

# **Standards for the initial education and training of pharmacy technicians**

**August 2026**



# Contents

|                                                                                        |    |
|----------------------------------------------------------------------------------------|----|
| About us .....                                                                         | 1  |
| Overview .....                                                                         | 2  |
| Part 1: learning outcomes .....                                                        | 4  |
| Domain 1: person-centred care and collaboration .....                                  | 4  |
| Domain 2: Professional practice.....                                                   | 5  |
| Domain 3: Leadership and management.....                                               | 7  |
| Domain 4: Education and research.....                                                  | 7  |
| Part 2: standards for the initial education and training of pharmacy technicians ..... | 8  |
| Standard 1: Selection and admission.....                                               | 8  |
| Standard 2: Equality, diversity and inclusion .....                                    | 9  |
| Standard 3: Management, resources and capacity .....                                   | 9  |
| Standard 4: Monitoring, review and evaluation .....                                    | 11 |
| Standard 5: Design and delivery.....                                                   | 11 |
| Standard 6: Assessment .....                                                           | 12 |
| Standard 7: Trainee support and the learning experience .....                          | 13 |
| Standard 8: Supervision and sign-off.....                                              | 14 |
| Bibliography .....                                                                     | 16 |

# About us

The General Pharmaceutical Council (GPhC) is the regulator for pharmacists, pharmacy technicians and registered pharmacy premises in England, Scotland and Wales. It is our job to protect, promote and maintain the health, safety and wellbeing of members of the public by upholding standards and public trust in pharmacy. Our main work includes:

- setting standards for the education and training of pharmacists, pharmacy technicians, and approving and accrediting their qualifications and training
- maintaining a register of pharmacists, pharmacy technicians and pharmacies
- setting the standards that pharmacy professionals have to meet throughout their careers
- investigating concerns that pharmacy professionals are not meeting our standards, and taking action to restrict their ability to practise when this is necessary to protect patients and the public
- setting standards for registered pharmacies which require them to provide a safe and effective service to patients
- inspecting registered pharmacies to check if they are meeting our standards

# Overview

Our *Vision 2030* places safe, effective pharmacy care at the centre of healthier communities. To achieve this, the initial education and training (IET) of pharmacy technicians must equip future registrants with the knowledge, skills and behaviours required for modern practice across Great Britain.

Since the publication of the 2017 IET standards, the healthcare landscape has changed significantly and the countries of Great Britain have published new health plans. In these new standards we have taken into account:

- a determination to reduce health inequalities
- new models of healthcare delivery, including the formalisation and consolidation of Integrated Care Systems (ICSs)
- the centrality of science and technology to the provision of healthcare
- the introduction of patient group directions (PGDs) to allow pharmacy technicians to administer and supply certain medicines
- legislative changes that will enable pharmacy technicians to supervise the preparation, sale and supply of medicines
- the need to future-proof the education and training needs of pharmacy technicians into the mid-2030s

National health strategies in England, Wales and Scotland continue to reshape service delivery and the expectations placed on the pharmacy workforce. This means pharmacy technicians now contribute far beyond traditional dispensing roles. They are integral members of multidisciplinary teams, delivering specialised clinical services, supporting public health initiatives, supervising wider pharmacy teams,

and contributing to digital, online and homecare service models. Rapid advances in technology and new models of care require an education and training framework that prepares them to practise confidently, safely and autonomously.

## Purpose

This set of standards introduces important changes to:

- continue to ensure that through education and training, patient and public safety is placed at the centre of practice, and
- ensure pharmacy technicians remain equipped with the knowledge, skills, understanding and behaviours they need to carry out their roles once they register with the GPhC.

These changes include:

- equipping pharmacy technicians with a well-rounded skills mix to prepare them for varied roles across a range of settings, supporting person-centred care, and multidisciplinary team working
- embedding the expanded role of pharmacy technicians allowed by legislative changes, including legislation enabling pharmacy technicians to supply and administer medicines under patient group directions, and changes to supervision legislation to enable pharmacy technicians to take responsibility for preparing, dispensing and supplying medicines
- increasing 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) to widen the scope of a pharmacy technician's role

- replacing accuracy checking with final accuracy checking as a core competency,
- preparing trainee pharmacy technicians to use digital systems, including AI, in an informed, safe and ethical way
- placing a greater emphasis on equality, diversity and inclusion, to combat all forms of discrimination and to deal with health inequalities

qualifications regulators in Great Britain. These regulators include Ofqual (England), Qualifications Scotland (Scotland), Qualifications Wales (Wales), and the Office for Students (England). They make sure that qualifications are rigorous, consistent and comparable with each other, as well as the credibility and quality of qualifications.

## 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.

## Accreditation

Our accreditation requirements for education and training programmes are based on the standards and learning outcomes in this document. To be eligible for registration, programmes must be approved by the GPhC.

## Regulation

All initial education and training programmes for pharmacy technicians must be credit bearing and meet the requirements of the respective

# Part 1: 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 1: 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 safely and effectively.                  | 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 and improving outcomes. | Does  |
| 5. Encourage people 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.                                                                                           | Does  |
| 9. Understand the impact of environmental sustainability on public health, health inequalities, and provision of healthcare.                                                                                            | Knows |
| 10. Demonstrate an awareness of public health initiatives, including mental health, and recommend recognised health-screening programmes as appropriate.                                                                | Does  |
| 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. Always challenge and act on all forms of discrimination.                                                                                                    | Shows how |
| 15. Gather and interpret relevant information to support clinical decision making, providing appropriate advice or referrals to other healthcare professionals. | Does      |
| 16. Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care.                                                    | Does      |
| 17. 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 2: learning outcomes for domain 2**

| Learning outcome                                                                                                                                                                                    | Level     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 18. Demonstrate the values, attitudes and behaviours expected of a pharmacy professional at all times, as set out in the GPhC standards.                                                            | Does      |
| 19. Apply professional judgement in a person-centred manner, including taking into account the evidence base and relevant ethical and moral considerations.                                         | Does      |
| 20. Assemble, dispense and supply medicines and medical devices safely and accurately, in line with relevant legislation, regulations and standard operating procedures.                            | Does      |
| 21. Exercise professional judgement in the safe and appropriate use of Patient Group Directions (PGDs) for medicine supply and administration.                                                      | Knows how |
| 22. Make sure medicines and medical devices are stored and handled in line with relevant legislation and guidelines.                                                                                | Does      |
| 23. Ensure the quality of ingredients and processes to supply safe and effective medicines and medical devices.                                                                                     | Does      |
| 24. Demonstrate effective management of pharmacy stock, through the timely procurement and use of medicines and medical devices.                                                                    | Does      |
| 25. Understand the legal and ethical implications of dispensing and or preparing medicines remotely, including through hub-and-spoke, aseptic and other distance or online pharmacy service models. | Knows     |
| 26. Work within and keep to local, regional and national guidelines and policies.                                                                                                                   | Does      |
| 27. Demonstrate person-centred care through the application of the principles of clinical governance.                                                                                               | Does      |

|     |                                                                                                                                                                              |           |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 28. | Act openly and honestly at all times, including when things go wrong.                                                                                                        | Does      |
| 29. | Accurately perform calculations to ensure safe and effective pharmacy care.                                                                                                  | Does      |
| 30. | Understand the principles of biology, microbiology, physiology and chemistry to make effective use of medicines for people.                                                  | Knows how |
| 31. | 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 |
| 32. | Have an understanding of pharmacogenomics and how individual genetic profiles may influence disease and the use of medicines.                                                | Knows     |
| 33. | Demonstrate effective patient clinical measurement skills which ensure safe and effective medicines use.                                                                     | Shows how |
| 34. | Assess a person's medication history, checking the current supply if available, and order appropriate medicines and medical devices.                                         | Does      |
| 35. | Receive requests for medicines, including prescriptions, and check for their validity and clarity, taking action to deal with any discrepancies safely.                      | Does      |
| 36. | Carry out final accuracy checking of medicines and medical devices dispensed by others to ensure safe and effective pharmacy care.                                           | Does      |
| 37. | Identify warning signs of potential inappropriate use of substances and medicines and respond appropriately.                                                                 | Shows how |
| 38. | Identify adverse drug reactions and interactions and respond appropriately.                                                                                                  | Does      |
| 39. | Respond appropriately to medical emergencies, including the provision of first aid                                                                                           | Knows how |
| 40. | Apply the principles of information governance and ensure patient confidentiality, including obtaining informed patient consent before providing care and pharmacy services. | Does      |
| 41. | Understand how to safeguard people in line with relevant legislation and guidance, including children and adults at risk.                                                    | Knows how |
| 42. | Dispose of medicines and waste safely, legally and in an environmentally sustainable manner in line with local practices.                                                    | Does      |
| 43. | 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 3: learning outcomes for domain 3**

| Learning outcome                                                                                                                                                              | Level     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 44. 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      |
| 45. Recognise and work within the limits of their knowledge and skills, and know when to get support and when to refer to others.                                             | Does      |
| 46. Implement change to drive continuous improvements in patient care and service provision.                                                                                  | Shows how |
| 47. Contribute to health and safety in the workplace and take appropriate action when necessary.                                                                              | Does      |
| 48. Apply the principles of governance, including the identification of errors and near misses, and when addressing complaints, responding effectively.                       | Does      |
| 49. Demonstrate supervision of the dispensing process and the sale and supply of medicines.                                                                                   | Shows how |
| 50. 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 4: learning outcomes for domain 4**

| Learning outcome                                                                                                                                                   | Level |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 51. Actively take part in the learning and development of others.                                                                                                  | Does  |
| 52. 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  |
| 53. Take part in research activities, audit, service evaluation and/or quality improvement, and demonstrate how these are used to improve care and services.       | Does  |

# Part 2: 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 supervisor<sup>1</sup>.
- 1.2 Applicant selection criteria must be explicit, evidenced prior to enrolment, and include:
  - a English language, numeracy and at least one science qualification equivalent to at least Level 2 in the Regulated Qualifications Framework (England and Wales) and/or at least Level 5 in the Scottish Qualifications and Credit Framework (Scotland)
  - b any other academic programme 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.
- 1.8 Any decision to reject an application must be accompanied by feedback and information on the appeals process.

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<sup>1</sup> 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.

## 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.
- 2.7 The design and delivery of pharmacy technician initial education and training must ensure that all forms of discrimination are identified, challenged and acted upon.

## 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 and processes in place to allow for accurate and timely:
- a collection, analysis and reporting of trainee pharmacy technician data
  - b tracking of the trainee pharmacy technician journey; and
  - c ratification 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 must have will be defined by course providers and/or statutory education bodies
  - 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 specified times within a 12-month

period, depending on the training context and role, 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 Education and training providers must have clear, accessible procedures for raising, managing, and investigating concerns about a trainee pharmacy technician, a designated educational supervisor, or the learning environment.
- 5.10 Initial education and training providers must have documented fitness to practise procedures for trainee pharmacy technicians. Providers must manage and conclude these processes, and outcomes (other than warnings or when no action was taken) must be reported to the GPhC in a timely manner.
- 5.11 Trainee pharmacy technicians who have any outstanding fitness to practise concerns must not be awarded a completion certificate of 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 qualified 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.<sup>2</sup>
- 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

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<sup>2</sup> 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.

- d personal, professional and academic support
  - 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 registered 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 assessors<sup>3</sup>.
- 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.

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<sup>3</sup> 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.

# Bibliography

**Position statement on the use of artificial intelligence in pharmacy education** (GPhC, 2026)

**Position statement on the use of artificial intelligence in pharmacy** (GPhC, 2026)

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**Standards for registered pharmacies** (GPhC, 2018)

**Standards for the initial education and training of pharmacists** (GPhC, 2021)

## GPhC guidance for pharmacy professionals

Find the following **guidance for pharmacy professionals on our website**:

- Consent
- Confidentiality
- Conflict of interest
- Demonstrating professionalism online
- Duty of candour
- Female genital mutilation
- Gender identity services for children and young people
- Maintaining sexual boundaries
- Policy statement: the use of artificial intelligence (ai) in pharmacy
- Prescribing
- Raising concerns
- Religion, personal beliefs and values
- Scope of practice

## Reference sources

**Association of Pharmacy Technicians UK (APTUK)** – the professional body for pharmacy technicians

**Criteria for registration as a pharmacy technician in Great Britain** (GPhC, 2024)

**Pharmacy technician education and training** – Searchable database of GPhC accredited and recognised courses





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**General Pharmaceutical Council**

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