

AUSTRALASIAN COMPETENCY STANDARDS FRAMEWORK

**For pharmacy technicians
in hospitals and health
services 2025**

Developed by Advanced Pharmacy Australia
in collaboration with the New Zealand Hospital
Pharmacy Association



The New Zealand Hospital
Pharmacy Association (NZHPA)

Te Kahui Whakarite Rongoā
Hōhipera o Aotearoa





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Recognition of First Nations Peoples

AdPha and NZHPA acknowledge the Traditional Custodians of Country of the lands on which AdPha's members meet, work and live, including the Wurundjeri, Woi-wurrung people of the Kulin Nation, Traditional Custodians of Naarm where AdPha is based. We thank Elders past and present and celebrate Aboriginal and Torres Strait Islander Peoples as the first pharmacists, traditional healers and doctors who practiced on these lands.

We also acknowledge Māori as Tangata Whenua and Te Tiriti o Waitangi partners in Aotearoa New Zealand. We recognise the tikanga of Māori and support their right to tino rangatiratanga.

NZHPA proudly upholds Te Tiriti o Waitangi as a foundation of our work. We value the strength, knowledge, and aspirations of Māori in shaping their own health and wellbeing. Our role is to support and enhance access to pharmacy services in ways that empower Māori to lead and achieve their health goals.

DISCLAIMER

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- Misinterpretation of the information.

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Purpose

The *Australasian Competency Standards Framework for Pharmacy Technicians in Hospitals and Health Services 2025* (the Framework) describes the recommended core competency requirements of an entry-level pharmacy technician across Australia and Aotearoa New Zealand. It is a foundational document that aims to provide a standardised approach to the pharmacy technician workforce.

The goal of the Framework is to provide a platform from which educational content, accreditation standards and recognition programs may be developed. It is recognised that the pharmacy technician landscape is dynamic, and changes are expected with the ongoing development of the workforce. These competencies will be further developed to reflect these changes as appropriate.



Introduction

Pharmacy technicians are healthcare workers ⁽¹⁾ who support pharmacists in the delivery of pharmacy services such as "preparation, dispensing and supply of medicines, and other activities in a pharmacy business or pharmacy department."⁽²⁾ They are professional, skilled, and essential members of the pharmacy team who are integral to the broader Australian and Aotearoa New Zealand health workforce.

The term dispensary assistant, pharmacy assistant and pharmacy technician are often used interchangeably and vary between jurisdictions in Australia. A pharmacy technician, pharmacy assistant or dispensary assistant is defined by AdPha as "an individual who is qualified by training or experience to carry out functions and activities (under the supervision of a pharmacist) that do not require the exercise of professional judgement by a pharmacist in a hospital or other medical establishment."⁽³⁾ The Pharmacy Board of Australia Guidelines for Dispensing Medicines utilise the term dispensary assistant when referring to their role in the dispensing process.⁽²⁾

In Aotearoa New Zealand, pharmacy technicians are qualified healthcare workers having attained, at a minimum, the NZ Certificate in Pharmacy (Pharmacy Technician – Core) (Level 4), with many practising at a higher level having achieved the NZ Certificate in Pharmacy (Pharmacy Technician – Advanced) (Level 5). The NZ Diploma in Pharmacy (Pharmacy Technician – Specialist) (Level 6) ⁽⁴⁾ and PACT (Pharmacy Accuracy Checking Technician) is available to support technicians wishing to extend their skill set further.

In this Framework the term 'Pharmacy Technician' describes both pharmacy technicians and dispensary assistants within the Australian jurisdiction, and Pharmacy Technicians (Core, Advanced, PACTs and Specialist) within the Aotearoa New Zealand jurisdiction.

The Framework describes the competency requirements for pharmacy technicians to practice at an entry level across Australia and Aotearoa New Zealand in a wide spectrum of healthcare settings. It facilitates a united approach to the way the pharmacy technician workforce practices, and supports the development of a workforce delivering consistent, high-quality care. As the pharmacy profession evolves, so too does the pharmacy technician role in the healthcare system. There are increasing opportunities for pharmacy technicians to expand their scope of practice and undergo extended-scope activities which allows more time for pharmacists to complete clinical activities and engage in direct patient care.⁽⁵⁾ This document has also identified areas of practice that have scope for extended practice in appropriate individuals.

Entry-Level Pharmacy Technician

The Framework has been designed to describe and support the competency requirements for an entry-level pharmacy technician. An entry-level pharmacy technician is a developing healthcare worker who, under the supervision of a pharmacist, contributes to the safe and accurate supply of medicines within the pharmacy. At this stage, the pharmacy technician applies foundational skills in dispensing, production, and stock management, adheres to pharmacy policies and procedures, communicates effectively with the broader healthcare team and patients, and actively expands their competence across all practice domains while progressing towards greater independence and more advanced responsibilities.

The implementation of this Framework will further support entry-level pharmacy technicians by providing clear expectations for required knowledge and skills, structured guidance for professional development, and benchmarks to measure performance against. This Framework helps technicians understand their role, identify areas for growth, and ensure consistent, high-quality practice as they build confidence and advance in their careers.

For the purposes of this document, an entry-level pharmacy technician is further defined as:

AUSTRALIA

A person appointed to perform medicine distribution, pharmacy production, and dispensing activities, under the supervision of a Registered Pharmacist, AND has completed OR is currently enrolled in a relevant Pharmacy Technician training program (equivalent to a Certificate III in Hospital/Health Services Pharmacy Support and/or Certificate III in Community Pharmacy) from a recognised educational institution.

AOTEAROA NEW ZEALAND

A person appointed to perform medicine distribution, pharmacy production, and dispensing activities under the supervision of a Registered Pharmacist AND has completed OR is currently enrolled in a relevant NZ Certificate in Pharmacy (Pharmacy Technician – Core) (Level 4).

Role of this Document in Relation to Established Guidance

Competency standards frameworks describe the skills, attitudes and other attributes individuals develop through their knowledge and experience, enabling them to practice as a pharmacy technician. Competency standards alongside regulatory standards are an important aspect of supporting patient safety. The Pharmacy Board of Australia Guidelines for Dispensing Medicines provides direction on the role of the pharmacy technician in dispensing and handling medicines.⁽²⁾ This Framework is intended to provide guidance on the pharmacy technician role that includes but is not limited to dispensary roles and is a companion document to the Pharmacy Board of Australia Guidelines.

In Aotearoa New Zealand, the Pharmacy Council recognises pharmacy technicians as part of the pharmacy profession.⁽⁶⁾ Legally, pharmacy technicians, dispensary technicians and pharmacy technician students are permitted to dispense medicines, and pharmacy technicians to compound medicines, under the direct, personal supervision of a pharmacist.⁽⁷⁾



Professional practice landscape

Professional Standards and Equity

AdPha and NZHPA recognize that health equity is fundamental to quality healthcare. We are committed to addressing systemic barriers that prevent people from accessing safe, effective pharmaceutical care.

We acknowledge that some communities including Aboriginal and Torres Strait Islander Peoples and Māori, face greater challenges in achieving optimal health outcomes due to historical, social, and structural disadvantages. These inequities are preventable and require intentional action to address.

Our commitment includes ensuring that pharmacy technician practice is culturally responsive, inclusive, and accessible to all people. We recognise that meaningful partnerships with communities, particularly those who have been marginalised or underserved, are essential for delivering equitable care.

We commit to fostering a pharmacy workforce that reflects the diversity of the communities we serve and to creating environments where all people feel respected, valued, and safe when accessing pharmacy services.

Pharmacy technicians practicing under this Framework are expected to work ethically and professionally in accordance with established consumer rights frameworks, including the Australian Charter of Healthcare Rights⁽⁸⁾ and the Code of Health and Disability Services Consumer's Rights in Aotearoa New Zealand.⁽⁹⁾ These frameworks, combined with our commitment to equity, underpin the delivery of person-centred care⁽¹⁰⁾ that recognises and responds to individual needs, experiences, and circumstances while working within scope of practice to promote equitable health outcomes for all.

Australian and Aotearoa New Zealand Collaboration

Healthcare systems in Australia and Aotearoa New Zealand share many similarities, as do the roles and practice of pharmacy technicians. Consequently, the decision was made to collaborate on the Framework to represent the practice and interest of pharmacy technicians in both Australia and Aotearoa New Zealand, encompassing their roles across a range of workplace locations and services, and many healthcare organisations.

References to both nations appear through the Framework, which should be interpreted in the context of the individual's practice.

Workplace Supervision

As per established guidelines and laws, all activities undertaken by a pharmacy technician are to be under the direct or indirect supervision of a pharmacist. All competencies outlined in the Framework are to be interpreted as being under direct or indirect supervision of a pharmacist.

Professional practice landscape continued

Scope of Practice

The Framework recognises there is diversity in the skills, knowledge and experience amongst the pharmacy technician workforce. It also recognises there is a need to define core competencies that transcend scope of practice and practice settings.

Scope of practice is defined in the National Competency Standards Framework for Pharmacists in Australia 2016 as "a time sensitive, dynamic aspect of practice which indicates those professional activities that a pharmacist is educated, competent and authorised to perform and for which they are accountable".⁽¹¹⁾ This definition has been adopted as the basis for defining pharmacy technicians' scope of practice in this Framework. While the core principles of education, competence and authorisation apply equally to pharmacy technicians, their scope of practice encompasses supervised clinical support activities that support pharmacists in delivering pharmacy services rather than autonomous professional practice requiring independent judgement.

The individual's scope of practice will be further refined by their own application of knowledge, skills, behaviours and attitudes in their practice setting with the support of their workplace or supervising pharmacist.

This Framework recognises that as roles of pharmacy technicians evolve, it is the responsibility of the individual pharmacy technician in conjunction with their workplace to define their specific scope of practice and how that applies to the standards of practice.

The Practice Continuum

Professional practice exists on a continuum where pharmacy technicians develop and grow throughout their careers. This development occurs through the accumulation of experience, ongoing education, and progressive expansion of capabilities.

The practice continuum reflects two interconnected aspects of professional development:

PERFORMANCE LEVEL

The depth of expertise, knowledge, and skill a technician demonstrates in their practice. This encompasses:

- The complexity of situations they can handle
- The degree of autonomy with which they work
- Their capacity for analysis and problem-solving
- Their ability to influence and lead others

SCOPE OF PRACTICE

The range of professional activities a pharmacy technician is educated, competent, and authorized to perform under pharmacist supervision. An individual technician's scope of practice evolves over time as they:

- Acquire additional training and credentials
- Demonstrate competence in new areas
- Take on more complex responsibilities
- Expand into specialized practice areas

These two aspects develop together: as technicians develop greater depth of expertise (performance level), they typically also expand the breadth of activities they can safely and effectively perform (scope of practice). This natural, interconnected progression is what the Framework's levels illustrate.

Structure of the Framework

Understanding the Framework

All competencies are grouped into standards across six domains, which cover discrete areas of professional endeavour. Each competency standard consists of a number of enabling competencies, each of these is associated with examples of performance criteria that describe the observable behaviours expected of a competent pharmacy technician at the specified performance level.

Level of Practice on the Continuum

To describe the progression along the practice continuum, the Framework uses three defined levels of practice. The terminology used to describe these levels is General, Stage 2 and Stage 3. Each level has a description of the behaviour expected at that performance level. Evidence examples have been provided for the General level only as this is considered the minimum required level of practice expected of a pharmacy technician.

As technicians progress through the levels on the practice continuum, they develop increasingly sophisticated knowledge and skills while simultaneously expanding their scope of practice to encompass more complex activities and broader responsibilities. This progression is reflected throughout the Framework's competency descriptors.

Extended Scope Competencies

Within the Framework, as illustrated in Table 1, certain enabling competencies are marked . These are the areas where progression to more advanced practice is most evident and expected.

For these competencies, all three levels (General, Stage 2, Stage 3) have descriptors of the performance required at the relevant level. This allows the Framework to demonstrate how both depth of expertise and breadth of practice develop together as technicians progress along the practice continuum.



Table 1: Structure of the Framework

Domain	Standard	Enabling Competency
Domain 1: Cultural inclusion and diversity 	1.1 Australia Applies Aboriginal and Torres Strait Islander People's perspectives of health and wellbeing	1.1.1 Demonstrates awareness of Aboriginal and Torres Strait Islander culture, in particular health and wellbeing customs and beliefs 1.1.2 Shows awareness of health inequities experienced by Aboriginal and Torres Strait Islander Peoples within own community 1.1.3 Contributes to the delivery of healthcare services aimed at improving the health outcomes of Aboriginal and Torres Strait Islander Peoples
	1.1 New Zealand Applies Māori perspectives of health and wellbeing	1.1.1 Demonstrates awareness of Māori culture, in particular health and wellbeing values, customs, and beliefs 1.1.2 Describes the relevance of Te Tiriti o Waitangi to the provision of pharmacy services 1.1.3 Contributes to the delivery of healthcare services aimed at improving the health outcomes of Māori
	1.2 Supports equity, diversity and inclusion	1.2.1 Treats all individuals with respect, kindness, compassion, and care 1.2.2 Recognises the importance of diversity and inclusion by identifying priority populations at risk of poor health outcomes 1.2.3 Recognises and responds appropriately to priority populations to facilitate equitable health outcomes
	1.3 Provides culturally safe and responsive care	1.3.1 Respects that values, attitudes, and beliefs differ across cultures 1.3.2 Considers cultural differences when planning, implementing and evaluating health care

Structure of the Framework continued

Domain	Standard	Enabling Competency
Domain 2: Professionalism and ethics 	2.1 Applies principles of professionalism	2.1.1 Upholds professional role as a pharmacy technician 2.1.2 Accepts responsibility and accountability for own actions
	2.2 Practices legally	2.2.1 Applies legal requirements as per national/state/territory law relevant to practice setting 2.2.2 Applies principles of patient privacy and confidentiality when undertaking practice
	2.3 Practices ethically	2.3.1 Applies ethical principles that underpin the workforce when undertaking individual practice 2.3.2 Manages ethical issues in practice
	2.4 Possesses professional knowledge and skills	2.4.1 Adopts a scope of practice consistent with defined competence 2.4.2  Applies core practice knowledge required of role 2.4.3 Maintains professional practice knowledge through ongoing professional development
	3.1 Communicates effectively	3.1.1  Uses appropriate communication skills 3.1.2 Adapts communication style to suit the situation 3.1.3 Confirms effectiveness of communication
	3.2 Applies interpersonal communication skills	3.2.1 Manages conflict in a professional way 3.2.2 Considers others' perspectives when seeking compromise or consensus on a decision
	3.3 Establishes and maintains collaborative working relationships	3.3.1  Engages in teamwork to provide best patient care 3.3.2 Shows commitment to and promotes interprofessional practice
	3.4 Utilises communication systems	3.4.1 Identifies and utilises appropriate digital technology to facilitate safe and effective communication 3.4.2 Records and stores information in a manner that is effective, safe and efficient 3.4.3 Identifies potential impacts of new technologies on communication
Domain 3: Communication and collaboration 		

Structure of the Framework continued

Domain	Standard	Enabling Competency
Domain 4: Medicines management and patient care 	4.1 Obtains information from and provides information to patients for shared decision-making.	4.1.1  Obtains relevant health and medicine information from the patient
		4.1.2  Assesses patient medicine requirements and formulates appropriate plan
		4.1.3 Ensures patient is included in discussions related to medicine issues and works to resolve these
		4.1.4  Provides medicines information to patients to ensure safe and proper use
	4.2 Safely and effectively prepares medicines for supply	4.2.1 Receives and interprets a medicine order and/or prescription
		4.2.2 Accurately and safely dispenses medicines and supplies medicines
		4.2.3 Collaborates with pharmacists to ensure effective and safe medicine supply where appropriate
		4.2.4  Compounds/prepares medicines
	4.3 Manages product inventory	4.3.1 Ensures accurate selection and safe, secure, and appropriate storage of medicines in accordance with local and national legislation and guidelines
		4.3.2 Ensures inventory procedures are followed to maximise efficiency and minimise waste
		4.3.3 Identifies medicine availability issues and collaborates with others to resolve these issues
		4.3.4 Ensures safe return and/or disposal of recalled, expired, and unusable products
	4.4 Supports safe and quality use of medicines	4.4.1  Follows established policies and procedures ensuring medicine is delivered safely to patients
		4.4.2 Identifies trends in medicine use to more effectively manage medicines
		4.4.3 Acts to optimise health outcomes by identifying, mitigating, and reporting potential sources of error

Structure of the Framework continued

Domain	Standard	Enabling Competency
Domain 5: Leadership and management 	5.1 Leadership of self	5.1.1 Applies reflective skills to inform and improve practice
		5.1.2 Displays self-motivation
		5.1.3  Acts as a role model and works to motivate others
		5.1.4  Effectively plans and prioritises professional contributions
		5.1.5 Prioritises own mental, physical, and social wellbeing
	5.2 Leadership of others	5.2.1 Works within workplace and organisational structure
		5.2.2  Undertakes change-management processes
		5.2.3  Considers human resource requirements
		5.2.4  Contributes to development of others
		5.2.5 Promotes awareness and support of the mental, physical, and social wellbeing of others
Domain 6: Education and research 	6.1 Participates in education and training	6.1.1 Undertakes education and training required for their role
		6.1.2  Provides education and training
	6.2 Incorporates research into practice	6.2.1  Applies research principles and evidence-based information to practice
		6.2.2  Uses audit and qualitative improvement processes to suggest and manage changes to systems and processes

Application of the Framework

The key function of this Framework is to describe for individual pharmacy technicians, pharmacy teams, other healthcare professionals and stakeholders, the place in practice and the roles that pharmacy technicians can perform within their scope of practice. Examples of ways the Framework may be used in practice are:

For Individual Pharmacy Technicians

- Identify areas for professional development and growth
- Understand the competencies required for their current role
- Plan career progression along the practice continuum
- Demonstrate competence at their current performance level
- Use the Stage 2 and Stage 3 descriptors to understand how experienced technicians apply their knowledge and skills more broadly and at higher levels
- Seek opportunities for training, experience, and mentorship that support integrated development

For Employers

- Develop clear job descriptions and role expectations at each level
- Understand minimum requirements for staff to be considered safe to undertake roles
- Support recruitment and selection processes
- Guide performance reviews and professional development planning
- Provide a basis for discussion on how to build extended scope of practice outside of core competencies
- Support technicians in developing both depth and breadth by providing:
 - Progressive responsibility and complexity in professional activities
 - Training and education opportunities
 - Mentorship from more experienced technicians
 - Clear pathways for advancement

For Education and Training Providers

- Develop learning objectives aligned with competency standards
- Build training programs that support progression across the practice continuum
- Design curricula that develop both foundational competencies and pathways for extended scope practice



Domain 1 – Cultural inclusion and diversity



Scope: This domain includes standards that recognise equity, diversity, and inclusion as essential to health care and integral to the role of pharmacy technicians in delivering person-centred care. It emphasises the importance of understanding and valuing the strengths, resilience, and rich cultural knowledge of Aboriginal and Torres Strait Islander and Māori communities, as well as the unique strengths of priority populations. By fostering culturally responsive care, pharmacy technicians can contribute to improved health outcomes and the wellbeing of all communities.

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
1.1 (AU) Applies Aboriginal and Torres Strait Islander People's perspectives of health and wellbeing This standard describes the competencies required for pharmacy technicians to provide culturally responsive care and promotes health equity for Aboriginal and Torres Strait Islander Peoples	1.1.1 Demonstrates awareness of Aboriginal and Torres Strait Islander cultures, in particular health and wellbeing customs and beliefs	Upholds the principles of self-determination for Aboriginal and Torres Strait Islander Peoples Describes Aboriginal and Torres Strait Islander models of health and wellbeing relevant to own area of practice Shows awareness of cultural practices relevant to the health setting Displays commitment to expanding own knowledge and use of local Aboriginal and Torres Strait Islander language	Recognises the importance of the National Agreement on Closing the Gap ⁽¹⁵⁾ Shows awareness of the Cultural Respect Framework 2016–2026 ⁽¹⁶⁾		

Domain 1 – Cultural inclusion and diversity continued

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
	1.1.2 Shows awareness of health inequities experienced by Aboriginal and Torres Strait Islander Peoples within own community	Works to minimise barriers to accessing pharmacy services Contributes to addressing biases within own area of practice	Recognises the impact of factors such as colonialism, institutional racism, and unconscious bias on the health and wellbeing of Aboriginal and Torres Strait Islander Peoples, resulting in health inequities Recognises environmental factors that can impact access to equitable health services e.g. distance to health service		
	1.1.3 Contributes to the delivery of healthcare services aimed at improving the health outcomes of Aboriginal and Torres Strait Islander Peoples	Names health initiatives and services available for Aboriginal and Torres Strait Islander Peoples Supports patients to access and receive services in a way that align with their beliefs and values	Explains the Closing the Gap (CTG) PBS co-payment ⁽¹⁷⁾ , Remote Area Aboriginal Health Services Program ⁽¹⁸⁾ and Uluru Statement from the Heart ⁽¹⁹⁾		
1.1 (NZ) Applies Māori perspectives of health and wellbeing This standard describes the competencies required for pharmacy technicians to provide culturally responsive care and promotes health equity for Māori	1.1.1 Demonstrates awareness of Māori culture, in particular health and wellbeing values, customs, and beliefs	Shows awareness of Māori health models and practices and understands their role in holistic health Supports patients to access and receive services in a way that aligns with their beliefs and values Displays commitment to expanding own knowledge and use of Te Reo Māori	Explains how basic tikanga, including tapu and noa, is applied in own practice Supports patients to use rongoā Greets people in Te Reo Māori Pronounces people's names correctly Considers inclusion of patients' whanau in discussions as patient wishes		

Domain 1 – Cultural inclusion and diversity continued

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
	1.1.2 Describes the relevance of Te Tiriti o Waitangi to the provision of pharmacy services	Shows awareness of initiatives that support the implementation of Te Tiriti o Waitangi principles into pharmacy practice. Promotes access to health care for Māori by collaborating with whānau, hapū, iwi, and Māori-led organisations	Describes tino rangatiratanga and its significance in health service provision Creates connections with individual patients Engages with Māori leads within own organisation Engages with local hapū, iwi, and Māori-led organisations in own community		
	1.1.3 Contributes to the delivery of healthcare services aimed at improving the health outcomes of Māori	Contributes to the delivery of pharmacy services that support the priority needs of local Māori population Works to minimise barriers to accessing pharmacy services Recognises environmental factors that can impact access to equitable health services e.g. distance to health service Contributes to addressing biases within own area of practice	Shows awareness of priority areas for Māori health within Te Pae Waenga: New Zealand Health Plan 2025 ⁽²⁰⁾ Describes health inequities that Māori communities experience Explains Pharmac schedule and funding criteria and uses this knowledge to facilitate access to medicines Recognises the impact of factors such as colonialism, institutional racism and unconscious bias on the health and wellbeing of Māori resulting in health inequities		

Domain 1 – Cultural inclusion and diversity continued

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
1.2 Supports equity, diversity, and inclusion This standard highlights the need for pharmacy technicians to conduct themselves in a manner that promotes equity, diversity, and inclusion for all	1.2.1 Treats all individuals with respect, kindness, compassion, and care	Demonstrates commitment to professional values and behaviours Demonstrates awareness of how to respond to disrespectful behaviour and where to raise these concerns			
	1.2.2 Recognises the importance of diversity and inclusion by identifying priority populations at risk of poor health outcomes	Shows familiarity with local populations and prevalent health issues in their community and working environment			
	1.2.3 Recognises and responds appropriately to priority populations to facilitate equitable health outcomes	Demonstrates awareness of health initiatives and services available to priority populations Considers how embedded biases may (negatively) influence health outcomes At an individual level, identifies patients needing support to optimise health outcomes	Identifies priority populations through internal review processes and effective risk assessment, and prioritises or escalates their care to appropriate individuals		

Domain 1 – Cultural inclusion and diversity continued

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
1.3 Provides culturally safe and responsive care This standard encompasses a culturally responsive approach to patient care which includes understanding, respecting and then responding appropriately to implement changes to medicines management	1.3.1 Respects that values, attitudes, and beliefs differ across cultures	Understands one's own identity, including cultural values, and the impact that has on one's own practice as a technician Knows the broad cultural identity of local community Recognises the right of others to hold different opinions regarding health goals and outcomes	Undertakes reflection on own cultural identity and inherent biases Responds respectfully to others from different cultures who may request to speak to a different healthcare professional of a specific gender/background Responds respectfully to individuals who may be observing religious and/or other cultural events		
	1.3.2 Considers cultural differences when planning, implementing and evaluating health care	Adapts practice according to the needs of people Supports patients to access and receive services in a way that aligns with their beliefs and values. Shows awareness of other health services available to support the provision of culturally responsive care	Supports the safe use of medicines during Ramadan Provides information leaflets in patient's preferred language Accesses interpreters as required Collaborates with other services to provide optimum care		

Domain 2 – Professionalism and ethics



Scope: This domain includes competency standards that address the legal, ethical, and professional responsibilities of pharmacy technicians. It encompasses the obligation of technicians to comply with legislative standards, including a legal responsibility to work within their scope of practice, and commit to life-long learning and professional development to maintain and build competence. It also addresses the obligations of technicians to uphold ethical standards, and demonstrate the professional behaviours reasonably expected of a health professional.

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
2.1 Applies principles of professionalism This standard encompasses the pharmacy technician's commitment to upholding personal professional standards in their actions and demeanour	2.1.1 Upholds professional role as a pharmacy technician	Presents a professional demeanour and acts in a behaviour that inspires confidence and trust Gives primary consideration to the health and wellbeing of patients and the needs of others in all professional activities	Demonstrates personal and professional integrity in practice Provides person-centred and culturally responsive care Provides appropriate recommendations to patients driven by improving their health and wellbeing		
	2.1.2 Accepts responsibility and accountability for own actions	Accepts responsibility for individual decisions and actions Reflects on professional actions and identifies opportunities for improvement Recognises the responsibilities of pharmacists overseeing technician activities and output and the consequences of technician activities Understands a pharmacist's and the organisation's responsibility for safe and quality health outcomes	Actively reflects on own behaviours then identifies and actions opportunities for improvement Seeks feedback from colleagues and supervisors to identify areas for improvement Sets performance and development goals as part of ongoing professional development		

Domain 2 – Professionalism and ethics continued

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
2.2 Practices legally This standard includes competencies that describe the legal obligations required of pharmacy technicians to uphold. It also encompasses the importance of maintaining patient privacy and confidentiality	2.2.1 Applies legal requirements as per national/state/territory law relevant to practice setting	Ensures compliance with all applicable state/territory and national laws and regulations during practice Uses professional guidelines, codes of conduct, and standards of practice to guide professional obligations	Remains up to date with relevant laws and regulations and adjusts practices accordingly Participates in legal compliance training specific to pharmacy practice		
	2.2.2 Applies principles of patient privacy and confidentiality when undertaking practice	Follows relevant privacy acts to safeguard the privacy and confidentiality of patients and others Responds to breaches in confidentiality appropriately	Participates in privacy and confidentiality training offered by the organisation Confirms patient identity when providing medicines or issuing documents with patient details Ensures discussions involving patient information are conducted in a setting which is conducive to maintain privacy e.g. avoiding discussions in public spaces Ensures documents with patient details are stored appropriately		

Domain 2 – Professionalism and ethics continued

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
2.3 Practices ethically This standard covers the ethical behaviour expected of a pharmacy technician to maintain professional practice. This includes compliance with guidelines, codes of conduct, and workplace regulations	2.3.1 Applies ethical principles that underpin the profession when undertaking individual practice	Practices with consideration of the Australian charter of healthcare rights and the AHPRA shared code of conduct (Australia) ^{(8) (20)} Practices with consideration of the Code of Health and Disability Services Consumer Rights (NZ) ⁽⁹⁾ Performs professional duties and makes decisions with ethical considerations Promotes consideration and understanding of ethical issues when collaborating with others	Demonstrates ethical decision-making in daily tasks and interactions with patients and colleagues		
	2.3.2 Manages ethical issues in practice	Proactively addresses and responds to ethical challenges in professional practice, taking appropriate action such as escalation when unethical behaviour is identified	Identifies ethical dilemmas in practice and identifies a course of action appropriate to that specific situation Acts to avoid or manage actual, potential or perceived conflict of interest (e.g. accepting gifts)		

Domain 2 – Professionalism and ethics continued

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
2.4 Possesses professional knowledge and skills This standard covers a pharmacy technician's scope of practice and the importance of continual self-development	2.4.1 Adopts a scope of practice consistent with defined competence	Works with supervisor to develop and understands personal scope of practice Performs roles and provides services consistent with defined personal scope of practice Recognises and appropriately responds to situations outside own scope of practice	Completes routine validation of competencies in line with workplace requirements Refers to pharmacist when scope of practice limits their response to patient queries		
	2.4.2  Applies core practice knowledge required of role	Applies relevant foundational knowledge in core practice areas	Recognises relevant medical terminology Completes continuous professional development activities to remain up to date with current practices Performs core role specific tasks (e.g. dispensing, stock management)	Applies comprehensive, high-level knowledge in areas defined by scope and supervising pharmacist	Applies advanced knowledge in areas defined by scope and supervising pharmacist
	2.4.3 Maintains professional practice knowledge through ongoing professional development	Undergoes continuing education and continuing professional development	Sets performance and development goals as part of professional development Identifies and participates in opportunities to expand knowledge and skills Actions continuing professional development plan		

Domain 3 – Communication and collaboration



Scope: This domain includes competency standards that are required to communicate and work effectively with professional colleagues, patients (which includes carers, guardians, and families), other clients and members of the general public. Effective communication, understanding and respect for the roles of other healthcare disciplines is essential for building partnerships and working collaboratively and cooperatively with others, including in the identification and resolution of problems, disagreements, or conflicts that arise in practice.

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
3.1 Communicates effectively This standard covers the different types of communication skills that are expected of pharmacy technicians to be effective in their role	3.1.1  Uses appropriate communication skills	Uses appropriate communication work in partnership with individual patients, colleagues and other health professionals Demonstrates appropriate verbal, non-verbal, and listening skills that are tailored to the individual setting Demonstrates appropriate communication skills across all mediums – including face-to-face, electronic, written, and verbal Maintains appropriate communication during times of stress or difficult situations	Communicates effectively where content of discussion is explicitly defined Participates in training offered in how to use computer software as effective communication tools e.g. clinical handover Recognises and uses clinical communication tools (e.g. ISBAR)	Uses appropriately selected communication skills to gain cooperation of patients, colleagues, and/or managers	Presents complex, sensitive, or contentious information to large groups of patients and/or manager

Domain 3 – Communication and collaboration continued

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
	3.1.2 Adapts communication style to suit the situation	Adapts communication approach to suit the goals, needs, urgency, and sensitivity of the interaction	Ensures clear communication with patients using plain language (non-medical terminology) to aid understanding Identifies need for interpreting services		
	3.1.3 Confirms effectiveness of communication	Uses appropriate methods to confirm that the information provided has been received accurately and understood correctly	Utilises conversational tools that help patients understand information provided e.g. teach-back method		
3.2 Applies interpersonal communication skills This standard represents the skills required to manage difficult situations where conflict may arise. It highlights the importance of appropriate use of interpersonal skills required to ensure smooth processes and patient care	3.2.1 Manages conflict in a professional way	Works with colleagues and/or patients, where appropriate, to consider the problem, conflict, or disagreement and possible contributing factors Acts promptly to prevent or manage potential or real conflict	Acts to de-escalate scenarios where appropriate Identifies who to contact in the event of a conflict Explains the dispute resolution process within own organisation		
	3.2.2 Considers others' perspectives when seeking compromise or consensus on a decision	Works with colleagues to arrive at a mutually agreeable resolution Uses recognised conflict resolution strategies to resolve conflict	Continues to work in professional manner following conflict resolution Escalates appropriately when the situation requires		

Domain 3 – Communication and collaboration continued

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
3.3 Establishes and maintains collaborative working relationships This standard recognises the skills required to collaborate effectively with internal and external stakeholders to provide patient care	3.3.1  Engages in teamwork to provide best patient care	Works with other members of the pharmacy team to reach best patient outcomes Respects values and diverse opinions of others and recognises that this results in an effective team dynamic Actively collaborates with others to support patient care and service improvement	Engages in team-building activities to enhance understanding and collaboration among team members Engages others in decision making	Works as a member of the pharmacy team liaising with other disciplines as required to reach best patient outcomes	Works across workplace boundaries to build relationships and share information, plans, and resources to reach best patient outcomes
	3.3.2 Shows commitment to and promotes interprofessional practice	Seeks out opportunities to collaborate with external teams Contributes to collaboration within and between teams Identifies when expert support is required	Contacts other health professionals to confirm medicine orders Establishes network of colleagues across disciplines and other teams Seeks opportunities to work with or network with other health professionals to understand their complementary role		

Domain 3 – Communication and collaboration continued

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
3.4 Utilises communication systems This standard covers the importance of the pharmacy technician understanding and using different communication systems that are present in the healthcare system	3.4.1 Identifies and utilises appropriate digital technology to facilitate safe and effective communication	Demonstrates proficiency with relevant digital technology	Generates, produces or supplies relevant written material to relevant stakeholders Uses appropriate electronic communication methods to contact stakeholders (e.g. email, instant message)		
	3.4.2 Records and stores information in a manner that is effective, safe, and efficient	Maintains patient privacy and confidentiality Adheres to IT security and local and national privacy legislation and guidelines when accessing and handling patient information	Acts in line with the Privacy Act in the country of practice Completes relevant training on IT privacy and security risks Adheres to employer's/ organisation's IT policies and procedures		
	3.4.3 Identifies potential impacts of new technologies on communication	Identifies new policies and applies them in practice to facilitate the safe use of new technologies Considers potential risks to safety and confidentiality prior to using new technologies	Provides feedback on new tools for patients to order repeat prescriptions		

Domain 4 – Medicines management and patient care



Scope: This domain defines the operational skills and knowledge required of a pharmacy technician, such as dispensing, ordering, and stock management. It also describes the role pharmacy technicians have in optimising best patient care through safe and quality use of medicines.

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
4.1 Obtains information from and provides information to patients for shared decision-making This standard describes the skills required to elucidate information that must be obtained from a patient to safely provide medicine	4.1.1 Obtains relevant health and medicine information from the patient	Retrieves basic health information to accommodate medicine supply	Asks appropriate questions to retrieve basic health information e.g. age, gender, Medicare details, brand preference	Asks appropriate questions to take a basic medicines history to accommodate medicine supply e.g. gathers information about side effects, recent medicine changes for pharmacist review	Asks appropriate questions to take a best possible medicines history to accommodate medicine supply e.g. seeks further relevant information about lifestyle factors, previous reactions etc. for pharmacist review
	4.1.2 Assesses patient medicine requirements and formulates appropriate plan	Recognises how to use the information gathered from the patient and the patient's advising health professional to ensure the patient has the medicine required	Supplies medicine required including patients preferred brand Advises the patient that a particular medicine is not within the safety net window	Identifies simple discrepancies to facilitate correct medicine supply	Conducts medicines reconciliation to assist pharmacist with medicine review
	4.1.3 Ensures patient is included in discussions related to medicine issues and works to resolve these	Keeps patient appropriately informed of medicine-related issues by using appropriate communication techniques and adhering to privacy laws	Informs patient of medicine shortages		
	4.1.4 Provides medicines information to patients to ensure safe and proper use	Provides person-centred and culturally responsive education materials to the patient to support safe and effective medicines management	Provides person-centred and culturally responsible education on over-the-counter (OTC) medicines Provides Consumer Medicine Information (CMI) leaflets	Provides person-centred and culturally responsible education on unscheduled medicines	Provides person-centred and culturally responsible education on scheduled medicines

Domain 4 – Medicines management and patient care continued

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
4.2 Safely and effectively prepare medicines for supply This standard describes the operational skills required of a technician to be able to safely dispense and supply medicines	4.2.1 Receives and interprets a medicine order and/or prescription	Determines legality and validity of prescription and/or medicine chart order Confirms patient identity according to local requirements Confirms medicine details with patient	Uses appropriate sources to confirm patient identity Confirms dose, brand and quantity of medicine		
	4.2.2 Accurately and safely dispenses and supplies medicines	Completes relevant dispensing training Undertakes supply process of medicines Follows local standard operating procedure to dispense correctly and safely ensuring accuracy in dispensing, selecting, counting, measuring, and labelling	Adheres to PBS/Pharmac and formulary restrictions when dispensing Records medicines dispensed, showing accuracy and proficiency Utilises scanning system to ensure accuracy of medicines dispensed	Undergoes training to safely and accurately dispense medicines through the Tech-Check-Tech program	Completes training to perform final check of medicines through the Tech-Check-Tech or PACT (NZ) program
	4.2.3 Collaborates with pharmacists to ensure effective and safe medicines supply where appropriate	Identifies errors/discrepancies present in medicines orders Rectifies issues including consultation with a pharmacist when necessary	Identifies medicine orders/prescriptions missing medicine details Identifies that patients have previously received a different strength of the same medicine		

Domain 4 – Medicines management and patient care continued

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	4.2.4  Compounds/prepares medicines	Conducts simple compounding, reconstitution, and repacking for the supply of extemporaneous products	Compounds non-sterile medicines e.g. creams and mixtures Reconstitutes liquid antibiotics Weighs and repacks powders Performs simple calculations accurately Demonstrates an understanding of Good Manufacturing Practice	Compounds complex non-sterile medicines e.g. those with complex calculations / dilutions Aseptically compounds/prepares sterile medicines within the cleanroom environment	Provides non-sterile / sterile extemporaneous training, validation, and supervision to other staff
4.3 Manages product inventory This standard covers the requirement of technicians to understand and implement inventory management processes such as ordering, storage, waste management, and medicine availability	4.3.1 Ensures the accurate selection and safe, secure, and appropriate storage of medicines in accordance with local and national legislation and guidelines	Follows relevant guidelines to ensure correct storage of medicines	Follows correct storage requirements for refrigerated items, controlled substances, hazardous, cytotoxic substances, temperature controlled during transport		
	4.3.2 Ensures inventory procedures are followed to maximise efficiency and minimise waste	Follows organisational, local and state-/territory-based inventory and formulary policy	Undertakes routine expiry-date checks Follows organisation's procurement procedures to ensure medicines are ordered from the correct contracted suppliers in predefined minimum/maximum ordering quantities		

Domain 4 – Medicines management and patient care continued

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	4.3.3 Identifies medicine availability issues and collaborates with others to resolve these issues	Stays up to date with medicines shortages by following local out-of-stock procedures. Identifies process involved to source non-formulary medicines e.g. SAS, clinical trials, unregistered, compassionate access	Informs staff and patients of shortages or other supply issues Promptly navigates and retrieves medicines shortage information from the TGA or Pharmac website		
	4.3.4 Ensures safe return and/or disposal of recalled, expired, and unusable products	Adheres to local policy on the retrieval procedure for medicines e.g. waste disposal process	Identifies different types of waste and disposes appropriately Follows the organisation's procedure on medicines recalls and assists the pharmacy manager in identifying patients that may need to be contacted regarding their recalled medicines Explains requirements for returned, recalled, and expired medicines and the use of RUM bins		

Domain 4 – Medicines management and patient care continued

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
4.4 Support safe and quality use of medicines This standard highlights the accountability of pharmacy technicians for the ongoing management of the quality of the information, care, and other professional activities, engaging in collaborative quality improvement activities wherever possible	4.4.1  Follows established policies and procedures ensuring medicine is delivered safely to patients	Discusses policies and procedures that exist regarding medicines Applies and integrates established policies and procedures into their practice	Demonstrates patient identification processes such as three points of identification, to ensure safe and accurate delivery of medicines or consumables to patients	Able to identify areas for improvement in existing policies and ensuring policies are more effectively applied in practice	Develops and implements policies and procedures to ensure safe medicine delivery
	4.4.2 Identifies trends in medicine use to more effectively manage medicines	Receives information about medicines trends	Reads medicines notifications and health season initiatives such as flu season, global pandemics and reportable disease outbreaks (e.g. measles) Attends relevant meetings to understand changes to operational processes and participate in preparing for and predicting changes in medicine usage and demand Accesses the TGA or Pharmac website to identify medicine shortages Subscribes to pharmacy-related newsletters		Engages in discussion regarding medicine trends to formulate appropriate action

Domain 4 – Medicines management and patient care continued

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	4.4.3 Optimises health outcomes by identifying, mitigating, and reporting potential sources of error	Actively participates in the incident reporting process and engages in the review of incident and near miss reporting data and the continuous quality improvement process related to incidents and near misses Applies principles of risk management to practice by anticipating, recognising, and managing situations that place the patient at risk Participates in service improvement processes following risk-based assessments	Participates in risk medicine incident training Recognises organisational incident reporting structure and how to report an incident or near miss Reflects on near misses and identifies opportunities for improvement		

Domain 5 – Leadership and management



Scope: This domain includes standards addressing self-leadership by pharmacy technicians and the need to promote leadership of others through supportive acts and role modelling. This standard is also concerned with how the individual prioritises wellbeing of themselves and others.

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
5.1 Leadership of self This standard encompasses the importance of self-awareness and self-management to effectively perform pharmacy technician roles	5.1.1 Applies reflective skills to inform and improve practice	Regularly reflects on own practice and identifies areas for professional improvement	Sets personal development goals and tracks progress towards achieving them		
	5.1.2 Displays self-motivation	Seeks feedback from colleagues and managers to aid in self-development using available feedback tools Accepts constructive feedback and implements into self-development plan	Proactively identifies opportunities for professional growth and acts on them Seeks 360-degree feedback from others to aid in self-development		
	5.1.3  Acts as a role model and works to motivate others	Motivates others within the team by displaying behaviour aligned with organisational values	Participates in a mentee relationship	Motivates others within the team by working as a role model for those within the team	Motivates others within the team by working as a role model for those external to the team
	5.1.4  Effectively plans and prioritises professional contributions	Efficiently prioritises individual tasks Delegates tasks appropriately to effectively manage time		Efficiently plans and prioritises team responsibilities	Efficiently plans and prioritises service delivery across workplace boundaries
	5.1.5 Prioritises own mental, physical, and social wellbeing	Maintains an appreciation for work-life balance and prioritises this appropriately			

Domain 5 – Leadership and management continued

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
5.2 Leadership of others This standard highlights the requirements of pharmacy technicians to display leadership skills to others through different types of roles including supportive aspects. It also includes the importance of understanding workplace structures and how this impacts an individual's role	5.2.1 Works within workplace and organisational structure	Outlines roles, responsibilities, and accountabilities Follows appropriate reporting structures Follows local policies and procedures and systems to guide and facilitate professional activities	Knows how and where to locate the organisational structure and business plan Knows how to refer to position description to understand professional responsibilities and reporting lines		
	5.2.2  Undertakes change management processes	Recognises change-management processes and aligns practice	Follows newly implemented medicine supply policy	Manages and participates in change within the organisation	Manages and participates in change with consideration of external organisation factors
	5.2.3  Considers human resource requirements	Identifies workplace occupational health and safety policies and procedures	Completes mandatory training requirements of role e.g. OH&S training	Manages and supervises team members	Considers and develops overall team structure Recruits and retains personnel
	5.2.4  Contributes to development of others	Undertakes peer-review of others	Mentors new staff and provides constructive feedback to help them improve	Contributes to the support, development, and training of others	Undertakes performance review to optimise individual development
	5.2.5 Promotes awareness and support of the mental, physical, and social wellbeing of others	Participates in health and wellbeing initiatives Promotes health and wellbeing initiatives to others	Identifies organisational Employee Assistance Programs (EAP) Interacts with others using qualities of kindness, empathy, and inclusivity		

Domain 6 – Education and research



Scope: This domain includes standards on pharmacy technicians providing education and training for themselves and others in the team. It also describes the importance of pharmacy technicians accessing, retrieving, and applying relevant evidence-based information to inform decisions to provide safe and effective patient care and product management.

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
6.1 Participates in education and training This standard defines the need for pharmacy technicians to take part in required education and training of themselves and other individuals where appropriate	6.1.1 Undertakes education and training required for their role	Completes training modules that are role specific Identifies and completes additional training modules as required	Participates in professional development workshops and seminars Seeks out and completes appropriate training programs		
	6.1.2 Provides education and training	Shares knowledge of daily role with pharmacy team members	Provides a general orientation to new staff members	Delivers education and training for staff within the pharmacy team	Develops, delivers and leads training for staff within and outside the pharmacy team
6.2 Incorporates research to practice This standard highlights the need for all pharmacy technicians to be able to incorporate research into practice. This involves the individual being able to appropriately identify relevant and current information that is then incorporated into the work they do as a pharmacy technician	6.2.1 Applies research principles and evidence-informed information into practice	Recognises the need for evidence-based information to provide best care	Demonstrates knowledge of where to find information e.g. locate a CMI or PI Demonstrates knowledge of where to find health and practice-based information e.g. government-based information resources, library resources	Retrieves, critically appraises evidence-based information to be applied to practice	Designs and delivers research projects
	6.2.2 Uses audit and qualitative improvement processes to suggest and manage changes to systems and processes	Identifies audit and quality policies that exist and the importance of their incorporation into practice	Understands the need for hospital accreditation and the process of accreditation	Actively participates in audit and quality programs	Designs, performs, and interprets audit findings back to the organisation

Glossary of terms

Term	Definition
Collaboration	In the context of medicines management, collaboration is a process whereby consumers and healthcare providers share their expertise and take responsibility for decision making. Accomplishing collaboration requires that individuals understand and appreciate what it is that they, and others, contribute to the 'whole'
Conversational tools	Established tools utilised to increase patient understanding of information delivered to them
Counselling	A two-way communication process between the pharmacy technician and the patient in which the pharmacy technician provides the patient with basic medicines information and medical device technique instruction
Cytotoxic (medicine)	Medicines used primarily to treat cancer that work by damaging or destroying cells. These medicines require special handling due to their potential harmful effects on healthy cells
CMI	Consumer Medicine Information
Entry-level pharmacy technician	An individual who is new to the workforce and is in the process of acquiring general-level competency skills and knowledge required to support pharmacists
Extended scope of practice	Scope expansion roles for pharmacy technicians that, after appropriate training and assessment, allow for activities that provide high clinical value but do not require clinical judgement
Interdisciplinary collaboration	Health professionals from different disciplines working together, combining their specialized skills and knowledge to support patients and families in making health decisions ⁽¹²⁾
Leadership of self	The ability to understand your own strengths and weaknesses, manage your emotions and behaviour, and continuously work on personal and professional development ⁽¹³⁾
Māori	The indigenous peoples of Aotearoa New Zealand. This is an introduced collective term that brings together the diverse traditional social structures of whānau (family), hapū (sub-tribe), and iwi (tribe)
Medicines reconciliation	The process to compare medicines a patient should be prescribed with medicines that have been prescribed to avoid unintended changes, especially at transitions of care. It is a standardised process of obtaining a patient's best possible medicines history and comparing it to medicines prescribed on presentation, transfer or discharge
PBS	Pharmaceutical Benefits Scheme
Person-centred care	An approach to healthcare that focuses on the patient's individual preferences, needs, and values. It involves patients, families, and carers as active participants in healthcare decisions and ensures that care is respectful, responsive, and considers the whole person ⁽¹⁰⁾
Pharmac	Pharmaceutical Management Agency New Zealand
Pharmacy team	Includes pharmacists, pharmacy interns, pharmacy students, and technicians or assistants

Term	Definition
Pharmacy technician	An individual who is qualified by training or experience to carry out functions and activities (under the supervision of a pharmacist) that do not require the exercise of professional judgement by a pharmacist in a hospital or other medical establishment
PI	Product Information
Priority population	People who have systematically experienced greater obstacles to health based on their racial or ethnic group, religion, socioeconomic status, gender, age, mental health, cognitive, sensory, or physical disability, sexual orientation, or gender identity, geographic location.⁽¹⁴⁾ Examples include but are not limited to: • Aboriginal and Torres Strait Islander Peoples • Māori • People who are transient or have housing insecurity or no fixed address • People from culturally and linguistically diverse backgrounds • Refugees or displaced migrants • LGBTQIA+ people • People with different abilities, including physical, intellectual and cognitive disabilities (e.g. deaf and vision-impaired people) • Neurodivergent people • People at end of life
PSA	Pharmaceutical Society of Australia
RUM bin	Return Unwanted Medicines bin
SAS	Special Access Scheme
Scope of practice	The range of professional activities that a pharmacy technician is educated, competent and authorized to perform under pharmacist supervision. This includes clinical support activities that do not require independent professional judgement
TGA	Therapeutic Goods Administration
Tech- Check-Tech	A process in which a specifically trained pharmacy technician performs the final verification check of medicines dispensed by another pharmacy technician
Te Tiriti o Waitangi	A founding document of Aotearoa New Zealand, negotiated between the British Crown and Māori leaders in 1840. Te Tiriti o Waitangi refers specifically to the te reo Māori version, which differs from the English language Treaty of Waitangi. References to te Tiriti in this document refer to the te reo Māori text
Tino rangatiratanga	A Māori concept referring to collective self-determination and control over Māori lives, communities, and knowledge (mātauranga Māori). While it encompasses ideas of sovereignty, autonomy, and self-government, no single English term fully captures its meaning within te ao Māori (the Māori worldview)
QCPP	Quality Care Pharmacy Program

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Appendix 1 – Development of the Framework

The development of the Australasian Competency Standards Framework for Pharmacy Technicians in Hospitals and Health Services 2025 has been led by Advanced Pharmacy Australia and the New Zealand Hospital Pharmacy Association. The Competency Standards working group, which provided representation from across Australia and Aotearoa New Zealand with pharmacists and pharmacy technicians from community and hospital workplace sectors, provided commentary, input and feedback throughout the development process.

There were three phases to the development of the competency standards:

Phase 1: Review of current practice

A comprehensive review of current international literature and competency standards for pharmacy technicians was conducted to gain an understanding of and insight into the structure and content of existing protocols. This review encompassed both Australian and Aotearoa New Zealand frameworks, including the National Competency Standards Framework for Pharmacists in Australia 2016 ⁽¹¹⁾ and the Competence Standards for Aotearoa New Zealand Pharmacists 2024. ⁽²²⁾

The review highlighted that the functions-based structure used in the National Competency Standards Framework for Pharmacists in Australia 2016 ⁽⁹⁾ was well aligned with international documents and Aotearoa New Zealand's approaches to competency development. This, in addition to the desire to maintain consistency between the two professions and compatibility across both countries, led to the adoption of a functions-based framework for the pharmacy technician's framework.

Phase 2: Engagement with Working Group

Emerging trends and key themes were identified from the review of current practice and presented to the working group over a series of focused sessions conducted between February and April 2024. The working group included representatives from both Australian and Aotearoa New Zealand pharmacy sectors, ensuring that the diverse practice environments and regulatory contexts of both countries were adequately represented.

This review, combined with the extensive experience and expertise provided by working group members, was utilised to develop the core competencies that underpin the knowledge, skills and attitudes expected of a pharmacy technician within Australia and Aotearoa New Zealand.

During this collaborative process, it was established that the expectations and requirements of a pharmacy technician are fundamentally underpinned by similar professional principles as those required of pharmacists. With this understanding, the same five domains from the National Competency Standards Framework for Pharmacists in Australia 2016 ⁽¹¹⁾ were adapted and maintained as the foundation for this technician framework, with modifications to reflect the specific scope and responsibilities of pharmacy technicians.

The working group also recognised that cultural inclusion and diversity is paramount to delivering equitable health services in both Australia and Aotearoa New Zealand. This recognition led to the development of a sixth domain specifically addressing cultural competency, including acknowledgment of Indigenous communities (Aboriginal and Torres Strait Islander Peoples in Australia, and Māori in Aotearoa New Zealand) and other communities at higher risk of poor health outcomes.

Key activities during Phase 2 included:

Regular working group meetings with Australian and Aotearoa New Zealand representatives

1. Review and alignment of competency expectations across different practice settings
2. Integration of feedback from both community and hospital pharmacy contexts
3. Consideration of regulatory and professional requirements in both countries

Phase 3: Consultation to Key Stakeholders

A comprehensive three-stage consultation process was undertaken to ensure appropriate feedback could be obtained from a broad range of stakeholders and integrated into the final document.

STAGE 1: PRE-CONSULTATION ENGAGEMENT

An open invitation online workshop was conducted to identify key themes, concerns and suggestions from participants prior to formal public consultation. Participants engaged through real-time polling and discussion activities.

Targeted stakeholder roundtables were held with specific groups including pharmacy technicians, pharmacists, professional bodies, and regulatory representatives from both Australia and Aotearoa New Zealand to gain detailed feedback and engagement on the framework.

STAGE 2: PUBLIC CONSULTATION (AUSTRALIA AND AOTEAROA NEW ZEALAND)

Australia (15 October to 29 November 2024)

The framework underwent formal public consultation in Australia involving:

- Distribution of a comprehensive written survey to gather structured feedback
- Targeted stakeholder engagement sessions
- Collection of written submissions from interested parties
- A total of 33 written responses were received from diverse stakeholder groups
- Overall confidence rating of 7.7/10 in the standards

Aotearoa New Zealand (21 July to 15 August 2025)

A parallel public consultation process was conducted in Aotearoa New Zealand following the same comprehensive methodology as the Australian process:

- Distribution of the same structured survey instrument
- Targeted stakeholder engagement sessions with Aotearoa New Zealand pharmacy professionals, including specific engagement with Aotearoa New Zealand Pharmacy managers and the Māori Pharmacists Group
- Collection of written submissions from Aotearoa New Zealand-based stakeholders
- A total of 10 written responses were received from Aotearoa New Zealand stakeholders
- Overall confidence rating of 7.5/10 in the standards

Both consultations demonstrated strong support for the framework, with all individual domains receiving minimum ratings of 7.6/10 across both countries.

STAGE 3: FINAL INTEGRATION AND FRAMEWORK REFINEMENT

Following completion of both Australian and Aotearoa New Zealand consultations, a comprehensive analysis of feedback was conducted to identify common themes and country-specific considerations.

Common feedback themes across both countries included concerns about scope of practice for entry-level technicians (particularly Domains 5 and 6), requests for additional practical examples, issues with complex terminology, recognition of workplace variability, and potential implementation challenges including resistance to change and resource constraints.

Based on this feedback, the framework was refined to improve comprehension and usability. Implementation feedback was incorporated into strategic planning for the framework's launch, and implementation tools will be developed to support adoption across diverse practice settings.

This robust consultation process ensured that the final framework reflects the diverse perspectives and needs of the pharmacy technician profession across Australia and Aotearoa New Zealand, while maintaining high standards of professional competency and patient safety.

