

Initial education and training of pharmacy technicians: evidence framework

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About this document

This document is designed to support course designers and developers as they write courses for the initial education and training of pharmacy technicians. It also provides clarity for course providers, employers and pre-registration trainee pharmacy technicians (trainees) about achieving certain learning outcomes within the standards for the initial education and training of pharmacy technicians (the standards). It should be read alongside the standards in full.

Awarding bodies and course providers must demonstrate that they meet the standards to have a pharmacy technician programme approved by us¹. They can do this in a number of ways. The evidence framework provides examples of the type of information and evidence awarding bodies and course providers could choose to submit, to have a pharmacy technician programme approved by us. However, this document is intended as a guide only, and how awarding bodies and course providers choose to demonstrate how they meet the standards may vary depending on their programme.

1. Introduction

a. Pharmacy technician initial education and training

1.1 Initial education and training for pharmacy technicians is vocational - it combines both knowledge and competency and allows trainees to learn based on experience of clinical, operational and scientific practices and procedures whilst working and studying at the same time.

As a vocational course, it is flexible in its delivery. It can be delivered face-to-face, at a distance, online or a combination of these and this document applies to all these delivery

b. Standards for the initial education and training of pharmacy technicians

1.3 The standards consist of two parts:

- Part 1: learning outcomes - includes the skills, knowledge, understanding and professional behaviours a trainee must demonstrate at the end of their initial education and training. The full learning outcomes are at Annex A.

- Part 2: standards for initial education and training course providers – sets out the key features of courses that deliver the learning outcomes in part 1 of the standards.

1.4 The standards were based on the standards for pharmacy professionals, which are the professional standards trainees will be expected to meet, once they join the register.

1.5 All pharmacy technician courses will be approved against these standards.

c. Supporting documents

1.6 This document should be read alongside the following relevant documents:

- Standards for the initial education and training of pharmacy technicians
- Standards for pharmacy professionals
- Criteria for registration as a pharmacy technician
- Guidance on tutoring for pharmacists and pharmacy technicians.

Combined, these documents provide a full picture of the initial education and training requirements for pharmacy technicians.

1.7 To help understand these standards, we have published a glossary of terms at Annex B of this document.

2. Guidance on achieving the learning outcomes

2.1 This section explains how course providers and employers may interpret certain learning outcomes within the trainee's scope of practice.

2.2 The guidance provided in this section is intended to help course developers, course providers, trainees and employers in making decisions about the design and delivery of the course, for trainees to achieve the learning outcomes. Although all learning outcomes have equal importance, the concepts and learning outcomes explained below were identified as areas requiring more information or clarification throughout the development process of the standards and this document. The full set of learning outcomes can be found at Annex A.

a. Professionalism and accuracy checking

2.3 Professionalism is at the centre of the standards for pharmacy professionals and embedded throughout the standards. Trainees must demonstrate how they achieve learning outcomes which relate to the professional attitudes and behaviours of being a healthcare professional, in performing their day-to-day tasks. This includes ethical and effective decision making, identifying and responding to errors, and raising concerns.

2.4 Trainees must also demonstrate their competency in carrying out an accuracy check of dispensed medicines and products (learning outcome 40). The skill to consistently check items for accuracy relates to any point in the process of handling medicines or other parts of the trainee's day-to-day duties. This ranges from ordering, receiving, maintaining and supplying medicines or other pharmaceutical products, to checking their own work or others' work effectively.

- 2.5 Pharmacy technicians carry out a range of checks which may include a final accuracy check of dispensed medicines. Therefore as part of trainees' initial education and training, they must understand the importance of a final accuracy check and how it is carried out in practice.
- 2.6 Who carries out a final accuracy check varies across workplaces. As the working context, experience and confidence will vary for each trainee, the standards allow employers or someone with appropriate authority and accountability to exercise their discretion about the tasks a newly registered pharmacy technician has the responsibility to undertake.
- 2.7 The person responsible for making this decision must consider whether the pharmacy technician has demonstrated the skills and professional behaviours, as well as having the experience and confidence to undertake tasks, to ensure services are delivered safely and effectively. They must also have appropriate governance arrangements are in place to ensure the delivery of safe, high-quality pharmacy services. Individuals making these decisions must be confident the pharmacy technician has the competence to undertake these tasks or roles.

b. Demonstrating leadership skills

- 2.8 As leadership is one of the standards of pharmacy professionals, trainees should be aware of the ways they can demonstrate leadership within their scope of practice as a trainee, in any pharmacy setting.
- 2.9 Trainees may lead by example in a number of ways within the scope of their work and training. Examples would include:
- taking responsibility for their actions
 - demonstrating the appropriate attitudes and behaviours of a pharmacy professional
 - delegating tasks only to people who are competent
 - playing an active role in contributing to the pharmacy team, such as taking part in the development of the team or others
 - speaking up when things go wrong
 - consistently assessing risks to patient safety and proposing ways to mitigate those risks.

c. Working in a multidisciplinary team

- 2.10 Trainees must have exposure to working with other health or care professionals as part of multidisciplinary teams. There are many ways to achieve this if trainees do not work in multidisciplinary teams regularly.
- 2.11 The course provider and employers should work together to ensure the trainee has the opportunities to work with other health or care professionals and this should be included in the trainee's learning agreement. Some examples could include (but are not limited to):
- working with other health or care professionals in the local GP practice or clinics, various wards in hospitals or district nurses
 - working for a short period of time in another healthcare setting
 - regularly working with or communicating with other health or care professionals at a distance.

d. Responding appropriately to medical emergencies, including providing first aid

- 2.12 Trainees must be able to know how to respond appropriately to medical emergencies. Medical emergencies are situations where someone is seriously ill or injured and their life is at risk, requiring immediate response. Working in environments where pharmacy services are provided, mean from time to time, people are likely to present with a medical emergency.
- 2.13 Although pharmacy technicians may not always be expected to carry out first aid, as healthcare professionals, they must know how to recognise medical emergencies, as well as how to respond and provide first aid, if required. This may include undertaking a recognised first aid course or other training that may be workplace-specific, that prepares trainees about how to respond in a medical emergency.

3. Developing and delivering a pharmacy technician course

a. Developing the pharmacy technician course

- 3.1 The guidance in this section provides further information on what awarding bodies and course providers should consider in designing and developing a pharmacy technician course that integrates knowledge and competency elements.
- 3.2 Awarding bodies and course providers should embed the guiding principles of the design, development and management of the pharmacy technician course in the three core documents below:
- Management plan;
 - Teaching and learning strategy; and
 - Assessment strategy.

3.3 These documents have the following functions:

Management plan	Teaching and learning strategy	Assessment strategy
<ul style="list-style-type: none"> •Sets out the roles and responsibilities and lines of accountability of the course provider, employer and the trainee in the delivery of the course •Defines structures and processes to manage course delivery and communication channels including addressing fitness to practise concerns, in line with the learning agreement •Should be clear, realistic and achievable 	<ul style="list-style-type: none"> •Sets out how the learning outcomes in part 1 of the standards for the initial education and training of pharmacy technicians will be delivered •Shows how the knowledge and competency learning outcomes are being integrated •Embeds the standards for pharmacy professionals into the course 	<ul style="list-style-type: none"> •Sets out the mix of methods used for assessing knowledge and competence •Shows how the chosen mix of assessment methods are robust and appropriate for assessing knowledge and competence, including observation •Sets out course regulations appropriate for at least national level 3 in England and Wales or national level 6 in Scotland

3.4 Further information about how to meet these standards is in section 4, Evidence to meet the standards.

b. Delivering the pharmacy technician course

3.5 The course provider must ensure there are appropriate agreements in place with both the employer and the trainee which clearly set out how various aspects of the course will be delivered and by whom.

3.6 It is the responsibility of the course provider to establish and manage agreements that apply to all aspects of the course, with the relevant people involved in its delivery. The diverse nature of the initial education and training of pharmacy technicians means that agreements may vary in different educational and workplace settings.

3.7 The course provider must also explain how fitness to practise concerns about a trainee will be addressed including procedures, communication with the trainee and the employer and notification to the GPhC if necessary. More information about raising concerns can be found against criteria 5.10 in section 4, Evidence to meet the standards.

Formal agreements with the employer or other stakeholders

These agreements must set out the separate roles and responsibilities of both the employer and course provider for course delivery. These should reflect the principles in the management plan. This includes:

- the roles and responsibilities of course providers and employers in the day-to-day delivery of the course including access to the workplace to plan assessments and reviews;
- the active links between course providers and employers including communication links;
- how learners are supported by employers and course providers;
- how fitness to practise cases or other concerns are raised and dealt with; and
- the overall deliverables of the course.

Learning agreement with the trainee

The learning agreement with the trainee sets out how the course provider will deliver the course in line with the course's teaching and learning strategy and assessment strategy. It must cover:

- the trainee's roles and responsibilities;
- how learning is delivered;
- how and when competence is assessed;
- how learners are supported by course providers and employers;
- how trainee fitness to practise concerns are raised and dealt with;
- how other concerns are raised and dealt with; and
- the overall deliverables of the course.

3.8 Further information about how to meet these standards is in section 4, Evidence to meet the standards.

c. Approval of a pharmacy technician course

3.9 Initial education and training pharmacy technician courses must be approved by the GPhC. The approval process assesses whether courses are fit for purpose. Awarding bodies and course providers must demonstrate how they meet the standards to have their pharmacy technician course approved by us.

3.10 This document will form part of the information used by accreditors to assist in assessing whether a pharmacy technician course meets the standards. Awarding bodies and course providers can seek information from us before or during the approval process for further clarity.

3.11 We approve pharmacy technician courses in two ways: accreditation and recognition. Accreditation is the methodology for approving courses that are delivered by the course designer. Recognition is the methodology for approving courses designed by one organisation but delivered through a franchise by others.

3.12 Courses which have been approved by us count towards the initial registration requirements for pharmacy technicians.

3.13 Further information about our approval processes can be found on our website.

4. Evidence to meet the standards

4.1 In this section we provide appropriate examples of evidence to demonstrate how awarding bodies and course providers would meet our standards. These examples will form part of the considerations the accreditation or recognition panel make in determining whether a pharmacy technician course meets the standards.

Domain 1 – Selection and entry requirements

Standards	
1.	Selection processes must be open, clear, unbiased and keep to relevant legislation to identify applicants with the right attributes to train as a healthcare professionals.
Criteria	Evidence and supporting information
1.1	<p>Entry requirements must ensure that applicants are fit to practise as trainees at the point of selection.</p> <p>Evidence that the awarding body or course provider has taken steps to ensure their selection processes, prior to enrolment, are fair, legal and designed to make sure they identify suitable applicants who will be fit to practise as trainees.</p> <p>In this context, the ‘right attributes’ in the standards refer to the attitudes and behaviours appropriate to a trainee healthcare professional.</p> <p>Course providers should have measures in place as part of the selection criteria that make sure applicants have the right attributes to train as a healthcare professional. This includes consideration of the appropriate characteristics, attitudes and qualities necessary to act professionally, provide person-centred care and prioritise patient safety.</p>
1.2	<p>Selection criteria must be clear and unambiguous. They must include as a minimum:</p> <p>Selection criteria must be appropriate for a level 3 (S)NVQ and for the course’s applicant base. Appropriate levels would include:</p> <ul style="list-style-type: none"> • GCSE English at Grade C/Level 4, Scottish National 5 or above, or equivalent English language evidence;

	<ul style="list-style-type: none"> • meeting specified English language requirements • meeting specified numeracy requirements • other academic requirements or experience equivalent to national level 2 or above • taking account of good character checks • taking account of health checks 	<ul style="list-style-type: none"> • GCSE Maths at Grade C/Level 4, Scottish National 5 or above, or equivalent evidence of numeracy; • the ability to demonstrate knowledge and understanding of science suitable for entry to the course, for example, GCSE Science at Grade C/Level 4, or Scottish National 5 or equivalent; <p>In addition to the requirements above, other appropriate evidence would include:</p> <ul style="list-style-type: none"> • (S)NVQ at level 2 or above, preferably related to pharmacy; • Other appropriate academic requirements and/or experience. <p>Course providers must demonstrate how their selection process has taken account of good character checks and health checks. These would include:</p> <ul style="list-style-type: none"> • Good character checks, such as the Disclosure and Barring Service/Disclosure Scotland checks, or equivalent. • Appropriate health checks to seek information about conditions that may affect an applicant’s fitness to practise as a trainee and how such conditions could be managed. <p>Formal agreements between the employer and course provider should clearly set out who is responsible for good character checks and assessing whether the trainee has the right attributes to train as a healthcare professional. These checks must be completed before commencement of the course.</p> <p>Course providers will be required to demonstrate how concerns about good character or health are dealt with during the selection process.</p> <p>Note that we do not consider a disability to be a health condition and would only need to be declared if it might have an impact on an applicant’s ability to practise as a trainee and for steps to be taken to mitigate the effects of the disability.</p>
1.3	<p>Applicants must be working in a pharmacy environment or have secured a placement as a pre-registration trainee pharmacy technician and be supervised by a pharmacy professional.</p>	<p>For training purposes, a pharmacy environment is any location where pharmacy services take place.</p> <p>The GPhC’s criteria for registration as a pharmacy technician require that:</p> <ul style="list-style-type: none"> • At a minimum, applicants should have secured a placement as a trainee in a pharmacy environment and registered for a course

		<p>recognised or accredited by the GPhC within three months of commencing their contracted role as a trainee.</p> <ul style="list-style-type: none"> • Applicants have five years to register as a pharmacy technician from the date they commence an approved course or, 2 years to register from the date of completion of an approved course, whichever is sooner. <p>Employers should ensure the trainee is given tasks within their area of competence, as a trainee.</p>
1.4	<p>Selectors must apply the selection criteria consistently, in an unbiased way and in line with relevant legislation. They should be trained to do this and training should include equality, diversity and inclusion.</p>	<p>Course providers are responsible for selection processes and for applying selection criteria.</p> <p>Course providers must be able to demonstrate that:</p> <ul style="list-style-type: none"> • the selection processes and procedures comply with relevant legislation; • staff involved in selection, have been trained appropriately and are aware of relevant legislative requirements; and • selection data is analysed and used for course development purposes.

Domain 2 – Equality, diversity and inclusion

Standard	
2.	<p>All aspects of pharmacy technician education and training must be based on principles of equality and diversity and keep to all relevant legislation.</p>
Criteria	Evidence and supporting information
2.1	<p>Equality and diversity must be embedded in course design and delivery</p> <p>Equality and diversity awareness must be an integral part of course design and delivery.</p> <p>Applicants must not be treated unfairly on grounds of a protected characteristic* and reasonable adjustments must be made to meet their specific needs.</p> <p>* As defined in the Equality Act 2010.</p>
2.2	<p>Equality and diversity data must be used in designing and delivering courses, and in planning the whole experience of being a pre-</p> <p>Course providers must have systems and policies in place for capturing equality and diversity data to make sure policies and procedures are fair and do not discriminate against trainees or applicants. This may include data based on protected characteristics.</p>

	registration trainee pharmacy technician.	Course providers must demonstrate how equality and diversity data are collected to: <ul style="list-style-type: none"> • inform relevant policies; and • improve course design, delivery and the trainee’s experience.
2.3	Reasonable adjustments must be made to course delivery and assessment to help pre-registration trainee pharmacy technicians having specific needs to meet the learning outcomes. Teaching, learning and assessment may be modified for this purpose but learning outcomes may not.	Course providers must have procedures in place for identifying or requesting reasonable adjustments to: <ul style="list-style-type: none"> • course delivery; or • assessments. <p>Course providers must be able to demonstrate where appropriate reasonable adjustments have been put in place.</p>

Domain 3 – Management, resources and capacity

Standard		
3.	Courses must be planned and maintained using transparent processes which must show who is accountable for what at each stage of initial education and training. The education and training facilities, infrastructure, leadership, staffing and staff support must be adequate to deliver the course.	
Criteria	Evidence and supporting information	
3.1	<p>All courses must be backed up by a defined management plan which must include:</p> <ul style="list-style-type: none"> • a schedule of roles and responsibilities, in the learning and training environments and in the workplace • lines of accountability, in the learning and training environments and in the workplace • defined structures and processes to manage delivery • processes for identifying and managing risk 	<p>Course providers must have a management plan. The management plan must:</p> <ul style="list-style-type: none"> • be realistic and achievable; • clearly set out the roles and responsibilities of the course provider and employer in the delivery of the course. This must include lines of accountability and authority to act when concerns are raised; • include risk assessments of key issues and a means to mitigate them; • demonstrate that systems and structures are in place to manage the learning of trainees in all learning environments; and • demonstrate how learners can access learning materials.

3.2	There must be agreements in place outlining the roles and responsibilities of all those involved in delivering a course.	<p>Course providers must have formal agreements in place for all learners. Formal agreements must:</p> <ul style="list-style-type: none"> • describe working arrangements between stakeholders, in particular employers and the course provider • describe the range of roles and responsibilities, including those for: <ul style="list-style-type: none"> – course providers – employers – designated educational supervisors – assessment centres – assessors – individuals responsible for internal and external quality assurance processes
3.3	Each pre-registration trainee pharmacy technician must have a learning agreement covering all the learning and training environments. This must outline roles, responsibilities and lines of accountability, and must say how trainees will be supported during the course. Course providers must explain how they will be reassured that learning agreements will be implemented in full.	<p>Course providers must set in place learning agreements for all trainees. Learning agreements must:</p> <ul style="list-style-type: none"> • outline the trainee’s role and responsibilities; • support trainees to meet the learning outcomes by establishing clear lines of responsibility for course delivery and assessment; • be consistent with the teaching and learning strategy and assessment strategy; and • explain how trainees can raise concern about their course. <p>Course providers must demonstrate how the learning agreement is implemented and used to provide support to trainees throughout the delivery of the course.</p>
3.4	All course providers must have pharmacy professionals involved in the design and the delivery of the course.	<p>Course providers must demonstrate how pharmacy technicians and pharmacists will contribute to the design and delivery of the course.</p>

<p>all the learning and training environments, there must be:</p> <ul style="list-style-type: none"> • appropriately qualified and experienced staff • sufficient staff from relevant disciplines to deliver the course and support pre-registration trainee pharmacy technicians' learning • sufficient resources to deliver the course • facilities that are fit for purpose <p>access to appropriate learning resources</p>	<ul style="list-style-type: none"> • registered pharmacy professionals; • other members of the pharmacy team; • other teaching staff; or • relevant healthcare professionals with a range of experience or relevant qualifications. <p>Course providers must provide evidence that:</p> <ul style="list-style-type: none"> • trainees will be supported by staff, both in their learning and training environments, who have relevant experience in the area of work where the trainee is training; • there are mechanisms for securing sufficient levels of resourcing to deliver a pharmacy technician course to an acceptable standard; • their staffing profile can support the delivery of the course and the trainee's experience; and • learning resources, accommodation
<p>delivering the course must understand their role and must be given support to carry out their work effectively.</p>	<p>Course providers must provide evidence that:</p> <ul style="list-style-type: none"> • everyone involved in delivering the course has their roles and responsibilities set out in the management plan and formal agreements. This should include job descriptions with clearly defined roles and responsibilities; and • there is effective support for all their staff, including appropriate personal and professional development opportunities.
<p>Each pre-registration trainee pharmacy technician must be supported as a trainee in the workplace. There must be systems in place for liaising with course providers regularly about the progress of a pre-registration trainee pharmacy technician.</p>	<p>Course providers must provide evidence that:</p> <ul style="list-style-type: none"> • the management plan and teaching and learning strategy clearly set out the roles and responsibilities of both the employer and provider in delivering the course and supporting the trainee in the workplace; • these are supported by formal agreements or the learning agreement so the trainee understands what resources and support are available to them; • there are processes and communication channels in place between the course provider, employer and the trainee, to monitor and provide feedback on the progress of the trainee,

		including processes if a trainee is not progressing adequately on the course.
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Domain 4 – Monitoring, review and evaluation

Standard		
4.	The quality of courses must be monitored, reviewed and evaluated in a systematic and developmental way	
Criteria	Evidence and supporting information	
4.1	All relevant aspects of courses must be monitored, reviewed and evaluated systematically. When issues are identified they must be documented and dealt with within agreed timescales.	<p>Course providers must:</p> <ul style="list-style-type: none"> • have quality assurance processes that are robust, rigorous and transparent; • provide evidence of quality monitoring data from a variety of sources; and • provide evidence of how provision has developed as a result of quality assurance and monitoring, taking into account the views and feedback of relevant stakeholders and patients. <p>Course providers must also comply with any legal obligations which apply to them including reviewing any aspects of the course which could be affected by changes to legislation.</p>
4.2	There must be a quality-management structure in place that sets out procedures for monitoring and evaluation. This must include who is responsible, and the timings for reporting, review and taking action when appropriate.	<p>Course providers must provide evidence of quality management procedures, including roles and responsibilities.</p> <p>Both awarding bodies and course providers must be open with the GPhC about matters affecting an approved pharmacy technician course. It is a requirement of the Pharmacy Order 2010 that course providers assist the GPhC in its work by providing information on request.</p> <p>For transparency, awarding bodies and course providers must raise relevant issues proactively with the GPhC.</p>
4.3	There must be systems in place to monitor and evaluate the standard of teaching, learning and assessment to make sure that quality is maintained across all learning environments.	<p>Course providers must provide evidence that:</p> <ul style="list-style-type: none"> • course provision is monitored and evaluated using evidence from a variety of sources, such as staff appraisal, trainee feedback, employer feedback, patient feedback and peer review; • there is external and independent evaluation of assessments; and

		<ul style="list-style-type: none"> outcomes of evaluation and feedback are acted on.
4.4	Course monitoring and review must take into account the external environment, especially pharmacy, to make sure that courses stay up to date as they are delivered.	<p>Course providers must provide evidence of how advances in pharmacy practice, changes to national standards/frameworks and developments within a wider healthcare context potentially impacting on pharmacy are taken into account. This should occur both during course design and delivery, where a significant change in practice must be reflected in a course.</p> <p>Course providers must seek approval for significant changes to a course from the GPhC. GPhC approval is not needed for routine modifications to a course. If a course provider is unclear whether a proposed change is significant or routine, they should seek advice from the GPhC.</p>
4.5	Feedback to pre-registration trainee pharmacy technicians must be a part of monitoring, review and evaluation processes.	<p>Course providers must:</p> <ul style="list-style-type: none"> provide evidence of how feedback is actively provided to both trainees, and employers, where relevant; and provide evidence of how trainees can provide feedback on their course. <p>Feedback may relate to the trainee’s work and/or academic performance.</p>

Domain 5 – Course design and delivery

Standard		
5.	Courses must develop the required skills, knowledge, understanding and professional behaviours to meet the outcomes in part 1 of these standards by using a coherent teaching and learning strategy. The design and delivery of training must take account of stakeholders’ views and must ensure that trainees practise safely and effectively.	
Criteria	Evidence and supporting information	
5.1	Courses must be designed and delivered using strategies which bring together knowledge, competence and work experience	Course providers must demonstrate how knowledge, competence and work experience are integrated through course design and delivery. This should be described in the teaching and learning strategy.
5.2	The GPhC’s standards for pharmacy professionals must be part of all courses and used actively. This is to make sure that pre-registration trainee pharmacy technicians know what will be	<p>Course providers must show:</p> <ul style="list-style-type: none"> how the standards for pharmacy professionals are embedded in the course; and

	expected of them when they are registered.	<ul style="list-style-type: none"> how trainees are made aware of the standards for pharmacy professionals and how they apply to them, both as trainees and, later, as registrants.
5.3	There must be a course teaching and learning strategy which sets out how trainees will achieve the outcomes in part 1 of these standards.	Course providers must have a clear and achievable teaching and learning strategy, that sets out how course content, design and delivery will allow trainees to demonstrate they have the knowledge and skills to meet the learning outcomes.
5.4	Courses must be designed and delivered to develop the skills, knowledge, understanding and professional behaviours required to meet the learning outcomes in part 1 of these standards.	Course providers must demonstrate how courses will deliver the skills, knowledge, understanding and professional behaviours required to meet the learning outcomes in part 1 of the standards. As a minimum, this should include a mapping of the course curriculum to the learning outcomes.
5.5	Awarding bodies and course providers must get the views of a range of stakeholders – including patients, the public and employers – and take account of them when designing and delivering the course.	Course providers must demonstrate how they have engaged in a meaningful way, and considered the views of external stakeholders in the design, development and delivery of the course.
5.6	Courses must be revised when there are significant changes in practice, to make sure they are up to date.	Course providers must show how the course has changed in response to significant changes to practice or feedback (see 4.4 above).
5.7	Pre-registration trainee pharmacy technicians must be supervised using an agreed system in all learning and training environments, to ensure patient safety at all times.	<p>Course providers must provide:</p> <ul style="list-style-type: none"> evidence of supervision requirements in all learning and training environments (including the workplace) and how these are embedded in the learning agreement; and guidance on the role and requirements for designated educational supervisors consistent with our <u>Guidance on tutoring pharmacists and pharmacy technicians</u>.
5.8	Pre-registration 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.	<p>Course providers must provide:</p> <ul style="list-style-type: none"> evidence of mechanisms that ensure trainees only carry out tasks for which they are competent; and evidence that trainees are supervised adequately to ensure that patient safety is not compromised.

5.9	Course regulations must be appropriate for a course that leads to professional registration. That is, they must prioritise professionalism, patient safety, and safe and effective practice.	<p>Course providers must demonstrate:</p> <ul style="list-style-type: none"> • how course regulations are appropriate for a course leading to professional registration as a pharmacy technician; • how course regulations ensure that unsafe practice is not passed; and • how course regulations include relevant policies such as plagiarism, grievance and appeals.
5.10	All course providers and employers must have procedures to deal with concerns. Serious concerns that may affect a pre-registration trainee pharmacy technician's suitability for future registration must be reported to the GPhC.	<p>Course providers and employers must have procedures to deal with concerns including those about a trainee's fitness to practise.</p> <p>Concerns could relate to either the quality of pharmacy education and training or about a trainee that could suggest there is a risk to patient safety or could affect the public's confidence in pharmacy in either their learning or training environment.</p> <p>We may investigate concerns about the quality of a pharmacy course or a training placement – especially if the way the education and training is delivered might present risks to patient safety.</p> <p>Concerns relating to a trainee's fitness to practise should be raised directly with the course provider, who must have a clear procedure in place to deal with the concerns raised. Although we do not investigate concerns about a trainee's fitness to practise, course providers should inform us if there are serious concerns that relate to a trainee's fitness to practise that could affect a trainee's suitability for future registration.</p>

Domain 6 – Course assessment

Standard	
6.	Courses must have an assessment strategy which assesses required skills, knowledge, understanding and professional behaviours to meet the outcomes in part 1 of these standards. The assessment strategy must assess whether a pre-registration trainee pharmacy technician's practice is safe.
Criteria	Evidence and supporting information
6.1	<p>Courses must have an assessment strategy which ensures that assessment is robust, reliable and valid.</p> <p>Course providers must have an assessment strategy that clearly sets out how a trainee will be assessed. The assessment strategy must include at a minimum:</p> <ul style="list-style-type: none"> • assessment regulations; • requirements for designated educational supervisors and assessors;

		<ul style="list-style-type: none"> • marking criteria, including the minimum to achieve a pass; • verification of assessment decisions; • policies for resits and resubmissions; • procedures for suspected plagiarism and/or malpractice • appeals procedures; and • mapping of assessments to learning outcomes.
6.2	<p>The assessment strategy must assess the learning outcomes in part 1 of these standards. Methods used must be appropriate for what is being assessed; and teaching, learning and assessment must be aligned.</p>	<p>Course providers must provide:</p> <ul style="list-style-type: none"> • evidence of how assessments are designed and mapped to learning outcomes; • evidence of how the approach and mix of assessment methods proposed will test the knowledge and competency requirements in the learning outcomes; • evidence that the assessment methods chosen clearly align with the teaching and learning strategy, to ensure both strategies are coherent and integrated; and • evidence of how assessment methods will allow trainees to develop and improve without being a risk to patients.
6.3	<p>The assessment strategy must include a methodology to assess decisions of competence in the workplace and other appropriate environments.</p>	<p>Course providers must provide evidence to demonstrate why they have chosen their assessment methods and evidence used to assess competence and knowledge to ensure it is aligned to their assessment methodology.</p> <p>Course providers must verify that a significant proportion of assessment decisions of competence take place in the workplace, for the trainee to demonstrate how they meet the learning outcomes in practise.</p> <p>Course providers may use evidence provided by experienced assessors other than their own, or expert witnesses testimony, to assess competence, but this can only form part of a range of evidence sources.</p>
6.4	<p>Patient safety must come first at all times, and the assessment strategy must assess whether a pre-registration trainee pharmacy technician is practising safely as a trainee.</p>	<p>The assessment strategy must clearly set out principles about how a trainee is able to learn through assessment methods, without being a risk to patient safety. This includes providing them with feedback and opportunities to identify and address errors, throughout the course, to allow them to learn and train safely.</p> <p>Assessment pass criteria must reflect safe practice and be included in the assessment strategy.</p>

		Trainees cannot complete an approved course if they are assessed as being a risk to patients and the public. Course providers must demonstrate how this is the case.
6.5	Monitoring systems must be in place in all learning and training environments. The systems must assess a pre-registration trainee pharmacy technician's progress towards meeting the learning outcomes in part 1 of these standards. They must ensure that a pre-registration trainee pharmacy technician's practice is safe at all times, as a trainee. Causes for concern must be dealt with as soon as possible.	<p>Course providers must provide evidence that:</p> <ul style="list-style-type: none"> • trainees are monitored and assessed throughout their training to ensure that they are able to practise safely and effectively; • monitoring and assessment should support progression; • there is guidance for designated educational supervisors in relation to the ongoing monitoring and assessment of trainees; and • monitoring systems include processes for dealing with concerns, which must be addressed in a timely manner.
6.6	Agreements must be in place between course providers and the workplace regarding the roles and responsibilities for assessment.	Formal agreements between course providers and the employers must be consistent with the requirements set out in the learning agreement between the course provider and the trainee as well as the management plan and assessment strategy.
6.7	Assessments must be carried out by appropriately trained and qualified people who are competent to assess the performance of pre-registration trainee pharmacy technicians.	<p>Course providers must provide:</p> <ul style="list-style-type: none"> • evidence of assessors who have a recognised assessor qualification, such as role descriptions and any other related specifications or requirements for assessors; • evidence of assessors who have relevant and current experience in the area they are assessing; and • evidence that guidance is given to assessors to assist them in their role.
6.8	There must be independent quality assurance of assessment processes. Quality assurance processes should be carried out by an external and appropriately qualified person or organisation, that is not an employee of the course provider and has no involvement with the pre-registration trainee pharmacy technician in their day-to-day work.	<p>Course designers must show how the quality assurance of assessment is independent. The quality assurance of assessment processes must include external validation and verification of assessment decisions. An example of a person or organisation that would be appropriate to conduct external verification may include an external organisation or verifier who has the appropriate qualifications to assess competence in the workplace.</p> <p>The standards exclude organisations or people that are employees of the course provider or involved in the trainee's day-to-day work, from providing independent quality assurance of assessment courses.</p>

		These processes must be clearly set out in the assessment strategy.
6.9	Pre-registration trainee pharmacy technicians must receive appropriate and timely feedback on their performance, to support their development as pre-registration trainee pharmacy technicians and professionals.	<p>There must be deadlines for assessments to be marked and for feedback to be given. Feedback must be given in time for it to be used effectively by the trainee.</p> <p>Links between assessments – including diagnostic, formative and summative – as well as feedback must be made clear to trainees.</p> <p>Action must be taken if deadlines are not met.</p>
6.10	Assessment regulations must be appropriate for a course that leads to professional registration. That is, they must prioritise professionalism, patient safety, and safe and effective practice.	<p>Assessment regulation must prioritise patient safety, which means unsafe practice cannot be passed.</p> <p>As a general principle, all assessments must be passed. This means that condonation, compensation, trailing, multiple re-sit opportunities and other remedial measures should be extremely limited, if they are permitted at all.</p>

Domain 7 – Pre-registration trainee pharmacy technician support and the learning experience

Standard		
7.	Pre-registration trainee pharmacy technicians must be supported in all learning and training environments to develop as trainees and professionals during their initial education and training.	
Criteria	Evidence and supporting information	
7.1	<p>There must be a range of systems in place to support trainees to achieve the learning outcomes in part 1 of these standards, including:</p> <ul style="list-style-type: none"> • induction • effective supervision • an appropriate and realistic workload • personal and academic support • time to learn • access to resources. 	<p>Course providers must provide:</p> <ul style="list-style-type: none"> • evidence that there are robust systems in place to support trainees; • a clear description of who is responsible for each part of the process in those systems; and • evidence that systems apply to the training environment as well as the learning environment. <p>This information should be set out in formal agreements between the course provider and the employer as well as the management plan.</p>

7.2	There must be systems in place for pre-registration trainee pharmacy technicians to meet regularly with workplace colleagues to discuss and document their progress as learners.	<p>Course providers must provide:</p> <ul style="list-style-type: none"> • evidence that trainees interact regularly with their workplace colleagues, including their designated educational supervisor as well as peers; • evidence of how the designated educational supervisor will have oversight of the trainee’s training; and • evidence that guidance for designated educational supervisors on the expected kind of interaction with trainees is consistent with our <u>Guidance on tutoring pharmacists and pharmacy technicians</u>.
7.3	Pre-registration trainee pharmacy technicians must have support available to them covering academic study, general welfare and career advice.	<p>Course providers must provide:</p> <ul style="list-style-type: none"> • evidence that trainees have access to support for their academic and general welfare needs; • evidence that trainees have access to career advice about their professional development and work pathways. <p>If it is no longer possible for a trainee to continue and complete the course, they should be made aware of what options are available to them.</p>
7.4	Pre-registration trainee pharmacy technicians must have access to pharmacy professionals who are able to act as role models and give professional support and guidance.	<p>Course providers must provide:</p> <ul style="list-style-type: none"> • evidence that trainees will work with a range of professional role models including other members of the pharmacy team and other healthcare professionals. This may also include pharmacy professionals who do not work in the same pharmacy team, such as course provider pharmacy technicians; • evidence that trainees will have access to peers, such as other trainees or workplace colleagues, for support and guidance.
7.5	Pre-registration trainee pharmacy technicians must have the opportunity to work in multidisciplinary teams.	<p>Course providers must provide evidence that trainees will have the opportunity to work with other health or care professionals and trainees during their training. This may include relationships with other local health or care professionals in local GP practices or clinics, various wards in hospitals or district nurses. Trainees may work for a period of time in another setting or regularly working and communicating with other health or care professionals at a distance.</p> <p>These arrangements should be included in the trainee’s learning agreement.</p>

7.6	<p>There must be clear procedures for pre-registration trainee pharmacy technicians to raise concerns. Any concerns must be dealt with promptly, with documented action taken when appropriate. Pre-registration trainee pharmacy technicians must be made aware of the GPhC's guide to raising concerns about pharmacy education and training.</p>	<p>All procedures to raise concerns about any aspect of their training or training environment must be included in the trainee's learning agreement.</p> <p>Trainees must know how to raise a concern and how it will be dealt with, including timescales.</p>
7.7	<p>Everyone supporting pre-registration trainee pharmacy technicians must take into account the GPhC's guidance on tutoring for pharmacists and pharmacy technicians in their work.</p>	<p>Course providers must show how support measures for trainees are consistent with our <u>Guidance on tutoring pharmacists and pharmacy technicians</u> in learning and training environments.</p> <p>The employer must demonstrate to the course provider the relevant process to sign off a pre-registration trainee pharmacy technician as completing their course.</p>

Annex A: Part 1 - Learning outcomes

1. Person-centred care

Learning outcomes

Pre-registration trainee pharmacy technicians will:

1. Involve, support and enable every person when making decisions about their health, care and wellbeing	Does
2. Optimise a person's medicines to achieve the best possible outcomes	Does
3. Listen to the person, and understand their needs and what matters to them	Does
4. Give the person all relevant information in a way they can understand, so they can make informed decisions and choices	Does
5. Advise people on the safe and effective use of their medicines and devices	Does
6. Obtain relevant information from people – including patients, carers and other healthcare professionals – and use it appropriately	Does
7. Recognise and value diversity, and respect cultural differences - making sure that every person is treated fairly whatever their values and beliefs	Does
8. Adapt information and communication to meet the needs of particular audiences	Does
9. Apply the principles of information governance and ensure patient confidentiality	Does
10. Effectively promote healthy lifestyles using available resources and evidence-based techniques	Knows how
11. Be able to provide public health advice and recommend recognised health screening or public health initiatives	Knows how
12. Understand how to safeguard people, particularly children and vulnerable adults	Knows how

2. Professionalism

Learning outcomes

Pre-registration trainee pharmacy technicians will:

13. Apply professional judgement in the best interests of people	Does
14. Recognise and work within the limits of their knowledge and skills, and refer to others when needed	Does
15. Understand how to work within the local, regional and national guidelines and policies	Knows how
16. Respond effectively to complaints, incidents and errors and in a way that demonstrates person-centred care	Does
17. Use information to make effective decisions	Does
18. Take personal responsibility for the health and safety of themselves and others, and following up any concerns about the workplace which might put them, or others, at risk	Does
19. Demonstrate leadership skills within their scope of practice as a trainee	Does
20. Recognise when their performance or the performance of others is putting people at risk and respond appropriately	Does
21. Raise concerns even when it is not easy to do so	Does
22. Act openly and honestly when things go wrong	Does
23. Effectively use a variety of methods, including feedback, to regularly monitor and reflect on practice, skills and knowledge	Does
24. Carry out a range of relevant continuing professional development (CPD) activities	Does
25. Reflect and act on feedback or concerns, thinking about what can be done to prevent something happening again	Does

3. Professional knowledge and skills

Learning outcomes

Pre-registration trainee pharmacy technicians will:

26. Provide a safe, effective and responsive pharmacy service	Does
27. Take personal responsibility for the legal, safe and efficient supply of medicines	Does
28. Understand the basic principles of biology, microbiology, physiology, and chemistry	Knows how
29. Understand the basic pharmacological principles to the use of medicines in relation to disease processes and the treatment of identified clinical conditions	Knows how
30. Confirm the suitability of a person's medicines for use	Does
31. Accurately retrieve and reconcile information about a person's medicines	Does
32. Assess a person's present supply of medicines and order appropriate medicines and products	Does
33. Order, receive, maintain and supply medicines and other pharmaceutical products safely, legally and effectively	Knows how
34. Receive requests for medicines, including prescriptions, and check for their validity, safety and clarity, taking action to deal with any problems	Does
35. Effectively use systems to support the safe supply of medicines	Does
36. Accurately assemble prescribed items	Does
37. Apply pharmaceutical principles to the safe and effective formulation, preparation and packaging of medicines and products	Knows how
38. Ensure the quality of ingredients to produce and supply safe and effective medicines and products	Knows how
39. Issue prescribed items safely and effectively and take action to deal with discrepancies	Does
40. Carry out an accuracy check of dispensed medicines and products	Does
41. Accurately perform pharmaceutical calculations to ensure the safety of people	Does
42. Recognise adverse drug reactions and interactions and respond appropriately	Does
43. Safely and legally dispose of medicines and other pharmaceutical products	Knows how
44. Respond appropriately to medical emergencies, including providing first aid	Knows how
45. Identifies and responds effectively to errors and near misses	Does
46. Apply the principles of clinical governance	Does
47. Understand the principles of audit and quality-improvement strategies, and how to implement recommendations effectively	Knows how
48. Understand the principles of risk management	Knows how

4. Collaboration

Learning outcomes

Pre-registration trainee pharmacy technicians will:

49. Demonstrate effective team working	Does
50. Communicate and work effectively with members of the multidisciplinary team	Does
51. Check their own and others' work effectively	Does
52. Take part in the learning and development of others	Does
53. Prioritise time and resources effectively to achieve objectives	Does

Annex B: Glossary

Term	Definition
Accreditation	Accreditation means that all processes around a course have been reviewed for quality assurance purposes to ensure that the course of education or training meets the relevant GPhC standards, accreditation criteria or training policies.
Accuracy check	To check a request for medicines, including a prescription, or other activities, accurately for validity, safety and clarity. This could relate to any point in the process of handling medicines or other parts of a pharmacy technician's day-to-day duties.
Applicant	Person applying to register with a course provider to undertake a recognised or accredited pharmacy technician course.
Assessment centre	A designated centre for the assessment for trainees.
Assessor	Appropriately trained and qualified people who are competent to assess the performance of pre-registration trainee pharmacy technicians.
Awarding body	A recognised examination board which sets examinations and awards qualifications.
Course provider	Provider that delivers a recognised or accredited or pharmacy technician course in Great Britain. The course provider could be directly accredited by the GPhC or deliver a recognised course, which has been developed by an awarding body and recognised by the GPhC.
Designated educational supervisor	The designated educational supervisor should be delegated by the employer as responsible for having oversight of the trainee's training and should be a source of advice and guidance. The educational supervisor might have another role as well, such as being an assessor.
Diagnostic assessment	Form of assessment used to identify current learning style and strengths in order to determine potential needs and areas for development of individuals and/or the group.
Expert witness	A witness who has specific qualifications or experience and is therefore able to express an opinion on their area of expertise.
Formative assessment	Form of assessment that is ongoing, developmental and continuous and is used to give feedback and support to the trainee on progress towards outcomes and to inform the educational supervisor of action to take.
Learning environment	Any environment where a trainee undertakes course work.
Pre-registration trainee pharmacy technician (trainee)	Person registered with a course provider, undertaking a recognised or accredited pharmacy technician course.
Protected characteristics	The nine protected characteristics as listed in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
Reasonable adjustments	The duty to make reasonable adjustments aims to make sure that a disabled person, has, as far as is reasonable, the same access to everything that is involved in getting and doing a job as a non-disabled person. When the duty arises, the employer is under a positive and proactive duty to take steps to remove or reduce or prevent the

	obstacles they face as a disabled worker or job applicant. This duty is set out in the Equality Act 2010.
Recognition	Recognition relates to the approval of national qualifications delivered country wide. These courses are mapped to the quality credit framework and agreed national occupational standards. We recognise the quality assurance of these awarding bodies and do not directly accredit the specific providers.
RQF – Regulated Qualifications Framework	A tool used to define, categorise and link the different levels and credit values of qualifications, regulated by Ofqual.
SCQF – Scottish Credit and Qualifications Framework	Scotland’s national qualification framework and credit transfer system for all level of qualifications in Scotland.
Summative assessment	Form of assessment used to measure whether the trainee has achieved all or some of the learning outcomes within a unit and may take place during or towards the end of a unit.