

Consultation on draft standards for the initial education and training of pharmacy technicians

October 2025



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About the GPhC

Who we are

We regulate pharmacists, pharmacy technicians and pharmacies in Great Britain.

We work to assure and improve standards of care for people using pharmacy services.

What we do

Our role is to protect the public and give them assurance that they will receive safe and effective care when using pharmacy services. Our main work includes:

- setting standards for pharmacy professionals and pharmacies to enter and remain on our register
- asking pharmacy professionals and pharmacies for evidence that they are continuing to meet our standards, and this includes inspecting pharmacies
- acting to protect the public and to uphold public confidence in pharmacy if there are concerns about a pharmacy professional or pharmacy on our register

Through our work we help to promote professionalism, support continuous improvement and assure the quality and safety of pharmacy.

Overview

Introduction

The GPhC's **Vision 2030** is for *safe and effective pharmacy care at the heart of healthier communities*. A vital part of achieving this is setting and maintaining standards for the initial education and training of pharmacists and pharmacy technicians, that adequately prepare them for modern pharmacy practice.

The present standards for the initial education and training (IET) of pharmacy technicians were published in 2017. Since then, there have been considerable changes and developments in the healthcare systems across Great Britain. These include:

- the formalisation and consolidation of Integrated Care Systems (ICSs)
- the introduction of Patient Group Directions (PGDs) to allow pharmacy technicians to administer and supply certain medicines, and
- a UK Government-led consultation on proposals to give pharmacists the power to authorise pharmacy technicians to take the main responsibility for preparing, dispensing and supplying medicines without the need to be supervised by a pharmacist

We have seen the publication of various healthcare strategies across Great Britain: such as the 10-Year Health Plan for England, A Healthier Wales, and Scotland's Population Health Framework and Health and Social Care Renewal Framework. These will bring more changes to the way pharmacy services are delivered and the roles pharmacy technicians carry out.

The role of pharmacy technicians is evolving far beyond traditional medicine preparation and dispensing duties. Pharmacy technicians are key members of both pharmacy and multi-disciplinary teams and have enhanced roles which needs to be reflected through initial education and training. They play a crucial role in delivering new pharmaceutical care models across all sectors. For example, pharmacy technicians are:

- running specialised clinics in primary and secondary care settings
- supporting public health initiatives to improve community health outcomes
- managing and overseeing non-registrant members of the pharmacy team, such as support staff, and
- playing a bigger role in delivering online and homecare services

There has also been a change in how technology is used in the day-to-day delivery of healthcare and pharmacy services.

These changes aim to improve access to care and reduce health inequalities. Pharmacy technicians are key to introducing and delivering these services, so they must be properly prepared through their initial education and training. The purpose of initial education and training is to give prospective pharmacy technicians a broad base of knowledge, skills, understanding and behaviours that will enable them to work in a range of pharmacy settings across Great Britain, following registration with the General Pharmaceutical Council (GPhC).

These standards set out our requirements for organisations whose pharmacy technician courses and qualifications have been approved by us. For the purpose of these standards, these organisations are referred to as 'providers'. They include training providers, universities and awarding organisations.

Standards must be met at all times whatever the type of provider that oversees the pharmacy technician course or qualification.

We have developed these standards to prepare well-rounded pharmacy technicians who are able to:

- confidently work as part of multidisciplinary teams across various pharmacy settings
- demonstrate initiative and independence in delivering healthcare and pharmacy services to patients and the public, and
- deliver effective person-centred care and clinical practice

The safety of people is at the heart of these standards. It must be central to the initial education and training of pharmacy technicians across all aspects of courses and learning environments.

We realise that changes to the way services are delivered, and the roles pharmacy technicians carry out, also raise important issues when they are practising after registration – and that these fall outside the scope of this consultation. This consultation serves as an initial step toward meeting the changing initial education and training needs of pharmacy technicians. We are committed to working with pharmacy technicians, training providers, employers, professional organisations and other stakeholders on implementing the standards and handling any issues that arise afterwards that affect practice after registration.

Purpose

This set of standards introduces important changes to:

- make sure pharmacy technicians remain equipped with the knowledge, skills, understanding and behaviours they need to carry out their roles once they register with the GPhC, and
- continue to ensure patient and public safety

This consultation is to gather views on proposed draft standards which bring about important changes to pharmacy technician initial education and training. These include: the level of study, entry requirements, educational supervision requirements, and the learning outcomes.

These changes aim to benefit trainees, employers, providers, and, ultimately, patients and the public.

Structure of the standards

The standards for the initial education and training of pharmacy technicians are divided into two parts:

- Part 1: Learning outcomes – includes the knowledge, skills, understanding and professional behaviours each trainee pharmacy technician must demonstrate by the end of their initial education and training.
- Part 2: Standards for education and training providers – sets out the key features of courses and qualifications through which the learning outcomes in part 1 of the standards are delivered.

Education and training providers must work **collaboratively** with employers and supervisors to deliver all aspects of these standards.

The consultation process

The consultation will run for 12 weeks and will close in **December 2025**. During this time, we welcome feedback from individuals and organisations. We will send this document to a range of stakeholders, including providers, pharmacy professionals, pharmacy owners, patient representative bodies and other people and organisations with an interest in this area.

After the consultation, we will publish a report summarising what we heard.

Our report on this consultation

Once the consultation period ends, we will analyse the responses we receive and consider any changes that are needed.

Our governing Council will receive the analysis at a meeting in April 2026 and will consider the responses and the equality screening and impact assessment when approving the final standards for the initial education and training of pharmacy technicians.

We will publish our analysis of the responses and an explanation of the decisions we take. You will be able to see this on our website www.pharmacyregulation.org

Why we consult

Under the Pharmacy Order 2010, we must consult before we set any standards or requirements. We will also consult, when needed, to make sure we are carrying out our statutory duties effectively and proportionately to meet our main objective of protecting the public.

Responding to the consultation

How we use your information

We will use your response to help us develop our work. We ask you to give us some background information about you and, if you respond on behalf of an organisation, your organisation. We use this to help us analyse the possible impact of our plans on different groups or individuals. We are committed to promoting equality, valuing diversity and being inclusive in all our work as a health professions regulator, and to making sure we meet our equality duties. There is an equality monitoring form at the end of the survey. You do not have to fill it in, but if you do, it will give us useful information to check that this happens.

How we share your information

If you respond as a private individual, we will not use your name or publish your individual response. If you respond on behalf of an organisation, we will list your organisation's name and may publish your response in full unless you tell us not to. If you want any part of your response to stay confidential, you should explain why you believe the information you have given is confidential.

We may need to disclose information under the laws covering access to information (usually the Freedom of Information Act 2000). If you ask us to keep part or all of your response confidential, we will treat this request seriously and try hard to respect it. But we cannot guarantee to maintain confidentiality in all circumstances.

If you email a response to the consultation and this is covered by an automatic confidentiality disclaimer generated by your IT system this will not, in itself, be binding on the GPhC.

Your rights

Under data protection law, you may ask for a copy of your response to this consultation or other information we hold about you. You may also ask us to delete your response. For more information about your rights and who to contact please read our [**privacy policy**](#) on our website.

How to respond

You can respond to this consultation by going to [**www.pharmacyregulation.org/consultation-ietpt-standards-2025**](http://www.pharmacyregulation.org/consultation-ietpt-standards-2025) and filling in the online questionnaire there.

We encourage everyone to use the online questionnaire. However, if you want to send a response by email, please write your response to the consultation questions and send it to us at [**consultations@pharmacyregulation.org**](mailto:consultations@pharmacyregulation.org).

Other formats

Please contact us at [**communications@pharmacyregulation.org**](mailto:communications@pharmacyregulation.org) if you would like a copy of the consultation survey in another format (for example, in larger type or in a different language).

Comments on the consultation process itself

If you have concerns or comments about the consultation process itself, please send them to:

[**feedback@pharmacyregulation.org**](mailto:feedback@pharmacyregulation.org)

or post them to us at:

Governance team

General Pharmaceutical Council

Level 14, One Cabot Square

London

E14 4QJ

Please do not send consultation responses to this address.

Our proposals

Level of study

Qualifications in Great Britain are categorised based on how complicated a course of study is needed to achieve them. This is in line with the Regulated Qualifications Framework (RQF) for England and Wales, and the Scottish Credit and Qualifications Framework (SCQF) for Scotland. This approach makes it easier to understand what skills and knowledge an applicant might need to achieve during their studies.

Each increase in the level of a qualification represents a higher level of knowledge and skills. At the moment, pharmacy technician initial education and training (IET) must meet at least RQF Level 3 (or SCQF Level 6). This means learners must have a good grasp of a subject as well as the ability to apply this in practice.

One of the main proposals in this consultation is to change the level of study for pharmacy technician initial education and training from RQF Level 3 (or SCQF Level 6) to at least RQF Level 4 (or SCQF Level 7). This change is because of the widening scope of a pharmacy technician's role in the healthcare sector. Education starting at RQF Level 4 (or SCQF Level 7) involves a deeper understanding of a subject and its application in practice. By building in more-demanding academic and practical elements, we can improve trainees' ability to meet the increasing demands of the profession. In the same way, it will make sure trainee pharmacy technicians remain equipped to deliver safe and effective care.

A qualification at RQF Level 4 (or SCQF Level 7) is around the same level as the first year of an undergraduate university degree. This increase in level is required to equip trainees with new skills in critical thinking and clinical decision making, and adaptability to different and complex healthcare environments. These skills are required to meet the increasing demands of the profession and are adequately provided for at level 4. This change will support trainees in steadily increasing their knowledge and skills throughout their careers. It would also make initial education and training a better fit with post-registration continuing professional development (CPD). In turn, this would allow pharmacy technicians to:

- pursue more-advanced qualifications after they register
- take on more leadership roles, and
- specialise in specific areas, such as primary care

A higher level of study can therefore strengthen the foundation for continuous professional growth, while making sure that initial education and training remains suited to the evolving needs of pharmacy technician practice at the point of registration. The proposed new standards of at least RQF Level 4 (or SCQF Level 7) will help better prepare trainees to meet the changing health needs of patients – such as those due to an ageing population and the increase in long-term health conditions. Pharmacy technicians play a vital role in delivering health initiatives, such as helping people stop smoking or with vaccination support. This again supports the need for the proposed level of study.

The proposed new standards look to equip pharmacy technicians to respond to evolving health demands. They will also make sure initial education and training remains comprehensive and accessible, and prepares trainees for their continuing professional development.

To make sure that the RQF Level 4 (or SCQF Level 7) qualifications are fit for purpose in light of their higher academic level, we are proposing that all qualifications are 'credit bearing'. This means that they have to meet the requirements of the respective qualifications regulators. In Great Britain, there are

regulators in each country that ensure the credibility and quality of qualifications, including pharmacy-related qualifications. These regulators include Ofqual (England), Scottish Qualifications Authority (Scotland), Qualifications Wales (Wales) and Office for Students (England), who make sure that qualifications are rigorous, consistent and comparable with each other.

Educational supervision

In this review of the IETPT standards, we want to make sure there is a greater understanding of the responsibilities of the educational supervisor and course provider regarding pharmacy technician trainees' learning in practice. Making these responsibilities clear will help define what is expected of supervisors in providing structured feedback, monitoring the trainee's development, and ensuring safe practice. We have done this by adding a specific standard on educational supervision and sign-off. This explains the key responsibilities of a designated educational supervisor (DES) involved in IETPT. The standard includes the DES having the overall responsibility for supervising the trainee in practice and signing-off their final supervisory declaration by the end of their training.

Under this new standard there must be formal learning agreements between educational supervisors, education providers, employers and trainees. The aim of this is to encourage the various organisations to work together and make it clear how they will do this. This will give trainees the most positive learning experience, and prepare them for professional practice.

The GPhC recently updated its guidance on supervising learners in practice, to help make the DES role clearer. The guidance highlights that a trainee pharmacy technician's education and training is supported by a learning agreement. This must outline the roles, responsibilities and lines of accountability for those involved. It must also include how trainees will be supported during the course and how they can raise concerns about their education. The guidance will be updated to reflect any future changes to the IETPT standards.

Having strengthened the educational supervision guidance, we are now proposing a new standard on supervision. This will bring educational supervision practices into line across the pharmacy profession.

Entry requirements

Under the present standards, applicants already must have specific English and Numeracy qualifications of at least RQF Level 2 or equivalent and other academic requirements of at least RQF Level 2 or equivalent. RQF level 2 is equivalent to GCSE level C or above in Wales, 4 or above in England and a level C or above at National 5 level in Scotland. We know many providers currently require a science qualification and we are proposing to mandate a science subject entry requirement of at least RQF level 2 or equivalent, to increase the basic knowledge expected of applicants. We are conscious that this change may have implications for access to training courses and propose that the equivalent science entry requirements could include previous practice-based learning- for example practice gained by current pharmacy support staff including dispensing assistants and pharmacy assistants. This is intended to give a better balance between access to training and the higher demands of pharmacy technician practice. It also opens up opportunities for future academic advancement and to gain a qualification that is equivalent to the first year of an undergraduate degree.

There is an increase in complexity brought about by the proposed higher level of study. So, we must make sure that trainees already have the skills needed for the academic rigour and practical components of a pharmacy technician course or qualification delivered to the new standards. Introducing a Science requirement, alongside the present English and Maths requirements, could lead to

a more consistent standard of applicants who are more ready to start training. The proposed new entry requirements aim to balance high-quality initial education and training while continuing to make it accessible and inclusive for potential candidates. Based on the response to the proposed addition of a specific science subject requirement or equivalent experience, we will continue to work with relevant stakeholders to consider the implications for implementing this in a fair and equitable way.

Incorporating a science subject qualification, or equivalent experience, also addresses the substantial stakeholder feedback that we have received that current students without this background struggle with the current training courses which results in a higher than expected level of attrition leading to system wide inefficiencies.

Adding the Science requirement also means we can add more ‘competencies’ to the learning outcomes of the training. This makes sure that applicants are prepared for the academic rigour and practical activities associated with some of the proposed new competencies in digital health, genomics and environmental sustainability. We discuss these later in this section.

Duration

During our discussions with stakeholders before this consultation, we received mixed views on how long the initial education and training of pharmacy technicians should last. Because there was no firm agreement on this, we plan to keep the present two-year duration.

Trainees also have to undertake work-based experience under the supervision of a pharmacist or pharmacy technician for at least 14 hours a week. We are proposing that the supervised experience should still be 14 hours a week. To allow flexibility, trainees can work the equivalent of this experience over a longer time period.

Multi-sector training

The proposed new standards will not make training in multiple sectors compulsory, but they will encourage it. In this document, ‘sectors’ means distinct areas where pharmacy technicians may practise, and they reflect the diverse environments in which pharmaceutical services are delivered.

This is to help pharmacy technicians gain the versatility and preparedness to practise across different pharmacy sectors and settings. These could include community pharmacy, hospitals and primary care networks, as well as newer areas such as digital pharmacies.

By encouraging a structured introduction to multiple sectors, we aim to help equip trainees with a broader set of skills.

Our stakeholders told us that they recognised the value of multi-sector training, but they felt that making this compulsory would be impractical. They said there would be problems in balancing a wide exposure to different sectors with having manageable training pathways.

Multi-sector training is quite new in pharmacy and is only being applied at local levels. So we accept that now is not the right time to make it compulsory. Instead, we strongly encourage training in multiple sectors if the logistics can allow for it.

Final accuracy checking

Our proposal is that, upon registration, all pharmacy technicians are ‘final accuracy’ checkers. (This is the last check of a dispensed medicine before it is delivered to the patient.) In the proposed new

learning outcomes, we have replaced 'Accuracy checking' with 'Final accuracy checking'. This check verifies the accuracy of dispensed medicine in terms of its dosage and labelling, and makes sure that it is the right medicine before it reaches the patient. The person performing the check must be able to identify errors and have strong attention to detail.

Because the pharmacy technician role is evolving, and initial education and training will be at RQF Level 4 (SCQF Level 7), we see final accuracy checking as an appropriate responsibility that is in keeping with the role.

At the moment, all GPhC-approved pharmacy technician IET courses and qualifications must train and assess their trainees in accuracy checking, and make sure they are competent in this area. Final accuracy checking is at a level beyond the present initial education and training qualification requirements. Our new proposals are to replace Accuracy Checking with *Final Accuracy Checking* as a required IET competency. This means that newly registered pharmacy technicians will no longer have to undertake additional skills assessments before they can carry out final accuracy checking. They will have gained the relevant knowledge and skills during their initial education and training.

Technology

To reflect the growing role of digital innovation and technology in healthcare, we are exploring ways to build digital competencies into the IET standards. Pharmacy technicians will need to use digital tools more and more to do their work. So initial education and training must prepare trainee pharmacy technicians to navigate digital systems confidently, while maintaining accuracy and confidentiality. Pharmacy technicians are already using technology to improve patient safety by using data analytics tools to manage data on medication. In turn, this allows for the identification and prevention of potential issues.

Our proposals include adding learning outcomes on keeping abreast of new technologies and using digital technologies to improve clinical outcomes.

We realise that making these changes could lead to challenges for providers with:

- giving trainees consistent access to training resources, and
- dealing with varying levels of digital literacy among trainees

However, we are committed to continuing to work with our stakeholders to overcome these challenges. We welcome your feedback to help us effectively build digital health competencies into the initial education and training for pharmacy technicians.

Environmental sustainability

As a regulator, we recognise the importance of environmental sustainability in healthcare, and that pharmacies play a key role in this area.

The initial education and training needs to prepare pharmacy technicians for their responsibilities at work – such as reducing medication waste and promoting eco-friendly practices. So we are proposing to build sustainability competencies into the IET standards. Pharmacy technicians are well placed to contribute to sustainable pharmacy practices. These may include minimising waste and promoting environmental sustainability initiatives.

We realise there can be variations in environmental policies depending on the sector or organisation involved. For example, it may be difficult to adopt eco-friendly packaging or 'take back' schemes for

unused medicines in an aseptic unit or a prison. However, we believe pharmacy technicians need to be prepared for an increasingly environmentally conscious healthcare sector.

Genomics

In pharmacy, genomics is the study of how someone's genetic makeup affects how they respond to medicines (pharmacogenomics).

Genomics has developed over the years and has had a huge influence on the healthcare industry in Great Britain. NHS England, NHS Education for Scotland, and Health Education and Improvement Wales have worked to help build genomics into the education and training for pharmacy professionals. One way to do this, and make sure there is a consistent approach nationally, is to build the basic concepts of genomics into educational reforms – including this review of the standards for the initial education and training of pharmacy technicians.

There are a number of ways genomics can be part of a pharmacy technician's role. Pharmacy technicians dispense and manage medicines that are prescribed based on genomics, such as ones used to treat cancers. Having some pharmacogenomic knowledge will also help pharmacy technicians when dealing with patients and the public. This could include giving advice on how to use medicines that have been prescribed based on a genetic test result. This means that pharmacy technicians can advise on side effects and how to take the medicine.

Pharmacy technicians may also need to update patients' records with genomic-based information on the medications they are taking. This can be a vital skill within a multidisciplinary team. They may also have to do a final accuracy check of prescriptions that are based on genomics. This means adding pharmacogenomics as a learning outcome could improve patient safety.

Skills mix

The NHS systems across Great Britain are aiming to make the most of the range of skills that pharmacy teams have, to meet the needs of the local population. In line with this, the Department of Health and Social Care recently consulted on **the proposal** to allow pharmacy technicians to supply and administer medicines using patient group direction (PGD). (A patient group direction is a legal document that authorises qualified healthcare professionals to supply certain medicines to defined groups of patients without a doctor's prescription.)

This has now been approved. Also, pharmacy technicians are working more and more in multidisciplinary teams within primary care networks. This includes working alongside general practitioners (GPs), allowing them to make effective use of their skills in clinical services.

A change in the law* now allows pharmacy technicians to carry out blood pressure checks, if this is something the pharmacy team needs to do. This was something that only pharmacists were previously allowed to do.

*The Pharmaceutical Services, Advanced and Enhanced Services, (Amendment) (England) Directions 2023 under the National Health Service Act 2006.

In the proposed new Standards for the initial education and training of pharmacy technicians, the GPhC aims to equip trainees with a wide set of competencies to meet the growing demands on pharmacy technician practice. A well-rounded skills mix prepares pharmacy technicians for varied roles across a range of settings, supporting person-centred care and multidisciplinary team working.

Responding to the consultation on draft standards for the initial education and training of pharmacy technicians

Consultation questions

If you can, please use the online survey at surveys.pharmacyregulation.org/s/ietptstandards/

If you want to send a response by email, please make sure you:

- give your response to all 20 questions
- when answering the 'impact' questions 18, 19 and 20, say what you think the impact will be for each group or characteristics we have listed. You can say 'no impact' or 'don't know' if you need to.

This will help us to take account of your views in the same way as the ones we collect from our online survey.

We have set out initial education and training standards for pharmacy technicians, which include revised learning outcomes and standards. The main changes brought about by the proposals are discussed in the 'Our proposals' section of the consultation. We aim to make the necessary changes while making sure that the requirements are in line with the scope of a pharmacy technician's role.

Please note: at the end of the sections of questions there is a place to make further comments.

Level of study

The present RQF level for pharmacy technician training is Level 3 or above. As part of this review, we are considering whether a level of at least RQF Level 4 (or equivalent) would better prepare trainees for pharmacy technician practice.

1. To what extent do you agree or disagree with the proposal to increase the minimum level for pharmacy technician initial education and training to 'Level 4 or above'?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Don't know

2. Do you have any comments on the proposal to increase the minimum level for pharmacy technicians to RQF Level 4 or above? Please consider the following in your response:

- Potential benefits
- Potential challenges
- Any need for a transition period
- Support to help learners and training providers adapt to the change

- Widening participation implications
- Sustainability of candidates for training

Accuracy checking

At the moment, all GPhC-approved pharmacy technician education and training providers must train and assess their trainees in Accuracy Checking and make sure they are competent in this area. Our new proposals are to replace Accuracy Checking with *Final Accuracy Checking* as a competency. This means that newly registered pharmacy technicians will no longer have to undertake additional skills assessments before they can carry out final accuracy checking. They will have gained the relevant knowledge and skills during their initial education and training.

Final accuracy checking is when a trained pharmacy professional verifies that a dispensed medication is correct before it is given to the patient. It involves a systematic review of the dispensed items to minimise errors and ensure patient safety.

3. Do you agree with making final accuracy checking an essential competency in the new initial education and training outcomes?

Yes

No

Don't know

Length of training

We are committed to making sure that trainees have enough time to develop the competencies outlined in our proposed new learning outcomes. So, we are asking for your views on the present two-year length of training.

During our discussions with stakeholders before this consultation, views on the length of IETPT varied significantly. As a result of this feedback, we plan to keep to the present two-year duration.

4. Is the present two-year duration of initial education and training appropriate for trainees if they are to meet the learning outcomes in these proposed standards?

Yes

No – too long

No – too short

Don't know

5. If you have selected 'No', how long do you think they need and why?

Practice-based supervision

Effective educational supervision is key in supporting trainee pharmacy technicians to develop the skills they need for safe and effective practice. At the moment, pharmacy technicians must have at least 14 hours of supervised practice-based learning a week, throughout the two years of initial education and training.

We are reviewing this requirement to make sure it is still relevant as part of the proposed new learning outcomes and standards.

6. Is the minimum weekly requirement of 14 hours of supervised practice-based learning still appropriate for the proposed new initial education and training standards for pharmacy technicians?

Yes

No

Don't know

7. Please explain your answer

8. Should the GPhC consider allowing more flexibility in how supervised practice hours are achieved in practice, as long as the required hours are completed within the two-year training timeframe?

Yes

No

Don't know

9. Please explain your answer

Learning outcomes

A learning outcome is a measurable statement that describes specific ways in which learners will achieve the goals of a course.

10. How satisfied are you that the proposed new learning outcomes (in Appendix 1) are the right ones to meet the requirements of the role of a pharmacy technician?

Table 1: Domains

Domain	Completely satisfied	Mostly satisfied	Slightly satisfied	Not at all satisfied	Don't know
Domain 1 – Person-centred care and collaboration					
Domain 2 – Professional practice					
Domain 3 – Leadership and management					
Domain 4 – Education and research					

We use 'Miller's levels' in this document to rank the level of competence a trainee must have if they are to meet the proposed new learning outcomes during the initial education and training. In general, Miller's levels distinguish between *knowledge* at the lower levels and *action* in the higher levels. The levels shown alongside the proposed new learning outcomes in this consultation are: 'Knows', 'Knows How', 'Shows' and 'Does'.

11. How satisfied are you that the proposed new learning outcomes are at the right Miller's level?

Table 2: Domains

Domain	Completely satisfied	Mostly satisfied	Slightly satisfied	Not at all satisfied	Don't know
Domain 1 – Person-centred care and collaboration					
Domain 2 – Professional practice					
Domain 3 – Leadership and management					
Domain 4 – Education and research					

12. Please provide any comments explaining your responses to the questions on the learning outcomes (if relevant, please give the reference numbers of the learning outcomes).

Standards and criteria

In this consultation, a 'course provider' means an organisation that designs and delivers the initial education and training for pharmacy technicians.

13. How satisfied are you that the proposed new standards for course providers (in Appendix 2) are the right standards and criteria for quality assuring pharmacy technician education and training?

Table 3: Standards

Standards	Completely satisfied	Mostly satisfied	Slightly satisfied	Not at all satisfied	Don't know
Standard 1 – Selection and admission					
Standard 2 – Equality, diversity and inclusion					
Standard 3 – Management, resources and capacity					
Standard 4 – Monitoring, review and evaluation					
Standard 5 – Design and delivery					
Standard 6 - Assessment					

Standards	Completely satisfied	Mostly satisfied	Slightly satisfied	Not at all satisfied	Don't know
Standard 7 – Trainee support and the learning experience					
Standard 8 – Supervision and sign-off					

- 14. Please provide comments explaining your responses to question 13. (if relevant, please give the reference numbers of the standards or criteria).**

Under the present standards, applicants must have specific English and Numeracy qualifications of at least RQF Level 2 or equivalent. We are proposing to add a science entry requirement at RQF Level 2 or equivalent, to increase the basic knowledge expected of applicants. This is intended to give a better balance between the accessibility of the training and the higher demands of pharmacy technician practice. It also opens up opportunities for future academic advancement and to gain a qualification that is equivalent to the first year of an undergraduate degree.

- 15. Should Level 2 science, or equivalent, be a mandatory entry requirement under Standard 1?**

Yes

No

Don't know

- 16. Please provide comments explaining your responses to question 15 (if relevant, please include any supporting data)**

Regulation

In Great Britain, there are regulators in each country that ensure the credibility and quality of qualifications, including pharmacy-related qualifications. These regulators include Ofqual (England), Scottish Qualifications Authority (Scotland), Qualifications Wales (Wales), and Office for Students (England).

These regulators make sure that qualifications are rigorous, consistent and comparable with each other. They also make sure that trainees have the knowledge and skills they need for safe and effective practice.

As part of this review, we are proposing that all qualifications are 'credit bearing', and therefore meet the requirements of the respective qualifications regulators.

17. To what extent do you agree or disagree that initial education and training for pharmacy technicians should also be regulated by the qualifications regulators in the respective GB countries?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Don't know

Equality and impact questions

18. We want to understand whether our proposals will have a positive or negative impact on any individuals or groups sharing any of the protected characteristics in the Equality Act 2010. Do you think our proposals will have a positive or negative impact on individuals or groups who share any of the protected characteristics?

Protected characteristic	Positive impact	Negative impact	Positive and negative impact	No impact	Don't know
Age					
Disability					
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion					
Sex					
Sexual orientation					

19. We also want to know if our proposals will have a positive or negative impact on pharmacy staff, pharmacy owners, foundation trainee pharmacists, and patients and the public. Do you think our proposals will have a positive or negative impact on each of these groups?

Protected characteristic	Positive impact	Negative impact	Positive and negative impact	No impact	Don't know
Pharmacy staff					
Pharmacy owners					
Foundation trainee pharmacists					
Patients and the public					

20. Please give your comments explaining your answer to the two 'impact' questions above. Please describe the individuals or groups concerned and the impact you think our proposals would have.

Receiving updates

We would like to email you to update you on the progress of this consultation as well as about the other work of the GPhC. Please tell us below if you would like to be contacted in the future.

- ☐ I would like to be contacted with updates on the consultation on draft standards for the initial education and training of pharmacy technicians
- ☐ I would like to be contacted with news and information about other consultations from the GPhC

Please give us an email address for updates and communications from the GPhC.

Important: you can unsubscribe from our mailing list at any time by clicking on the 'unsubscribe' option within the email.

Equality monitoring

At the GPhC, we are committed to promoting equality, valuing diversity and being inclusive in all our work as a health professions regulator, and to making sure we meet our equality duties.

We want to make sure everyone has an opportunity to respond to this consultation on our draft changes to fees from September 2025. This equality monitoring form will give us useful information to check that this happens.

Your answers will not be linked to your consultation responses. You do not have to answer these questions if you would prefer not to.

What is your sex?

Please tick one box

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

What is your sexual orientation?

Please tick one box

- ☐ Heterosexual/straight
- ☐ Gay woman/lesbian
- ☐ Gay man
- ☐ Bisexual
- ☐ Other
- ☐ Prefer not to say

Does your gender identity match your sex as registered at birth?

Please tick one box

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Do you consider yourself disabled?

Disability is defined in the Equality Act 2010 as 'physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'.

Please tick one box.

- ☐ Yes
- ☐ No

☐ Prefer not to say

What is your age group?

Please tick one box

☐ 16 – 24 years

☐ 25 – 34 years

☐ 35 – 44 years

☐ 45 – 54 years

☐ 55 – 64 years

☐ 65+ years

☐ Prefer not to say

What is your race/ethnicity?

Choose the option that best describes your ethnic group/cultural background. Please tick one box.

White

☐ British

☐ Irish

☐ Gypsy or Irish traveller

☐ Other white background (please fill in the box at the end of this section)

Black or Black British

☐ Black Caribbean

☐ Black African

☐ Other black background (please fill in the box at the end of this section)

Mixed

☐ White and black Caribbean

☐ White and black African

☐ White and Asian

☐ Other mixed background (please fill in the box at the end of this section)

Asian or Asian British

☐ Indian

☐ Pakistani

☐ Bangladeshi

☐ Chinese

☐ Other Asian background (please fill in the box at the end of this section)

Arab

☐ Arab

Other

☐ Prefer not to say

☐ Other ethnic group background (please give more information in the box below)

What is your religion?

Please tick one box

☐ Buddhist

☐ Christian

☐ Hindu

☐ Jewish

☐ Muslim

☐ Sikh

☐ None

☐ Other (please give more information in the box below)

☐ Prefer not to say

Appendix 1: draft learning outcomes

Domain 1: person-centred care and collaboration

If they are to pass, trainee pharmacy technicians must be able to demonstrate the following learning outcomes by the end of their initial education and training:

Table 4: learning outcomes for domain 1

Learning outcome	Level
1. Demonstrate empathy and keep the person at the centre of their approach to care at all times.	Does
2. Provide clear, accurate and timely information, adapting language and communication methods to make sure patients understand how to use their medicines and medical devices.	Does
3. Support patients in making informed decisions about their care, and evaluate the options to provide current and evidence-based information, advice and support tailored to their needs.	Does
4. Obtain, interpret and use information from relevant and appropriate sources – including patients, carers and other healthcare professionals – to contribute to the healthcare of the patient.	Does
5. Encourage patients to take an active role in their own health, care and wellbeing decisions, empowering and enabling them to make informed choices.	Does
6. Demonstrate professionalism in their dealings with patients, carers, and other healthcare professionals, ensuring safe and effective pharmacy care.	Does
7. Demonstrate effective communication and teamwork in multidisciplinary teams, including pharmacy and other health and care professionals.	Does
8. Effectively promote healthy lifestyles appropriate to the person, using available resources and evidence-based techniques.	Shows how
9. Understand the impact of climate change on public health and health inequalities.	Knows how
10. Have awareness of public health initiatives, including mental health, and recommend recognised health-screening programmes as appropriate.	Knows how
11. Accurately retrieve, interpret and reconcile information about the patient and their medicines, taking appropriate action as necessary.	Does
12. Review and optimise a person's medicines to achieve the best possible outcomes considering their needs.	Does
13. Treat people as equals, with dignity and respect, and meet their own legal responsibilities under equality and human rights legislation, while respecting diversity and cultural differences.	Does

14.	Gather and interpret relevant information to support clinical decision making, providing appropriate advice or referrals to other healthcare professionals.	Does
15.	Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care.	Does
16.	Assess and respond to the person's particular health risks, taking account of individuals' protected characteristics and background	Does

Domain 2: Professional practice

If they are to pass, trainee pharmacy technicians must be able to demonstrate the following learning outcomes by the end of their initial education and training:

Table 5: learning outcomes for domain 2

Learning outcome	Level
17. Demonstrate the values, attitudes and behaviours expected of a pharmacy professional at all times, as set out in the GPhC standards.	Does
18. Apply professional judgement in a person-centred manner, including taking into account the evidence base and relevant ethical and moral considerations.	Does
19. Prepare, dispense and supply medicines and medical devices safely and accurately, in line with relevant legislation, regulations and standard operating procedures.	Does
20. Make sure medicines and medical devices are stored and handled in line with relevant legislation and guidelines.	Does
21. Ensure the quality of ingredients and processes to produce and supply safe and effective medicines and medical devices.	Knows how
22. Demonstrate effective management of pharmacy stock, through the timely procurement and use of medicines and medical devices.	Does
23. Understand the legal and ethical implications of dispensing medicines remotely, including through hub-and-spoke and other distance or online pharmacy service models.	Knows
24. Work within and keep to local, regional and national guidelines and policies.	Does
25. Demonstrate person-centred care through the application of the principles of clinical governance.	Does
26. Act openly and honestly at all times, including when things go wrong.	Does
27. Accurately perform calculations to ensure safe and effective pharmacy care.	Does

28.	Understand the principles of biology, microbiology, physiology and chemistry to make effective use of medicines for people.	Knows how
29.	Understand the pharmacological principles that apply to the use of medicines in relation to disease processes and the treatment of identified clinical conditions.	Knows how
30.	Have an understanding of pharmacogenomics and how individual genetic profiles may influence disease and the use of medicines.	Knows
31.	Demonstrate effective patient clinical measurement skills, for example blood pressure, temperature, pulse rate, respiratory rate, saturated oxygen, blood glucose, peak flow, weight, and body mass index (BMI).	Shows how
32.	Assess a person's medication history, checking the current supply if available, and order appropriate medicines and medical devices.	Does
33.	Receive requests for medicines, including prescriptions, and check for their validity and clarity, taking action to deal with any discrepancies.	Does
34.	Carry out final accuracy checking of medicines and medical devices dispensed by others to ensure safe and effective pharmacy care.	Does
35.	Identify warning signs of potential drug misuse and respond appropriately.	Knows how
36.	Recognise adverse drug reactions and interactions and respond appropriately.	Does
37.	Respond appropriately to medical emergencies, including the provision of first aid	Shows how
38.	Apply the principles of information governance and ensure patient confidentiality, including obtaining informed patient consent before providing care and pharmacy services.	Does
39.	Understand how to safeguard people in line with relevant legislation and guidance, including children and adults at risk.	Knows how
40.	Dispose of medicines safely, legally and in an environmentally sustainable manner.	Knows how
41.	Contribute to sustainable pharmacy care by adopting eco-friendly practices, reducing waste and getting the most out of resources.	Knows how
42.	Make use of the skills and knowledge of the multidisciplinary team to prioritise time and resources effectively.	Does

Domain 3: Leadership and management

If they are to pass, trainee pharmacy technicians must be able to demonstrate the following learning outcomes by the end of their initial education and training:

Table 6: learning outcomes for domain 3

Learning outcome	Level
43. Identify when their own performance and that of others is putting people at risk and respond appropriately, including raising concerns even when it is not easy to do so.	Does
44. Recognise and work within the limits of their knowledge and skills, and know when to get support and when to refer to others.	Does
45. Understand how change is managed through leadership to drive continuous improvements in patient care and service provision.	Knows how
46. Contribute to health and safety in the workplace and take appropriate action when necessary.	Does
47. Apply the principles of governance, including the identification of errors and near misses, and when addressing complaints, responding effectively.	Does
48. Demonstrate supervision of the dispensing process and the sale and supply of medicines.	Shows how
49. Keep abreast of new technologies and effectively use data and digital technologies to improve clinical outcomes and patient safety.	Does

Domain 4: Education and research

If they are to pass, trainee pharmacy technicians must be able to demonstrate the following learning outcomes by the end of their initial education and training:

Table 7: learning outcome for domain 4

Learning outcome	Level
50. Actively take part in the learning and development of others, including through mentoring.	Does
51. Effectively use a variety of methods, including feedback, to regularly monitor and reflect on their own practice, and produce a plan for personal development.	Does
52. Demonstrate an understanding of generic research processes and evidence-based principles.	Knows

Appendix 2: draft standards for the initial education and training of pharmacy technicians

Standard 1: Selection and admission

Trainees must be selected for and admitted onto pharmacy technician initial education and training on the basis that they are being prepared to practise as pharmacy technicians.

Criteria to meet this standard

- 1.1 To enter initial education and training, applicants must have secured a placement as a trainee pharmacy technician in an appropriate pharmacy environment and have a designated educational supervisor¹.
- 1.2 Applicant selection criteria must be explicit and include:
 - a English language, numeracy and science requirements equivalent to at least Level 2 in the National Qualifications Framework (England and Wales) or at least Level 5 in the Scottish Qualifications and Credit Framework (Scotland)
 - b any other academic requirements or experience equivalent to the levels described in 1.2a.
- 1.3 Admission requirements must ensure at the point of selection that:
 - a applicants are fit to practise safely and effectively while training under appropriate supervision
 - b the pharmacy environments in which applicants will be training are suitable for learning
 - c applicants' designated educational supervisors are in good standing with their regulator and have the relevant experience, qualifications and capacity to act as supervisors.
- 1.4 Selection criteria and admission requirements must be applied fairly, consistently, in an unbiased way, and in line with relevant equality legislation.
- 1.5 Every year, the provider's admissions profile must be analysed to show data broken down by the protected characteristics defined in the relevant equality and human rights legislation. Documented action must be taken if the analysis shows that the admission and selection processes may be disadvantaging the trainee pharmacy technicians.
- 1.6 Guidance on the types of experience and qualifications that a designated educational supervisor should have in order to supervise a trainee pharmacy technician must be available in the public domain.
- 1.7 Information on the curriculum, including teaching, learning and assessment methods, must be available in the public domain to help potential applicants make an informed decision.

¹ A designated educational supervisor (DES) is a registered pharmacist or pharmacy technician who has agreed to supervise the trainee pharmacy technician during the period of initial education and training.

- 1.8 Any decision to reject an application must be accompanied by feedback and information on the appeals process.

Standard 2: Equality, diversity and inclusion

Pharmacy technician initial education and training must be based on and promote the principles of equality, diversity and inclusion, meet all relevant legal requirements, and be delivered in ways that the diverse needs of all trainees are met.

Criteria to meet this standard

- 2.1 The principles of equality, diversity and inclusion and the relevant equality legislation requirements must be built into, and promoted through, the design and delivery of pharmacy technician initial education and training.
- 2.2 Everyone involved in pharmacy technician initial education and training must be trained to apply and stay up to date with the principles of equality, diversity and inclusion and the relevant equality legislation requirements in their role.
- 2.3 Systems and policies must be in place to allow everyone involved in pharmacy technician initial education and training to understand the diversity of the trainee body and its implications on delivery and support.
- 2.4 Every year, data on the progress of each trainee pharmacy technician year-group must be analysed, broken down by protected characteristics as defined in relevant equality and human rights legislation. Documented action must be taken if the analysis indicates different levels of attainment between trainees sharing one or more protected characteristic.
- 2.5 Reasonable adjustments must be made, and special considerations given, when delivering and assessing IET so that trainee pharmacy technicians with disabilities and other specific needs are not disadvantaged. Teaching, learning and assessment may be modified for this purpose, but the learning outcomes in part 1 of these standards and the level to which they are assessed must not.
- 2.6 The design and delivery of pharmacy technician initial education and training must make sure that trainees understand and stay up to date with their legal responsibilities under the relevant equality and human rights legislation and how these apply to their practice.

Standard 3: Management, resources and capacity

Pharmacy technician initial education and training must be planned and delivered using transparent processes that clearly specify who is accountable for what and at what stage of the process. Facilities, infrastructure, leadership, staffing and staff support must be adequate to deliver and sustain the initial education and training, and support trainee pharmacy technicians' learning and wellbeing.

Criteria to meet this standard

- 3.1 Pharmacy technician initial education and training must be supported by a defined management plan. This must include:

- a a structured process to make sure every trainee pharmacy technician is based in a suitable learning environment that gives them sufficient capacity, resources and support to experience safe and effective learning under appropriate supervision
 - b a schedule of roles, responsibilities and lines of accountability in every learning environment, including the workplace
 - c defined structures and processes to manage the delivery of initial education and training
 - d processes for identifying and managing risk
- 3.2 Formal agreements must be in place that clearly explain the roles and responsibilities of everyone involved in the initial education and training of pharmacy technicians.
- 3.3 Education and training providers must have robust management systems in place to allow for accurate:
- a collection, analysis and reporting of trainee pharmacy technician data
 - b tracking of the trainee pharmacy technician journey and confirmation of pass awards
- 3.4 Every trainee pharmacy technician must have a documented learning agreement which is formally agreed between the initial education and training provider, trainee pharmacy technician, designated educational supervisor, employer and, if there is one, the placement provider. The agreement must include:
- a an outline of the roles and responsibilities of everyone involved
 - b lines of accountability for everyone involved
 - c how and by whom the learning outcomes will be assessed
 - d how and by whom the trainee pharmacy technician will be supervised
 - e the support that the trainee pharmacy technician can access during their period of initial education and training, including academic support and personal support
 - f the minimum protected learning time that the trainee pharmacy technician can expect to have
 - g how assurance is obtained that the learning agreement will be implemented in full in all learning environments, including processes for taking remedial action
- 3.5 All learning environments must have:
- a appropriately qualified and experienced staff responsible for facilitating trainee pharmacy technicians' teaching, learning and assessment
 - b sufficient resources, including staff from relevant disciplines, to deliver the initial education and training and to support trainee pharmacy technicians' learning
 - c equipment and facilities that are fit for purpose
 - d access to appropriate learning resources
- 3.6 Every trainee pharmacy technician must be recognised and supported as a learner in the workplace. Systems must be in place for employers to liaise with designated educational supervisors and initial education and training providers at least three times within a 12-month period, to discuss and document the progress and identified needs of the trainee pharmacy technicians.

Standard 4: Monitoring, review and evaluation

The quality of pharmacy technician initial education and training must be monitored, reviewed and evaluated in a systematic and developmental way.

Criteria to meet this standard

- 4.1 All aspects of pharmacy technician initial education and training, including learning in practice, must be monitored, reviewed and evaluated systematically using appropriate systems. When issues are identified, these must be documented and dealt with within agreed and appropriate timescales.
- 4.2 There must be a quality-management structure in place that sets out the procedures for monitoring and evaluating pharmacy technician initial education and training. This must specify the lines of responsibility and the timings for reporting, reviewing and taking appropriate action.
- 4.3 There must be systems in place to monitor and evaluate the standard of teaching, learning and assessment to make sure that quality, integrity and continuous improvement are maintained across all learning environments, including in practice settings.
- 4.4 The monitoring and reviewing of pharmacy technician initial education and training must take into account changes to pharmacy practice and the wider healthcare system. This is to make sure that education and training provision stays up to date, and includes legal and regulatory changes.
- 4.5 Stakeholder feedback must form part of the IET monitoring, review and evaluation processes. This includes feedback to and from trainee pharmacy technicians, designated educational supervisors, employers and, if this applies, placement providers.

Standard 5: Design and delivery

Pharmacy technician initial education and training must develop trainees' skills, knowledge, understanding, and professional behaviours to the levels required to meet the learning outcomes in part 1 of these standards by using a coherent teaching and learning strategy. The design and delivery of initial education and training must ensure that trainee pharmacy technicians practise safely and effectively.

Criteria to meet this standard

- 5.1 There must be a teaching and learning strategy for the initial education and training. It must be accompanied by a training plan to clearly set out how trainee pharmacy technicians can achieve the learning outcomes in part 1 of these standards.
- 5.2 The learning outcomes in part 1 of these standards must be delivered in environments that foster professional conduct.
- 5.3 Pharmacy technician initial education and training must be designed and delivered using strategies that bring together the knowledge, competence and practical experience needed to meet the learning outcomes in part 1 of these standards.

- 5.4 The GPhC standards for pharmacy professionals must form part of the pharmacy technician initial education and training and be used actively. This is to make sure trainee pharmacy technicians know what will be expected of them once they are registered.
- 5.5 When designing and delivering pharmacy technician initial education and training, education and training providers must take into account stakeholder feedback. This includes feedback from trainee pharmacy technicians, designated educational supervisors, pharmacy professionals, patients and the public, employers and, if this applies, placement providers.
- 5.6 Trainee pharmacy technicians must be appropriately assessed and supervised in all learning environments using formally agreed systems. This is to make sure that safe, person-centred care is delivered at all times.
- 5.7 Trainee pharmacy technicians must only carry out tasks in which they are competent, or are learning under supervision to be competent in, so that patient safety is not compromised.
- 5.8 Regulations set by initial education and training providers must be appropriate for a course of education and training that leads to professional registration. They must prioritise patient safety, safe and effective practice, and clinical skills and knowledge.
- 5.9 Trainee pharmacy technicians who have any outstanding fitness to practise concerns must not be awarded a completion certificate of initial education and training.
- 5.10 Initial education and training providers must have procedures, for everyone involved, to deal with concerns, such as fitness to practise concerns about a pharmacy technician trainee, and concerns about a designated educational supervisor or the learning environment.
- 5.11 Concerns that may affect a trainee pharmacy technician's suitability for future registration must be reported to the GPhC in an appropriate and timely manner by the initial education and training provider.
- 5.12 Education and training providers must have robust systems in place to ensure accuracy and timeliness when they issue completion certificates to trainee pharmacy technicians who have successfully completed their initial education and training.

Standard 6: Assessment

Pharmacy technician initial education and training must have an assessment strategy that is appropriate for assessing trainees' skills, knowledge, understanding, and professional behaviours to the levels required to meet the learning outcomes in part 1 of these standards. The assessment strategy must be appropriate for assessing whether a trainee pharmacy technician's practice is safe and effective.

Criteria to meet this standard

- 6.1 The pharmacy technician initial education and training must have an assessment strategy which makes sure assessment is robust, reliable and valid in all learning environments, including academic and practice settings.

- 6.2 Assessment regulations set by initial education and training providers must be appropriate for a course of education and training that leads to professional registration. They must prioritise patient safety, safe and effective practice, and clinical skills and knowledge.
- 6.3 The assessment strategy must be closely matched to teaching strategies and the learning outcomes. It must include appropriate and recognised assessment methods to assess pharmacy technician trainees against the learning outcomes in part 1 of these standards.
- 6.4 The assessment strategy must include matching the assessment activities to the learning outcomes in part 1 of these standards. There must also be a system for assessing decisions about competence in all learning environments, as well as clear assessment and marking criteria for everyone involved.
- 6.5 Systems must be in place in all learning environments to effectively monitor trainee pharmacy technicians' progress towards meeting the learning outcomes in part 1 of these standards.
- 6.6 Assessments must be carried out only by appropriately trained and qualified people who are competent to assess the competence of trainee pharmacy technicians.
- 6.7 Formal agreements must be in place between IET providers and designated educational supervisors. These must describe the roles and responsibilities of everyone involved in assessment, including for formative and summative assessments in academic and practice settings.²
- 6.8 There must be independent quality assurance of assessment processes, including standard setting, carried out by an external, appropriately qualified and competent pharmacy professional or organisation. They must not be an employee of the IET provider nor have involvement in the day-to-day work of the trainee pharmacy technicians.
- 6.9 Trainee pharmacy technicians must receive appropriate and timely feedback on their performance, including all assessments, to support their development as learners and professionals.

Standard 7: Trainee support and the learning experience

Trainee pharmacy technicians must be supported in all learning environments to develop as learners and professionals.

Criteria to meet this standard

- 7.1 There must be a range of systems in place to support trainee pharmacy technicians to achieve the learning outcomes in part 1 of these standards. These must include:
- a a comprehensive induction, and planned review meetings
 - b effective supervision and feedback
 - c appropriate and realistic workload
 - d personal, professional and academic support

² Formative assessments are activities such as quizzes or discussions that monitor progress and provide feedback to guide learning. 'Summative' assessments are formal evaluations such as exams or projects at the end of a course or unit to evaluate achievement against a standard.

- e a reasonable amount of protected learning time
 - f access to relevant resources
- 7.2 There must be systems in place for trainee pharmacy technicians to meet their designated educational supervisor regularly to discuss and document their progress as learners, and to follow up with any agreed actions.
- 7.3 There must be systems in place for trainee pharmacy technicians to meet their assessors regularly to discuss their progress as learners and, if they ask, to follow up on any assessment feedback.
- 7.4 Any significant change to the provision of initial education and training, including assessment, must be communicated to the trainee pharmacy technicians in a timely manner.
- 7.5 Trainee pharmacy technicians must be given the opportunity to provide feedback on their experience as learners, including confidential feedback.
- 7.6 Trainee pharmacy technicians must have timely access to support covering academic study, general welfare, and career advice.
- 7.7 Trainee pharmacy technicians must be able to access information on processes and procedures for mitigating circumstances, reasonable adjustments, complaints and appeals.
- 7.8 Trainee pharmacy technicians must have the opportunity to connect with pharmacy professionals, including pharmacy technicians, who are able to act as role models and provide professional support and guidance.
- 7.9 There must be systems in place to facilitate peer discussion amongst trainee pharmacy technicians.
- 7.10 Trainee pharmacy technicians must come into contact with an appropriate range of people, including patients, in a range of environments and teams. This may include training in more than one sector of practice.
- 7.11 There must be clear procedures for trainee pharmacy technicians to raise concerns. Any concerns raised must be dealt with promptly, and documented action taken.
- 7.12 Everyone supporting trainee pharmacy technicians must take into account GPhC guidance associated with these standards.

Standard 8: Supervision and sign-off

Trainee pharmacy technicians must be supervised by a designated educational supervisor during their period of initial education and training to help them meet the learning outcomes in part 1 of these standards.

Criteria to meet this standard

- 8.1 Trainee pharmacy technicians must have a designated educational supervisor who is responsible for co-ordinating their supervision in practice, overseeing their progress and signing them off using formally agreed systems.
- 8.2 Other healthcare professionals can be involved in the supervision of a trainee pharmacy technician. However, the designated educational supervisor has the main responsibility for supervising and signing-off their trainee.

- 8.3 There must be formally agreed systems for supervision and, if it applies, delegating supervision in all practice settings to make sure that safe, person-centred care is delivered at all times.
- 8.4 The designated educational supervisor must work collaboratively with others involved in the initial education and training of their trainee pharmacy technician. These include the IET provider, academic assessors and practice assessors³.
- 8.5 All supervisors must have the appropriate training and experience to act as supervisors. Everyone supporting trainee pharmacy technicians in practice must take into account the GPhC guidance.
- 8.6 Sign-off is when the designated educational supervisor formally declares to the IET provider that their trainee pharmacy technician has achieved all the learning outcomes in part 1 of these standards by the end of their period of IET. If they are not the same person, the designated educational supervisor must involve a practice assessor in the sign-off decision, including the evaluation of evidence leading to sign-off.
- 8.7 Trainee pharmacy technicians must pass all summative assessments against the learning outcomes in part 1 of these standards before they are signed-off.
- 8.8 Sign-off must be ratified by the initial education and training provider by using formally agreed systems.

³ A designated educational supervisor may also take on the role of practice assessor for their trainee if the initial education and training provider decides they are appropriately trained and experienced.

