 2 Certificate in Pharmaceutical Science.

### Mandatory Units:

- Unit 1 Communicating with Pharmacy Customers
- Unit 2 Law, Regulation, Health and Safety in Pharmacy
- Unit 3 Working in the Pharmacy Team

### Optional Units:

Unit 4 Ordering and Issuing Stock in the Pharmacy

Unit 5 Receiving, Storing and Maintaining Stock in the Pharmacy

Unit 6 Preparing for and Manufacture of Aseptic Products

Unit 7 Assisting in the Preparation, Manufacture and Assembly of Medicinal Products

Unit 8 Selling Over the Counter Medicines in the Pharmacy

Unit 9 Processing a Prescription

Unit 10 Assemble Prescriptions Safely

Skills for Health will need to see a copy of the Level 2 Certificate in Pharmaceutical Science qualification certificate to evidence that PLTS requirements have been met and for the purposes of Apprenticeship certification.

**Advanced Apprenticeship:** Opportunities are available for an Apprentice to develop personal, learning and

thinking skills (PLTS) within the Pharmacy sector by completing the Level 3 Diploma in Pharmaceutical Science. Further opportunities for Apprentices to demonstrate these skills may also be apparent as Apprentices progress throughout their learning, through the following:

- The competence qualification: Level 3 NVQ Diploma in Pharmacy Services Skills
- The induction process
- Completion of the workbook entitled Employee Rights and Responsibilities Workbook for Pharmacy Services Apprentices. The workbook is available from [http://www.skillsforhealth.org.uk/images/st](http://www.skillsforhealth.org.uk/images/standards/apprenticeship-frameworks/wales/Pharmacy%20ERR%20workbook%20vA02.pdf)

[andards/apprenticeship-frameworks/wales/Pharmacy%20ERR%20workbook%20vA02.pdf](http://www.skillsforhealth.org.uk/images/standards/apprenticeship-frameworks/wales/Pharmacy%20ERR%20workbook%20vA02.pdf)

### **Evidencing and recognition of PLTS**

Assessors will adopt a holistic approach to assessments and PLTS will be evidenced as part of the mandatory units, but recognised separately. PLTS will be cross-referenced within unit assessment documentation and also cross-referenced to the mandatory unit documentary evidence when the apprentice is deemed to have achieved the skills.

Skills for Health are satisfied that Apprentices completing the Level 3 Diploma in Pharmaceutical Science will meet the requirements of PLTS. The Apprentice will need to complete all nineteen mandatory units to achieve the Level 3 Diploma in Pharmaceutical Science and requirements for PLTS.

The mandatory units are listed below:

Unit 1 Chemical Principles for Pharmacy Technicians

Unit 2 Biological Principles for Pharmacy

Unit 3 Microbiology for Pharmacy

Unit 4 Human Physiology for Pharmacy

Unit 5 Action and Uses of Medicines

Unit 6 Gastrointestinal and Nutritional

## Medicines

Unit 7 Cardio-Respiratory Medicines

Unit 8 Central Nervous System Medicines and Anaesthesia

Unit 9 Infections, Immunological Products and Vaccines

Unit 10 Endocrine and Genito-Urinary Medicines

Unit 11 Malignant Disease, Immunosuppressive and Musculoskeletal Medicines

Unit 12 Eye, Ear, Nose and Dermatological Medicines

Unit 13 Community Pharmacy Practice

Unit 14 Professional Development in Pharmacy

Unit 15 Communicating in Pharmacy

Unit 16 Dispensing and Supply of Medicines

Unit 17 Pharmaceutics

Unit 18 Pharmacy Law, Ethics and Practice

Unit 19 Making Medicines for Pharmacy

All apprentices must complete the Apprentice Consent Form as part of the Certification process. This can be downloaded directly from ACE: <http://acecerts.co.uk>

## Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

## Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

## Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

## Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

## Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

## Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

## Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

# apprenticeship **FRAMEWORK**

For more information visit-  
[www.acecerts.co.uk/framework\\_library](http://www.acecerts.co.uk/framework_library)