

ANNEXES

A1.1.1 Table 1: Impact of training on level of preparedness for practice across Community and Hospital pharmacy sectors.

	Community (%) N (% of respondents agreeing with statement)	Hospital (%) N (% of respondents agreeing with statement)	Total (%) N (% of respondents agreeing with statement)	Chi-square (p-value)
The content was relevant to my practice as a pre-registration trainee pharmacy technician	52 (91)	49 (82)	101 (73)	n/a
The content is relevant to my practice as a registered pharmacy technician	52 (91)	49 (82)	101 (73)	n/a
The content was presented in a way that stimulated my learning	45 (80)	34 (57)	79 (68)	7.484 (0.006)**
I knew who to contact from the educational provider when I needed assistance with the course content	52 (93)	53 (88)	105 (91)	n/a
I felt comfortable asking questions to someone from the education provider when I required assistance	50 (91)	51 (85)	101 (88)	0.937 (0.333)
I felt supported by staff from the education provider	58 (91)	55 (85)	113 (88)	1.072 (0.301)
The education provider gave	43 (77)	40 (67)	83 (72)	1.457 (0.227)

	Community (%) N (% of respondents agreeing with statement)	Hospital (%) N (% of respondents agreeing with statement)	Total (%) N (% of respondents agreeing with statement)	Chi-square (p- value)
clear instructions on tasks I needed to do				
The education provider cared about my progress	43 (77)	40 (67)	83 (72)	1.457 (0.227)
The education provider made me aware of equality, diversity and inclusion issues that affect patients and what I can do about them	50 (91)	50 (83)	100 (87)	1.452 (0.228)

Note: for statements 1-8, the base size is 116; for statement 9 the base size is 115.

n/a. – unable to run χ^2 analysis due to lack of data

***statistical significance at 1% level*

Table 2. Impact of training on level of preparedness for practice across type of education and training provider

	Distance provider (%) N (% of respondents agreeing with statement)	Higher/further education provider (%) N (% of respondents agreeing with statement)	Total (%) N (% of respondents agreeing with statement)	Chi-square (p-value)
The content was relevant to my practice as a pre-registration trainee pharmacy technician	66 (94)	59 (83)	125 (89)	n/a
The content is relevant to my practice as a registered pharmacy technician	65 (93)	58 (82)	123 (87)	3.947 (0.047)*
The content was presented in a way that stimulated my learning	58 (83)	37 (52)	95 (67)	15.158 (<0.001)**
I knew who to contact from the educational provider when I needed assistance with the course content	64 (91)	65 (92)	129 (92)	0.001 (0.980)
I felt comfortable asking questions to someone from the education provider when I required assistance	65 (93)	60 (85)	125 (89)	2.443 (0.118)
I felt supported by staff from the	58 (83)	50 (70)	108 (77)	3.040 (0.081)

	Distance provider (%) N (% of respondents agreeing with statement)	Higher/further education provider (%) N (% of respondents agreeing with statement)	Total (%) N (% of respondents agreeing with statement)	Chi-square (p- value)
education provider				
The education provider gave clear instructions on tasks I needed to do	55 (79)	47 (66)	102 (72)	2.697 (0.101)
The education provider cared about my progress	57 (81.4)	45 (63)	102 (72)	5.738 (0.017)*
The education provider made me aware of equality, diversity and inclusion issues that affect patients and what I can do about them	66 (94)	58 (83)	124 (89)	n/a

n/a. – unable to run χ^2 analysis due to lack of data

**statistical significance at 5% level*

***statistical significance at 1% level*

Table 3. Levels of supervisor support by type of provider

	Distance provider (%) N (% of respondents agreeing with statement)	Higher/further education provider (%) N (% of respondents agreeing with statement)	Total (%) N (% of respondents agreeing with statement)	Chi-square (p- value)
I had a good relationship with my supervisor(s)	64 (91)	55 (78)	119 (84)	5.219 (0.022)*
I could ask questions to my supervisor(s) when I required assistance	59 (84)	61 (86)	120 (85)	0.074 (0.786)
I received regular written feedback from supervisor(s) on the assessments I completed	52 (77)	37 (59)	89 (68)	4.725 (0.030)*
I received regular verbal feedback from my supervisor(s) on the assessments I completed	59 (84)	41 (62)	100 (74)	8.574 (0.003)**
I received feedback from my supervisor(s) in a timely manner	56 (95)	46 (69)	102 (81)	14.029 (<0.001)**
The feedback I received helped me to improve my competence	57 (83)	44 (65)	101 (74)	5.666 (0.017)*
My supervisor(s) cared about my progress	58 (83)	53 (75)	111 (79)	1.418 (0.234)
My supervision made me aware of equality, diversity and	57 (81)	47 (67)	104 (74)	3.739 (0.053)

	Distance provider (%) N (% of respondents agreeing with statement)	Higher/further education provider (%) N (% of respondents agreeing with statement)	Total (%) N (% of respondents agreeing with statement)	Chi-square (p-value)
inclusion issues that affect patients and what I can do about them				
My supervisor(s) discussed how my portfolio related to the different learning outcomes	51 (73)	41 (57)	92 (66)	3.170 .075)

**statistical significance at 5% level*

***statistical significance at 1% level*

A1.1.2 Table 4: Employer or Workplace Support across Community and Hospital pharmacy sectors

	Community (%) N (% of respondents agreeing with statement)	Hospital (%) N (% of respondents agreeing with statement)	Total (%) N (% of respondents agreeing with statement)	Chi-square (p-value)
I felt well supported by my employing organisation / employer as a trainee pharmacy technician	32 (57)	36 (60)	68 (59)	0.097 (0.755)
I felt well supported by my line manager in the workplace as a trainee pharmacy technician	37 (66)	44 (73)	81 (70)	0.725 (0.395)

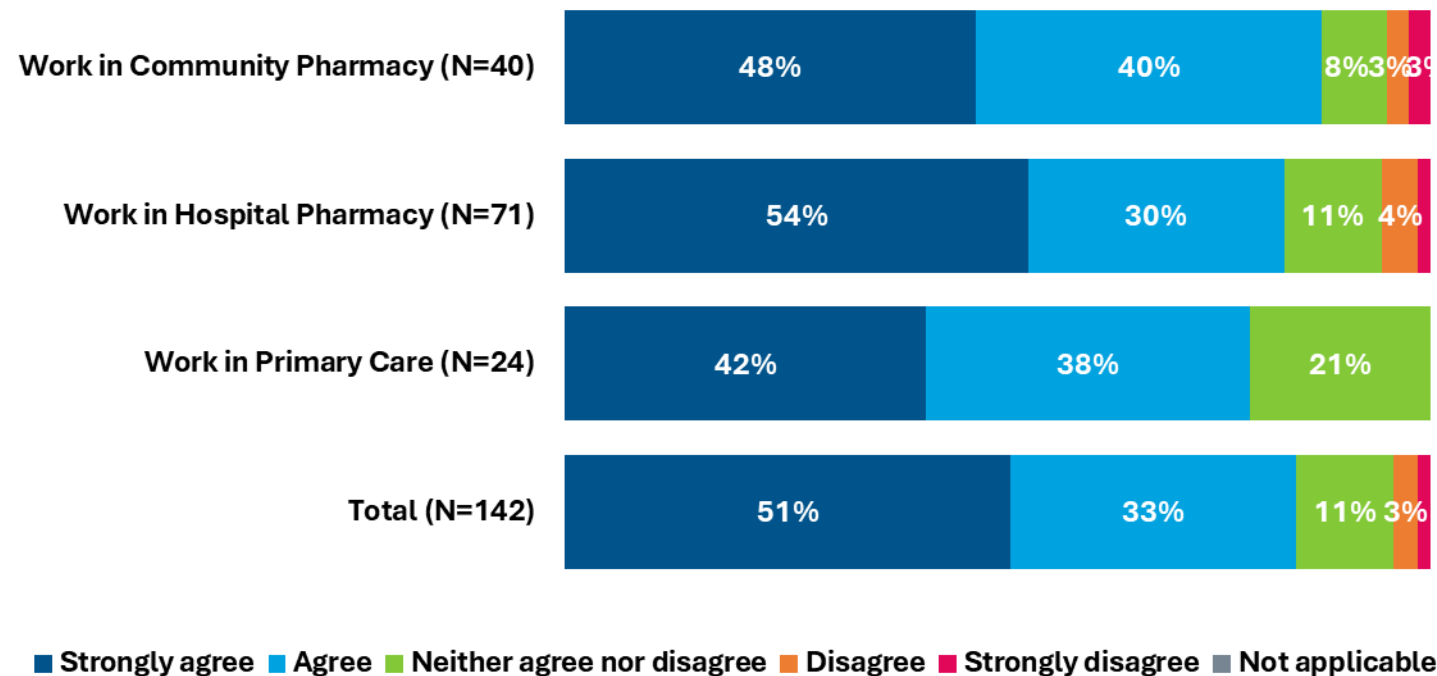
	Community (%) N (% of respondents agreeing with statement)	Hospital (%) N (% of respondents agreeing with statement)	Total (%) N (% of respondents agreeing with statement)	Chi-square (p- value)
I was well supported by my other colleagues / wider team in the workplace as a trainee pharmacy technician	40 (71)	42 (70)	82 (71)	0.029 (0.866)
My workplace had appropriate facilities (e.g. books; computers; internet access etc.) to help me complete the course	36 (64)	43 (72)	79 (68)	0.726 (0.394)
My employer cared about my progress	35 (63)	43 (72)	78 (67)	1.105 (0.293)
I felt isolated as a trainee pharmacy technician in my place of work	17 (30)	13 (22)	20 (26)	1.032 (0.310)
I had a good work-life balance as a trainee pharmacy technician	18 (32)	23 (38)	41 (35)	0.486 (0.486)
I had a clear and well-defined role as a trainee pharmacy technician	34 (64)	31 (52)	65 (56)	0.962 (0.327)
I had sufficient opportunities to learn in different situations	37 (66)	34 (57)	71 (61)	1.079 (0.299)
I had opportunities to	20 (39)	49 (82)	69 (62)	21.985 (p<0.001)**

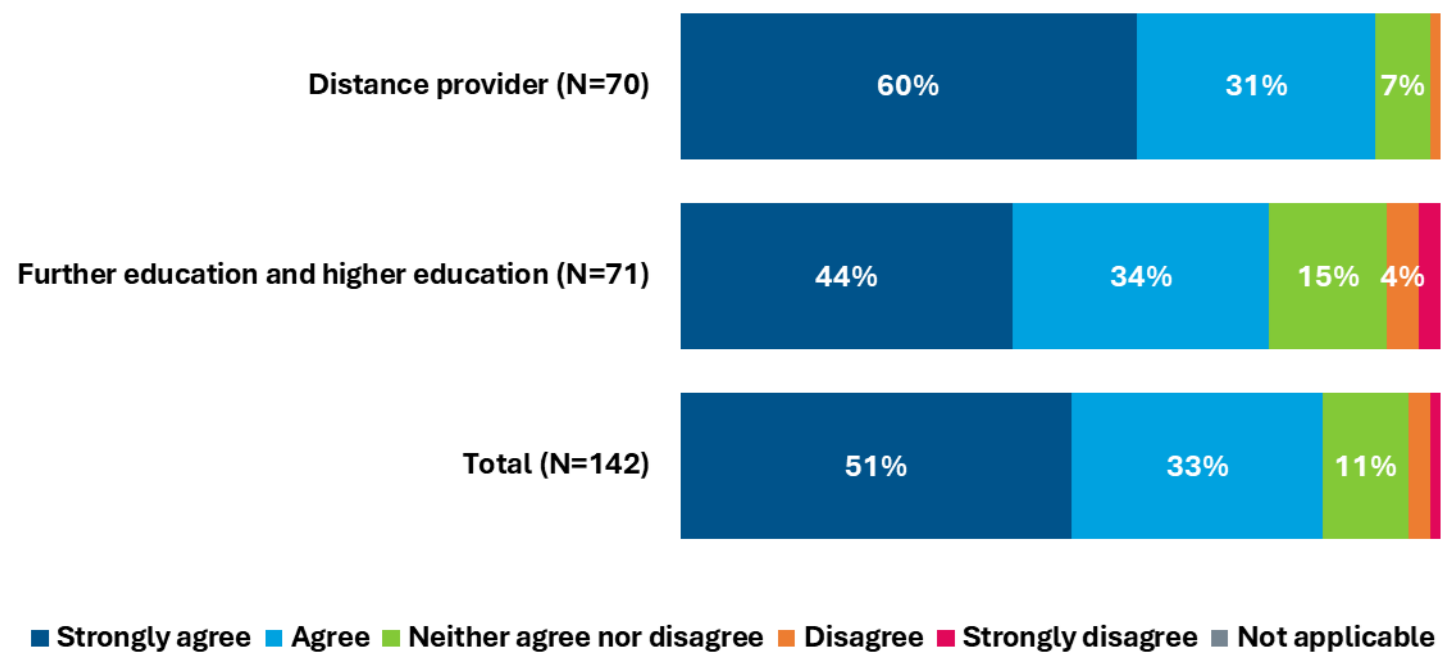
	Community (%) N (% of respondents agreeing with statement)	Hospital (%) N (% of respondents agreeing with statement)	Total (%) N (% of respondents agreeing with statement)	Chi-square (p- value)
work alongside more experienced pharmacy technicians				
I had enough opportunities to apply my learning in practice	40 (71)	41 (68)	81 (70)	0.132 (0.717)
I now feel competent to work in a different sector from the one I trained in	38 (68)	35 (58)	73 (63)	1.126 (0.289)
I feel like I would need additional training before being able to work in a different sector to the one I trained in	33 (60)	34 (57)	67 (58)	0.131 (0.717)

***statistical significance at 1% level*

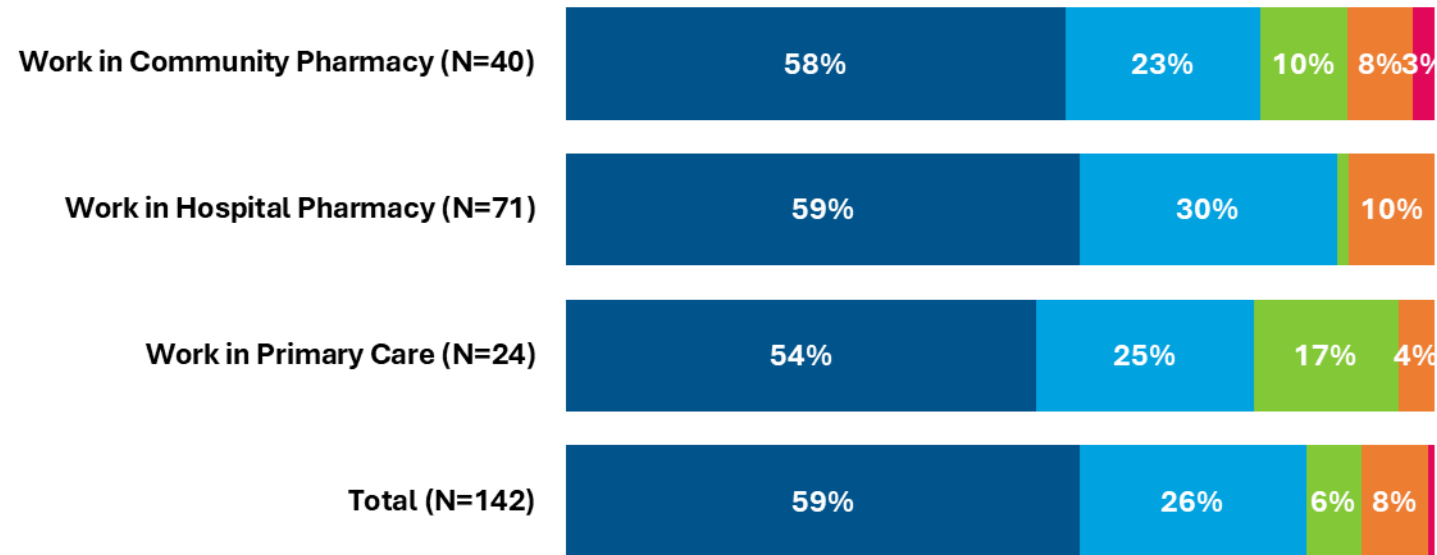
A1.1.3 Pharmacy technicians' levels of agreement with statements relating to their experience with their supervisor, broken down by type of provider used and sector

Thinking about your supervisor in the workplace, please rate your degree of agreement with the following statements: I had a good relationship with my supervisor(s):

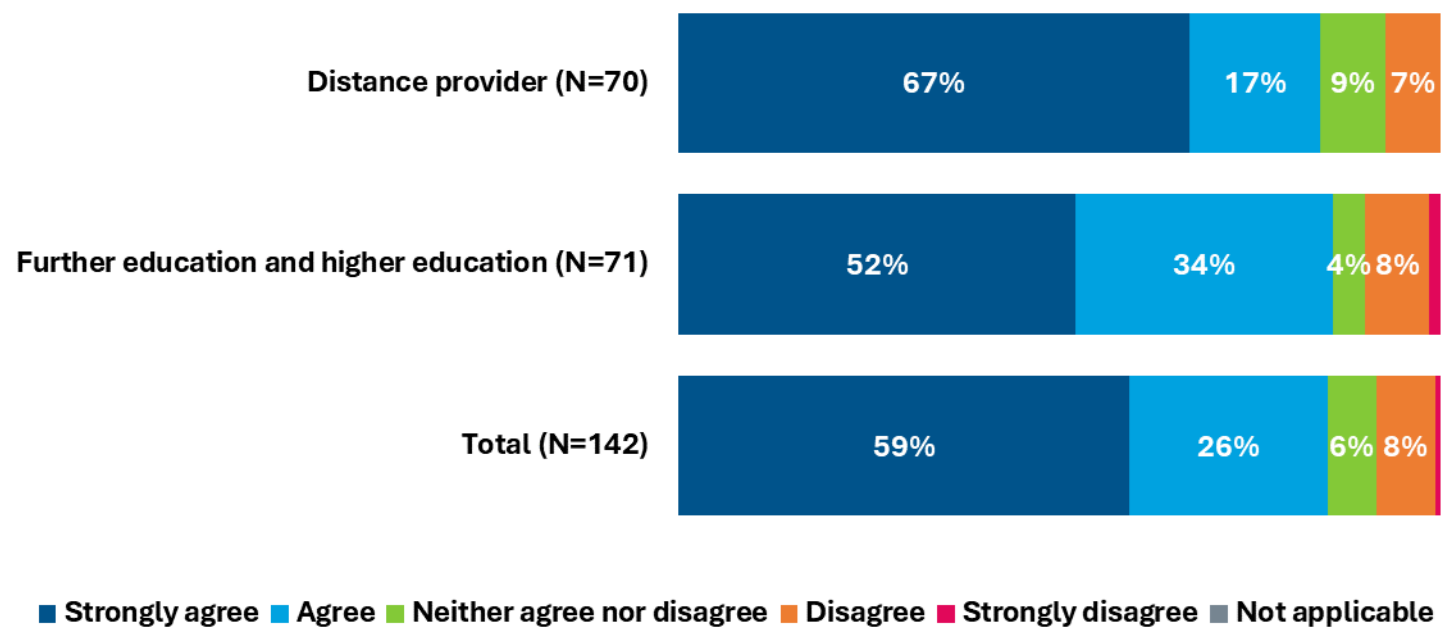




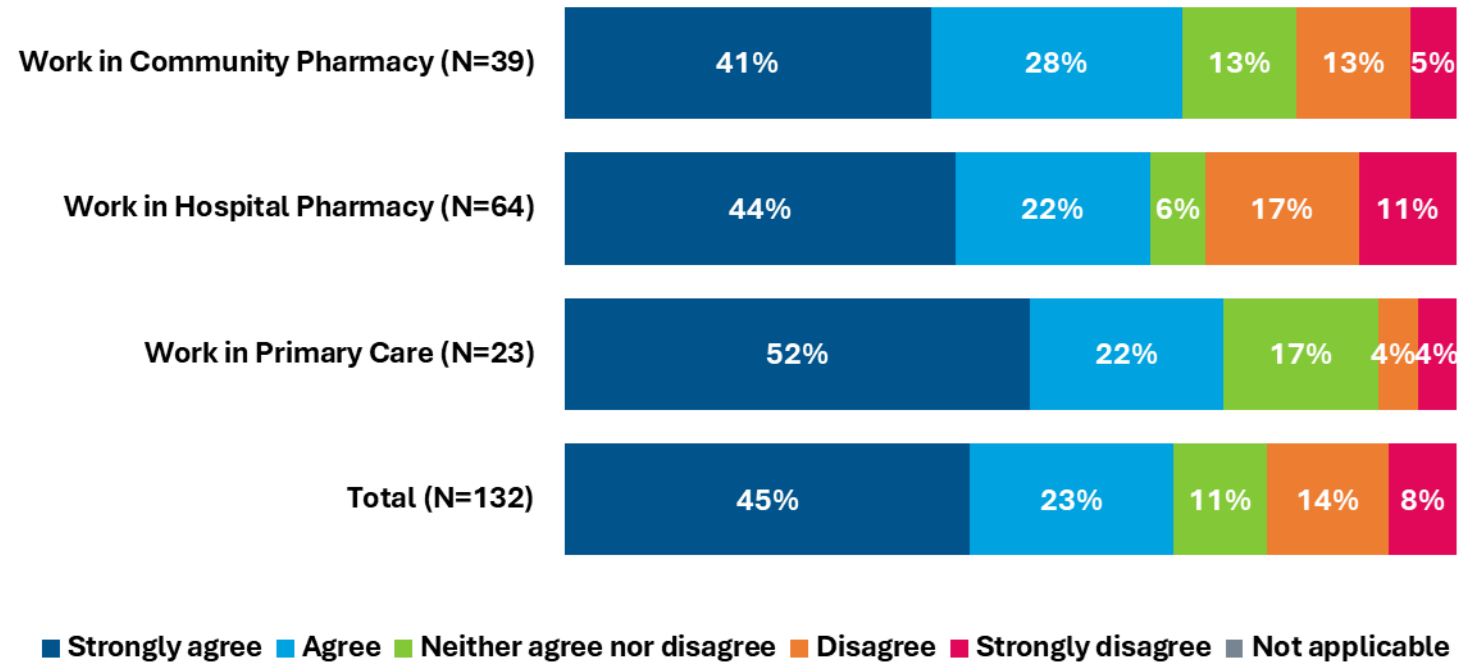
I could ask questions to my supervisor(s) when I required assistance:

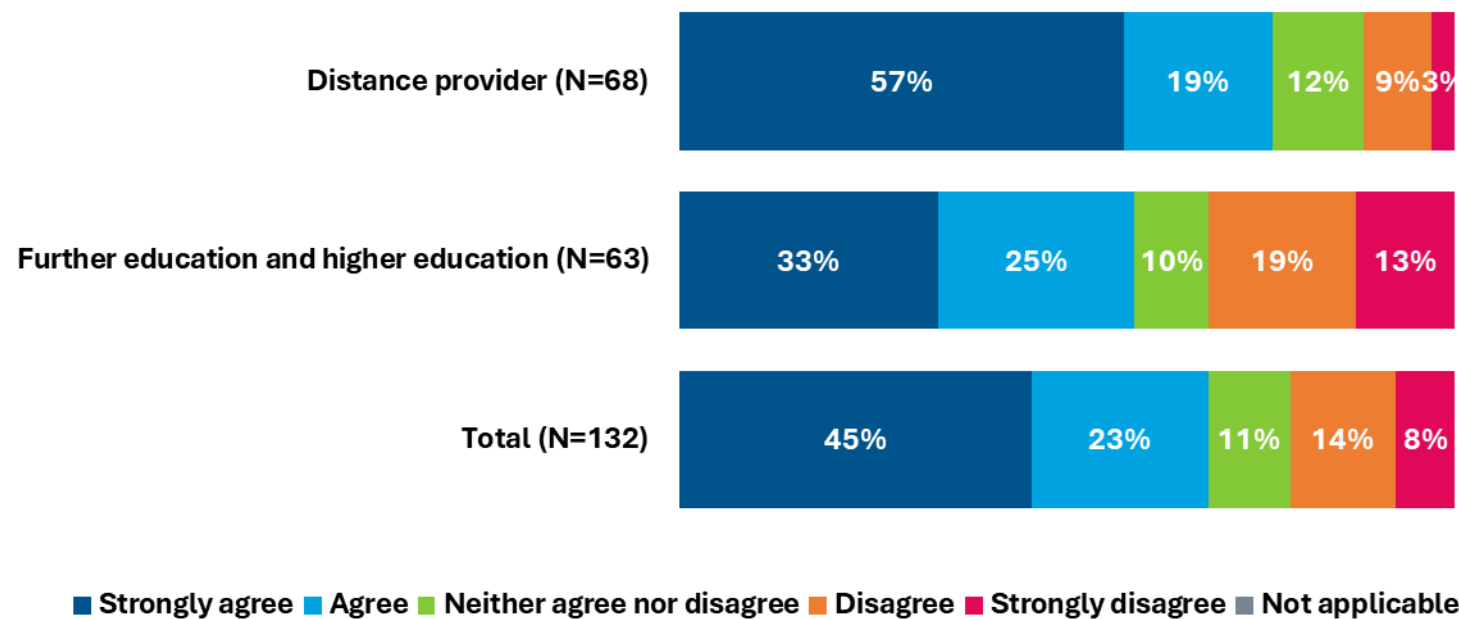


■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Not applicable

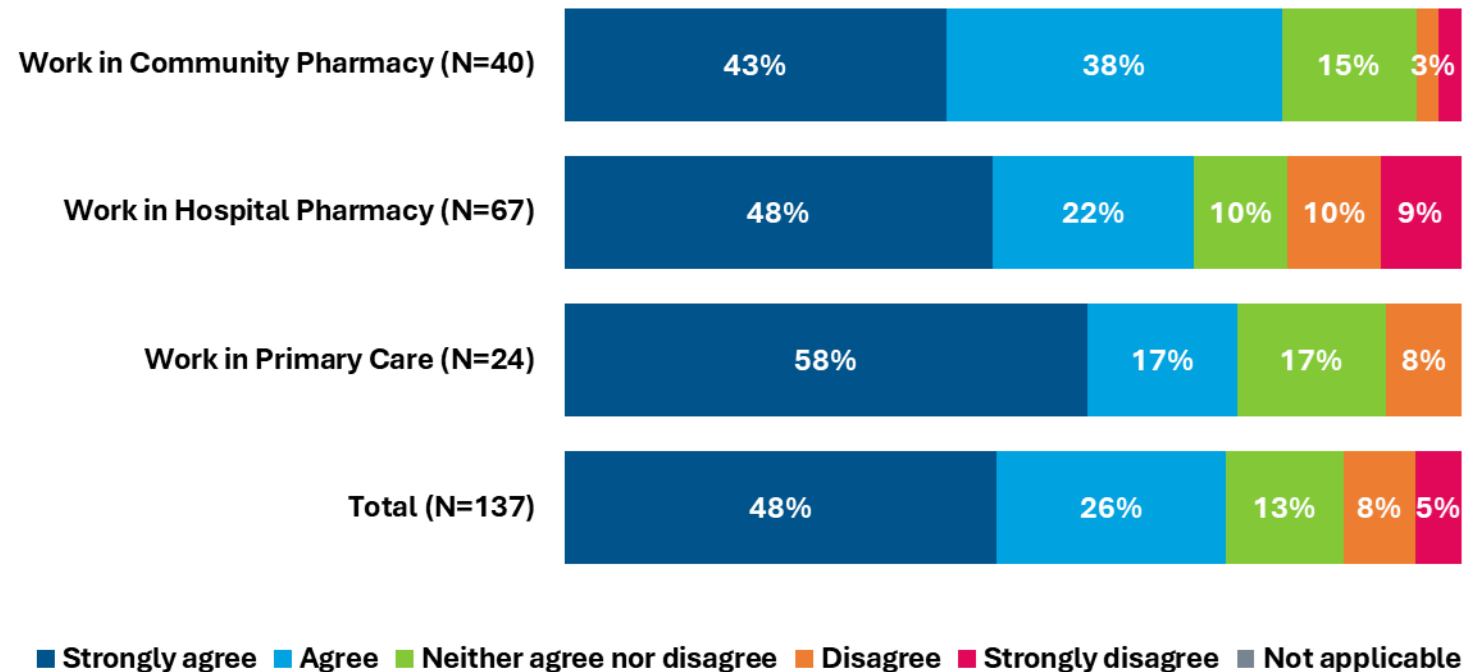


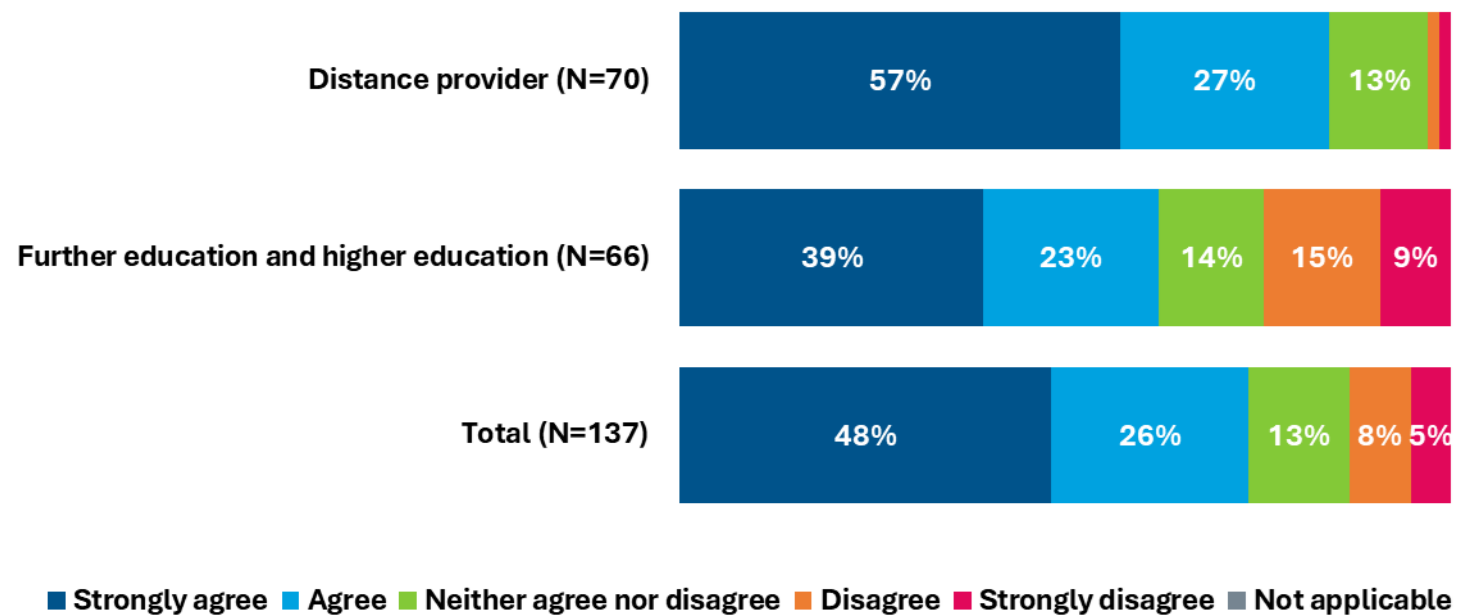
I received regular written feedback from supervisor(s) on the assessments I completed:



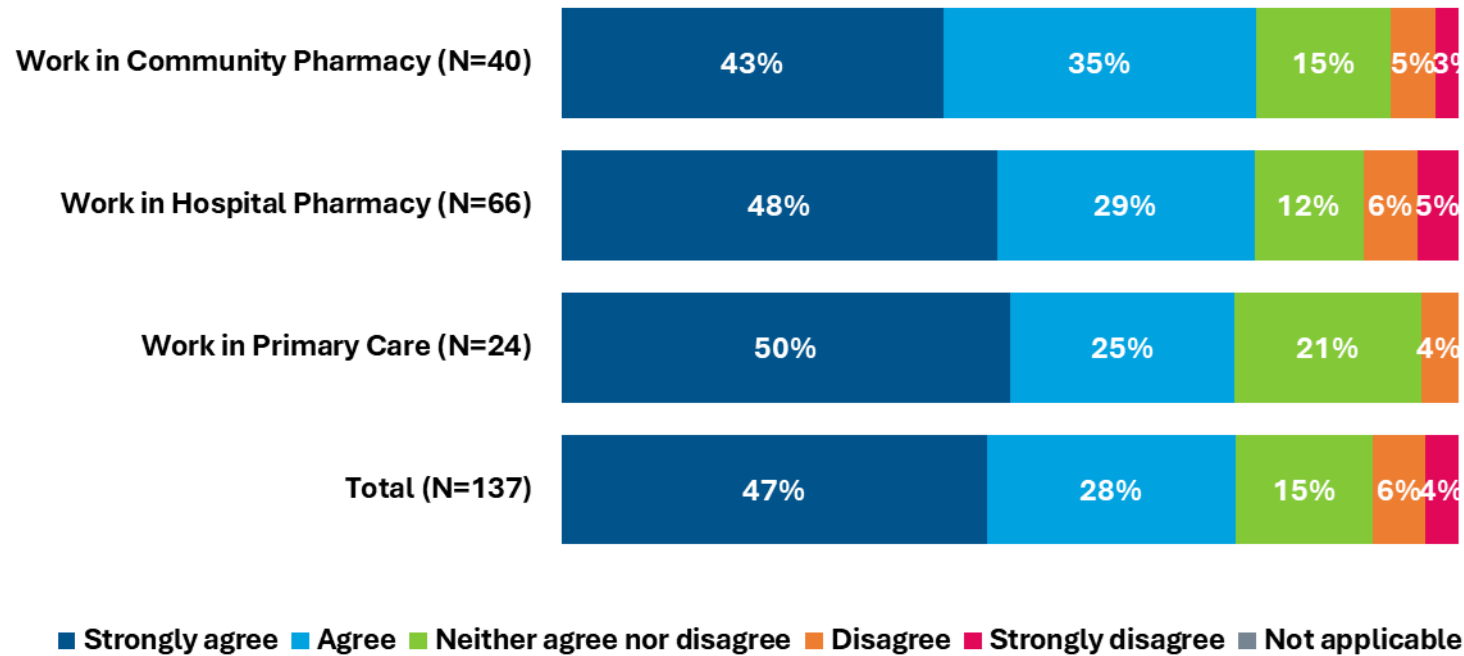


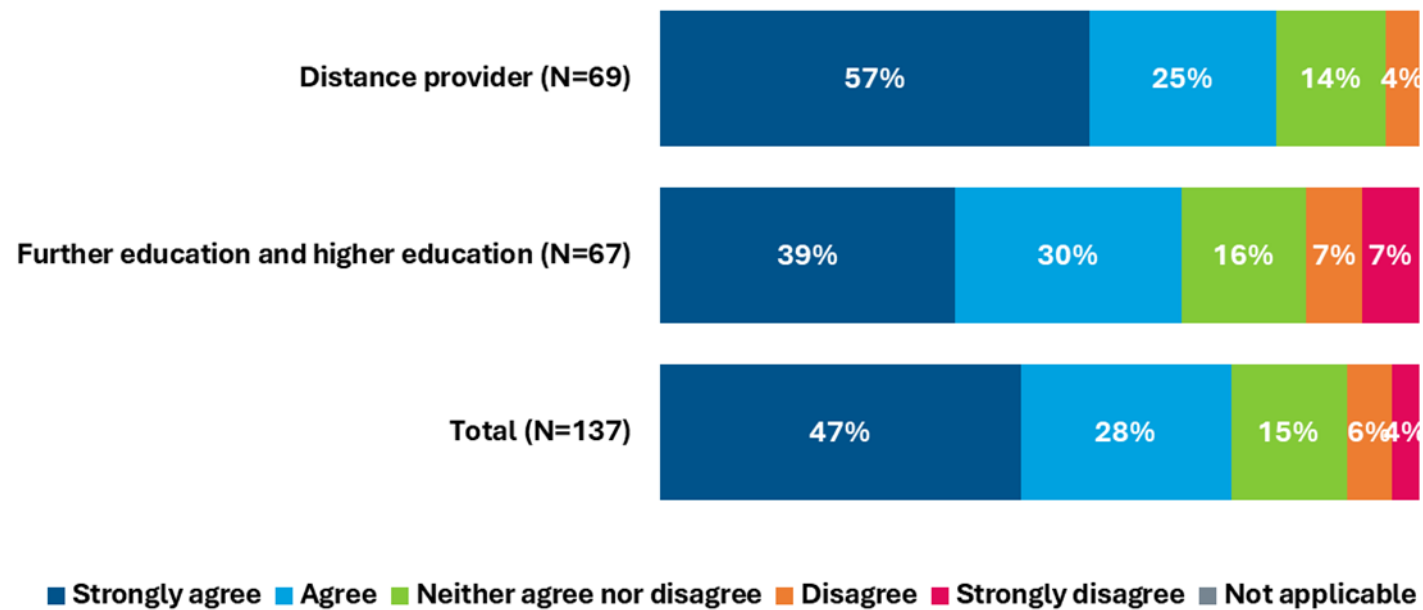
My workplace had appropriate facilities (e.g. books; computers; internet access etc.) to help me complete the course:



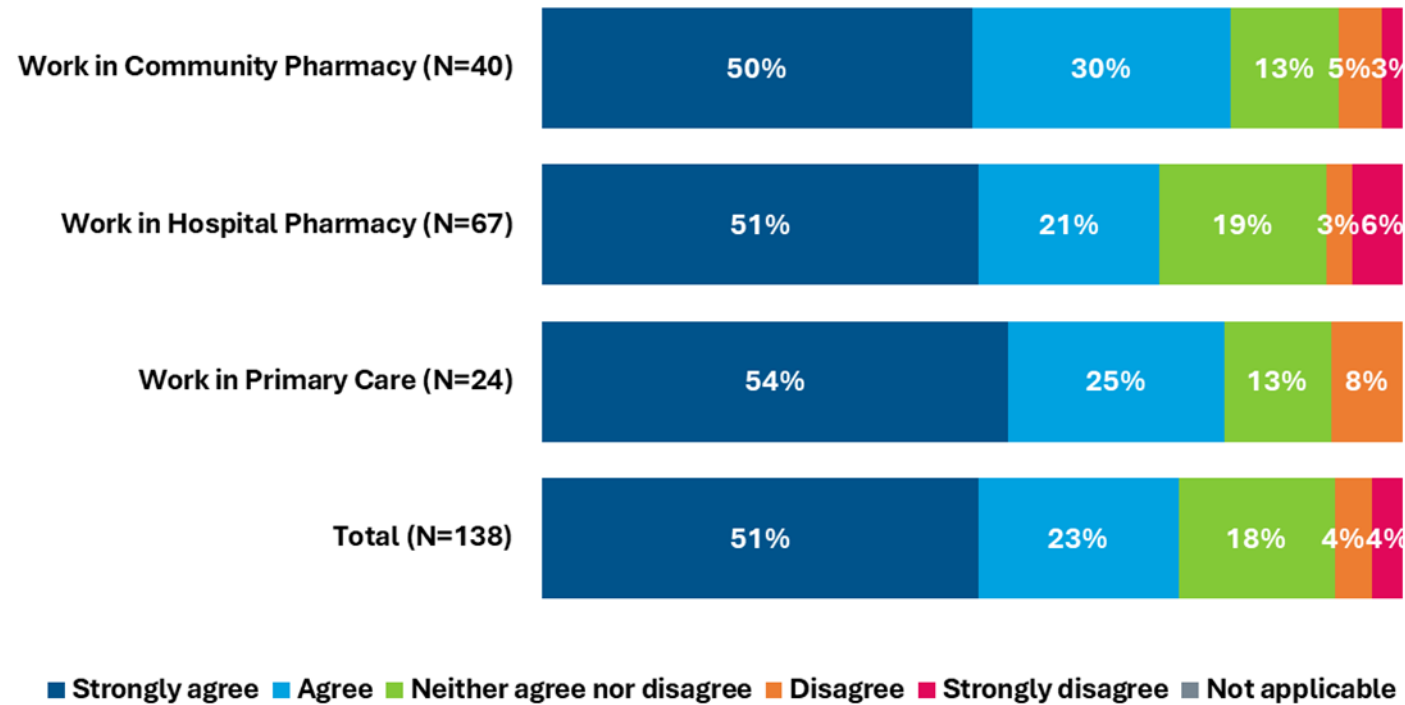


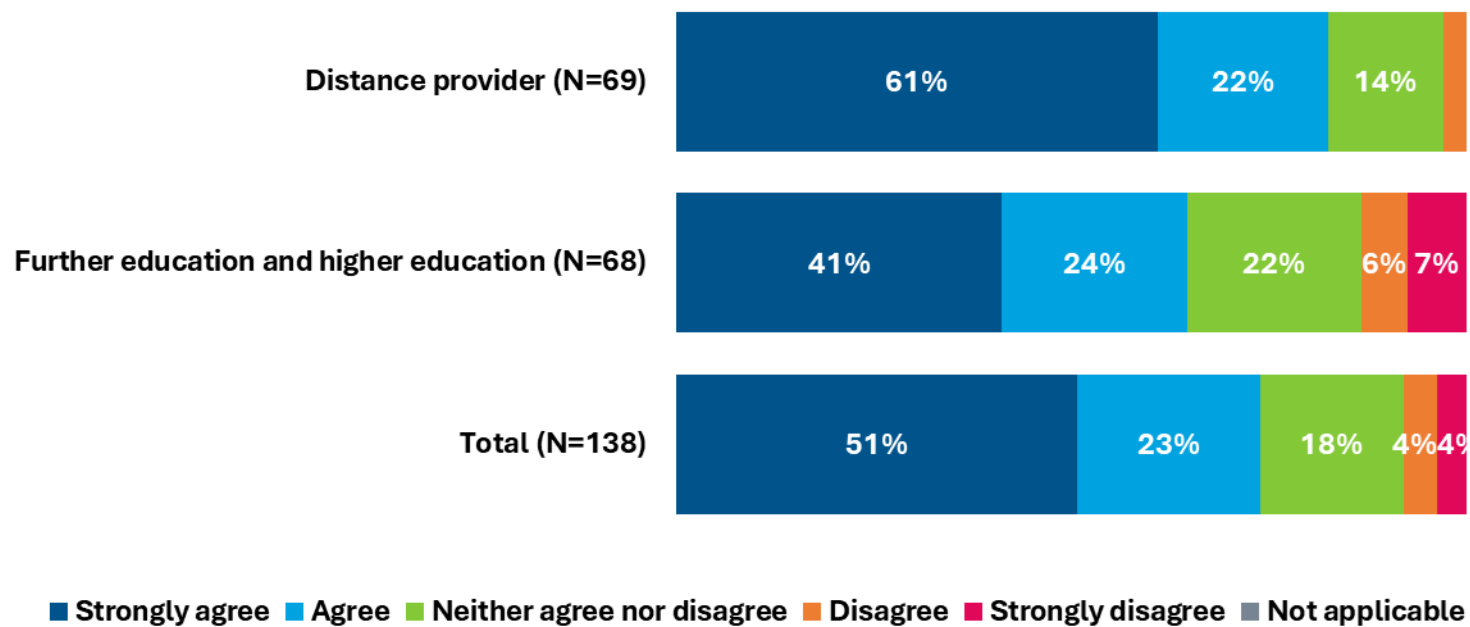
I received feedback from my supervisor(s) in a timely manner:



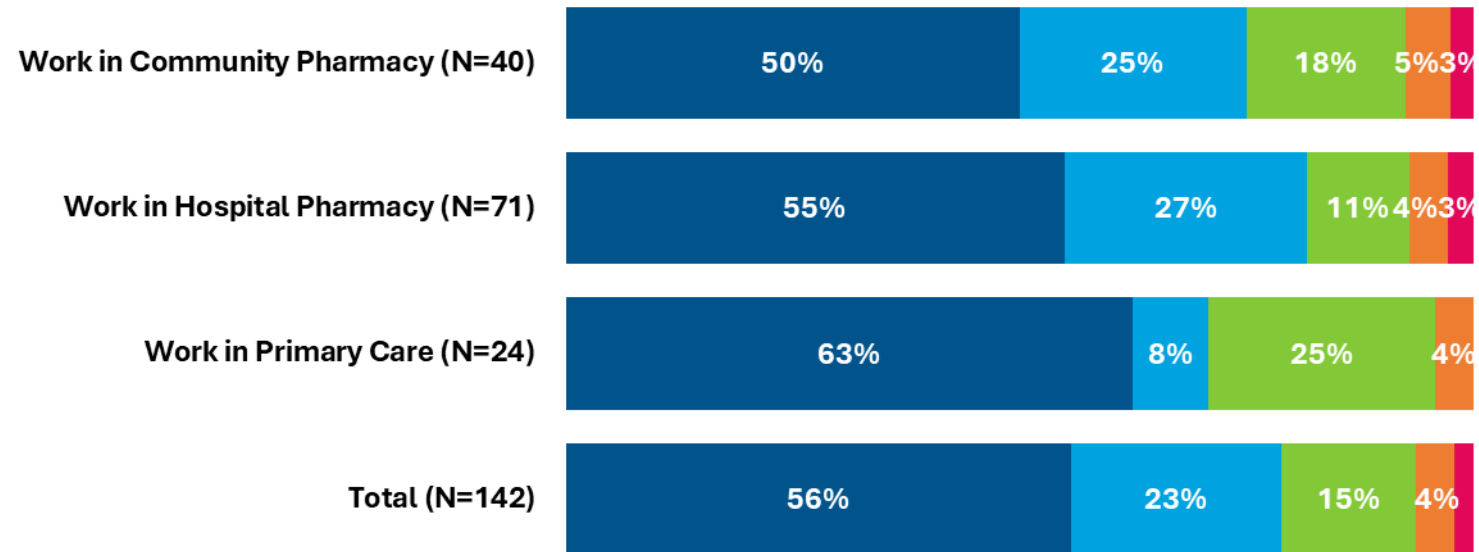


The feedback I received helped me to improve my competence:

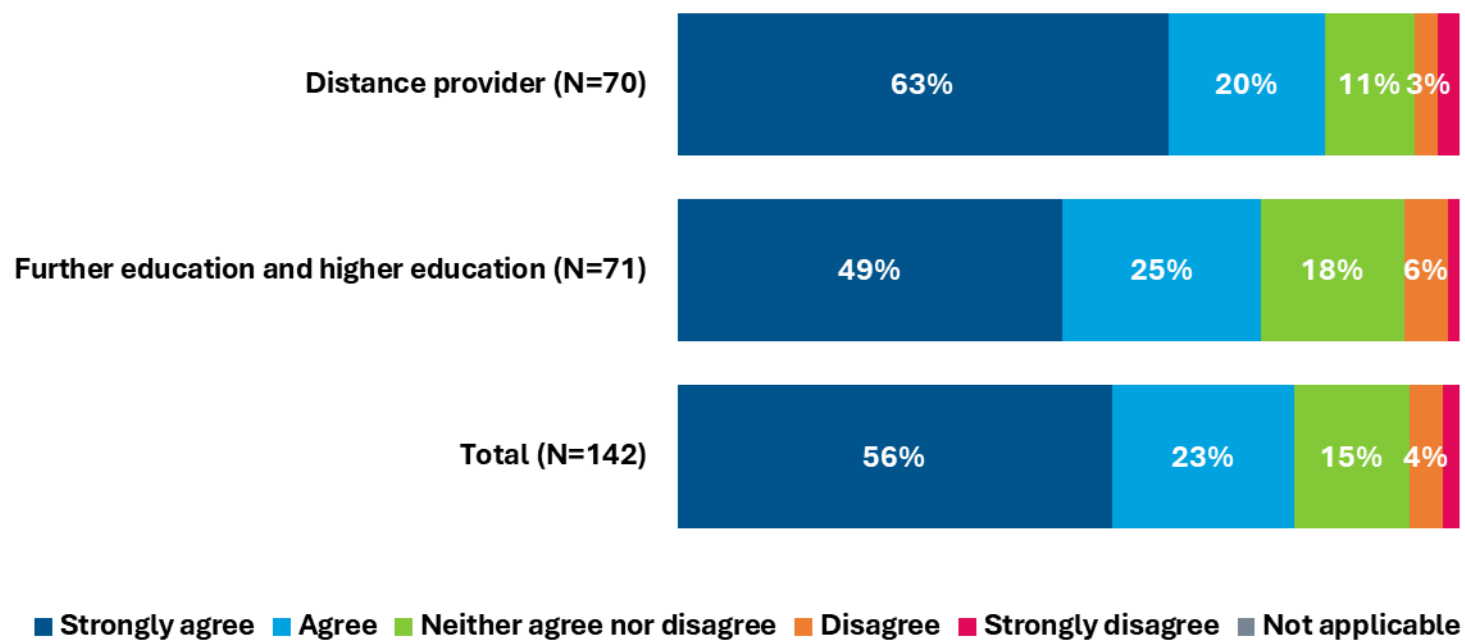




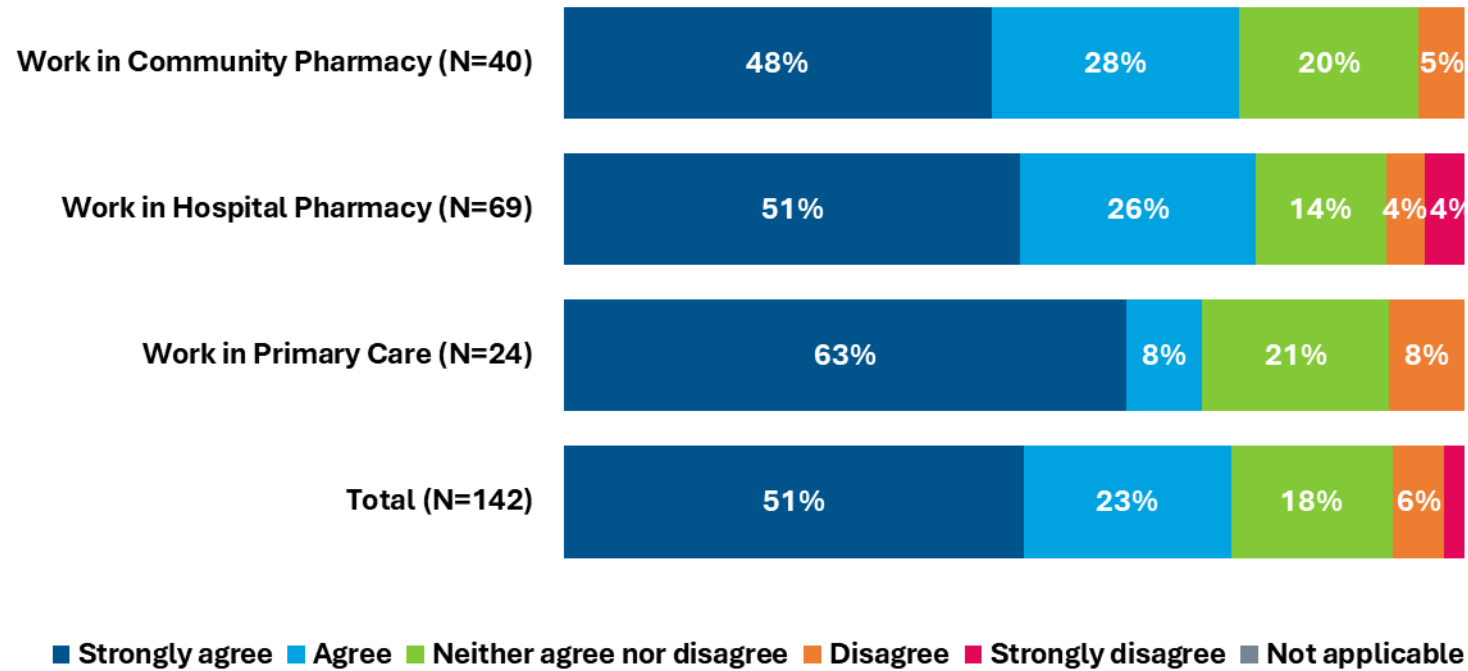
My supervisor(s) cared about my progress:

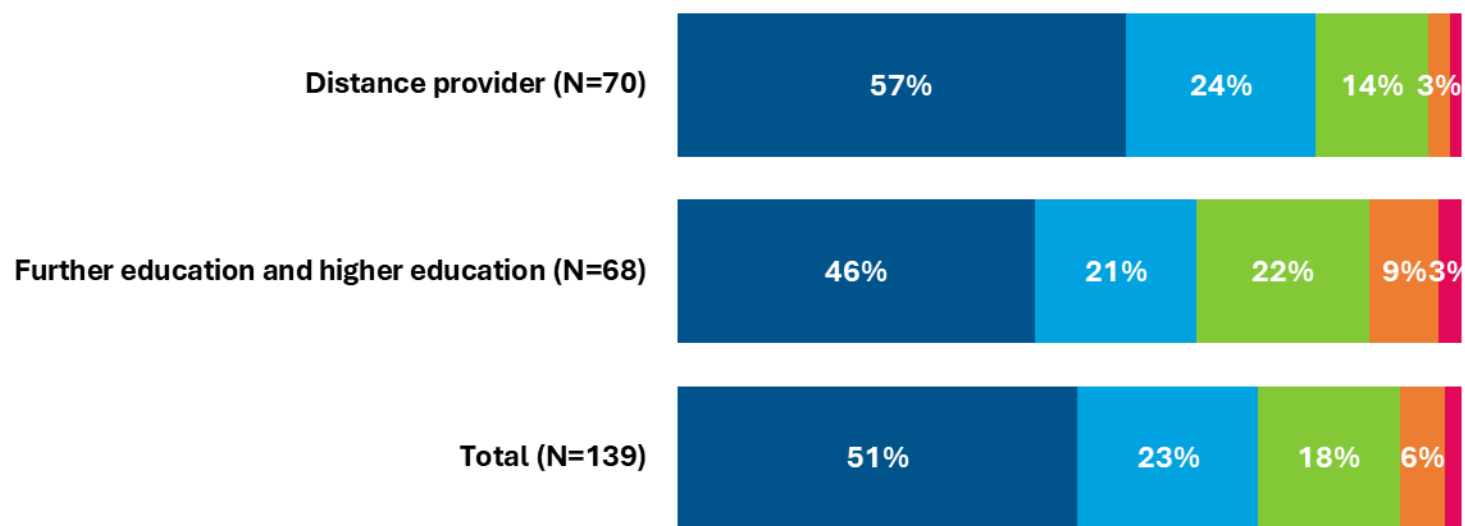


■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Not applicable



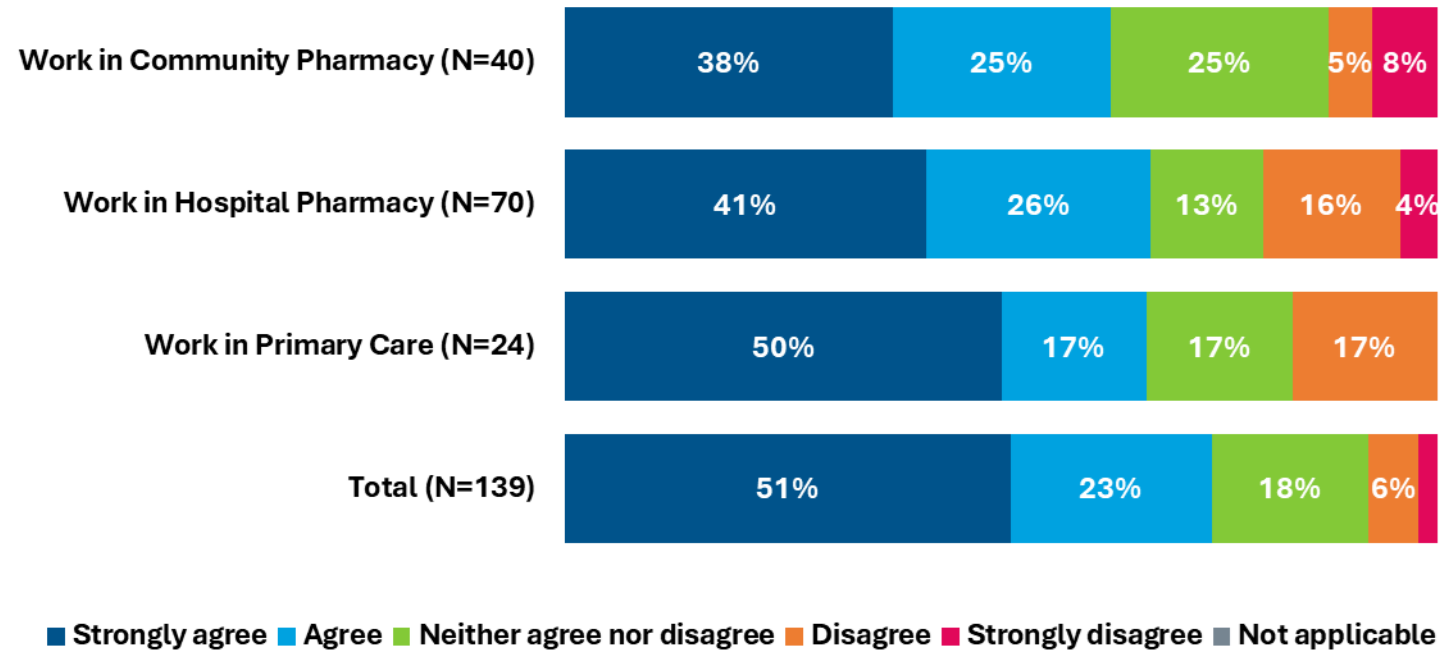
My supervision made me aware of equality, diversity and inclusion issues that affect patients and what I can do about them:

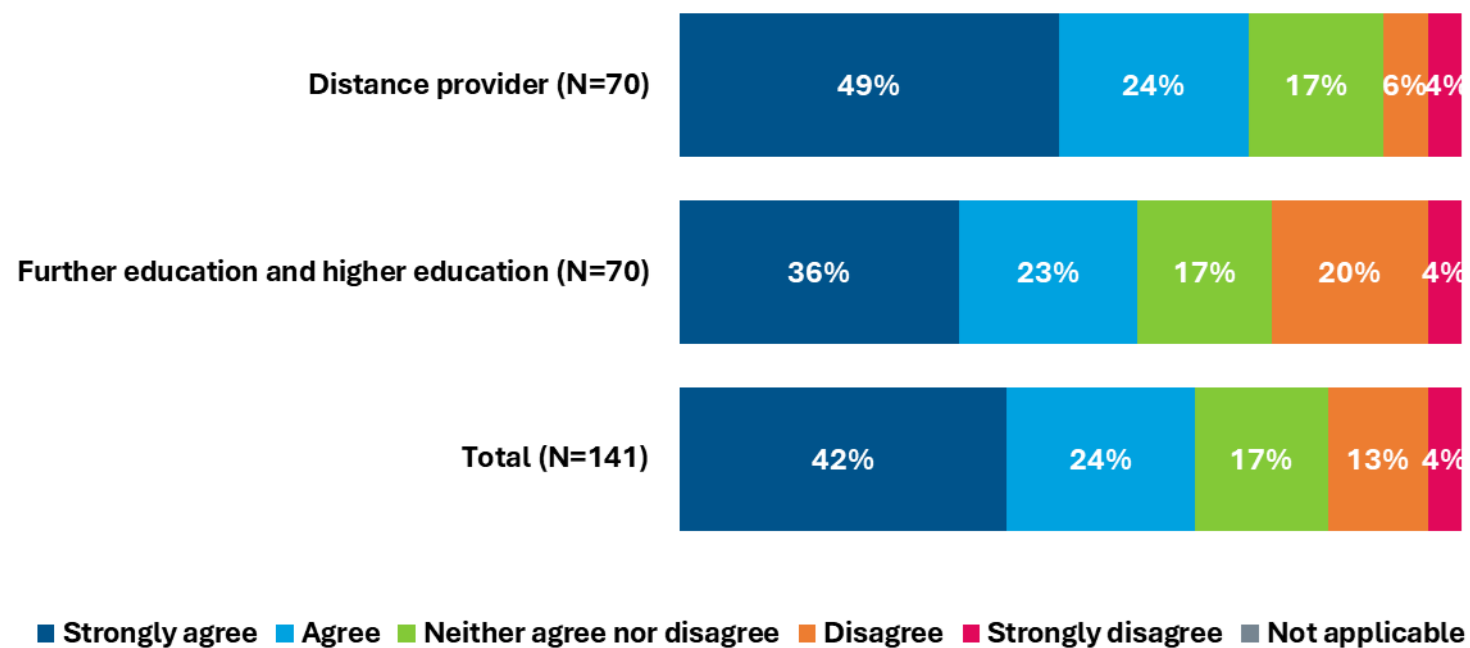




■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Not applicable

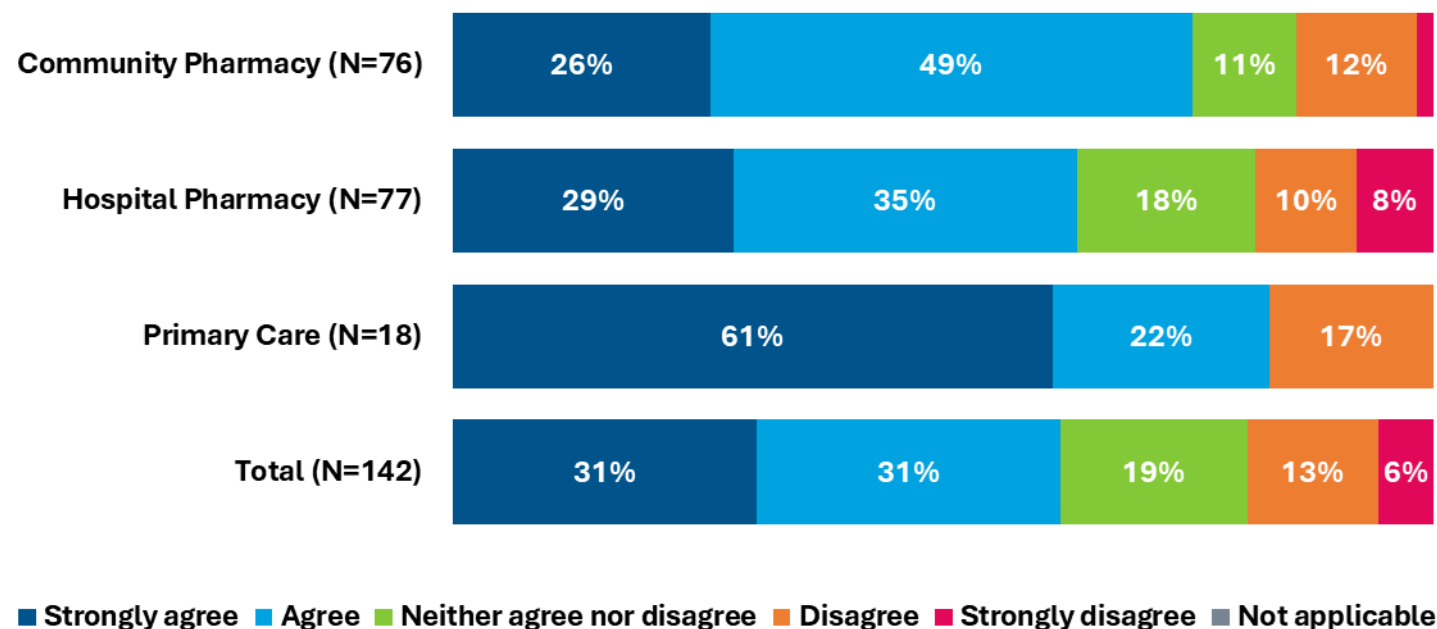
My supervisor(s) discussed how my portfolio related to the different learning outcomes:



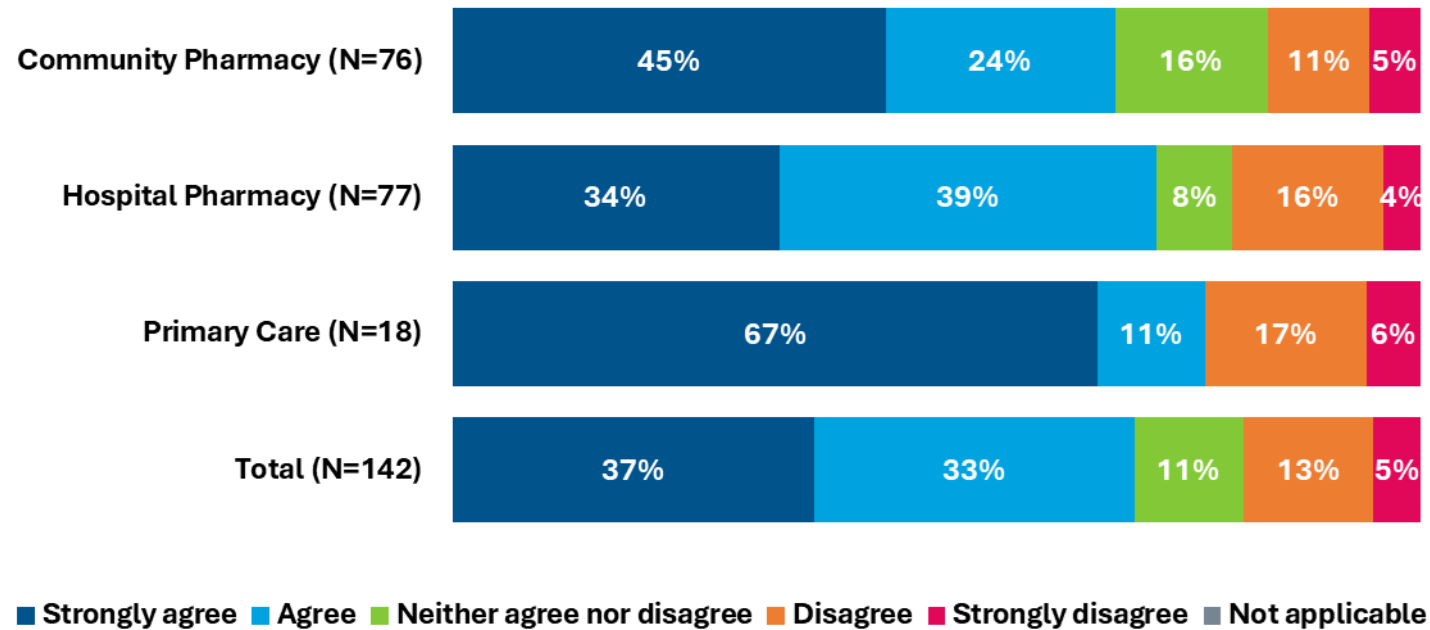


A1.1.4 Pharmacy technicians' experiences in the workplace as a trainee by sector

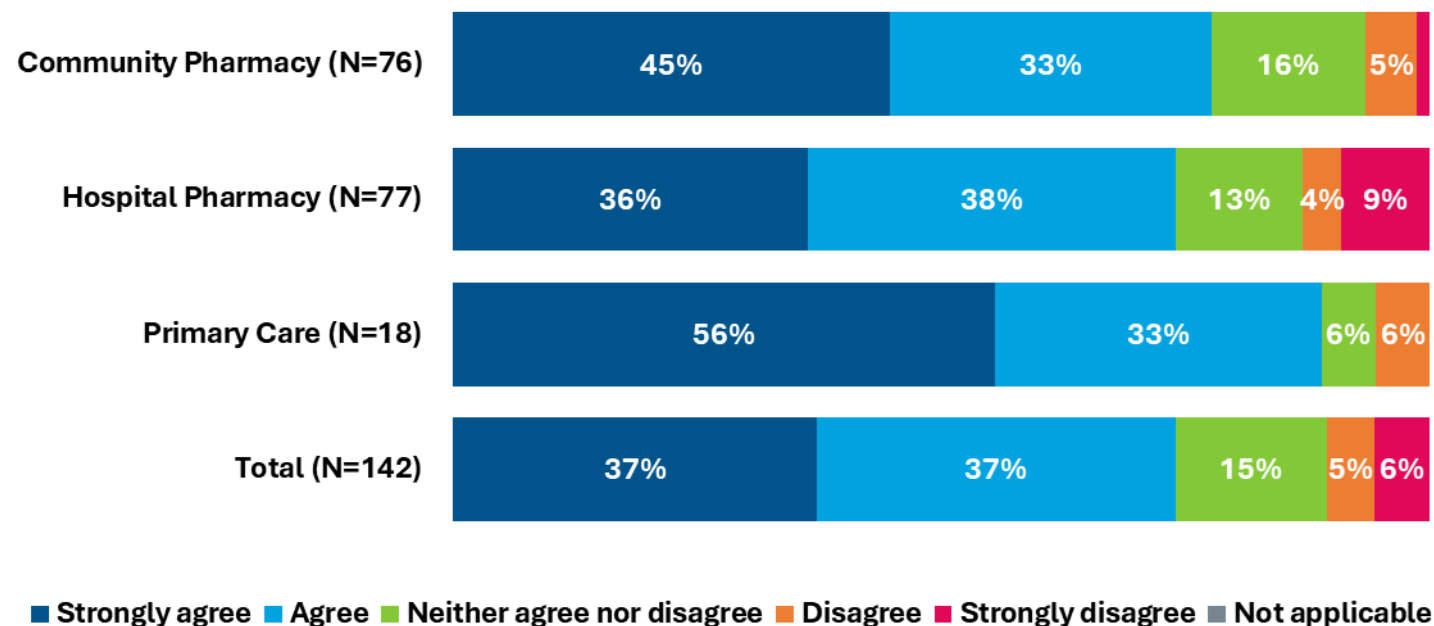
Thinking about your experience in the workplace during training, please rate your degree of agreement with the following statements: I felt well supported by my employing organisation / employer as a trainee pharmacy technician:



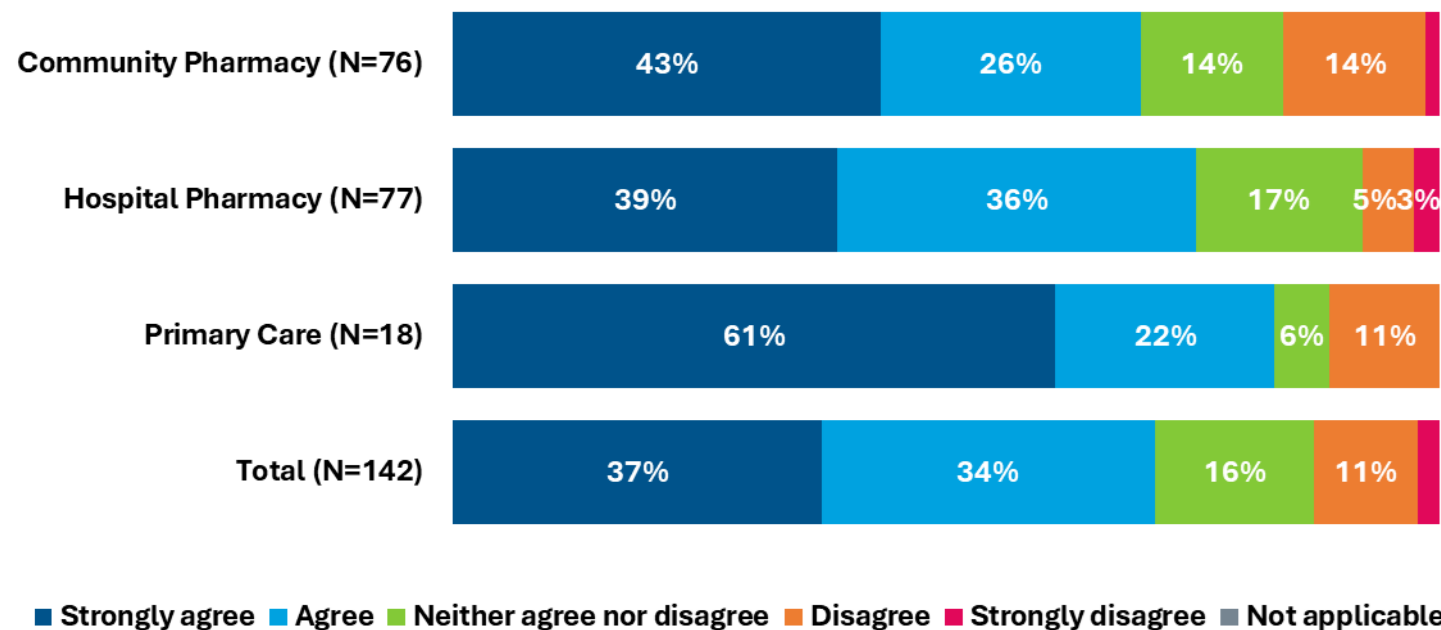
I felt well supported by my line manager in the workplace as a trainee pharmacy technician:



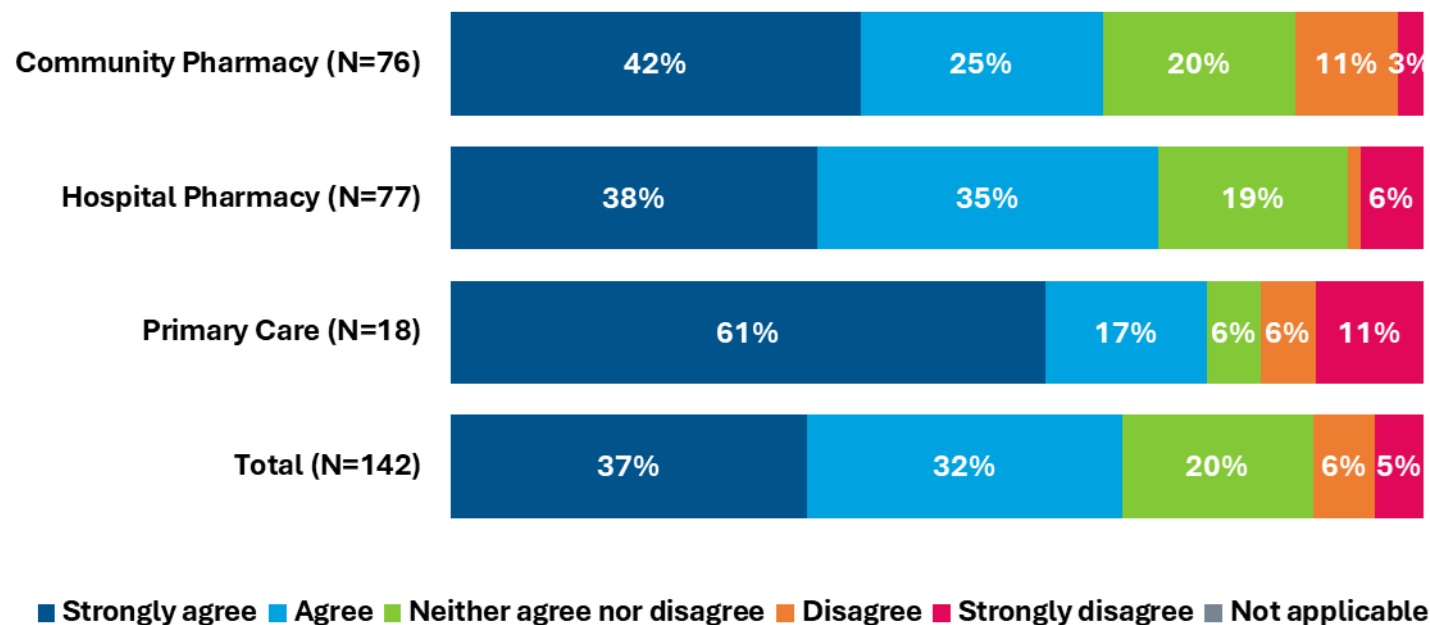
I was well supported by my other colleagues / wider team in the workplace as a trainee pharmacy technician:



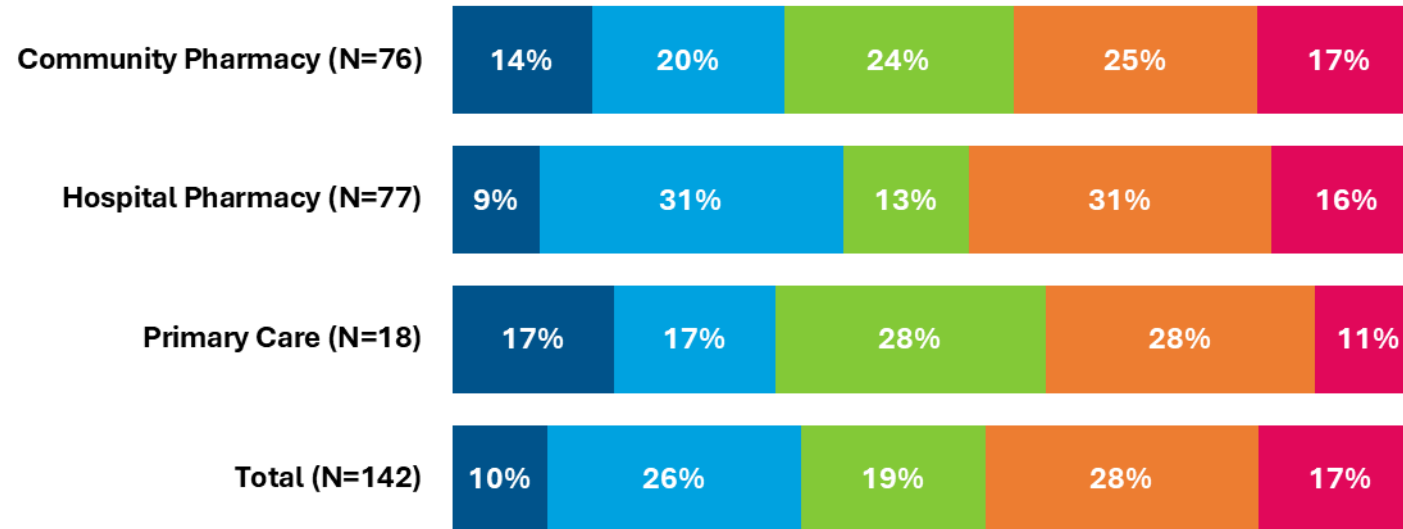
My workplace had appropriate facilities (e.g. books; computers; internet access etc.) to help me complete the course:



My employer cared about my progress:

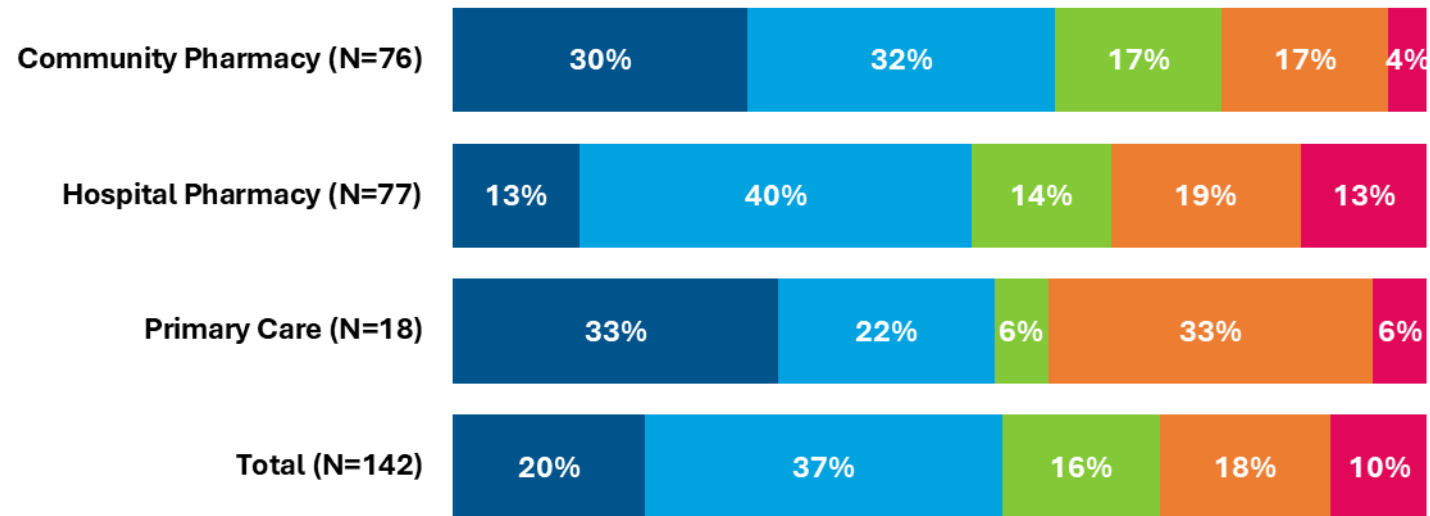


I had a good work-life balance as a trainee pharmacy technician:



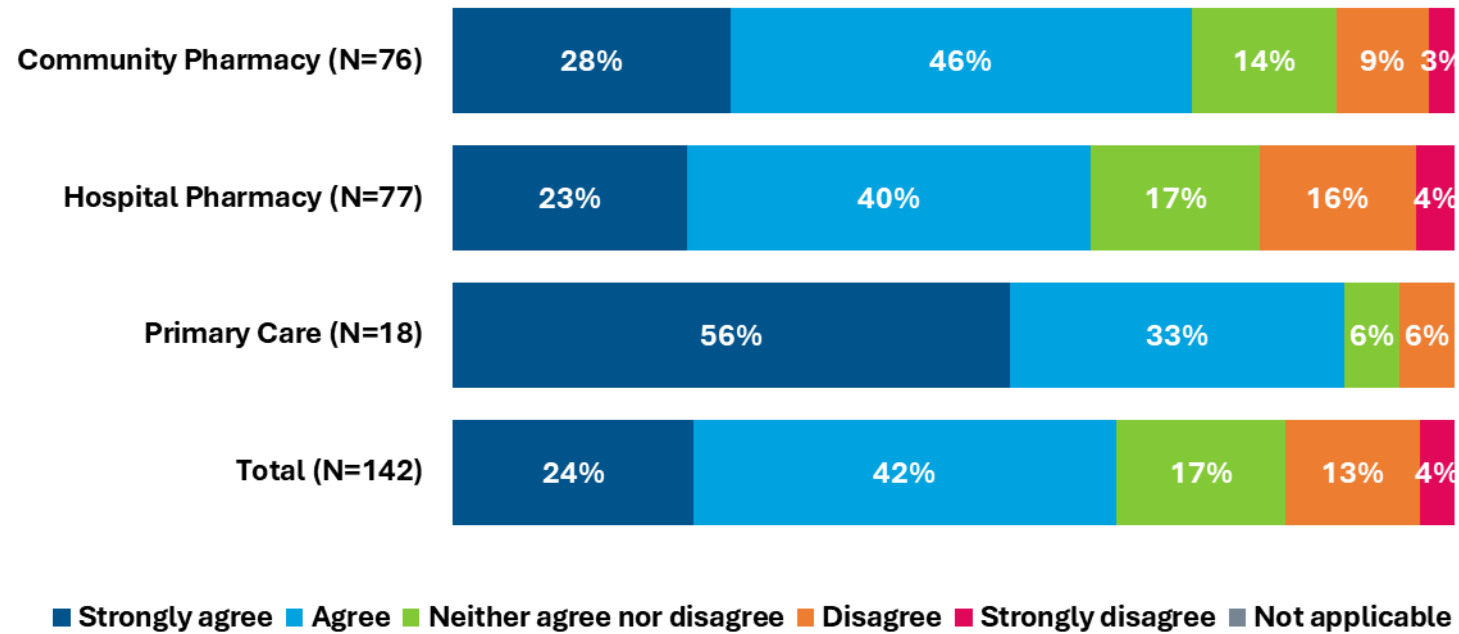
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Not applicable

I had a clear and well-defined role as a trainee pharmacy technician:

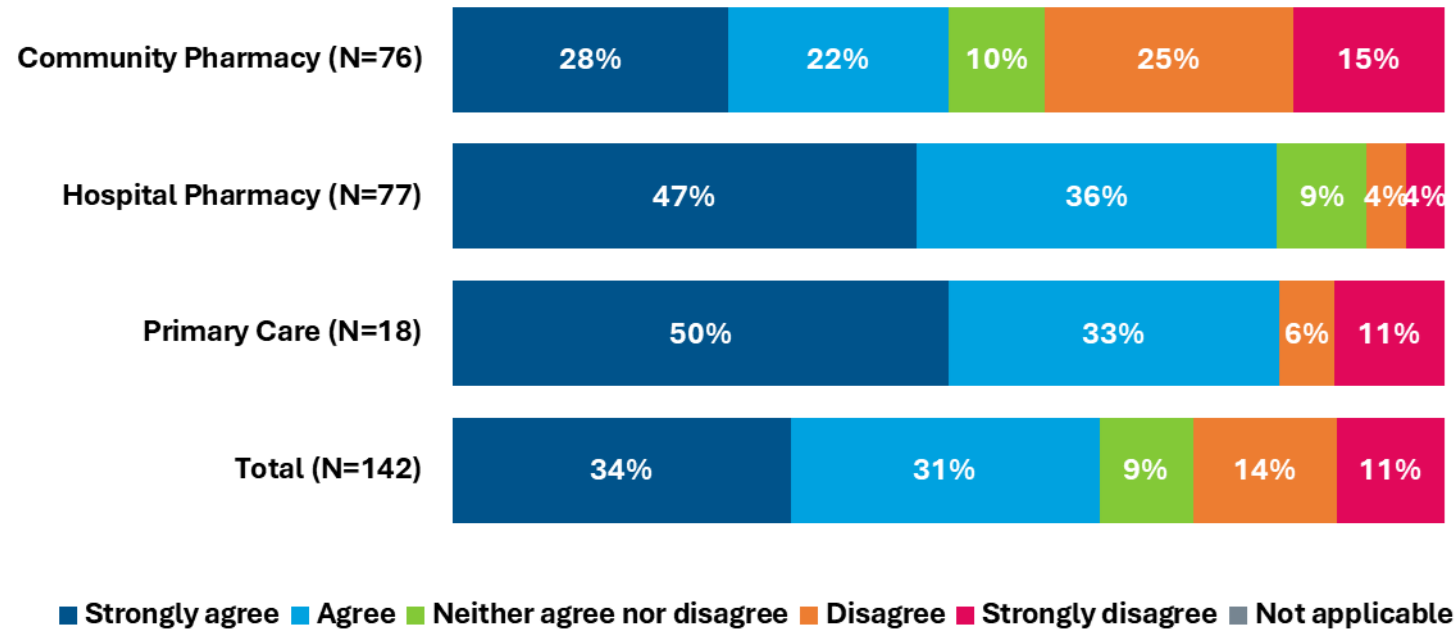


■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Not applicable

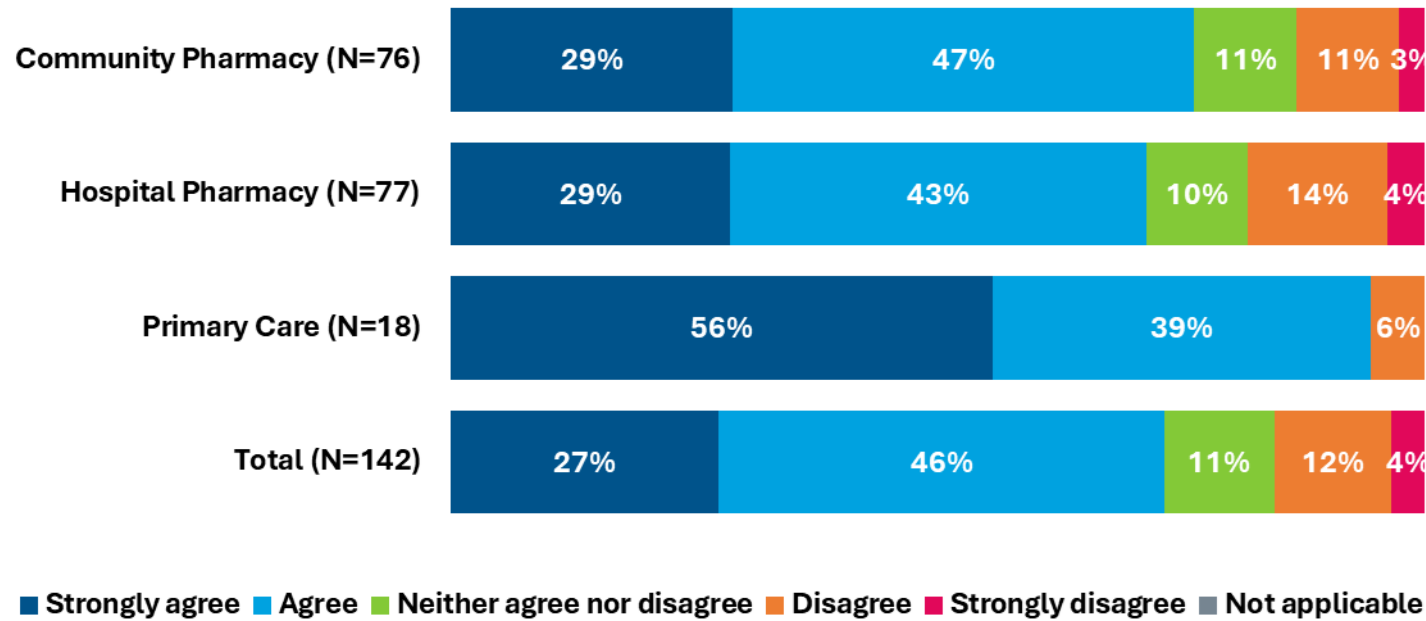
I had sufficient opportunities to learn in different situations:



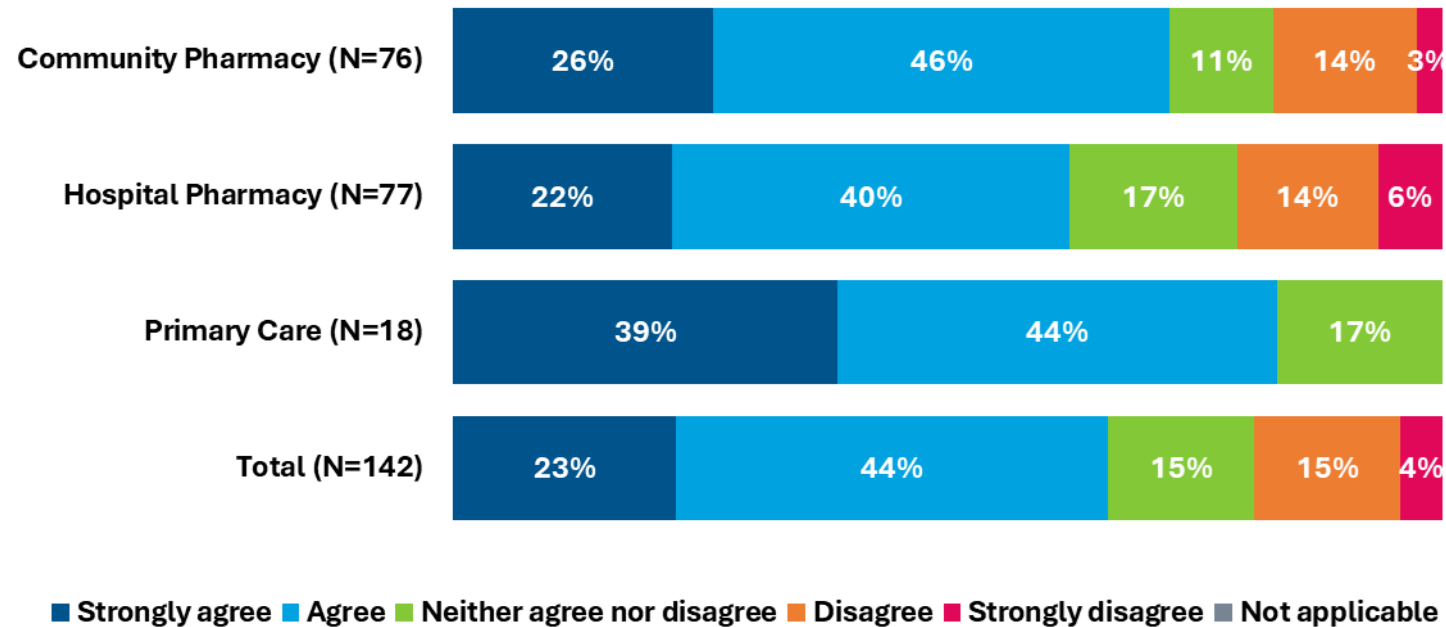
I had opportunities to work alongside more experienced pharmacy technicians:



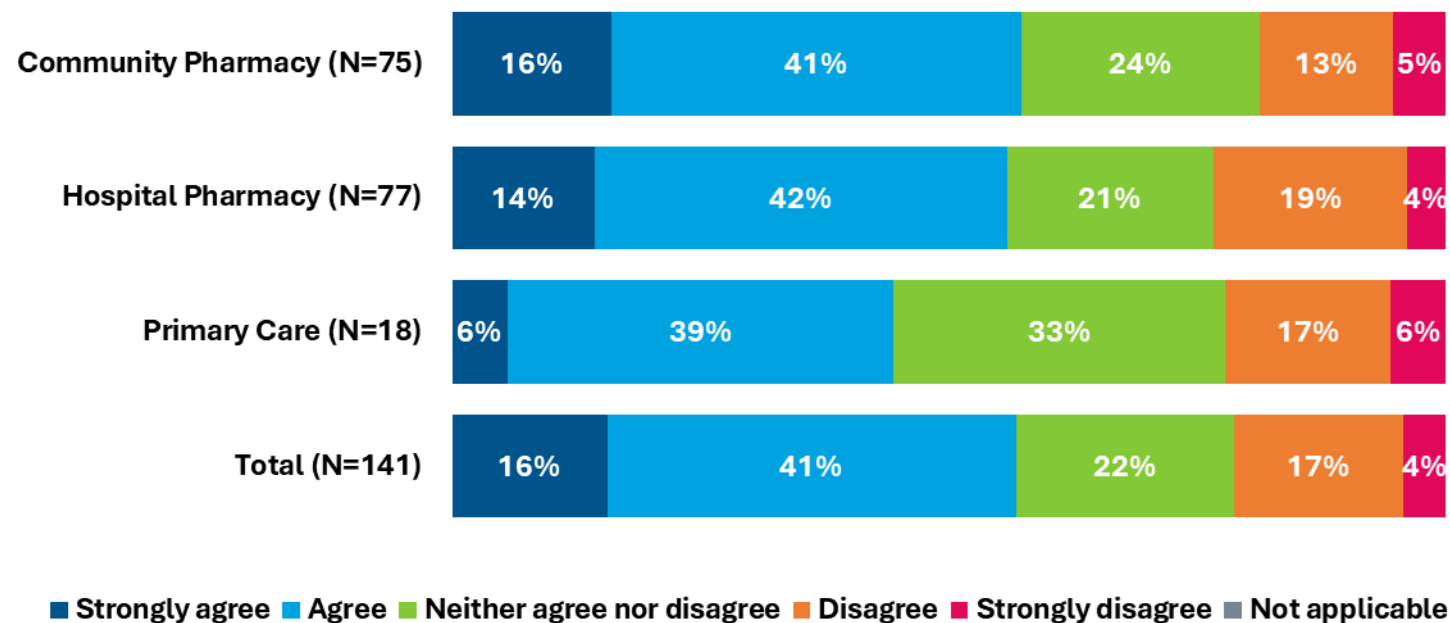
I had enough opportunities to apply my learning in practice:



I now feel competent to work in a different sector from the one I trained in:

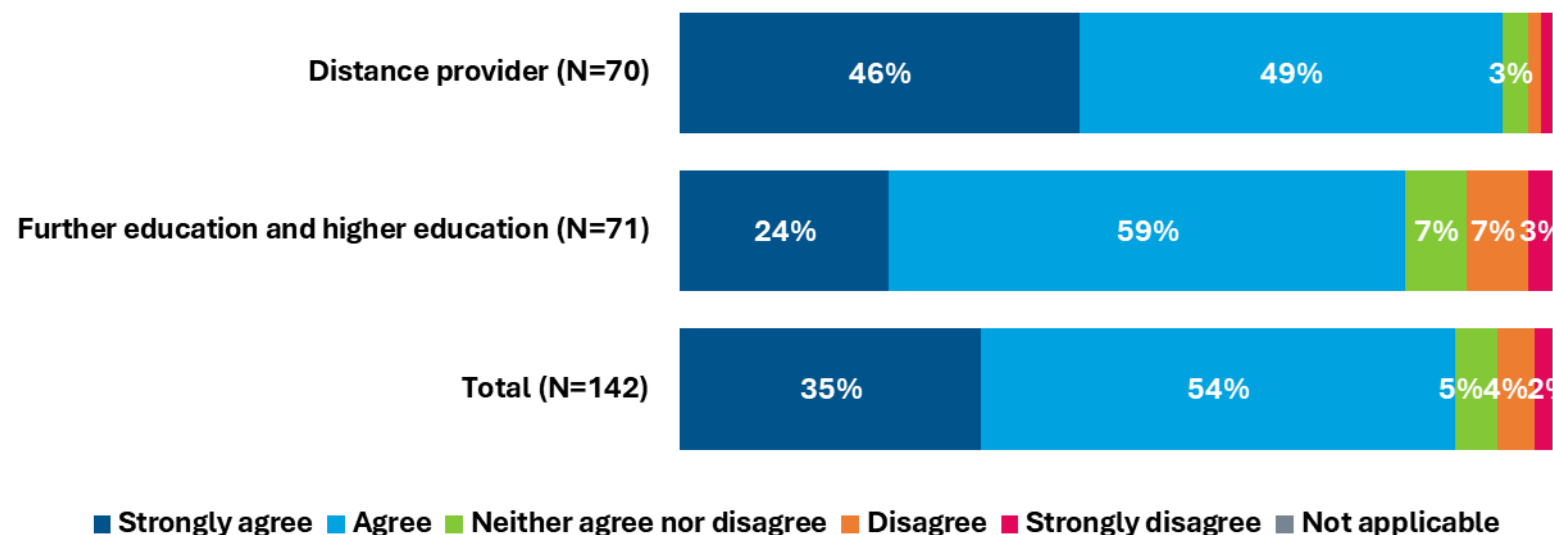


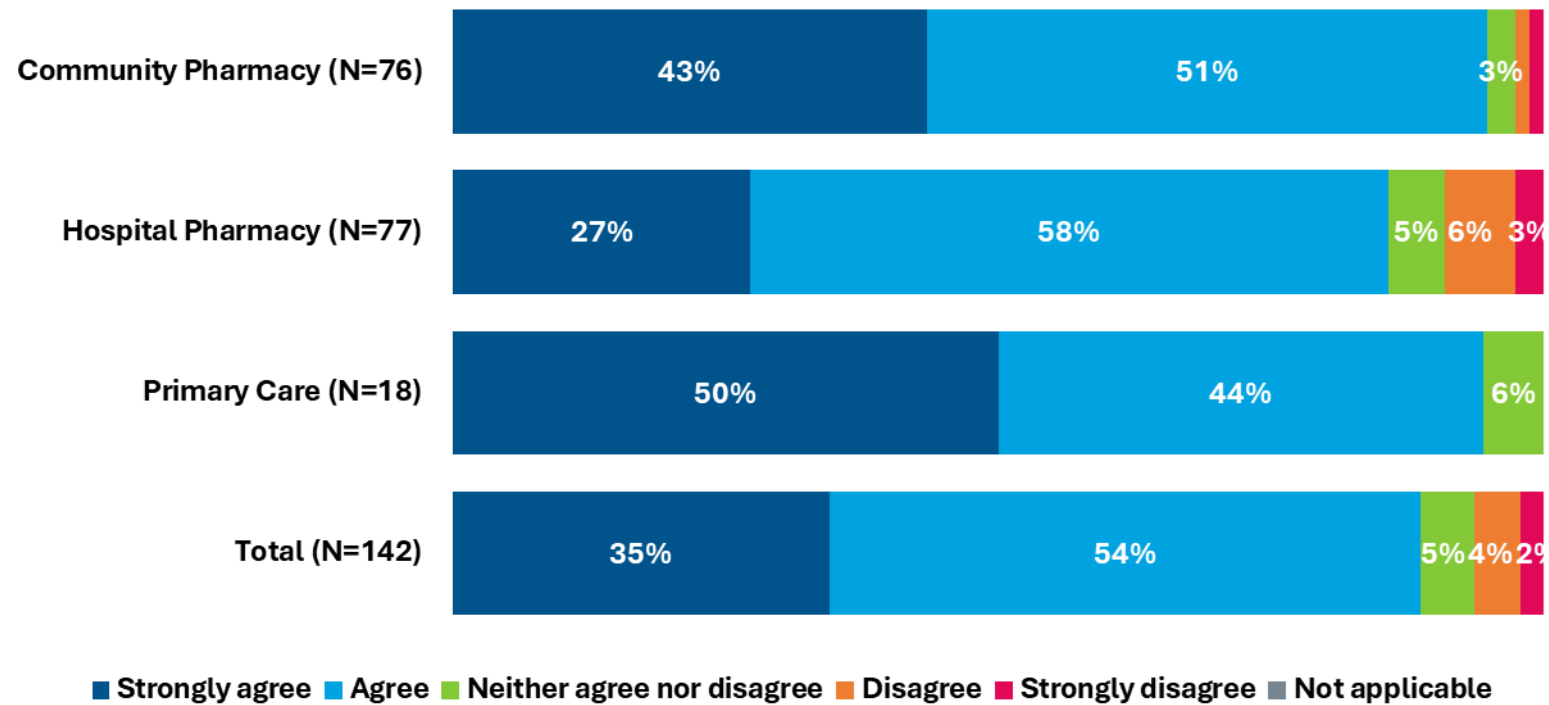
I now feel competent to work in a different sector from the one I trained in:



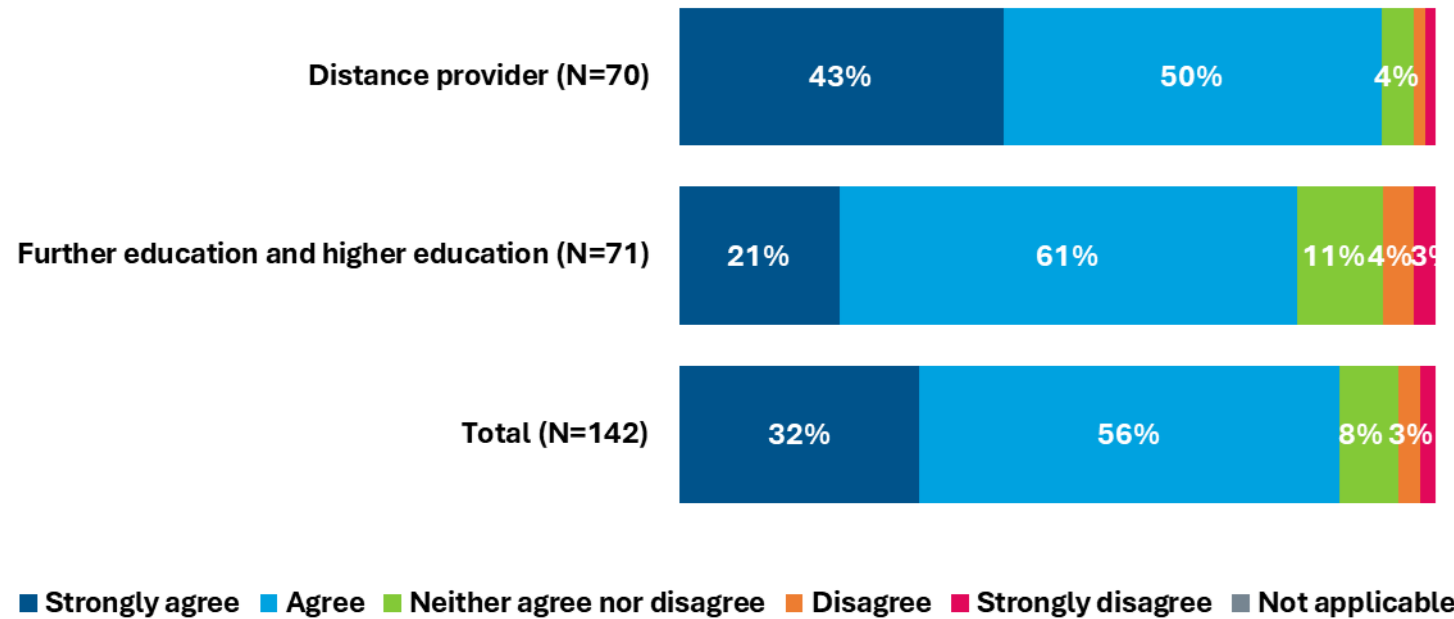
A1.1.5 Survey respondents' views on course content, delivery and support from course provider, broken down by sector type and type of provider

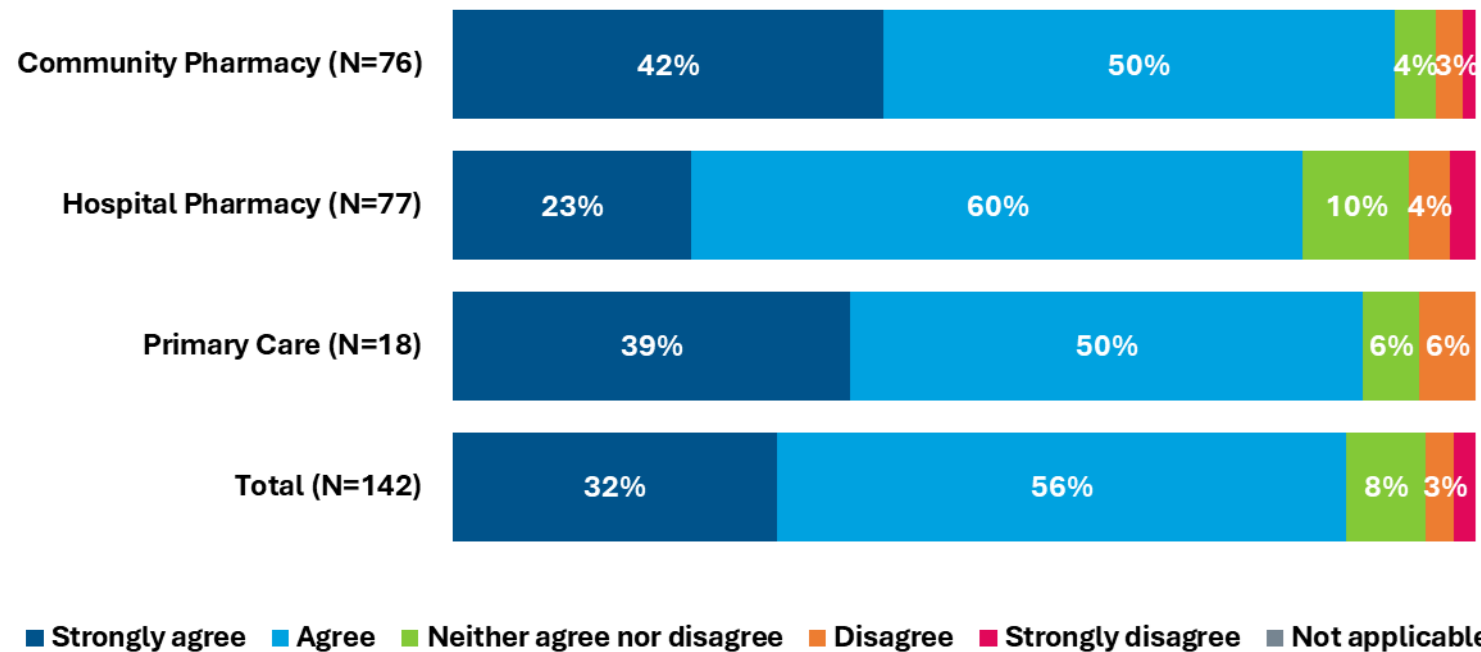
Thinking about the content and delivery of your pharmacy technician course, please rate your degree of agreement with the following statements: The content was relevant to my practice as a pre-registration trainee pharmacy technician:



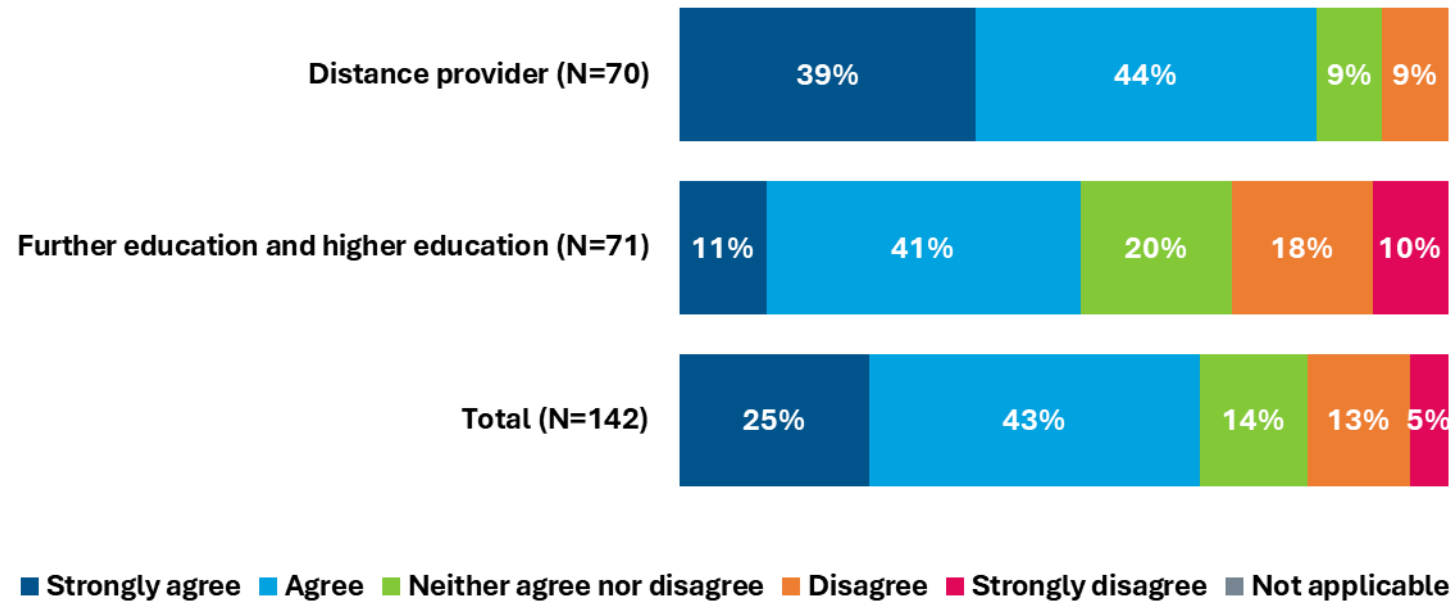


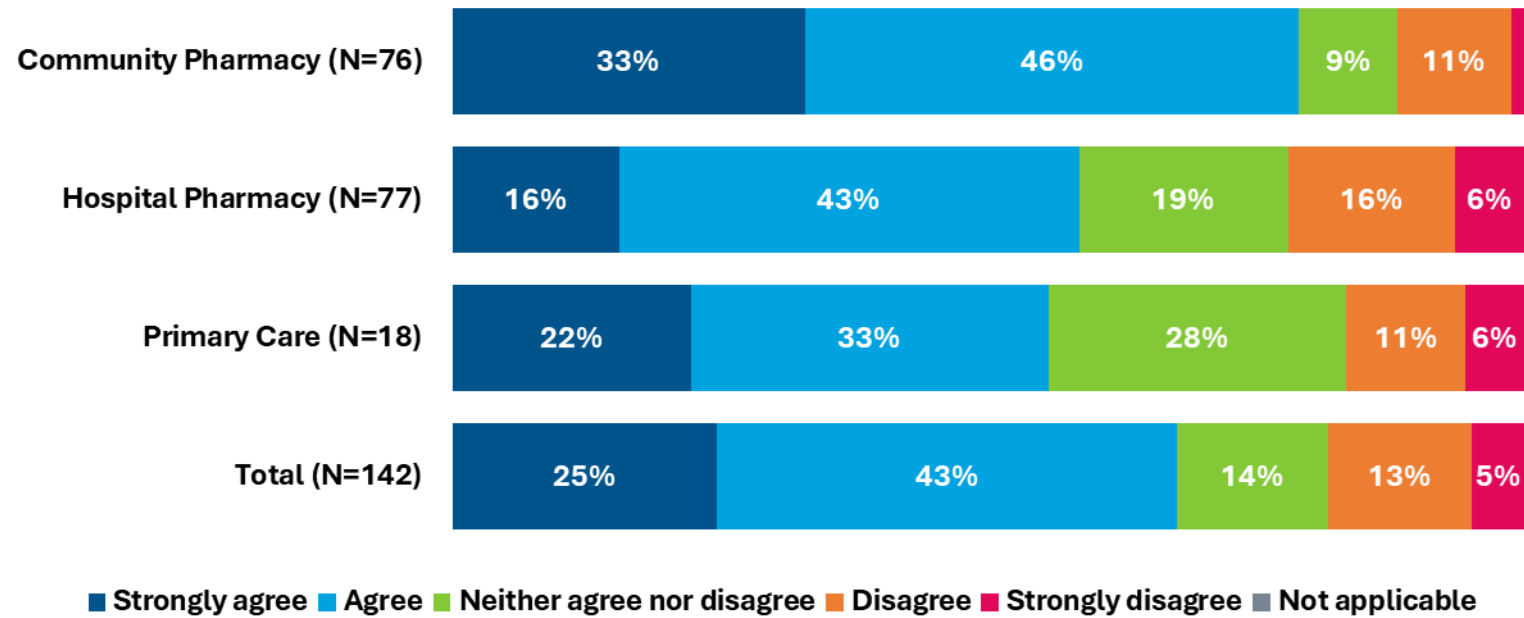
The content is relevant to my practice as a registered pharmacy technician:



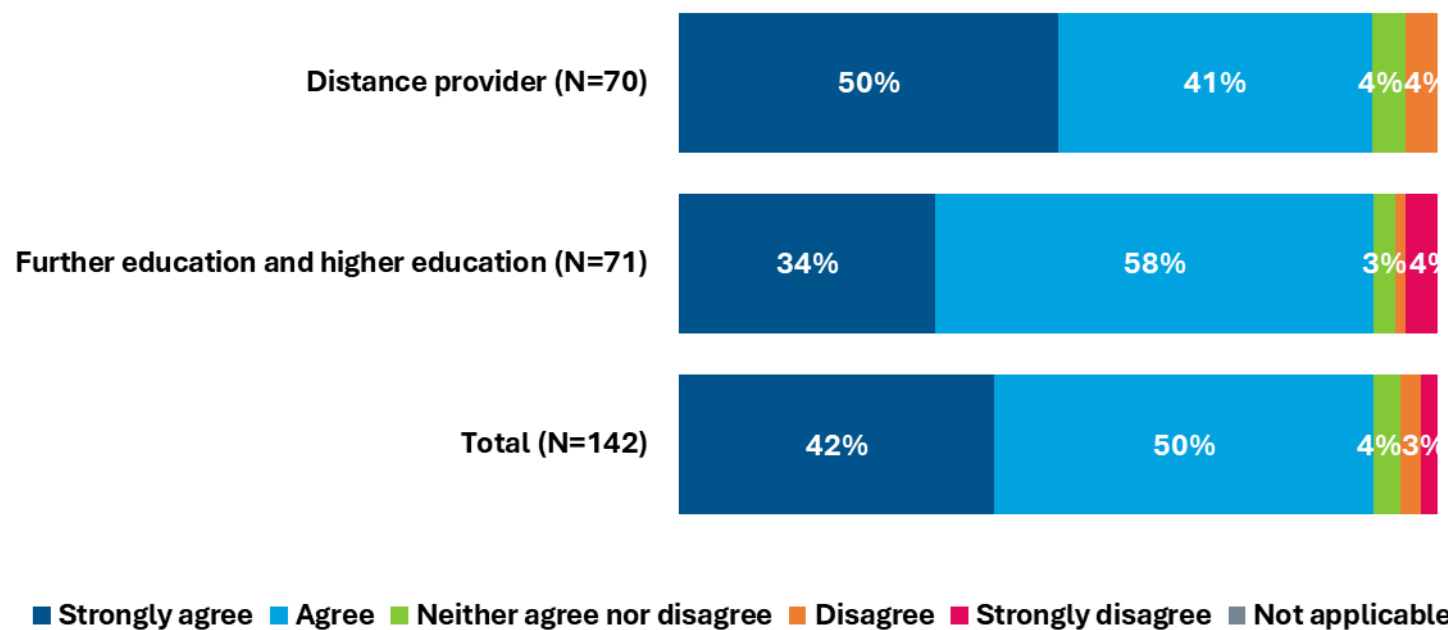


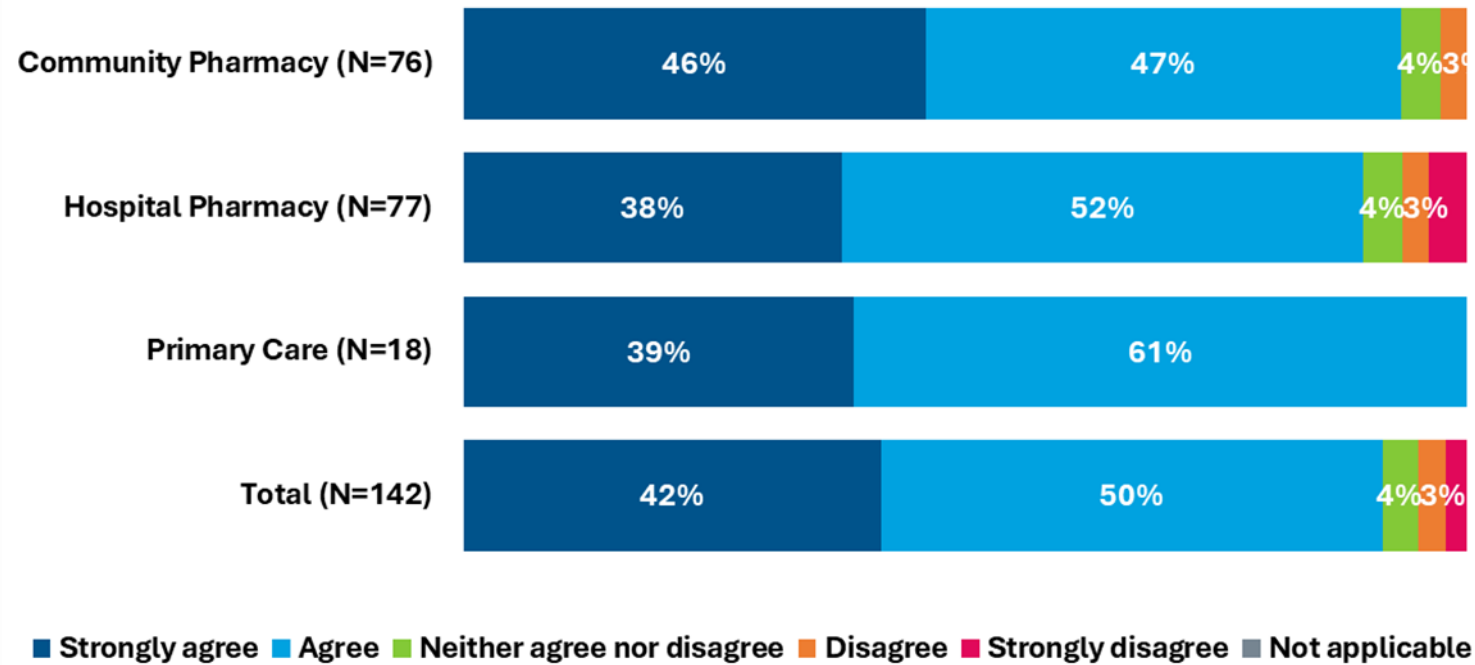
The content was presented in a way that stimulated my learning:



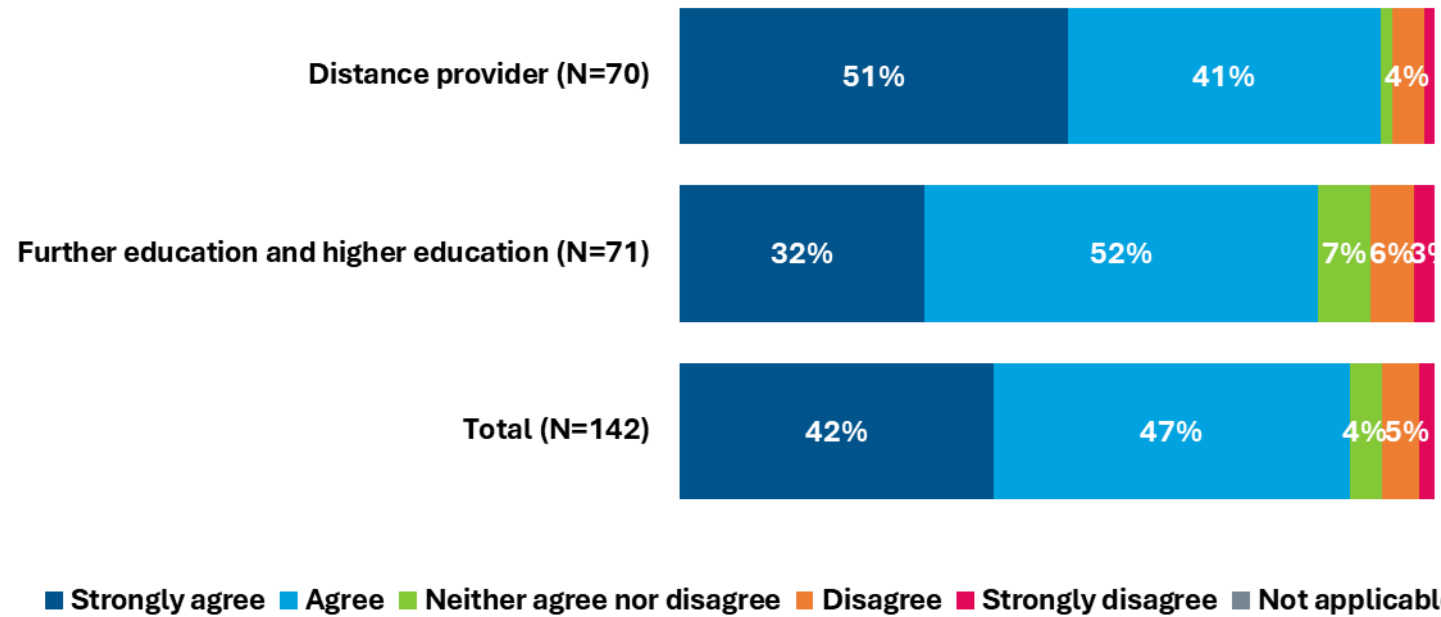


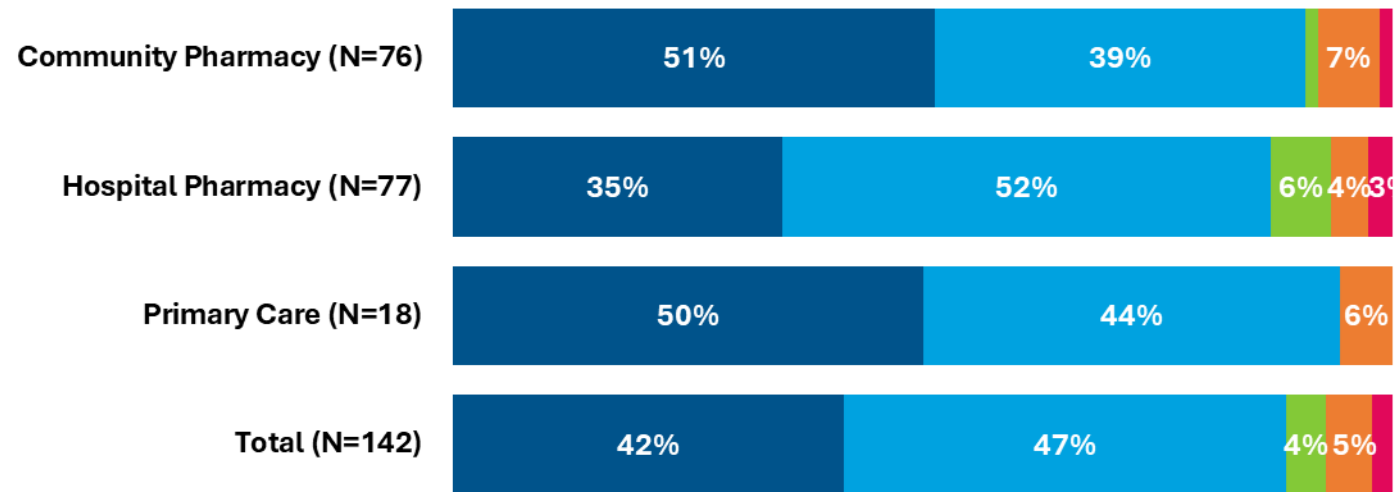
I knew who to contact from the educational provider when I needed assistance with the course content:





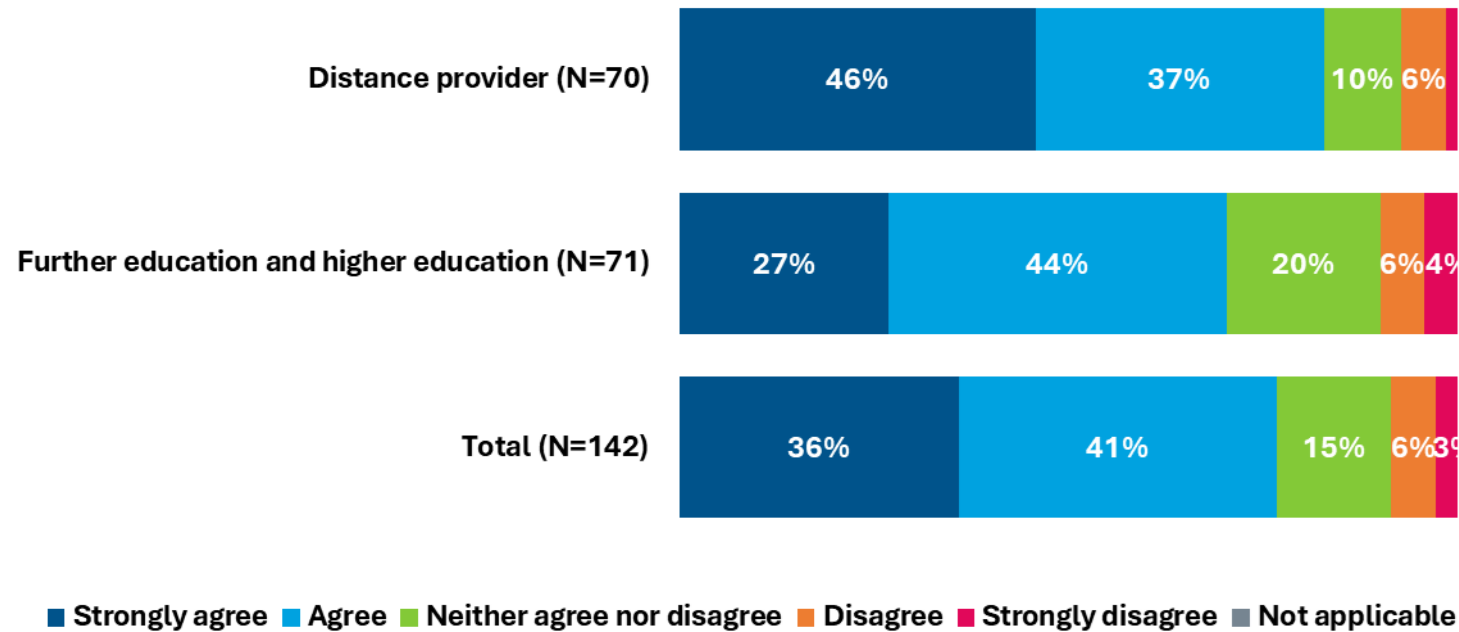
I felt comfortable asking questions to someone from the education provider when I required assistance:

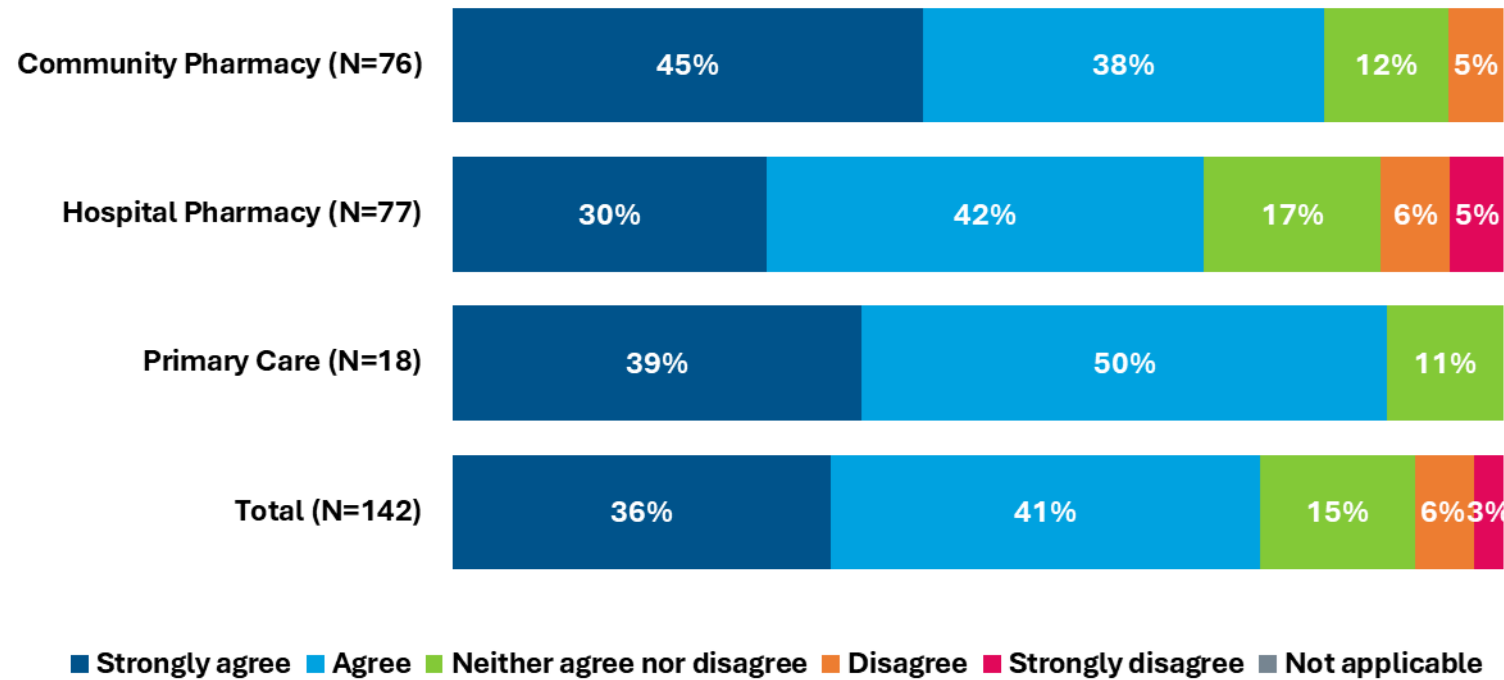




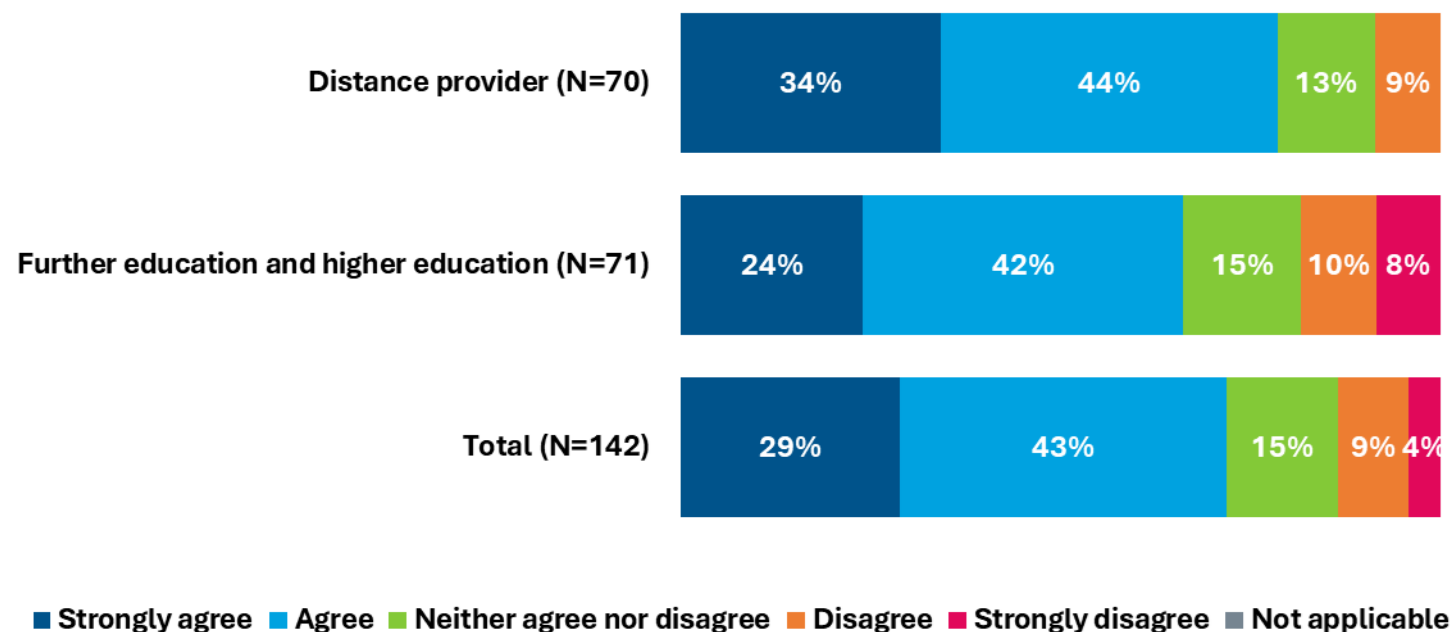
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Not applicable

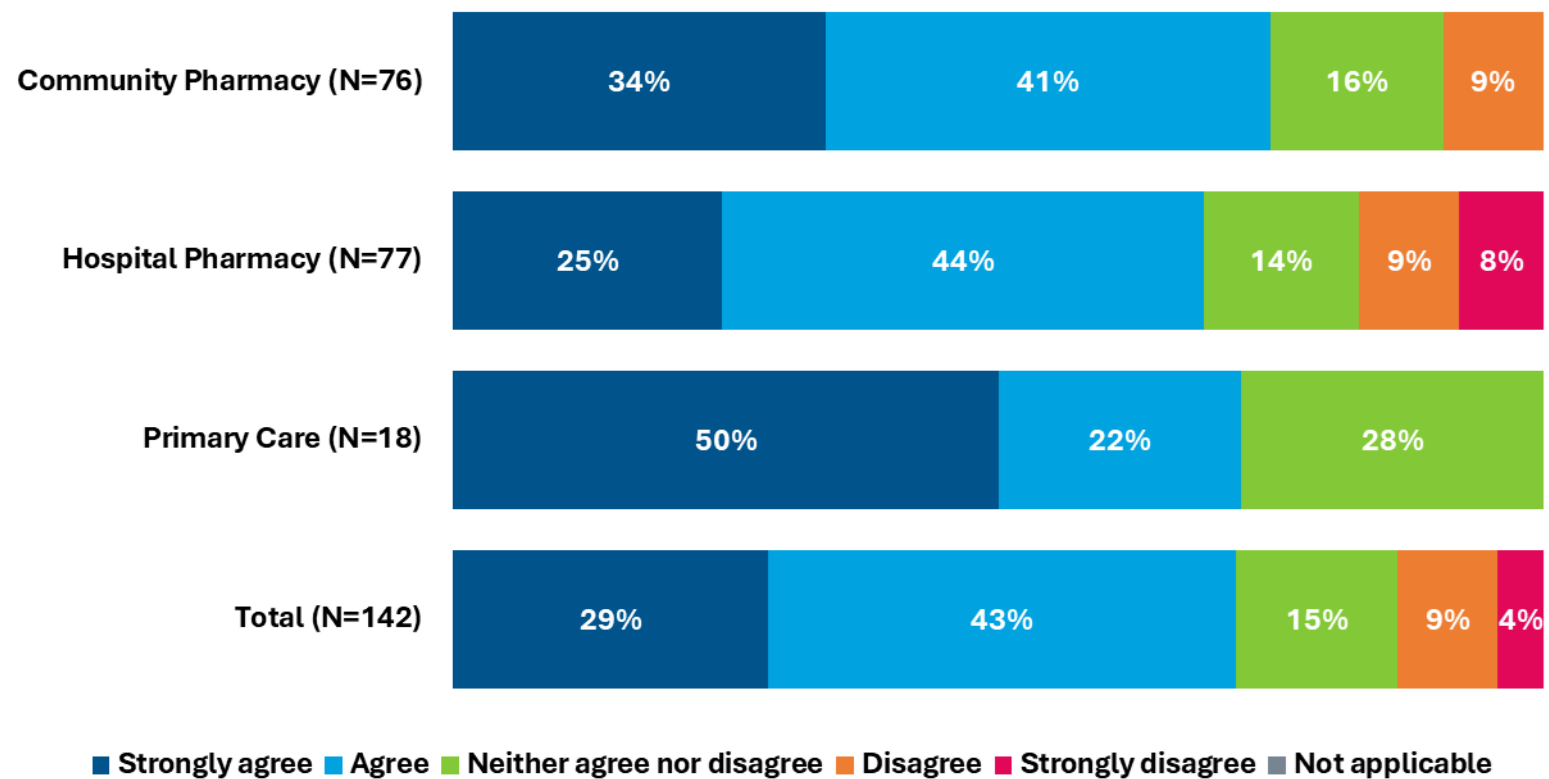
I felt supported by staff from the education provider:



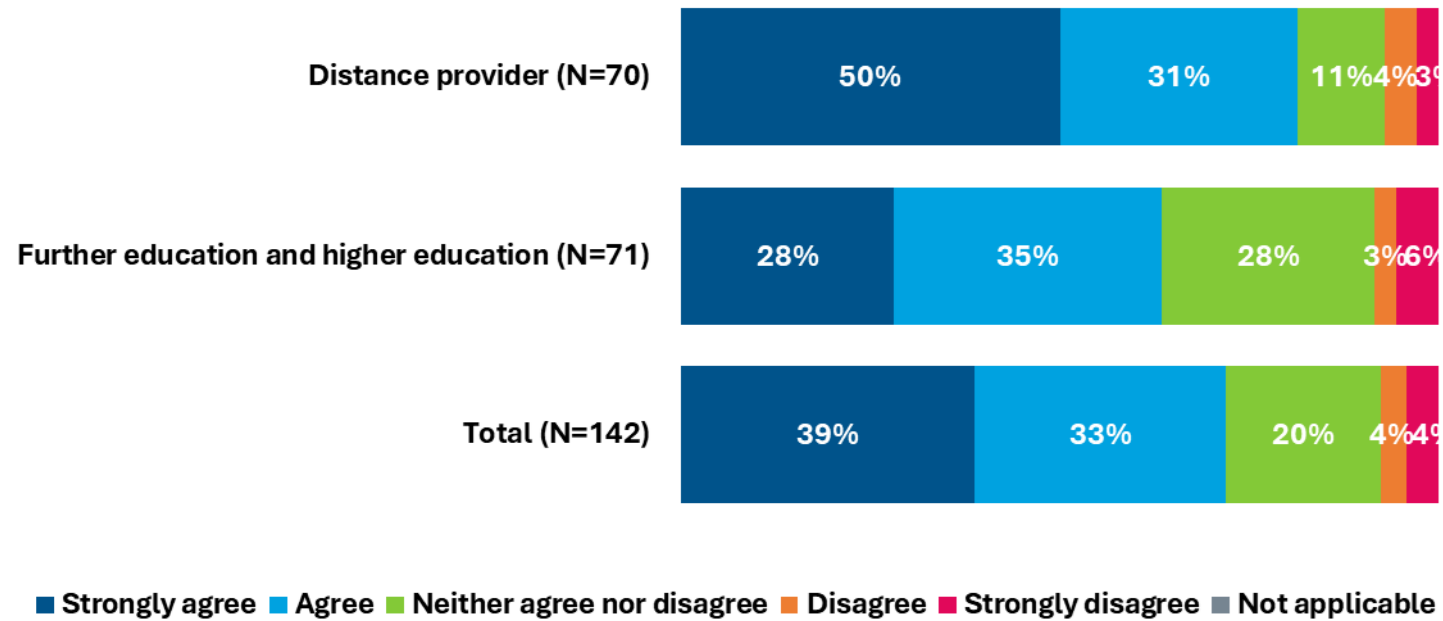


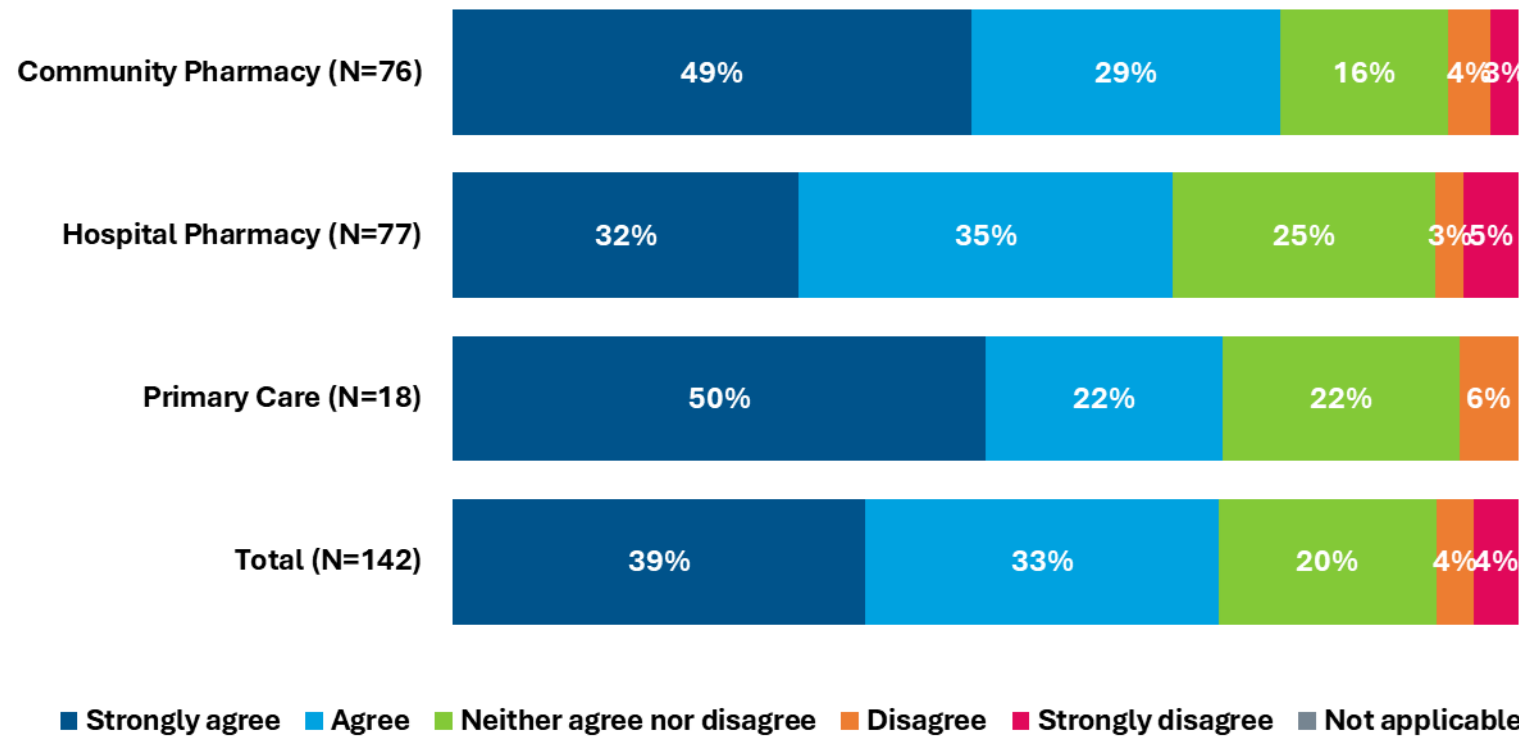
The education provider gave clear instructions on tasks I needed to do:



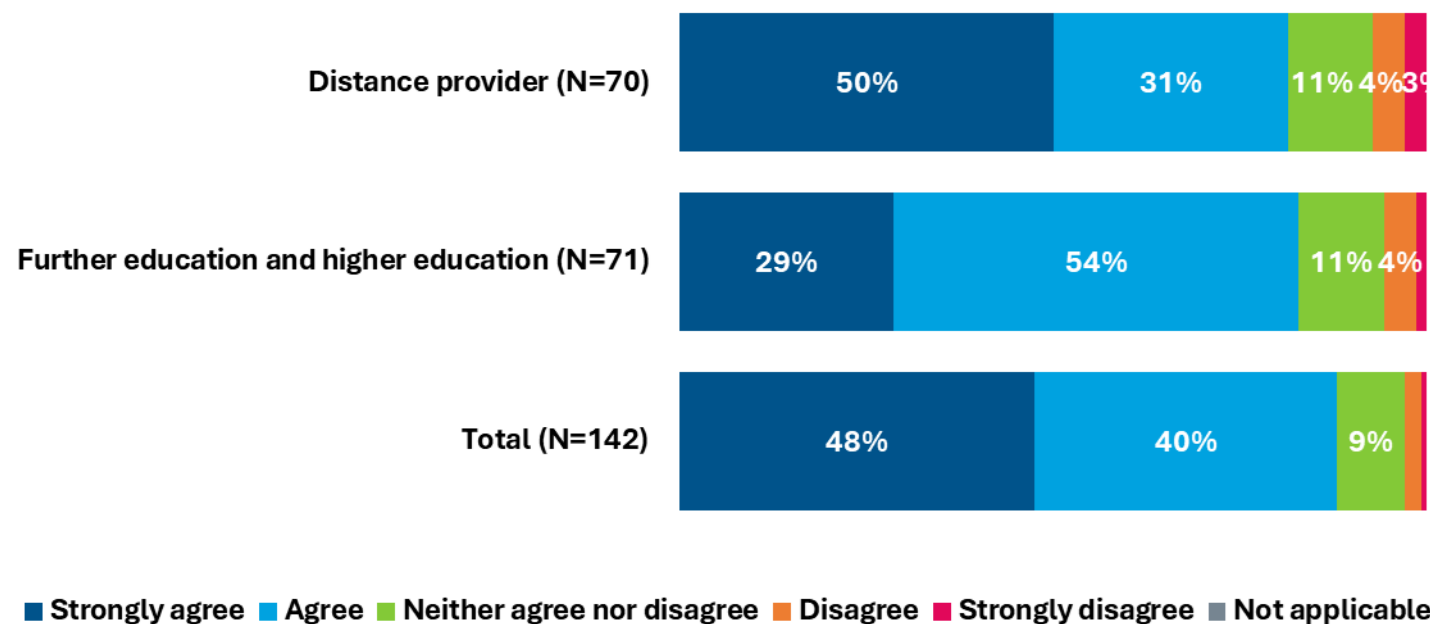


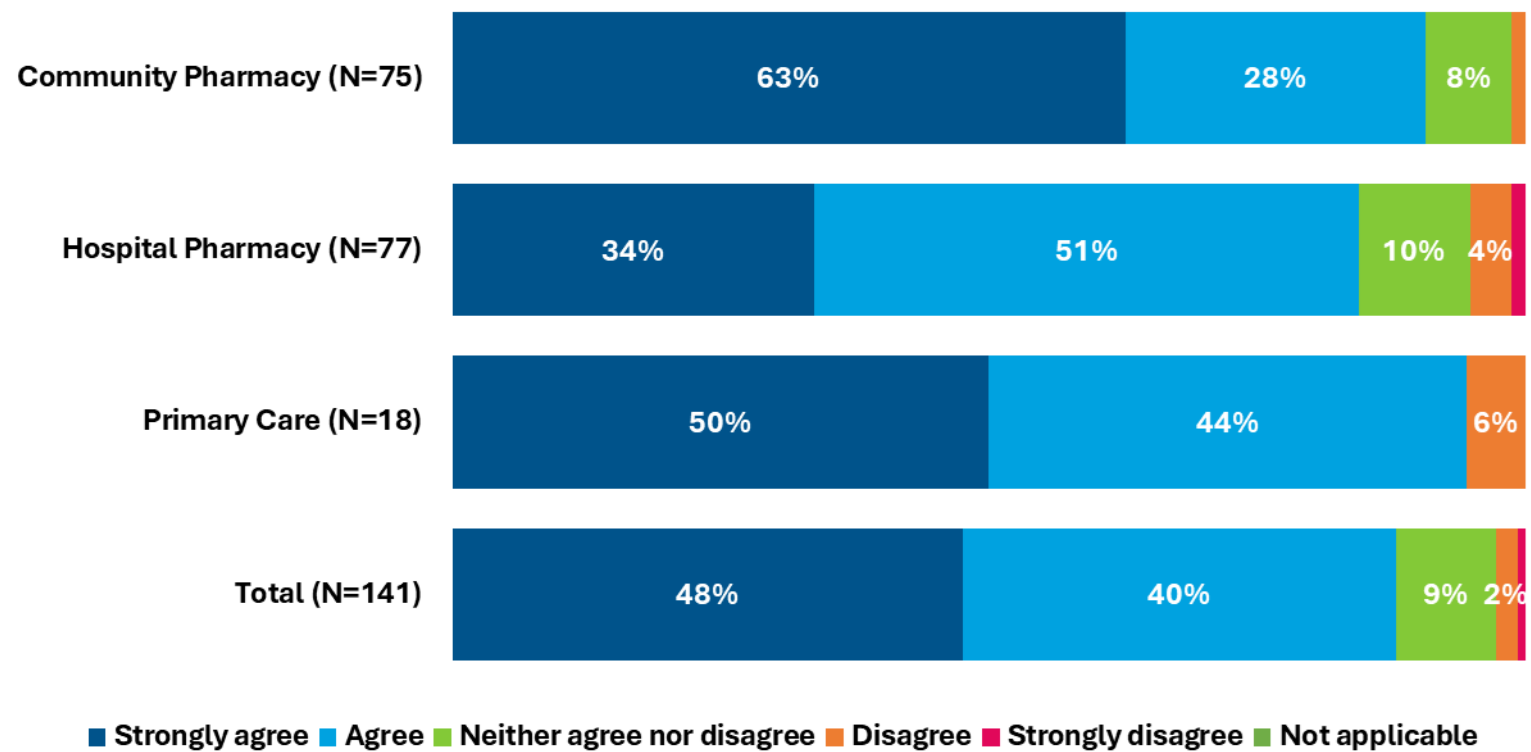
The education provider cared about my progress:





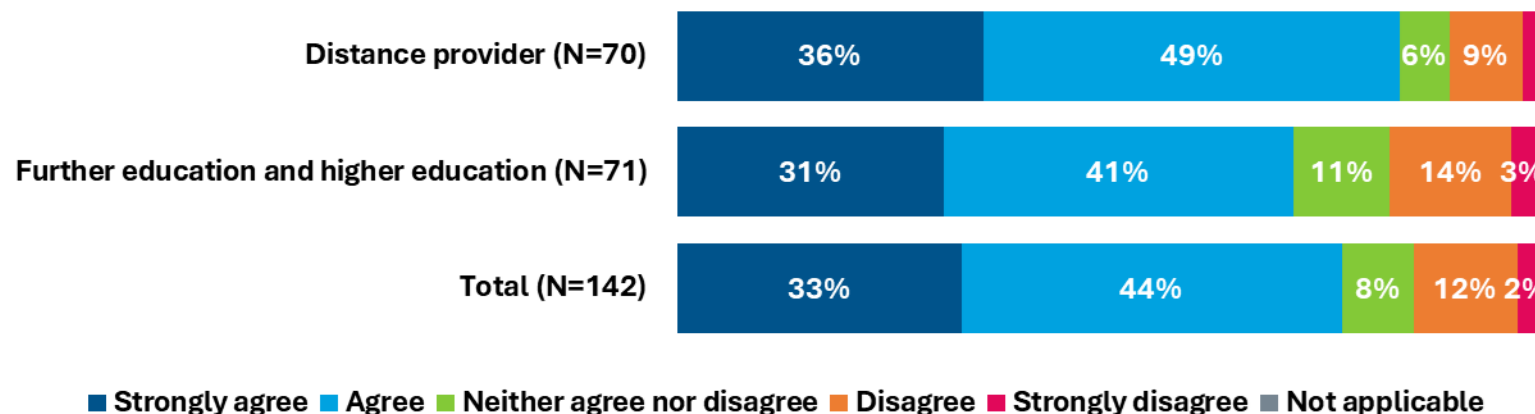
The education provider made me aware of equality, diversity and inclusion issues that affect patients and what I can do about them:



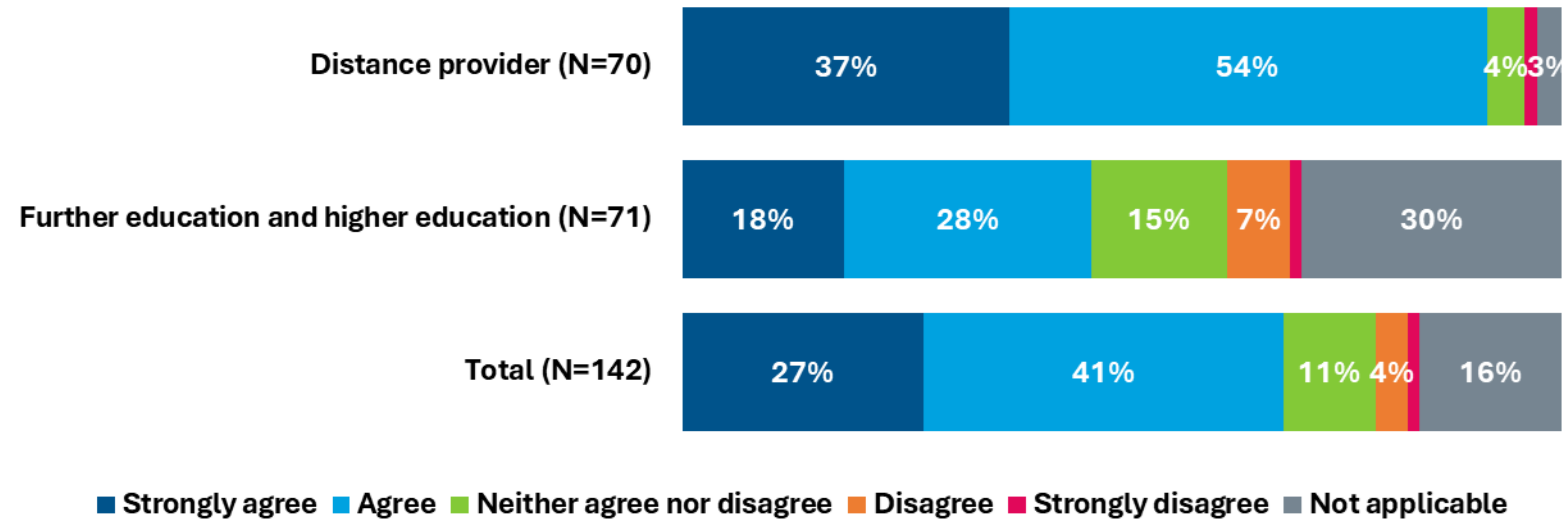


A1.1.6 Respondents' views on methods of assessment and feedback used by course provider, broken down by type of provider

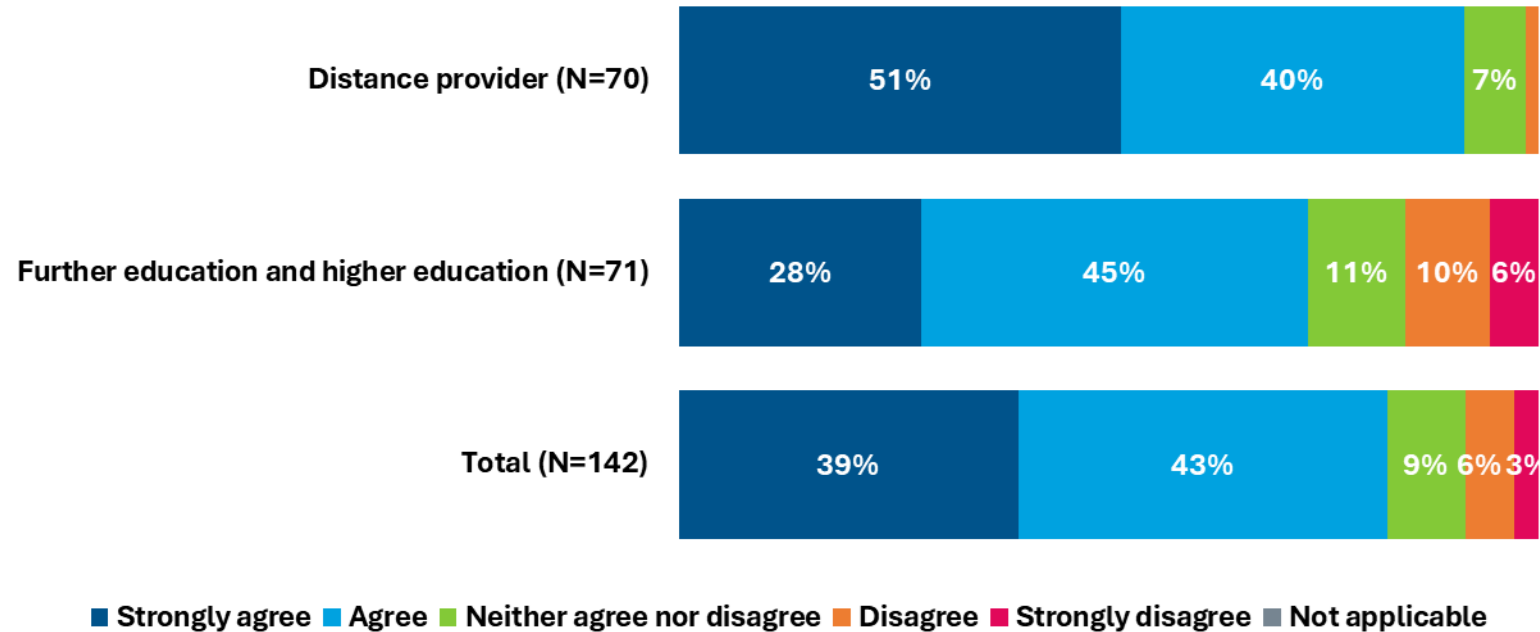
Thinking about the content and delivery of your pharmacy technician course, please rate your degree of agreement with the following statements: There were an appropriate number of assignments I was required to complete:



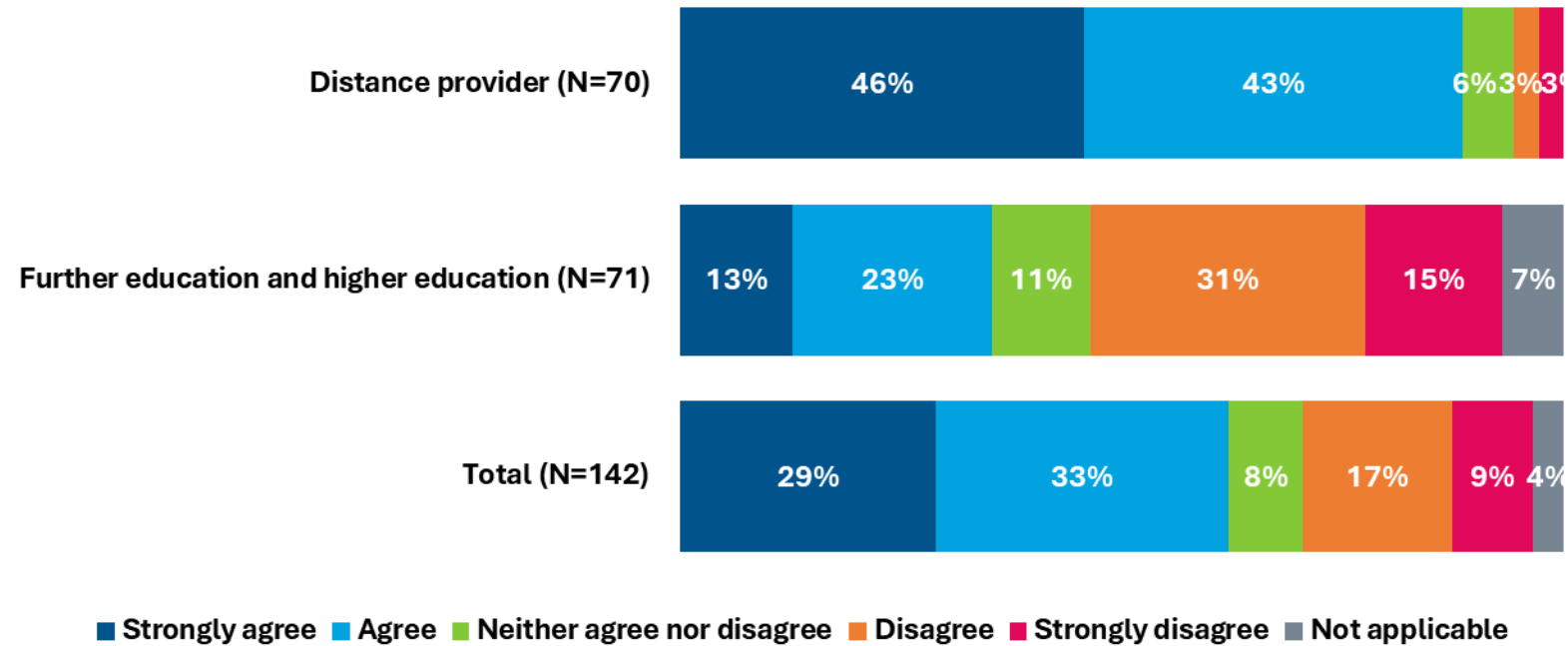
There were an appropriate number of exams I was required to complete:



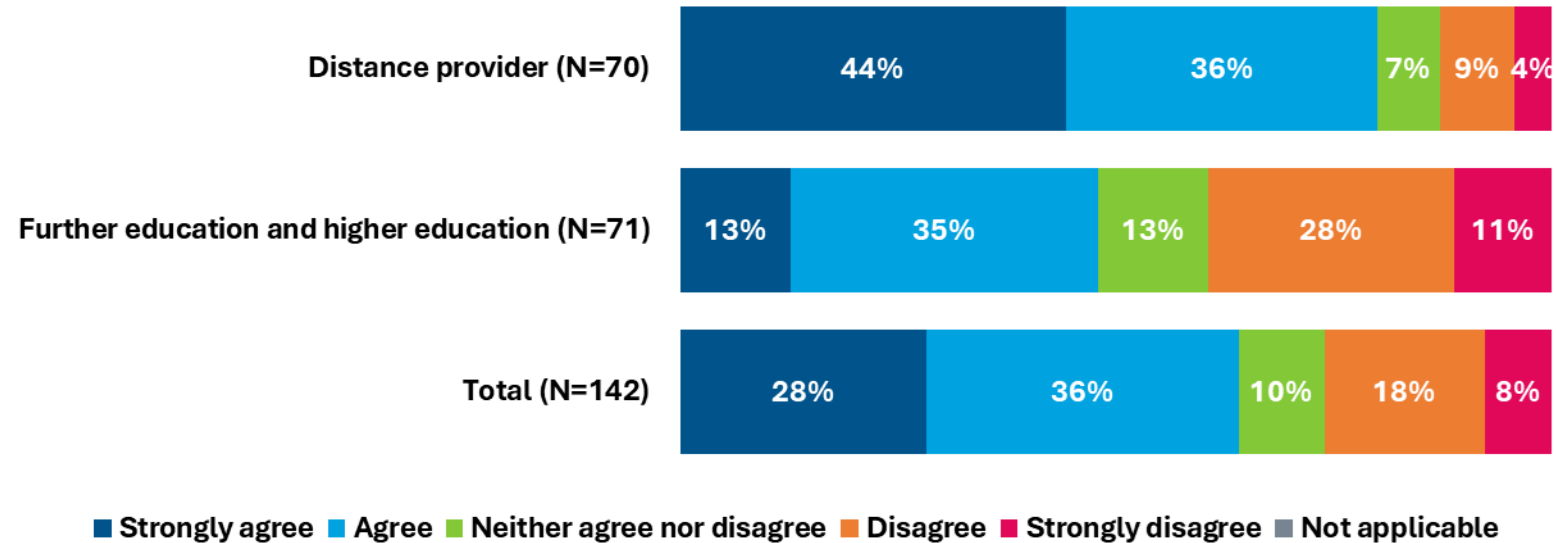
I received regular written feedback from the education provider on the assessments I completed:



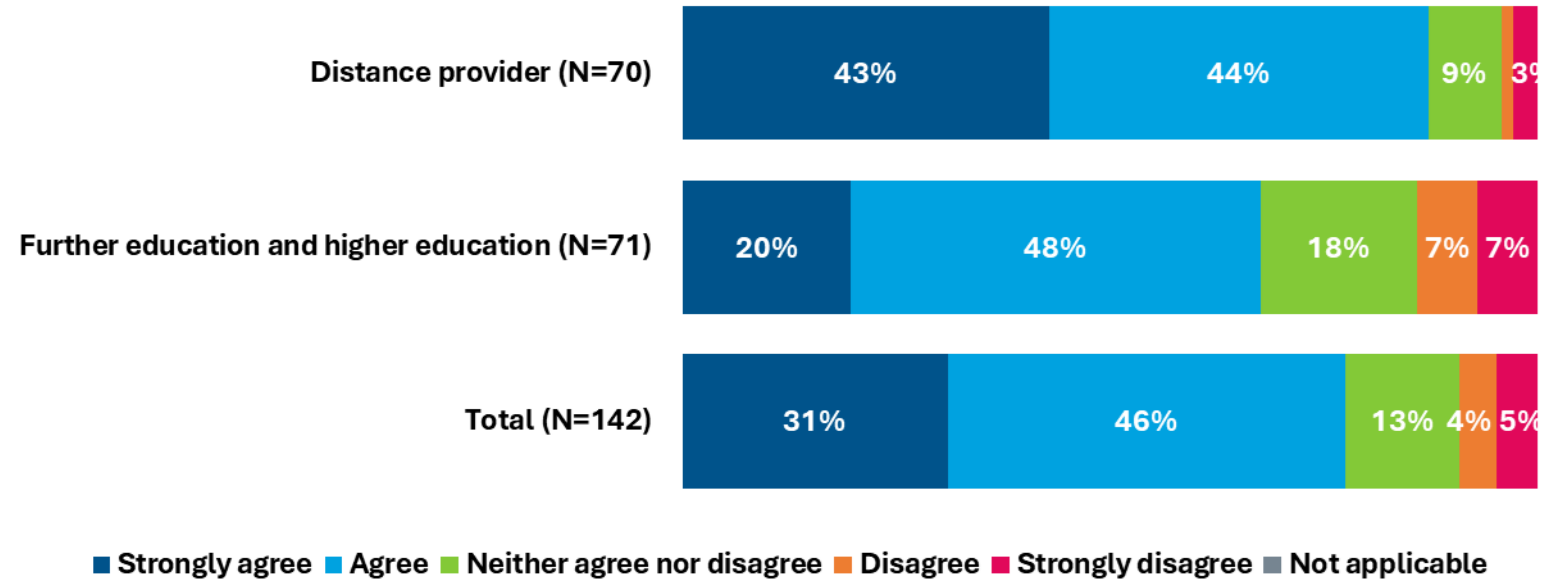
I received regular verbal feedback from the education provider on the assessments I completed:



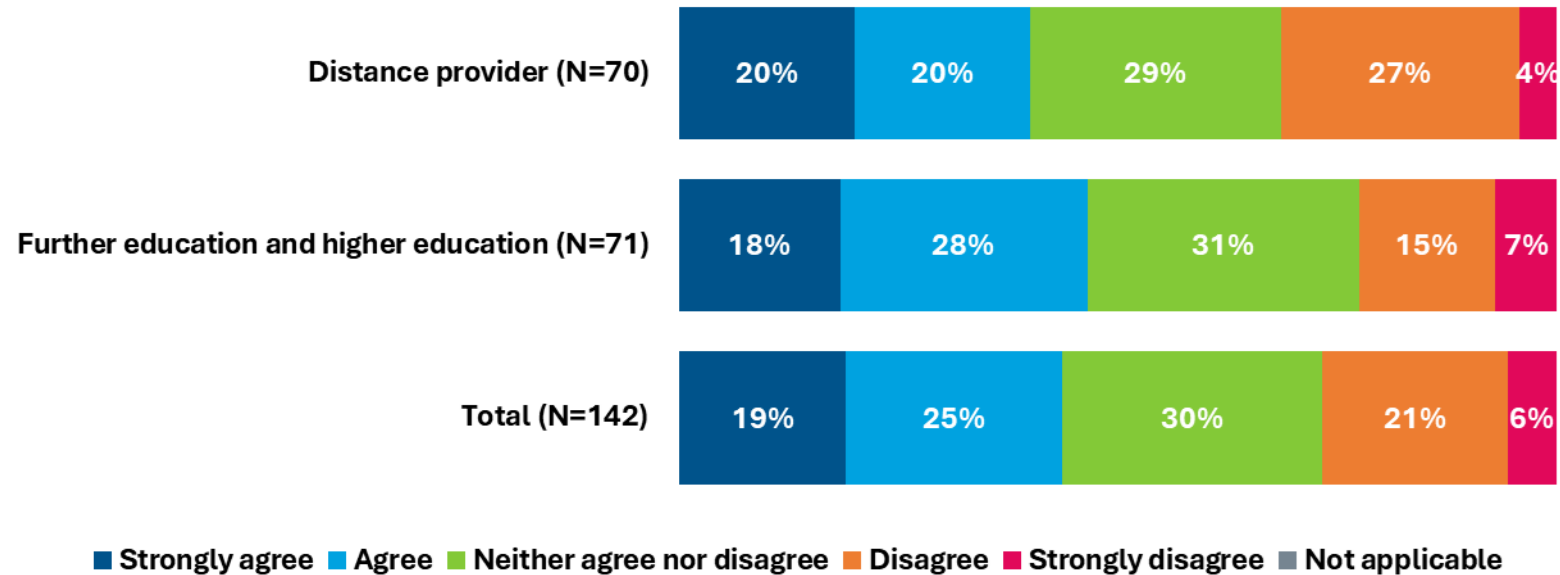
I received feedback in a timely manner:



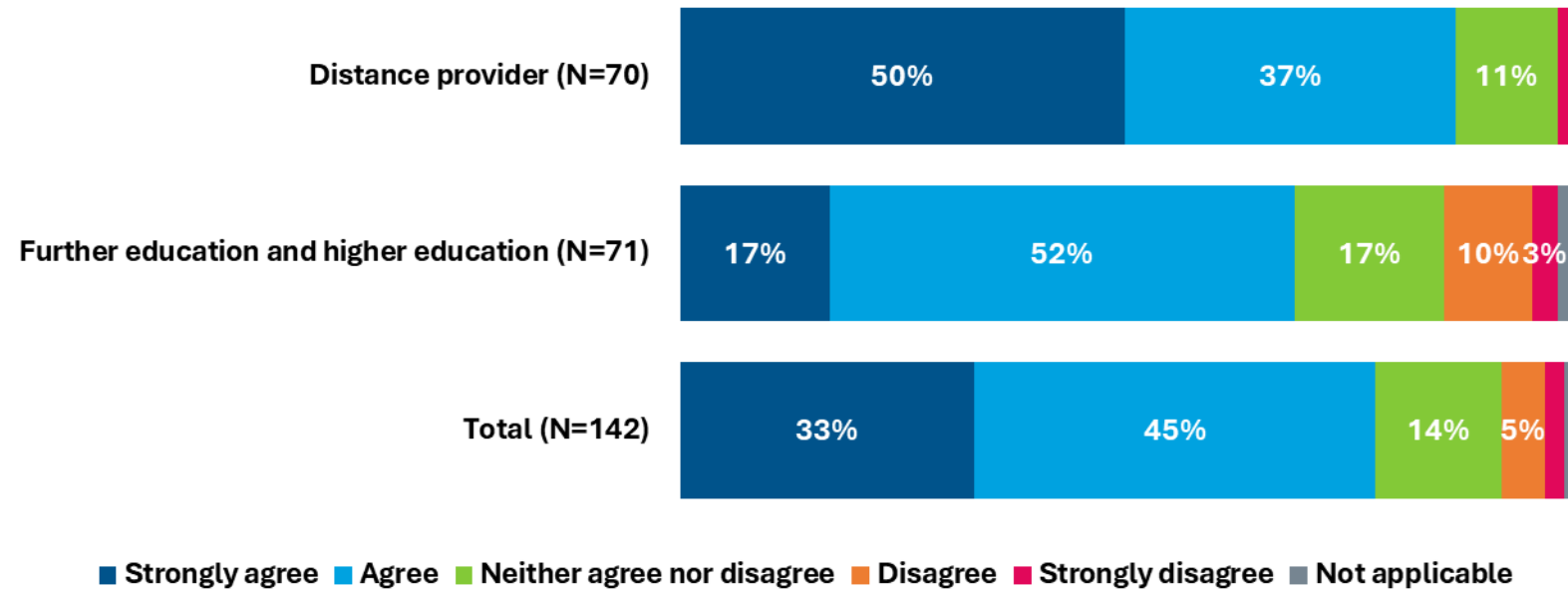
The feedback I received helped me to improve my learning:



There were too many pieces of evidence to collect to demonstrate my competence in each unit or module:



My portfolio has helped me to demonstrate my competence to practice as a pharmacy technician:



A1.1.7 Survey research tool

Introduction

The research team at [ICF](#), an independent research organisation, in collaboration with the [Centre for Pharmacy Workforce Studies](#) at the University of Manchester, are inviting you to take part in a study about your experiences of training to be a pharmacy technician in the UK, including your views of supervision and support in the workplace.

The General Pharmaceutical Council (GPhC) published new [standards for the initial education and training of pharmacy technicians](#) in 2017. The GPhC have commissioned this study to understand more about whether those standards have helped prepare you for practice, as a recently registered pharmacy technician.

The survey should take no more than 15-20 minutes to complete, and all responses will remain strictly confidential. Your response will help the GPhC make sure that it can set the right standards for the education and training of pharmacy technicians in the future.

If you have any questions about the research or completing the survey, please contact the Research Director, Aidan Moss: PTexperiences@icf.com.

Please [read the information leaflet](#) which explains more about how and why the study is being done, data protection and confidentiality, how your data will be processed by ICF, and your rights in relation to the information that the research team will collect.

This survey is designed to be compliant with Regulation 2018/1725 and the General Data Protection Regulation (2016/679). The data will be anonymised and will only be presented in an aggregated manner. All the data gathered in this survey will be stored by ICF in compliance with the [Data Controller's Privacy Statement](#)

Consent

I confirm that I have read and understood the information provided	<input type="radio"/> Yes	<input type="radio"/> No
I consent to take part in this study	<input type="radio"/> Yes	<input type="radio"/> No

About your education and training to become a pharmacy technician in the UK

Q1 Why did you choose to become a pharmacy technician?

Tick all options that apply

- ☐ I wanted to work in a well-respected profession
 - ☐ I wanted a job with good career opportunities
 - ☐ I wanted to improve my salary
 - ☐ My employer said I had to
 - ☐ I don't know
 - ☐ Other, please describe
-

Q2 Immediately before starting my pharmacy technician education and training I was:

- ☐ A student at school or college
 - ☐ Working as a member of support staff in a pharmacy
 - ☐ Working as an Assistant Technical Officer (ATO)
 - ☐ Working in a health service role not related to pharmacy
 - ☐ Working overseas as pharmacist or pharmacy technician
 - ☐ Other, please describe _____
-

Q3 Please select the highest academic qualification you have achieved to date, prior to starting your course to become a pharmacy technician:

- ☐ GCSE at grade C (Wal/Eng) or grade 4 (Eng) or above; National 5s (Sco); Intermediate (Eng) or Foundation (Sco/Wal) apprenticeships at Level 2; NVQ / SVQ Level 2 or equivalent
 - ☐ A Levels (Eng/Wal), Highers (Sco); Welsh Baccalaureate; Advanced or modern apprenticeships at Level 3; T-Level (Eng/Wal); BTEC Diploma at Level 3; NVQ / SVQ Level 3 or equivalent
 - ☐ Higher education certificate or degree, including CertHE, DipHE, or professional equivalents such as NVQs or BTEC at Levels 4 to 6; Scottish Baccalaureate; Graduate, Higher or Degree Apprenticeships
 - ☐ Postgraduate qualification e.g. Masters degree or higher
 - ☐ Other, please describe _____
-

Q4 Which type of course provider did you use to complete your pharmacy technician education and training?

☐ Further Education (FE) College offering learning on campus, please name _____

☐ FE College offering distance learning or online, please name _____

☐ Distance learning or online training provider e.g. Buttercups or NPA, please name _____

☐ Higher Education Institution (HEI) / University, please name _____

☐ Other, please describe _____

Q5 What qualification did you gain at the end of your education and training?

- ☐ Buttercups - Pharmacy Technician Training Programme
 - ☐ Buttercups - Pharmacy Technician Training Programme (apprenticeship)
 - ☐ Open Awards - Level 3 Diploma in Principles and Practice for Pharmacy Technicians
 - ☐ Open Awards - Level 3 Diploma in Principles and Practice for Pharmacy Technicians (apprenticeship)
 - ☐ Pearson/Edexcel - Level 3 Diploma in Principles and Practice for Pharmacy Technicians
 - ☐ Pearson/Edexcel - Level 3 Diploma in Principles and Practice for Pharmacy Technicians (apprenticeship)
 - ☐ SQA - Diploma in Pharmacy Services at SCQF level 7
 - ☐ University of East Anglia - Certificate in Higher Education
 - ☐ University of East Anglia - Certificate in Higher Education (apprenticeship)
 - ☐ Other, please state _____
-

Q6 How long did it take you to complete your education and training?

- ☐ 18 months or less
 - ☐ More than 18 months and up to 2 years
 - ☐ More than 2 years, up to 2 ½ years
 - ☐ More than 2 ½ years, up to 3 years
 - ☐ More than 3 years
-

Q7 Did you have to pay, using your own money, for any part of the costs associated with study?

- ☐ Yes
- ☐ No
- ☐ I don't remember

Q7A if yes, tick all that apply from the list below:

- ☐ Course fees
 - ☐ Textbooks
 - ☐ Uniforms
 - ☐ Travel (other than to my workplace)
 - ☐ Other
-

Q8 Which were the main ways in which your education and training were delivered by the course provider?

Tick all options that apply

- ☐ Face to face learning as a group e.g. study days or learning in college
- ☐ Online learning delivered to groups
- ☐ Online learning for individuals
- ☐ Observations and assessments in the workplace
- ☐ Use of a portfolio
- ☐ Self-study or studying in own time

Your views on preparedness for practice

Q10 At the end of your education and training, overall how well prepared did you feel to practise as a pharmacy technician:

- ☐ 1 - Not at all prepared
 - ☐ 2
 - ☐ 3
 - ☐ 4
 - ☐ 5
 - ☐ 6
 - ☐ 7
 - ☐ 8
 - ☐ 9
 - ☐ 10 - Very well prepared
-

Q11 Thinking about your previous answer, why do you think that you were well prepared / not prepared to practise as a registered pharmacy technician? Looking back, do you think there were any aspects of being a pharmacy technician that you felt unprepared for?

Your views on your course provider

'Course provider' refers to your college, Higher Education Institution (HEI) or distance learning provider responsible for your education and training.

Q12A Thinking about the content and delivery of your pharmacy technician course, please rate your degree of agreement with the following statements:

Content and delivery:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
The content was relevant to my practice as a pre-registration trainee pharmacy technician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is relevant to my practice as a <u>registered</u> pharmacy technician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was presented in a way that stimulated my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew who to contact from the educational provider when I needed assistance with the course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I felt comfortable asking questions to someone from the education provider when I required assistance

☐☐☐☐☐☐

I felt supported by staff from the education provider

☐☐☐☐☐☐

The education provider gave clear instructions on tasks I needed to do

☐☐☐☐☐☐

The education provider cared about my progress

☐☐☐☐☐☐

The
education
provider
made me
aware of
equality,
diversity
and
inclusion
issues that
affect
patients
and what I
can do
about them

☐☐☐☐☐☐

Q12B Thinking about the content and delivery of your pharmacy technician course, please rate your degree of agreement with the following statements:

Assessment and feedback:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
There were an appropriate number of assignments I was required to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were an appropriate number of exams I was required to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received regular <u>written</u> <u>feedback</u> from the education provider on the assessments I completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received regular <u>verbal</u> <u>feedback</u> from the education provider on the assessments I completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I received
feedback in
a timely
manner

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

The
feedback I
received
helped me to
improve my
learning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

There were
too many
pieces of
evidence to
collect to
demonstrate
my
competence
in each unit
or module

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My portfolio
has helped
me to
demonstrate
my
competence
to practice
as a
pharmacy
technician

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

GPhC groups the [53 learning outcomes of pharmacy technician education and training](#) into four domains.

Q13 Thinking about your course provider and the content of your education and training, how well do you feel the coverage of each of the [learning outcomes](#) of each domain below prepared you for your practice as a pharmacy technician?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Person centred care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Overall, how satisfied were you with the education and training you completed with your course provider?

- ☐ Completely satisfied
 - ☐ Mostly satisfied
 - ☐ Somewhat satisfied
 - ☐ Neither satisfied nor dissatisfied
 - ☐ Somewhat dissatisfied
 - ☐ Mostly dissatisfied
 - ☐ Completely dissatisfied
-

Q15 Thinking about your course provider, do you have any other comments about your experience of education and training?

Your views on supervision in the workplace

Your 'workplace' refers to the place where you worked in a pharmacy environment, as a pre-registration trainee pharmacy technician.

Q16 In which setting(s) did you undertake your work experience to meet the requirements for registration? If you did your workplace learning in different settings, tick all that apply:

- ☐ Independent pharmacy
 - ☐ Small chain (2-4 stores)
 - ☐ Medium sized multiple (5-25 stores)
 - ☐ Medium-to-large sized multiple (26-100 stores)
 - ☐ Large multiple (more than 100 stores)
 - ☐ Supermarket pharmacy
 - ☐ Online only pharmacy
 - ☐ Teaching hospital
 - ☐ District general hospital
 - ☐ Specialist hospital
 - ☐ Mental Health & Learning Disability Service/Trust
 - ☐ Private hospital
 - ☐ General practice (GP)
 - ☐ Care home
 - ☐ Healthcare commissioning organisation e.g. PCN
 - ☐ Prison pharmacy
 - ☐ Any other setting, please describe
-

Q17 Were you assigned to a named supervisor or supervisors?

This person may also be called an assessor or a workplace training supervisor, who signs off the different skills or competencies you are expected to meet, and is usually a pharmacist or pharmacy technician

☐ Yes

☐ No

Q18 What was the job title of your main point of contact in the workplace during your training?

If you had more than one, please write down the job title of the person who supervised you for the longest time.

Q19 Thinking about your supervisor in the workplace, please rate your degree of agreement with the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I had a good relationship with my supervisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could ask questions to my supervisor(s) when I required assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received regular written feedback from supervisor(s) on the assessments I completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received regular verbal feedback from my supervisor(s) on the assessments I completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received feedback from my supervisor(s) in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The
feedback I
received
helped me to
improve my
competence

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My
supervisor(s)
cared about
my progress

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My
supervision
made me
aware of
equality,
diversity and
inclusion
issues that
affect
patients and
what I can
do about
them

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

My
supervisor(s)
discussed
how my
portfolio
related to the
different
learning
outcomes

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Q20 Overall, how satisfied were you with your supervision in the workplace?

- ☐ Completely satisfied
 - ☐ Mostly satisfied
 - ☐ Somewhat satisfied
 - ☐ Neither satisfied nor dissatisfied
 - ☐ Somewhat dissatisfied
 - ☐ Mostly dissatisfied
 - ☐ Completely dissatisfied
-

Q21 Do you have any other comments about your experience of supervision?

Your views on support from your employer / workplace during training

Q22 Thinking about your experience in the workplace during training, please rate your degree of agreement with the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I felt well supported by my employing organisation / employer as a trainee pharmacy technician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt well supported by my line manager in the workplace as a trainee pharmacy technician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was well supported by my other colleagues / wider team in the workplace as a trainee pharmacy technician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My workplace had appropriate facilities (e.g. books; computers; internet access etc.) to help me complete the course

☐☐☐☐☐☐

My employer cared about my progress

☐☐☐☐☐☐

I felt isolated as a trainee pharmacy technician in my place of work

☐☐☐☐☐☐

I had a good work-life balance as a trainee pharmacy technician

☐☐☐☐☐☐

I had a clear and well defined role as a trainee pharmacy technician

☐☐☐☐☐☐

I had sufficient opportunities to learn in different situations

☐☐☐☐☐☐

I had opportunities to work alongside more experienced pharmacy technicians

☐☐☐☐☐☐

I had enough opportunities to apply my learning in practice

☐☐☐☐☐☐

I now feel competent to work in a different sector from the one I trained in

☐☐☐☐☐☐

I feel like I would need additional training before being able to work in a different sector to the one I trained in

☐☐☐☐☐☐

Q23 While in the workplace, how much time on average did you spend on completing the education and training requirements for your course provider, outside normal working hours?

- ☐ 1 to 2 hours a week
- ☐ 3 to 4 hours a week
- ☐ 5 to 6 hours a week
- ☐ 7 hours a week or more

Q24 Thinking about your experience of training in the workplace, how well do you feel the coverage of each of the [learning outcomes of each domain](#) below prepared you for your practice as a pharmacy technician?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Person centred care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 Overall, how satisfied were you with your experience in the workplace as a pre-registration trainee pharmacy technician?

- ☐ Completely satisfied
 - ☐ Mostly satisfied
 - ☐ Somewhat satisfied
 - ☐ Neither satisfied nor dissatisfied
 - ☐ Somewhat dissatisfied
 - ☐ Mostly dissatisfied
 - ☐ Completely dissatisfied
-

Q26 Do you have any other comments about your experience of support from your employer in the workplace?

About your current work and the future

Q27 Are you currently working as a pharmacy technician?

☐ Yes

☐ No

Q27A In which setting are you currently working?

You can tick multiple options if you work across different workplaces or sectors

- ☐ Independent pharmacy
 - ☐ Small chain (2-4 stores)
 - ☐ Medium sized multiple (5-25 stores)
 - ☐ Medium-to-large sized multiple (26-100 stores)
 - ☐ Large multiple (more than 100 stores)
 - ☐ Supermarket pharmacy
 - ☐ Online only pharmacy
 - ☐ Teaching hospital
 - ☐ District general hospital
 - ☐ Specialist hospital
 - ☐ Mental Health & Learning Disability Service/Trust
 - ☐ Private hospital
 - ☐ General practice (GP)
 - ☐ Care home
 - ☐ Healthcare commissioning organisation e.g. PCN
 - ☐ Prison pharmacy
 - ☐ Any other setting, please describe
-

Q28 Please rate your agreement or disagreement with these statements about your role as a registered pharmacy technician:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My role in the workplace is clearly defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the responsibility that comes with being a registered pharmacy professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the GPhC Standards for Pharmacy Professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my revalidation and continuing professional development (CPD) requirements as a pharmacy professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 Overall, how satisfied are you with your job as a registered pharmacy technician?

- ☐ Completely satisfied
- ☐ Mostly satisfied
- ☐ Somewhat satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Mostly dissatisfied
- ☐ Completely dissatisfied

About you

Q30 What is your sex?

- ☐ Female
 - ☐ Male
 - ☐ Other
 - ☐ Prefer not to say
-

Q31 In which country did you carry out your pharmacy technician training?

- ☐ England
 - ☐ Scotland
 - ☐ Wales
 - ☐ Northern Ireland
 - ☐ European Union country
 - ☐ Other overseas country
-

Q32 In which year did you register with the GPhC?

- ☐ 2023
 - ☐ 2022
 - ☐ 2021
 - ☐ 2020 or earlier
-

Q33 What is your age?

Q34 Do you have caring responsibilities for children, family members or other individuals?

- ☐ Yes
 - ☐ No
-

Q35 Would you describe yourself as having a disability?

☐ Yes

☐ No

☐ Prefer not to say

Q36 How would you describe your ethnic origin?

- ☐ Arab
- ☐ Asian or Asian British – Bangladeshi
- ☐ Asian or Asian British – Chinese
- ☐ Asian or Asian British – Indian
- ☐ Asian or Asian British – Pakistani
- ☐ Asian or Asian British – Other Asian background
- ☐ Black or Black British – Black African
- ☐ Black or Black British – Black Caribbean
- ☐ Black or Black British – Other Black background
- ☐ White – British
- ☐ White – Gypsy or Irish Traveller
- ☐ White – Irish
- ☐ White - Roma
- ☐ White – Other White background
- ☐ Mixed – White and Black
- ☐ Mixed – White and Asian
- ☐ Mixed – Other mixed background
- ☐ Others, please describe

- ☐ Prefer not to answer

THANK YOU FOR COMPLETING THE SURVEY

Your responses will be confidential and, once analysed, will help the GPhC to better understand how education and training standards for pharmacy technicians can be improved.

A1.1.8 In depth interview tools – employers and supervisors

This topic guide provides the key themes and sub-themes to be explored in interviews with employers of recently registered pharmacy technicians, and employers of pre-registration trainee pharmacy technicians and their supervisors. Where separate questions apply to employers and supervisors, these are clearly indicated (we expect some overlap between the groups, so tailor questions appropriately).

It is not a set script: the phrasing, pacing and ordering of questions should be tailored to reflect the individual respondent and the flow of the discussion in each interview.

In preparation for each interview, ensure that the interviewee is sent in advance: consent form, link to the GPhC IETPT Standards and list of learning outcomes; link to GPhC Standards for pharmacy professionals; participant information sheet for employers and supervisors; and GPhC privacy statement. Interviewees should also be asked about, and recruited on the basis that they have been working with pre-registration pharmacy technicians for long enough to speak about their experience of supervising or employing trainees and recently registered pharmacy technicians under both the 2017 and 2010 IETPT standards (see invitation texts).

Interviewers (who will be briefed in advance on the study) should also be familiar with these and the previous IETPT standards, and have these to hand during the interview.

Interviews are expected to last 30-45 minutes.

Introduction

Introduce yourself and the study

ICF, an independent research consultancy firm, in partnership with the Centre for Pharmacy Workforce Studies (CPWS) at the University of Manchester, have been asked by the General Pharmaceutical Council (GPhC) to conduct a study about the 2017 initial education and training standards for pharmacy technicians.

We are interested in knowing more about the views of employers and work-based supervisors who have worked alongside pre-registration trainees and recently registered pharmacy technicians – in particular, those with experience of both the 2010 and 2017 IETPT standards.

We want to understand more about the differences in skills and performance between pharmacy technicians trained under the 2017 standards and the 2010 standards, and in particular (*recap depending on familiarity with the invitation letter*):

- How the new standards have had an impact on the education and training of those trainees, and the extent to which they have prepared them for practice as a pharmacy technician in your workplace and in other settings.
- Whether the new standards have enabled the development of pharmacy technicians who can meet the demands of different settings, and shaped the development of the profession as a whole, in comparison with the previous standards.
- Your views on how well course providers that you work with have adapted their offer in line with the new standards.

- Your experience of employing / supervising trainees and recently registered pharmacy technicians, and how you take the standards and the learning outcomes (*reminder of the domains*: person-centred care, professionalism, professional knowledge and skills, collaboration) into account, when working with them.
- Finally, we want to know more about if there are any gaps in the 2017 standards and your views on whether any improvements could be made to meet the requirements of a changing workforce and different pharmacy settings, and ways in which you might be better supported as an employer/supervisor by GPhC and the course providers.

Consent

- Explain that the interview data will be treated in confidence and no identifiable data will be shared by ICF with either CPWS or GPhC. We may use anonymised quotes in the final report.
- Ask for permission to record the interview and if they are happy to give consent (referring to the consent form and the PIS). Remind that they can stop the interview at any time.
- Give the respondent an opportunity to ask any questions before the interview begins.

About the interviewee, their organisation and their relationship with trainees and/or recently registered pharmacy technicians

1. Please can you briefly describe your role, the organisation that you work for, and your experience of employing / supervising pre-registration trainee pharmacy technicians and/or recently registered pharmacy technicians?
 - Prompt for: type of pharmacy setting (chain pharmacy like Boots, supermarket pharmacy, community or independent pharmacy), hospital pharmacy, primary care/ general practice, or other setting (e.g. education and training, pharmaceutical industry)
 - Try to get the scale of the workplace for which the employer is speaking and how many pharmacies they are responsible for e.g. large / medium / small multiple or independent, if community pharmacy), large teaching hospital where PTs may be employed in multiple functions, etc). (Supervisors will be speaking about experience of working with those they supervise)
 - Type of role: e.g. education and training lead, involved in recruitment of recently registered pharmacy technicians and/or trainees, supervision of pre-registration trainee pharmacy technicians and work placements, management of recently registered pharmacy technicians etc.
 - For how many years have you been in this role (with your employer / as a supervisor)

2. For employers: how many trainee PTs and/or recently registered pharmacy technicians do you employ each year (on average – per pharmacy, if community pharmacy employer)
For supervisors: how many trainee PTs do you supervise each year? (and do any of the trainees undertake work in different settings during their training?)

3. For employers: Can you briefly give me a sense of how pre-registration trainee PTs and/or recently registered pharmacy technicians are managed in your organisation?
 - Prompt: do they all undertake the same education from the same provider? **Ask which (Buttercups, NPA, FE college, university)** do they undertake an apprenticeship or tend to come via other routes?
 - Which course provider(s) do they work with and why, (and if recruiting recently registered PTs) are there any particular providers / experiences preferred by this employer, and if so why?
 - What support (if any) is provided to them corporately as trainees or recently registered PTs, and what is organised at the level of their workplace? (especially if large multiple)
 - If a large organisation (e.g. hospital) do trainees move around / get rotated between different roles during their training?
 - Broadly speaking, has this changed during the last ten years, and if so, how and why?

4. For supervisors: please can you briefly describe how supervision works in your organisation?
 - What is the role of the supervisor and how does it fit with the education provision for trainees? What kind of contact do you have with the course provider?
 - Who is the course provider? - **Ask which (Buttercups, NPA, FE college, university)**
 - How are you supported to be a supervisor by your employer? (e.g. training, requirement for experience as pharmacist / PT)
 - How much time do you have for the supervision role, per trainee supervised? Is it part of your job role or job description?

Application of, and benefits and concerns of the 2017 IETPT standards compared to 2010 standards

5. What is your understanding of the current (2017) GPhC Standards for initial education and training of pharmacy technicians (IETPT)?
 - Prompt: how do you think they relate to the support you provide to trainees or recently registered PTs as an employer / supervisor?
 - (mainly for supervisors) for the current (2017) standards, how do the learning outcomes relate to the supervision and assessment you provide, and the portfolios that the trainees are working on?
 - (mainly for employers) how do you take the achievement of the different learning outcomes into account, when employing recently registered pharmacy technicians? Are they relevant (transferable) to the roles you are recruiting for?

- (for employers) do they influence your choice of course provider? If so, how and why? If not, what factors **do** influence your choice?
 - (if they have experience of working with trainees or recently registered pharmacists who have done apprenticeships and those who have not) Specifically, is there any difference in the knowledge and skills of people who are/have undertaken an apprenticeship compared to other (integrated) courses? If so, why?
6. How well do you think the way that you train / supervise trainees now (post-2017) addresses the learning outcomes in the current GPhC standards?
- Ask what, if any areas are emphasised more or less than any others
 - Ask why, about the reasons for their relative importance assigned to different standards, e.g. some are more relevant to the employer than others are
7. Comparing the current (2017) IETPT standards to the 2010 standards, what have been the benefits of these changes?
- Ask interviewee to think about / prompt for: preparedness for practice in your workplace? Ask for examples
 - Preparedness for practice across a wide range of settings where pharmacy technicians may work (community, primary care, hospital etc). Ask about how this plays out when they go into practice as a recently registered pharmacy technician.
 - Balance between technical knowledge and skills to be a practitioner, and the skills required to be an effective professional (e.g. ability to communicate with patients, be reflective practitioner, ability to collaborate across a team, leadership, confidence and autonomy in their practice, etc)
 - Ask about how benefits came about – e.g. because of changes to the way that the education is now provided, because of changes in the way that trainees have to be assessed and supervised, because it has led to different kinds of people entering the profession, etc.
 - How well have course providers adapted to the new standards, in your view?
 - To what extent are today's recently registered pharmacy technicians different to those from ten years ago? If they are, how much of this is because of the GPhC standards, and how much is because of other factors?
 - Ask specifically whether the profession is becoming more diverse / more open to diversity and inclusion of people from different backgrounds, than in the past, and if so if this is related to the standards.
8. Have there been any negative changes as a result of the changes in the 2017 IETPT standards? Again, comparing to the 2010 standards where possible
- Prompt for: Need for the employer / supervisor to do something different / change in resources needed to support trainees or recently registered PTs (e.g. spend more time, identify different learning opportunities, manage the team differently to accommodate a different kind of trainee, etc). Ask for examples

- Prompt for: Are there any gaps in the standards and the learning outcomes?
 - What are those gaps – are they specific to the employer / supervisor's workplace, or to different setting and the PT profession in general? Do they relate to technical skills or knowledge (e.g. clinical knowledge, patient safety), or broader competences required to be an effective PT e.g. (e.g. ability to communicate with patients, be reflective practitioner, ability to collaborate across a team, leadership, confidence and autonomy in their practice, etc)
 - What is the impact / are the consequences of those gaps – for the workplace / employer, for the individual's practice or scope of practice as a recently registered PT, for the wider profession, for patients?
 - How are those gaps addressed (if at all), when and by whom (e.g. in additional training in the workplace before or after registration as a PT)?
 - Ask, if the interviewee is likely to know, if the current standards are appropriate to working in atypical settings where pharmacy technicians might work, such as pharmacy aseptic services, pharmaceutical industry etc.
9. Are there any elements of the current (2017) IETPT standards that you think have enabled more innovative approaches to:
- Training
 - Assessment methods
 - If so, ask for examples and why / why not? (ask the interviewee to compare to how innovation was enabled under the previous standards)
10. To what extent are the 2017 IETPT standards relevant and applicable for training pharmacy technicians to meet the demands of the changing workforce and in different pharmacy/workplace settings, compared to the 2010 standards?
- What has worked well / less well to date?
 - Are there any learning outcomes under the current standards which need reviewing to ensure that pharmacy technicians train in a positive learning environment?
 - What changes/improvements could be made to GPhC's next iteration of IETPT standards to address the demands of the future workforce?
 - What can be done to build on what already exists?

Final reflections

11. What do you think GPhC could do to better support the educational development of trainee pharmacy technicians and recently registered pharmacy technicians in the future?
- For supervisors: do you think there are ways in which supervisors might be better supported to carry out their role – by employers, course providers, the GPhC, or other stakeholders?

12. What is your opinion of the GPhC's approach to recognising / accrediting the pharmacy technician courses? What would you improve/change?

13. To sum up, to what extent do you think the new standards made it more or less likely that:

- Pharmacy technicians have a positive experience of their training - and employment?
- Pharmacy technicians will stay in the profession over the long term?
- Move between different settings to expand their scope of practice?
- Be effective members of the wider team of healthcare professionals?

Close

Thank you for sharing your views and experiences. Is there anything else you would like to add? Or any questions that you would like to ask?

A1.1.9 In depth interview tools – training providers

This topic guide provides the key themes and sub-themes to be explored in interviews with course providers who are responsible for the 'formal' education delivery for trainee pre-registration pharmacy technicians, and who provide verification and oversight of the assessment undertaken by them in the workplace. The interviews will be with course directors, managers or educators who are responsible for the delivery and quality of the courses for pharmacy technicians.

Course providers may be based on distance learning / online delivery (e.g. Buttercups), or may have face to face learning (in college e.g. study days or block release). Distance learning may include individual work as well as group work. Both approaches may be used, in addition to training assessment in the workplace. Trainee pharmacy technicians must spend at least 14 hours a week, over two years, undertaking supervised work as part of their training in the workplace. Arrangements are likely to vary considerably between providers, as will the title of the qualification that trainees receive.

It is not a set script: the phrasing, pacing and ordering of questions should be tailored to reflect the individual respondent and the flow of the discussion in each interview.

In preparation for each interview, ensure that the interviewee is sent in advance: consent form, link to the GPhC IETPT Standards and list of seven standards for course providers; link to GPhC Standards for pharmacy professionals; participant information sheet for course providers and GPhC privacy statement. Interviewees should be chosen for their familiarity with designing and delivering courses for pre-registration trainee pharmacy technicians before and after the introduction of the 2017 IETPT standards (see invitation texts).

Interviewers (who will be briefed in advance on the study) should also be familiar with these and the previous IETPT standards, and have these to hand during the interview. In contrast to the employer / supervisor interviews, the focus here is on the standards for course providers as much as the learning outcomes for trainees themselves.

Interviews are expected to last 30-45 minutes.

Introduction

Introduce yourself and the study

ICF, an independent research consultancy firm, in partnership with the Centre for Pharmacy Workforce Studies at the University of Manchester, have been asked by the General Pharmaceutical Council (GPhC) to conduct a study about the 2017 initial education and training standards for pharmacy technicians.

We are interested in knowing more about the views of course providers with experience of delivering courses for trainee pre-registration pharmacy technicians under both the 2010 and 2017 IETPT standards, and with experience of delivering courses to trainees across a range of settings / workplaces where pharmacy technicians practise.

We want to understand more about the differences in skills and performance between pharmacy technicians trained under the 2017 standards and the 2010 standards, and in particular (*recap depending on familiarity with the invitation letter*):

- Thinking about each of the seven standards for learning providers, how the new standards have led to changes in course design and delivery, and more broadly, changes to the learning that trainees undertake throughout their journey with the course provider and their workplace.
- If there are differences in learners' achievement between the courses that your organisation offered under the previous standards and those you offer currently, and learners' ability to complete training within two years.
- The impact of the new standards on trainees' and recently registered pharmacy technicians' practice, including their scope of practice, and ability to meet the demands of the different settings in which pharmacy technicians may work.
- The extent to which the new standards have changed how workplaces support and supervise trainees, and the skills and resources they need to do so effectively.
- Finally, we want to know more about if there are any gaps in the 2017 standards and your views on whether any improvements or updates to the standards could be made to meet the requirements of a changing workforce and different pharmacy settings, and ways in which you might be better supported as a course provider by GPhC.

Consent

- Explain that the interview data will be treated in confidence and no identifiable data will be shared by ICF with either CPWS or GPhC. We may use anonymised quotes in the final report.
- Ask for permission to record the interview and if they are happy to give consent (referring to the consent form and the PIS). Remind that they can stop the interview at any time.

- Give the respondent an opportunity to ask any questions before the interview begins.

About the interviewee, and the courses that their organisation provides

14. Please can you briefly describe your role and the course(s) that you currently offer for pre-registration trainee pharmacy technicians?
 - Prompt for: confirming the type of training provider (FE college, distance learning / online provider, directly accredited provider (only applies to Buttercups))
 - Qualification titles that the courses are intended to lead to (title – e.g. Level 3 Diploma, etc).
 - Apprenticeship or other route.
 - Main modes of study (face to face, online etc – and for hybrid / blended courses, how these modes of study are combined over the two year course (e.g. study days, block release, group work in person or online, learning individually using resources in their own time, etc).
15. What types of pharmacy settings are your learners / trainees typically working in?
 - Prompt for: whether the course is generally suitable for all settings or tailored for particular types
 - Settings may include community pharmacy (prompt for the main types: large multiples / chains or supermarket pharmacies, mid-sized multiples or independents); hospital pharmacy; primary care; other settings e.g. pharmaceutical industry)
 - If there is a particular focus, ask why i.e. is the course tailored to particular settings or type of employment opportunity
16. How many learners / trainees enrol each year (for each of the qualifications / pathways offered)?
 - Prompt for: numbers in each setting, per year
 - How many are trainees from outside the UK looking to ensure that their previous experience translates into a qualification that enables them to practise as a pharmacy technician in the UK?
 - If they are familiar with overseas trainees retraining in the UK, do those trainees need more or less support and if so, why?
17. How long do learners / trainees typically take to complete all the elements of their education and training from start to finish (enabling them to register as a pharmacy technician)
 - Are there any differences in the **time taken** between different settings? If so, why do you think so?
 - Are there any differences in **attrition** across different settings? If so, why?

- Is transition to being a registered pharmacy technician smoother in some environments than others?

Changes to courses and course delivery as a result of moving from 2010 to 2017 IETPT standards

18. What is your understanding of the purpose of GPhC standards for initial education and training? In general terms, how do they influence the content and delivery of the courses your organisation provides?
 - What other factors and stakeholders influence course design?
 - How closely does course content map against a) the 53 learning outcomes in the 2017 IETPT b) the nine GPhC standards for pharmacy professionals?
 - How is this demonstrated e.g. structure of modules, in learning materials, in the structure of the portfolios and assessments that trainees have, etc
 - How aware would you say that trainees are of the 53 learning outcomes, and does that vary across different settings?
 - Are there areas that you would have liked to have seen covered by the GPhC standards around learning outcomes that are not included?
19. What have been the main changes that took place in course design as a result of the new 2017 standards?
 - Changes to **what is taught** (prompt for the learning outcome domains: *person-centred care, professionalism, professional knowledge and skills, collaboration*)
 - Changes to the **relative importance** of what is taught – are certain things now more important than others in the course content? What was prioritised? What was deprioritised?
 - Changes to **where** learning takes place – what learning is supposed to take place with the course provider, and what mainly happens in the workplace – has the balance changed?
 - Changes to **how trainees are expected to learn** – e.g. engagement in more or less individual learning, more reflective activities, more patient facing activity, more team / group assessments, etc
 - Changes to the relative **contributions made by supervisors in the workplace and the course provider** – have supervisors taken on a different role within the overall learning pathway, compared to previously
 - Changes to the **relationship, or expectations** of employers / workplaces on the part of the course provider, and vice versa
20. What changes did your organisation have to make in order to adapt to the new 2017 IETPT standards?
 - Prompt for: changes in resourcing, staffing or skills required to teach / deliver the new courses – probe for content (i.e. because different topics are now more important than previously e.g. person-centred

care) and mode of delivery (e.g. because of a need to change the quality assurance framework for the courses, teaching in smaller or bigger groups, etc)

- Changes in their business model e.g. targeting different groups, changes to numbers able to / wishing to enrol, changes in funding sources or amounts available for course delivery (e.g. apprenticeship funding) etc
- How much of this might have happened anyway in the absence of the new (2017) standards because the profession is changing e.g. because of the need to adapt to the changing scope of practice of pharmacy technicians, changing demands of employers or learners (e.g. learners wanting qualifications that open the door to multiple career paths), adapting course delivery to new expectations e.g. in relation to online delivery, etc

21. What **changes** have been made specifically in order to meet the requirements of the **seven standards for course providers** set out by the GPhC?

Focus on each, and what is different when comparing pre- and post-2017 standards:

- **Selection and entry** – what has changed about the way that trainees are selected? And your involvement in that process as a course provider?
 - i. Have the standards led to more equitable and fair entry for applicants? Prompt for how, if so
 - ii. Do selection criteria better ensure that candidates for pharmacy technicians have the right attributes?
- **Equality and diversity** – what has changed about supporting diverse trainees?
 - i. Have the standards led to embedding equality and diversity in course design and delivery, including reasonable adjustments?
 - ii. Has this standard changed how data used in order to support equality and diversity (e.g. looking at attainment gaps)
- **Management, resources and capacity** – what has changed about ensuring accountability?
 - i. Has this standard changed how you ensure that there are sufficient facilities, infrastructure, and staffing?
 - ii. Has this standard led to change in how trainees' progress is reviewed?
- **Monitoring, review and evaluation** – what has changed about evaluating and reviewing course design and delivery?
 - i. Has this standard led to any improvement in quality management processes?
 - ii. And improvements in keeping course content up to date with the needs of the profession?
 - iii. Has there been any change to how feedback and evaluative findings are taken on board, and any impact on overall quality?
- **Course design and delivery** – what has changed about the teaching and learning strategy?

- i. How does the course(s) reflect the learning outcomes and the standards for pharmacy professionals? (if not already covered earlier)
 - ii. Are the views of stakeholders and concerns raised taken into account in a different way because of this standard?
- **Course assessment** – what has changed about the way that assessment takes place so that trainees can practise safely and effectively?
 - i. Has this standard changed anything about how you address the demands of different work settings?
- **Support and the learning experience** – what has changed about the support mechanisms for learners?
 - i. Have processes improved to ensure a realistic workload, and so learners have appropriate access to resources and time to learn?
 - ii. Has this standard led to the development of systems to allow trainees to discuss progress with colleagues and have appropriate access to resources and time to learn?

Impact and final reflections

22. Overall, what has been the **impact** of those changes?

- prompt for: Preparedness for practice across a wide range of settings where pharmacy technicians may work (community, primary care, hospital etc).
- Balance between technical knowledge and skills to be a practitioner, and the skills required to be an effective professional (e.g. ability to communicate with patients, be reflective practitioner, ability to collaborate across a team, leadership, confidence and autonomy in their practice, etc)
- Are there any differences in skills and performance of recently registered pharmacists depending on whether they took the apprenticeship or other route? (this question may only be relevant to course providers who provide apprenticeships and alternatives e.g. Buttercups)
- satisfaction of trainees and employers
- attrition rates from the course (are these different for different settings e.g. community v hospital)
- how has impact developed over time, as your organisation and workplaces / employers have become accustomed to the changes you described?

23. What do you think GPhC could do to better support the educational development of trainee pharmacy technicians in the future?

- How relevant are the criteria in these standards for course providers, and are there any gaps? Or improvements / changes that you would like to see in future?

- Are there any learning outcomes under the current standards which need reviewing to ensure that pharmacy technicians train in a positive learning environment?
- What changes/improvements could be made to GPhC's next iteration of IETPT standards to address the demands of the future workforce?
- What can be done to build on what already exists?

24. What is your opinion of the GPhC's approach to recognising / accrediting the pharmacy technician courses? What would you improve/change?

25. To sum up, to what extent do you think the new standards made it more or less likely that:

- Pharmacy technicians have a positive experience of their training – and employment?
- Pharmacy technicians will stay in the profession over the long term?
- Move between different settings to expand their scope of practice?
- Be effective members of the wider team of healthcare professionals?

Close

Thank you for sharing your views and experiences. Is there anything else you would like to add? Or any questions that you would like to ask?

A1.1.10 Consent form for interviews

The General Pharmaceutical Council (GPhC) published new [standards for the initial education and training of pharmacy technicians](#) in 2017. The GPhC have commissioned this study to understand more about whether those standards have helped prepare recently registered pharmacy technicians for practice, in comparison with the previous 2010 standards.

This study is led by the research team at [ICF](#), an independent research organisation, in collaboration with the [Centre for Pharmacy Workforce Studies](#) at the University of Manchester. The study is funded by the GPhC.

NAME		
	PARTICIPANT CONSENT	Yes/No
1	I have had the project explained to me, and I have read and understood the information provided in the participant information sheet.	
2	I have been given the opportunity to ask questions about the study which have been answered to my satisfaction.	
3	I agree to participate in the research project as described to me, including the audio recording of interviews.	
4	I agree that anonymised data (including short interview quotes) may be used in the final report to GPhC or in publications in peer-reviewed journals or academic conferences.	
5	I acknowledge that: <ul style="list-style-type: none">- My participation is voluntary and that I am free to withdraw from the project at any time until the end of the study.- The privacy of personal information will be safeguarded in line with ICF and GPhC's respective privacy statements, and only disclosed when required by regulatory authorities and by law.- The security of the data will be protected in line with the contract between ICF and the GPhC and any information which may identify me will not be used in any outputs of the research.- All personally identifiable data will be destroyed at the end of the study.	
6	I agree to the above as indicated and give my consent for my personal data to be processed by ICF.	

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