# 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





#### **Commitment to Equity**

In the spirit of reconciliation, we acknowledge the Traditional Custodians of the lands upon which we live and work, and pay our respects to their Elders—past, present, and emerging. We recognise and honour their enduring connection to land, sea, and community.

We also acknowledge the Māori as tangata whenua of Aotearoa New Zealand and their deep-rooted ties to the land, waters, and skies.

As pharmacy technicians in hospital and health services across Australia and Aotearoa New Zealand, we commit to upholding cultural safety and inclusion in our practice, and to fostering respectful partnerships with Aboriginal, Torres Strait Islander, Māori, and all First Nations peoples.

We recognise the essential generosity expressed in both the Uluru Statement from the Heart and the principles of Te Tiriti o Waitangi and The Treaty of Waitangi.

Aboriginal, Torres Strait Islander, and Māori communities must be involved in both the decision-making and the delivery processes of healthcare. There must be a stronger role for these communities in decision-making and the delivery of health services.

Social, economic, or cultural disadvantage results in disparities in peoples' health. These disadvantages are avoidable, unfair, and unjust. People with different degrees of disadvantage require different approaches and resources to achieve equitable health outcomes. There is a commitment to building knowledge and attitudes to enhance cultural safety, and to foster growth and genuine partnership with disadvantaged communities.





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# **Purpose**

This document describes the core competency requirements of an entry-level pharmacy technician across Australia and Aotearoa, New Zealand (NZ). It is a foundational document that aims to provide a standardised approach to the pharmacy technician workforce. For the purposes of this document, an entry-level pharmacy technician is defined as 'an individual who is new to the pharmacy workforce and is in the process of acquiring general-level competency skills and knowledge required to deliver pharmacy services effectively, alongside pharmacists. There is scope within the document to provide direction on the extended practice roles within the pharmacy technician workforce and what this looks like in practice.

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 NZ health workforce.

The term dispensary assistant, hospital pharmacy assistant and pharmacy technician are often used interchangeably and vary between jurisdictions in Australia. A pharmacy technician, hospital pharmacy assistant or dispensary assistant is defined by Advanced Pharmacy Australia (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 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) and PACT (Pharmacy Accuracy Checking Technician) is available to support technicians wishing to extend their skill set further (4).

For the purposes of this document the term 'Pharmacy Technician' will be used to describe both pharmacy technicians and dispensary assistants within the Australian jurisdiction, and Pharmacy Technicians (Core, Advanced, PACTs and Specialist) within the New Zealand jurisdiction. This document describes the competency requirements for pharmacy technicians to practice at an entry level across Australia and 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 is increasing opportunity 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 direct patient care (5). This document has also identified areas of practice that have scope for advancing practice in





appropriate individuals.

#### Role of this document in relation to established guidance

Competency standards frameworks describe the skills, attitudes and other attributes attained by an individual based on their knowledge and experience which together enables the individual 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 relation to their role in the dispensing and handling of medicines (2). The Australasian Competency Standards Framework for Pharmacy Technicians in Hospitals and Health Services 2025 is intended to provide guidance on the pharmacy technician role that includes but is not limited to dispensary roles. Its role is as a supportive document to the guidelines published by the Pharmacy Board of Australia.

In New Zealand, the Pharmacy Council recognise 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). They are also required to work ethically and professionally within the Pharmacy Council Code of Ethics as relevant to Pharmacy Technicians (8).

# Professional practice landscape

#### Australian and New Zealand Collaboration

Australian and New Zealand health care shares many similarities. The role of the pharmacy technician and their practice is also comparable between the two nations. Consequently, the decision was made to collaborate on the competency standards framework and develop them to represent the practice and interest of pharmacy technicians in both Australia and New Zealand. This covers their roles within a range of workplace locations across services many healthcare services.

It is important to consider that within the document there are key references to both nations that should be interpreted only if relevant to the individual's practice.

### Recognition of first nations people

AdPha and NZHPA acknowledge Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands across Australia and recognises Māori as tangata whenua (people of the land) of Aotearoa New Zealand. Both organisations are committed to improving first nations health outcomes by promoting equitable access to pharmaceutical care, supporting first nations representation in the pharmacy workforce, and fostering a culturally safe and inclusive healthcare environment for Aboriginal, Torres Strait Islander, and Māori communities.

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.





#### Workplace supervision

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

#### Scope of Practice

The framework recognises there is a diverse level of 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 defines the boundaries of professional practice. It 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' (9). Given the similarities, and for the purposes of this framework, this definition has been utilised for the pharmacy technicians' scope of practice.

Pharmacy technicians' scope of practice is informed by organisational guidelines as defined in the Society of Hospital Pharmacists of Australia Standard of Practice for Pharmacy Technicians to support Clinical Pharmacy Services (10). 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 supervising pharmacist. These standards recognise 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.

#### Extended Scope of Practice

It has been recognised that pharmacy technicians have extended scope of practice amongst their practising members. In addition, as the workforce develops the opportunities for further advanced practice continues to evolve. With this in mind, the competency standards have identified 15 enabling competencies that have scope for extended practice.

In New Zealand, the development of the Pharmacy Accuracy Checking Technician program and the availability of the Level 6 Diploma for technicians, is evidence of the professional growth of the technician workforce.





# 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.



#### The levels

The terminology used to describe the three levels of practice is General, Stage 2 and Stage 3. Each level of practice 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.





#### Extended scope of practice competencies

Table 1 shows the structure of the framework. Standards with enabling competencies in **coloured boldface**, have been identified as those where extended scope of practice can be demonstrated. In this instance, all three levels (General, Stage 2, Stage 3) have descriptors of the performance required at the relevant level.

Table 1: Structure of the Framework

Domain	Standard	Enabling Competency
Domain 1: Cultural inclusion and diversity	1.1(AUS) Applies Aboriginal and Torres Strait Islander perspectives of health and wellbeing	<ol> <li>Demonstrates awareness of Aboriginal and Torres Strait Islander culture, in particular health and wellbeing customs and beliefs</li> <li>Shows awareness of health inequities experienced by Aboriginal and Torres Strait Islander peoples within own community</li> <li>Contributes to the delivery of healthcare services aimed at improving the health outcomes of Aboriginal and Torres Strait Islander peoples</li> </ol>
	1.1(NZ) Applies Māori perspectives of health and wellbeing	<ol> <li>Demonstrates awareness of Māori culture, in particular health and wellbeing values, customs and beliefs</li> <li>Describes the relevance of Te Tiriti o Waitangi to the provision of pharmacy services</li> <li>Contributes to the delivery of healthcare services aimed at improving the health outcomes of Māori</li> </ol>
	1.2 Supports equity, diversity and inclusion	<ol> <li>Treats all individuals with respect, kindness, compassion, and care</li> <li>Recognises the importance of diversity and inclusion by identifying priority populations at risk of poor health outcomes</li> <li>Recognises and responds appropriately to priority populations to facilitate equitable health outcomes</li> </ol>
	1.3 Provides culturally safe and responsive care	<ol> <li>Respects that values, attitudes and beliefs differ across cultures</li> <li>Considers cultural differences when planning, implementing and evaluating healthcare</li> </ol>
Domain 2: Professionalism and ethics	2.1 Apply principles of professionalism	<ol> <li>Upholds professional role as a pharmacy technician</li> <li>Accepts responsibility and accountability for own actions</li> </ol>





	2.2 Practice legally	<ol> <li>Applies legal requirements as per national/state law relevant to practice setting</li> <li>Applies principles of patient privacy and confidentiality when undertaking practice</li> </ol>
	2.3 Practice ethically	<ol> <li>Applies ethical principles that underpin the workforce when undertaking individual practice</li> <li>Manages ethical issues in practice</li> </ol>
	2.4 Professional knowledge and skills	<ol> <li>Adopts a scope of practice consistent with defined competence</li> <li>Applies core practice knowledge required of role</li> <li>Maintains professional practice knowledge through ongoing professional development</li> </ol>
Domain 3: Communication and collaboration	3.1 Communication skills	<ol> <li>Uses appropriate communication skills</li> <li>Adapts communication style to suit the situation</li> <li>Confirms effectiveness of communication</li> </ol>
	3.2 Interpersonal communication skills	<ol> <li>Manages conflict in a professional way</li> <li>Considers others' perspectives when seeking compromise or consensus on a decision</li> </ol>
	3.3 Establishes and maintains collaborative working relationships	<ol> <li>Engages in teamwork to provide best patient care</li> <li>Shows commitment to and promotes interprofessional practice</li> </ol>
	3.4 Use of communication systems	<ol> <li>Identifies and utilises appropriate digital technology to facilitate safe and effective communication</li> <li>Records and stores information in a manner that is effective, safe and efficient</li> <li>Identifies potential impacts of new technologies on communication</li> </ol>
Domain 4: Medication management and patient care	4.1 Obtains information from and provides information to patients for shared decisionmaking.	<ol> <li>Obtains relevant health and medicine information from the patient</li> <li>Assesses patient medicine requirements and formulates appropriate plan</li> <li>Ensures patient is included in discussions related to medicine issues and works to resolve these</li> <li>Provides medicine information to patients to ensure safe and proper use</li> </ol>





	4.2 Safely and effectively prepares medicines for supply	<ol> <li>Receives and interprets a medicine order and/or prescription</li> <li>Accurately and safely dispenses medicines and supply medicines</li> <li>Collaborates with pharmacists to ensure effective and safe medicine supply where appropriate</li> <li>Compounds medicines</li> </ol>
	4.3 Undertake product inventory management	<ol> <li>Ensures accurate selection and safe, secure and appropriate storage of medicines in accordance with local and national legislation and guidelines</li> <li>Ensures inventory procedures are followed to maximise efficiency and minimise waste</li> <li>Identifies medicine availability issues and collaborates with others to resolve these issues</li> <li>Ensures safe return and/or disposal of recalled, expired and unusable products</li> </ol>
	4.4 Support safe and quality use of medicines	<ol> <li>Follows established policies and procedures ensuring medicine is delivered safely to patients</li> <li>Identifies trends in medicine use to more effectively manage medicines</li> <li>Acts to optimise health outcomes by identifying, mitigating and reporting potential sources of error</li> </ol>
Domain 5: Leadership and management	5.1 Leadership of self	<ol> <li>Applies reflective skills to inform and improve practice</li> <li>Displays self-motivation</li> <li>Acts as a role model and works to motivate others</li> <li>Effectively plans and prioritises professional contributions</li> <li>Prioritises own mental, physical and social wellbeing</li> </ol>
	5.2 Leadership of others	<ol> <li>Works within workplace and organisational structure</li> <li>Undertakes change management processes</li> <li>Considers human resource requirements</li> <li>Contributes to development of others</li> <li>Promotes awareness and support of the mental, physical and social wellbeing of others</li> </ol>
Domain 6: Education and research	6.1 Partakes in education and training	<ol> <li>Undertakes education and training required for their role</li> <li>Provides education and training</li> </ol>





<b>6.2 Incorporates</b>	research
into practice	

- 1. Applies research principles and evidence-based information into practice
- 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 complete within their scope of practice. Examples of ways the framework may be used in practice are:

- Individual pharmacy technicians to identify areas for improvement and advancement.
- Employers to:
  - o Develop job descriptions.
  - o Understand minimum requirements for staff to be considered safe to undertake roles.
  - o Support recruitment.
  - Provide a basis for discussion on how to build advancing practice outside of core competencies.
- Education and training providers to:
  - o Develop learning objectives.
  - o Build training programs.





# Glossary of terms

Term	Definition	Reference source (if applicable)
Collaboration	In the context of medication 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'	11
Conversational tools	Established tools utilised to increase patient understanding of information delivered to them	11
Counselling	A two-way communication process between the pharmacy technician and the patient in which the pharmacy technician provides the patient with basic medicine information and medical device technique instruction	10
Cytotoxic (drug)	Medicines used primarily in the treatment of cancer. They have deleterious effects upon cells, and many have been found to be mutagenic, teratogenic and carcinogenic	12
CMI	Consumer Medicines Information	
Defined area of practice	The pharmacy technician's area of responsibility and accountability in professional practice	11
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	11
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	3
Interdisciplinary collaboration	The positive interaction of two or more health professionals, who bring their unique skills and knowledge, to assist patients/clients and families with their health decisions	13
Leadership of self	A process where a person who knows their strengths and weaknesses, understands and displays self-awareness, self-regulation, motivation, empathy and social skill and commits to self-reflection and improvement	14
Medicine 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 medication history and comparing it to medicines prescribed on presentation, transfer or discharge	3





PBS	Pharmaceutical Benefits Scheme Australia	
Pharmac	Pharmaceutical Management Agency New Zealand	
Pharmacy team	Includes pharmacists, pharmacy interns, pharmacy students, and technicians or assistants	12
Pharmacy technician	An individual who is qualified by training or experience to carry out functions and activities (under the supervision of a pharmacist) that does not require the exercise of professional judgement by a pharmacist in a hospital or other medical establishment	15
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. Examples include but are not limited to:  • Aboriginal and Torres Strait Islander peoples • Māori people • People who are transient, have unstable housing or have 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	16
PSA	Pharmaceutical Society of Australia	
SAS	Special Access Scheme	
Scope of practice	A time sensitive, dynamic aspect of practice which indicates those professional activities that a pharmacy technician is educated, competent and authorised to perform and for which they are accountable	17
TGA	Therapeutic Goods Administration	
QCPP	Quality Care Pharmacy Program	





# Domain 1 – Cultural inclusion and diversity

**Scope**: This domain includes standards that recognize equity, diversity, and inclusion as essential to healthcare and integral to the role of pharmacy technicians in delivering patient-centered care. It emphasizes the importance of understanding and valuing the strengths, resilience, and rich cultural knowledge of Australian 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 well-being of all communities.

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
1.1 Applies Aboriginal and Torres Strait Islander 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	Recognises the importance of the National agreement on Closing the Gap  Shows awareness of the Cultural Respect Framework 2016–2026 (18)		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
		Displays commitment to expanding own knowledge and use of local Aboriginal and Torres Strait Islander language			
	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		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
	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 PBS Close the Gap (CTG) Program, Remote Area Aboriginal Health Services Program and Uluru Statement from the Heart		
1.1 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 Maori people	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	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		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
		knowledge and use of Te Reo Māori	Considers inclusion of patients' whanau in discussions as patient wishes.		
	1.1.2 Shows awareness of health initiatives that exist to embed the Titiri o Waitangi into practice	Shows awareness of initiatives that support the implementation of Te Tiriti o Waitangi principles into pharmacy practice.	Describes tino rangatiratanga and its significance in health service provision		
		Promotes access to healthcare for Māori by collaborating with whānau, hapū, iwi, and Māori-led organisations	Creates connections with individual patients  Engages with Māori leads within own organisation.		
			Engages with local hapū, iwi, and Māori- led organisations in own community		
			Describes the relevance of Te Tiriti o		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
			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	Contributes to the delivery of pharmacy services that support the priority needs of local Māori population.	Shows awareness of priority areas for Māori health within Te Pae Tata Interim New Zealand Health Plan 2022		
		Works to minimise barriers to accessing pharmacy services	Describes health inequities that Māori communities experience		
		Recognises environmental factors that can impact access to equitable health services e.g. distance to health service	Explains Pharmac schedule and funding criteria and uses this knowledge to facilitate access to medicines.		
		Contributes to addressing biases within own area of practice	Recognises the impact of factors such as colonialism, institutional racism		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
			and unconscious bias on the health and wellbeing of Māori resulting in health inequities		
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 and is aware of pathways for responding to behaviour that falls below this standard	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	Demonstrates awareness of health	Identifies priority populations through		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
	appropriately to priority populations to facilitate equitable health outcomes	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	internal review processes and effective risk assessment, and prioritises or escalates their care to appropriate individuals		
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	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	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		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
appropriately to implement medication management		different opinions regarding health goals and outcomes	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	Adapts practice according to the needs of people	Supports the safe use of medicines during Ramadan		
	evaluating health care	Supports patients to access and receive services in a way that aligns with their beliefs and values.	Provides information leaflets in patient's preferred language  Accesses interpreters		
		Shows awareness of	as required		
		other health services available to support the provision of culturally responsive care	Collaborates with other services to provide optimum care		





## Domain 2 – Professionalism and ethics

**Scope**: This domain includes those 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 Apply principles of professionalism  This standard	2.1.1 Upholds professional role as a pharmacy technician	Presents a professional demeanour and acts in a behaviour that inspires confidence and trust	Demonstrates personal and professional integrity in practice		
encompasses the pharmacy technician's commitment to upholding personal		Gives primary consideration to the health and wellbeing	Provides person- centred and culturally responsive care		
professional standards in their actions and demeanour		of patients and the needs of others in all professional activities	Provides appropriate recommendations to patients driven by improving their health and wellbeing		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	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 to continually improve  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		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
2.2 Practise 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 confidentially training offered by the organisation  Confirms patient identity when providing medicines or issuing documents with patient details  Ensures discussions involving patient		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
			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		
2.3 Practise 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	Practises with consideration of the AHPRA shared code of conduct (19)  Performs professional duties and makes decisions with ethical considerations  Promotes consideration and understanding of ethical issues in collaborating with others	Demonstrates ethical decision-making in daily tasks and interactions with patients and colleagues.		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	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)		
2.4 Professional knowledge and skills  This standard covers a pharmacy technician's scope of practice and the importance of continual selfdevelopment	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	Completes routine validation of competencies in line with workplace requirements  Refers to pharmacist when scope of practice limits response to patient queries		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
		responds to situations outside own scope of practice			
	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 (dispensing, stock management etc.)	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		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
			expand knowledge and skills		
			Actions continuing professional development plan		







# Domain 3 – Communication and collaboration

**Scope**: This domain includes those 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 Communication skills  This standard covers the different types of communication skills that are expected of a pharmacy technicians to be effective in their role	3.1.1 Uses appropriate communication skills	Uses appropriate communication to gain the cooperation of 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 -	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





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
		including face to face, electronic, written and verbal			
		Maintains appropriate communication during times of stress or difficult situations			
	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		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
3.2 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		
3.3 Establishes and maintains	3.3.1 Engages in teamwork to provide best patient care	Works with other members of the pharmacy team to	Engages in team- building activities to enhance understanding and	Works as a member of the pharmacy team liaising with other disciplines as required	Works across workplace boundaries to build relationships and share information,





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
collaborative working relationships		reach best patient outcomes	collaboration among team members	to reach best patient outcomes	plans and resources to reach best patient outcomes
This standard recognises the skills required to collaborate effectively with internal and external stakeholders to provide patient care		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 others in decision making		
	3.3.2 Shows commitment to and promotes interprofessional practice	Seeks out opportunities to collaborate with external teams	Contacts other health professionals to confirm medicine orders		
		Contributes to collaboration within and between teams	Establishes network of colleagues across disciplines and other teams		
		Identifies when expert support is required	Seeks opportunities to work with or network		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
			with other health professionals to understand their complementary role		
3.4 Use of 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 privacy regulations and Acts when accessing and	Acts in line with the Privacy Act  Completes relevant training on IT privacy and security risks  Adheres to employer's/organisati		





Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
		handling patient information	on'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	Provides feedback on new tools for patients to order repeat prescriptions		
		Considers potential risks to safety and confidentiality prior to using new technologies			





# Domain 4 – Medicines management and patient care

**Scope:** This domain defines the extensive 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 medicine 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 medicine 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	Identifies simple discrepancies to facilitate correct medicine supply	Conducts medicine reconciliation to assist pharmacist with medicine review





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
			medicine is not within the safety net window		
	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 leaflets	Provides person- centred and culturally responsible education on unscheduled medicines	Provides person- centred and culturally responsible education on scheduled medicines
4.2 Safely and effectively prepare medicines for supply	4.2.1 Receives and interprets a medicine order and/or prescription	Determines legality and validity of prescription and/or medicine chart order	Uses appropriate sources to confirm patient identity		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
This standard describes the operational skills required of a technician to be able to safely dispense and		Confirms patient identity according to local requirements  Confirms medicine details with patient	Confirms dose, brand and quantity of medicine		
supply medicines	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	Identifies errors/discrepancies	Identifies medicine orders/prescriptions		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	medicines supply where appropriate	present in medicine orders	missing medicine details		
		Rectifies issues including consultation with a pharmacist when necessary	Identifies that patients have previously received a different strength of the same medicine		
	4.2.4 Compounds medicines	Conducts simple compounding, reconstitution and repacking for the supply of extemporaneous products	Reconstitutes liquid antibiotics  Weighs and repacks of powders  Performs simple calculations accurately  Demonstrates an understanding of Good Manufacturing Practice	Compounds non- sterile medicine e.g. creams and mixtures  Aseptically compounds sterile medicine within the cleanroom environment	Provides non-sterile / sterile extemporaneous training, validation and supervision to other staff
	4.3.1 Ensures the accurate selection and safe, secure and	Follows relevant guidelines to ensure	Follows correct storage requirements for fridge items,		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
4.3 Undertake product inventory management  This standard covers the requirement of technicians to	appropriate storage of medicines in accordance with local and national legislation and guidelines	correct storage of medicines	controlled substances, hazardous, cytotoxic substances, temperature controlled during transport		
understand and implement inventory management processes such as ordering, storage, waste management and medicine availability	4.3.2 Ensures inventory procedures are followed to maximise efficiency and minimise waste	Follows organisational, local and state based inventory and formulary policy	Undertakes routine expiry date checks Follows organisation procurement procedures to ensure medicines are being ordered from the correct contracted suppliers and using predefined minimum/maximum ordering quantities		
	4.3.3 Identifies medicine availability issues and collaborates with others to resolve these issues	Stays up to date with medicine shortages by following local out of stock procedures.  Identifies process involved to source	Informs staff and patients of shortages or other issues  Promptly navigates and retrieves medicines shortage		





Standard E	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
		non-formulary medicine e.g. SAS, clinical trials, unregistered, compassionate access	information from the TGA or Pharmac website		
rı C	4.3.4 Ensures safe return and/or disposal of recalled, expired and unusable oroducts	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 organisations procedure on medicine 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		





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	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
quality of the information, care and other professional activities, engaging in collaborative quality improvement activities wherever possible	4.4.2 Identifies trends in medicine use to more effectively manage medicines	Receiving information about medicine trends	Reads medicine notifications and health season initiatives such as flu season, global pandemics and reportable disease outbreaks (e.g.: measles)  Attends medicine and pharmacy meetings to understand changes to hospital workflow to participate in preparing and		Engages in discussion regarding medicine trends to formulate appropriate action





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
			predicting an increase in medicine usage		
			Accesses the TGA or Pharmac website to identify medicine shortages		
			Actively subscribes to pharmacy related newsletters		
	4.4. 3 Acts to optimise health outcomes by identifying, mitigating	Actively participates in the incident reporting process and engages	Participates in risk medicine incident training		
	and reporting potential sources of error	in the review of incident and near miss reporting data and the continuous quality improvement process related to incidents and near misses	Recognises organisational incident reporting structure and how to report an incident or near miss		
		Applies principles of risk management to practice by anticipating,	Reflects on near misses and identifies opportunities for improvement		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
		recognising and managing situations that place the patient at risk			
		Participates in service improvement processes following risk-based assessments			

# 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	5.1.1 Apply reflective skills to inform and improve practice	Regularly reflects on own practice and identifies areas for	Sets personal development goals and tracks progress		





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
This standard encompasses the		professional improvement	towards achieving them		
importance of self- awareness and self- management to effectively complete pharmacy technician roles	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





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	5.1.5 Prioritises own mental, physical and social wellbeing	Maintains an appreciation for work life balance and prioritises this appropriately			
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	dership of  5.2.1 Works within workplace and organisational structure  Follows appropriate reporting structures  Follows local policies and procedures and systems to guide and g supportive  5.2.1 Works within workplace and organisational structure  Coutlines roles, responsibilities and accountabilities organisational structure and business plan  Knows how and where to locate the organisational structure and business plan  Knows how to refer to position description to understand professional responsibilities and				
importance of understanding workplace structures and how this impacts an individual's role	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	Describe workplace occupational health	Completes mandatory training requirements	Manages and supervises team members	Considers and develops overall team structure





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
		and safety policies and procedures	of role e.g. OH&S training		Recruits and retains personnel
	5.2.4 Contributes to development of others	development of others review of others provides constructive support, deve	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 Partake in education and training  This standard aims to define 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 into practice	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	Retrieves, critically appraises evidence-based information to be applied to practice	Designs and delivers research projects





Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
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.			Demonstrates knowledge of where to find health and practice-based information e.g. government-based information resources, library resources		
	6.2.2 Uses audit and qualitive 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





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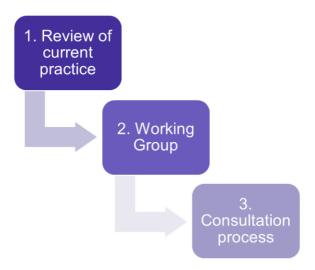




# Appendix 1 – Development of the Framework

The development of the Australasian Competency Standards Framework for Pharmacy Technicians 2025 has been led by Advanced Pharmacy Australia and the New Zealand Hospital Pharmacy Association. The Australasian Competency Standards Framework for Pharmacy Technicians working group, which provided representation from across Australia and 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 review of current international competency standards for pharmacy technicians was conducted to gain an understanding and insight into the structure and content of existing protocols. The review highlighted that the structure of a functions-based framework that has been used in the existing National Competency Framework for Pharmacists in Australia 2016[3] was well aligned with international documents. This in addition to the desire to keep the framework similar for the two professions led to the decision to maintain a functions-based framework as a platform to develop the pharmacy technician's framework.

### Phase 2: Engagement with Working Group

Emerging trends were identified from the review of current practice and then presented to the working group over a series of focus group sessions. This review, together with the experience provided from the working group, was utilised to develop the core competencies which underpin the knowledge, skills and attitudes expected of a pharmacy technician within Australia.





During this process it was established that the expectations and requirements of a pharmacy technician are underpinned by the same requirements of a pharmacist. With this in mind, the same five domains from the National Competency Standards for Pharmacists 2016 were maintained in this document for technicians. It was also established through this process that the importance of cultural inclusion and diversity is paramount to an equitable health service and so a sixth domain was developed to sufficiently meet this need.

### Phase 3: Consultation to key stakeholders

A robust consultation process was undertaken in three parts to ensure appropriate feedback could be obtained and then integrated into the final document. This phase is currently in progress.



