

<b>Organisation:</b>	Harrogate College
<b>Primary Organisation Supported</b> <i>(only use this field for LEG service member of staff)</i>	Harrogate College
<b>Core Job Role:</b>	Pharmacy Quality Assurance
<b>Job Title:</b>	Pharmacy Quality Assurance
<b>Reports to:</b>	Deputy Head of Apprenticeships
<b>Grade</b>	T2
<b>Date of compilation:</b>	17/1/24

### ROLE SUMMARY:

To plan, co-ordinate, assess and review the assessment of pharmacy apprenticeships.

### CORE RESPONSIBILITIES:

1. To plan, co-ordinate, assess and review the assessment activities associated with pharmacy apprenticeships
2. Plan and deliver standardisation meetings
3. lead on external quality assurance meetings

### GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.

- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

**Few rules & clear boundaries**

*The ability to be creative, within areas of focus.*

**Ownership & performance**

*Using our robust business planning model to allow areas to have clear ownership over their vision and remit.*

**Energy & enjoyment**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

**Creative & reflective**

*Always hungry to learn and looking ahead to see what is on the horizon.*

**Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

**Collaborative & responsive**

*Proactively seeking opportunities to create synergies and positive outcomes for all.*

## Person Specification

<b>Job Title:</b>	Pharmacy Quality Assurance
<b>Department</b>	Apprenticeships

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. Level 2 English and Maths (or equivalent)	A I C
E	Q2. Registered as a Pharmacy Professional with GPHC	A C
E	Q3. Assessors award	A I C
D	Q4. Internal Quality Assurance award	A I C
<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Knowledge and experience within the curriculum area industry	A I P
E	EK2. Knowledge and experience of on site assessing	A I P
E	EK3. Knowledge and experience of apprenticeship delivery	A I

E	EK4. Experience of Pharmacy End Point Assessment process	A I
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<b>Skills and Competencies</b>		
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<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Understand and have experience in current working practices in apprenticeship area	A I
E	SC2. Able to prepare and deliver training sessions in curriculum area	A I
D	SC3. Experienced in giving constructive feedback to assessor	A I

<b>Behavioural, Values and Ethos</b>		
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<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I