



AUSTRALASIAN COMPETENCY STANDARDS FRAMEWORK FOR PHARMACY TECHNICIANS 2025

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



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Purpose

This document describes the core competency requirements of an entry level pharmacy technician across Australia and New Zealand. It is a foundational document that aims to provide a standardised approach to the pharmacy technician profession and the workforce. For the purposes of this document, an entry level pharmacy technician is defined as 'an individual who is new to the profession and is in the process of acquiring general level competency skills and knowledge required to support pharmacists'.

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 profession. These competencies will be further developed to reflect these changes as appropriate.

Introduction

Pharmacy technicians are healthcare professionals 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" (1). They are a professional, skilled, and essential member of the pharmacy support and multidisciplinary team who are integral to the broader Australian workforce.

The term pharmacy assistant and pharmacy technician are often used interchangeably and vary between jurisdictions. A pharmacy technician or 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.' (2) . For the purposes of this document the term "Pharmacy Technician" will be used to describe both pharmacy technicians and pharmacy assistants.

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.

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 (2).

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 practice settings including community and hospital pharmacy. It enables a standardised approach to the way the pharmacy technician profession practices and allows the formation of a consistent workforce.



Professional Practice Landscape

Australian and New Zealand Collaboration

Australia and New Zealand healthcare 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. These standards have been developed to accurately represent the practice of pharmacy technicians in Australia and New Zealand. This covers their roles across a range of workplace locations including both community and hospital pharmacy.

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" (3). 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 Pharmacy Technician Standard of Practice (4). The individual's scope of practice will be further refined by their own application of knowledge, skills, behaviours and attitudes in their practice setting. The 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

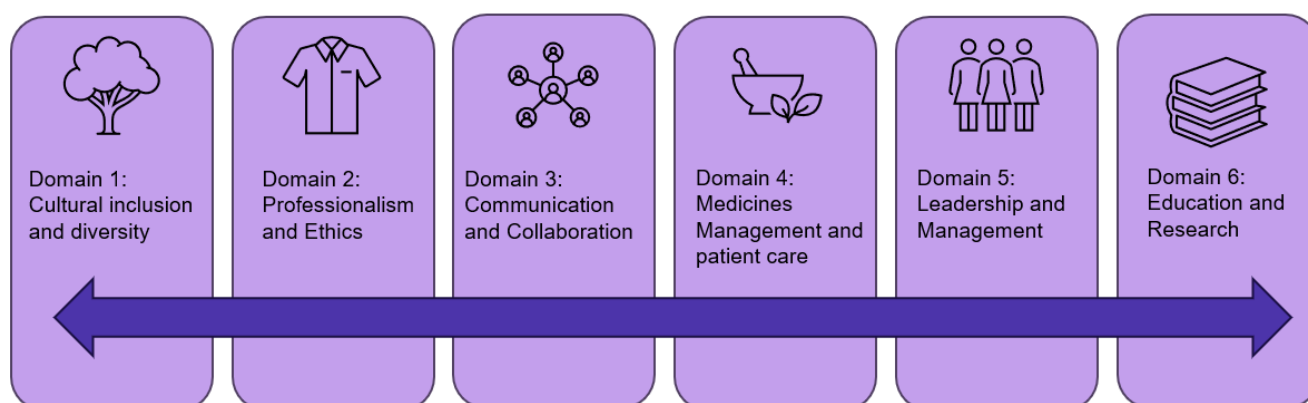
It has been recognised that pharmacy technicians have extended scope practice amongst their practising members. In addition, as the profession develops the opportunities for further advanced practice continues to evolve. With this in mind, the competency standards have identified 15 enabling competencies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



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 practitioner 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 2 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 2: Structure of the Framework

Domain	Standard	Enabling Competency
Domain 1: Cultural inclusion and diversity	1.1 Applies indigenous perspectives of health and wellbeing	<ol style="list-style-type: none"> 1. Demonstrates awareness of indigenous culture, in particular health and wellbeing customs and beliefs 2. Shows awareness of health inequities experienced by indigenous peoples within own community 3. Contributes to the delivery of health care services aimed at improving the health outcomes of indigenous peoples
	1.2 Supports equity, diversity and inclusion	<ol style="list-style-type: none"> 1. Treats all individuals with respect, kindness, compassion, and care 2. Recognises the importance of diversity and inclusion by identifying priority populations at risk of poor health outcomes 3. Recognises and responds appropriately to priority populations to facilitate equitable health outcomes
	1.3 Provides culturally safe and responsive care	<ol style="list-style-type: none"> 1. Respects that values, attitudes and beliefs differ across cultures 2. Considers cultural differences when planning, implementing and evaluating healthcare
Domain 2: Professionalism and Ethics	2.1 Apply principles of professionalism	<ol style="list-style-type: none"> 1. Upholds professional role as a pharmacy technician 2. Accepts responsibility and accountability for own actions
	2.2 Practice legally	<ol style="list-style-type: none"> 1. Applies legal requirements as per national/state law relevant to practice setting 2. Applies principles of patient privacy and confidentiality when undertaking practice
	2.3 Practice ethically	<ol style="list-style-type: none"> 1. Applies ethical principles that underpin the profession when undertaking individual practice 2. Manages ethical issues in practice
	2.4 Professional knowledge and skills	<ol style="list-style-type: none"> 1. Adopts a scope of practice consistent with defined competence 2. Applies core practice knowledge required of role 3. Maintains professional practice knowledge through ongoing professional development
Domain 3: Communication and Collaboration	3.1 Communication skills	<ol style="list-style-type: none"> 1. Uses appropriate communication skills 2. Adapts communication style to suit the situation 3. Confirms effectiveness of communication
	3.2 Interpersonal communication skills	<ol style="list-style-type: none"> 1. Manages conflict in a professional way 2. Considers others perspectives when seeking compromise or consensus on a decision

	3.3 Establishes and maintains collaborative working relationships	<ol style="list-style-type: none"> 1. Engages in teamwork to provide best patient care Shows commitment to and promotes Interprofessional Practice
	3.4 Use of communication Systems	<ol style="list-style-type: none"> Identifies and utilises appropriate digital technology to facilitate safe and effective communication Records and stores information in a manner that is effective, safe and efficient Identifies potential impacts of new technologies on communication
Domain 4: Medication management and patient care	4.1 Obtains and provides information to patients for shared decision making.	<ol style="list-style-type: none"> 1. Obtains relevant health and medicine information from the patient 2. Assesses patient medication requirements and formulates appropriate plan Ensures patient is included in discussions related to medicine issues and works to resolve these 4. Provides medication information to patients to ensure safe and proper use
	4.2 Safely and effectively prepare medications for supply	<ol style="list-style-type: none"> Receives and interprets a medication order and/or prescription Accurately and safely dispenses medications and supply medicines Collaborates with pharmacists to ensure effective and safe medication supply where appropriate 4. Compounds medications
	4.3 Undertake product inventory management	<ol style="list-style-type: none"> Ensures the accurate selection and safe, secure and appropriate storage of medicines in accordance with local and national legislation and guidelines Ensures inventory procedures are followed to maximise efficiency and minimise waste Identifies drug availability issues and collaborates with others to resolve these issues Ensures safe return and/or disposal of recalled, expired and unusable products
	4.4 Support safe and quality use of medicines	<ol style="list-style-type: none"> 1. Follows established policies and procedures ensuring medication is delivered safely to patients Identifies trends in medicine use to more effectively manage medications 3. Uses audit and qualitative improvement processes to suggest and manage changes to systems and processes Acts to optimise health outcomes by identifying, mitigating and reporting

Domain 5: Leadership and Management	5.1 Leadership of self	<ol style="list-style-type: none"> 1. Applies reflective skills to inform and improve practice 2. Displays self-motivation 3. Acts as a role model and works to motivate others 4. Effectively plans and prioritises professional contributions 5. Prioritises own mental, physical and social well being
	5.2 Leadership of others	<ol style="list-style-type: none"> 1. Works within workplace and organisational structure 2. Undertakes change management processes 3. Considers human resource requirements 4. Contributes to development of others 5. Promotes awareness and support of the mental, physical and social well-being of others
Domain 6: Education and Research	6.1 Partake in education and training	<ol style="list-style-type: none"> 1. Undertakes education and training required for their role 2. Provides education and training
	6.2 Incorporates research into practice	<ol style="list-style-type: none"> 1. Applies research principles and evidence-based information into practice

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. Some examples of ways the framework may be used in practice are by:

- Individual pharmacy technicians to identify areas for improvement and advancement.
- Employers to:
 - Develop job descriptions.
 - Understand minimum requirements for staff to be considered safe to undertake roles.
 - Support recruitment.
 - Provide a basis for discussion on how to build advancing practice outside of core competencies.
- Education and training providers to:
 - Develop learning objectives.
 - 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 health care providers share	5
Conversational tools	Established tools utilised to increase patient understanding of information delivered to them	5
Counselling	A two-way communication process between the pharmacy technician and the consumer in which the pharmacy technician provides the patient with basic medicine information and medical device technique instruction	4
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	6
Defined area of practice	The pharmacy technician's area of responsibility and accountability in professional practice	5
Entry level pharmacy technician	An individual who is new to the profession and is in the process of acquiring general level competency skills and knowledge required to support pharmacists	5
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	2
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	7
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	8
Medication reconciliation	Medication reconciliation is a 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	2
PBS	Pharmaceutical Benefits Scheme Australia	
Pharmac	Pharmaceutical Management Agency New Zealand	
Pharmacy team	Includes pharmacists, pharmacy interns, pharmacy students, and technicians or assistants	5
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	9
Priority population	People who have systematically experienced greater	10



	<p>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:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander people • 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 	
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	11
TGA	Therapeutic Goods Administration	
QCPP	Quality Care Pharmacy Program	

Domain 1 – Cultural Inclusion and Diversity

Scope: This domain includes standards which recognize that equity, diversity, and inclusion are an essential aspect of healthcare and need to be considered by pharmacy technicians when delivering patient care. This includes understanding our indigenous communities as well as priority populations that are at higher risk of poor health outcomes.

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
1.1 Applies indigenous perspectives of health and wellbeing This standard describes the competencies required for pharmacy technicians to provide culturally responsive care and promotes health equity for indigenous peoples	1.1.1 Demonstrates awareness of indigenous culture, in particular health and wellbeing customs and beliefs	Upholds the principles of self-determination for indigenous people Describes indigenous 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 indigenous language	Recognises the importance of the National agreement on Closing the Gap		



Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
	1.1.2 Shows awareness of health inequities experienced by indigenous peoples within own community	<p>Works to minimise barriers to accessing pharmacy services</p> <p>Contributes to addressing biases within own area of practice</p>	<p>Recognises the impact of factors such as colonialism, institutional racism and unconscious bias on the health and wellbeing of indigenous people, resulting in health inequities</p> <p>Recognises environmental factors that can impact access to equitable health services e.g.: distance to health service</p>		
	1.1.3 Contributes to the delivery of health care services aimed at improving the health outcomes of indigenous peoples	<p>Names health initiatives and services available for indigenous people</p> <p>Supports patients to access and receive services in a way that align with their beliefs and values</p>	Explains the PBS Close the Gap (CTG) Program, Remote Area Aboriginal Health Services Program and Uluru Statement from the Heart		

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			
	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	Identifies priority populations through internal review processes and effective risk assessment, and prioritises or escalates their care to appropriate individuals		



Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
		needing support to optimise health outcomes			
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 medication 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 healthcare	Adapts practice according to the needs of people	Supports the safe use of medicines during Ramadan		



Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
		<p>Supports patients to access and receive services in a way that aligns with their beliefs and values.</p> <p>Shows awareness of other health services available to support the provision of culturally responsive care</p>	<p>Provides information leaflets in patient's preferred language</p> <p>Accesses interpreters as required</p> <p>Collaborates with other services to provide optimum care</p>		

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 technicians have 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 technicians have 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 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 well-being of patients and the needs of others in all professional activities	Demonstrates personal and professional integrity in practice Provides patient 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.	Actively reflects on own behaviours then identifies and actions		



Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
		Reflects on professional actions and identifies opportunities for improvement to continually improve	<p>opportunities for improvement</p> <p>Seeks feedback from colleagues and supervisors to identify areas for improvement</p> <p>Sets performance and development goals as part of ongoing professional development</p>		
2.2 Practice 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 law relevant to practice setting	<p>Ensures compliance with all applicable state and national laws and regulations during practice</p> <p>Uses professional guidelines, codes of conduct and standards of practice to guide professional obligations</p>	<p>Remains up to date with relevant laws and regulations and adjusts practices accordingly</p> <p>Participates in legal compliance training specific to pharmacy practice</p>		
	2.2.2 Applies principles of patient privacy and	Follows relevant privacy acts to	Participates in privacy and confidentially		

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	confidentiality when undertaking practice	<p>safeguard the privacy and confidentiality of patients and others</p> <p>Responds to breaches in confidentiality appropriately</p>	<p>training offered by the organisation</p> <p>Confirms patient identity when providing medicines or issuing documents with patient details</p> <p>Ensures discussions involving patient information are conducted in a setting which is conducive to maintain privacy e.g.: avoiding discussions in public spaces</p> <p>Ensures documents with patient details are stored appropriately</p>		
<p>2.3 Practice ethically</p> <p>This standard covers the ethical behaviour expected of a</p>	2.3.1 Applies ethical principles that underpin the profession when undertaking individual practice	Performs professional duties and makes decisions with ethical considerations	Participates in ethics training and discussions to stay informed on best practices		



Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
pharmacy technician to maintain professional practice. This includes compliance with guidelines, codes of conduct and workplace regulations		Promotes consideration and understanding of ethical issues in 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 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 technicians' 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	Completes routine validation of competencies in line with workplace requirements Refers to pharmacist when scope of practice limits		



Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
		defined personal scope of practice Recognises and appropriately responds to situations outside own scope of practice	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 (dispensing, stock management etc)	Applies comprehensive, high-level knowledge in defined practice area(s)	Applies advanced knowledge in defined practice area(s)
	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		

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
			<p>Identifies and participates in opportunities to expand knowledge and skills</p> <p>Actions continual professional development plan</p>		



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 health care 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 – including face to face,	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
		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		
3.2 Interpersonal communication skills	3.2.1 Manages conflict in a professional way	Works with colleagues and/or patients, where appropriate, to consider the problem,	Acts to de-escalate scenarios where appropriate		



Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
<p>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</p>		<p>conflict or disagreement and possible contributing factors</p> <p>Acts promptly to prevent or manage potential or real conflict</p>	<p>Identifies who to contact in the event of a conflict</p> <p>Explains the dispute resolution process within own organisation</p>		
	3.2.2 Considers others perspectives when seeking compromise or consensus on a decision	Works with colleagues to arrive at a mutually agreeable resolution	<p>Continues to work in professional manner following conflict resolution</p> <p>Escalates appropriately when the situation requires</p>		
<p>3.3 Establishes and maintains collaborative working relationships</p> <p>This standard recognises the skills required to collaborate effectively with internal and external stakeholders</p>	3.3.1 Engages in teamwork to provide best patient care	<p>Works with other members of the pharmacy team to reach best patient outcomes</p> <p>Respects values and diverse opinions of others and recognises that this results in an effective team dynamic</p>	<p>Engages in team-building activities to enhance understanding and collaboration among team members</p> <p>Engages others in decision making</p>	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



Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
to provide patient care		Actively collaborates with others to support patient care and service improvement			
	3.3.2 Shows commitment to and promotes interprofessional Practice	<p>Seeks out opportunities to collaborate with external teams</p> <p>Improves collaboration within and between teams</p> <p>Identifies when expert support is required</p>	<p>Contacts other health professionals to confirm medication orders</p> <p>Establishes network of colleagues across disciplines and other teams</p> <p>Seeks opportunities to work with or network with other health professionals to understand their complementary role</p>		
3.4 Use of communication Systems	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		

Standard	Enabling Competency	General Level	Evidence examples	Stage 2	Stage 3
This standard covers the importance of the pharmacy technician understanding and using different communication systems that are present in the healthcare system			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	<p>Maintains patient privacy and confidentiality</p> <p>Adheres to IT security and privacy regulations and Acts when accessing and handling patient information</p>	<p>Acts in line with the Privacy act</p> <p>Completes relevant training on IT privacy and security risks</p>		
	3.4.3 Identifies potential impacts of new technologies on communication	<p>Identifies new policies and applies them in practice to facilitate the safe use of new technologies</p> <p>Considers potential risks to safety and confidentiality prior to using new technologies</p>	Provides feedback on new tools for patients to order repeat prescriptions		



Domain 4 – Medication 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 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 medication.	4.1.1 Obtains relevant health and medicine information from the patient	Retrieves basic health information to accommodate medication supply	Asks appropriate questions to retrieve basic health information e.g.: age, gender, Medicare details, brand preference	Asks appropriate questions to take a basic medication history to accommodate medication supply e.g.: check for side effects, recent medication changes	Asks appropriate questions to take a best possible medication history to accommodate medication supply e.g.: lifestyle factors, previous drug reactions
	4.1.2 Assesses patient medication requirements and formulates appropriate plan	Recognises how to use the information gathered from the patient and the patients advising health professional to ensure the patient has the medication required	Supplies medicine required including patients preferred brand Advises the patient that a particular medication is not within the safety net window	Identifies simple discrepancies to facilitate correct medication supply	Conducts medication reconciliation to assist with medication review
	4.1.3 Ensures patient is included in discussions	Keeps patient appropriately	Informs patient of medicine shortages		



Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	related to medicine issues and works to resolve these	informed of medication related issues by using correct communication techniques and adhering to privacy laws			
	4.1.4 Provides medication information to patients to ensure safe and proper use	Provides patient-centred and culturally responsive education materials to the patient to support safe and effective medication management	Provides patient centred and culturally responsible education on over the counter (OTC) medications Provides Consumer Medicine Information leaflets	Provides patient centred and culturally responsible education on unscheduled medication	Provides patient centred and culturally responsible education on scheduled medications
4.2 Safely and effectively prepare medications for supply This standard describes the operational skills required of a technician to be able to safely dispense and supply medications	4.2.1 Receives and interprets a medication order and/or prescription	Determines legality and validity of prescription and/or medicine chart order Confirms patient identity according to local requirements Confirms medication details with patient	Uses appropriate sources to confirm patient identity Confirms dose, brand and quantity of medication		

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	4.2.2 Accurately and safely dispenses medications and supply medicines	<p>Completes relevant dispensing training</p> <p>Undertakes supply process of medications</p> <p>Follows local standard operating procedure to dispense correctly and safely ensuring accuracy in dispensing, selecting, counting, measuring and labelling</p>	<p>Adheres to PBS/Pharmac and formulary restrictions when dispensing</p> <p>Records medications dispensed, showing accuracy and proficiency.</p> <p>Utilises scanning system to ensure safety of medications dispensed</p>		
	4.2.3 Collaborates with pharmacists to ensure effective and safe medication supply where appropriate	<p>Identifies errors/discrepancies present in medication orders</p> <p>Rectifies issues including consultation with a pharmacist when necessary</p>	<p>Identifies medication orders/prescriptions missing medication details</p> <p>Identifies that patients have previously received a different strength of the same medicine</p>		
	4.2.4 Compounds medications	Appropriately prepares	Reconstitutes liquid antibiotics	Compounds medications within the	Provides extemporaneous

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
		extemporaneous products such as simple compounding, reconstitution and repacking for supply		cleanroom environment following appropriate training and validation	training, validation and supervision to other staff
4.3 Undertake product inventory management This standard covers the requirement of technicians to understand and implement inventory management processes such as ordering, storage, waste management and drug 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 medications	Follows correct storage requirements for fridge items, controlled substances, 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 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		

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	4.3.3 Identifies drug availability issues and collaborates with others to resolve these issues	<p>Stays up to date with medicine shortages by following local out of stock procedures.</p> <p>Identifies process involved to source non-formulary medications e.g.: SAS, clinical trials, compassionate access</p>	<p>Informs staff and patients of shortages or other issues</p> <p>Promptly navigates and retrieves medicines shortage information from the TGA website</p>		
	4.3.4 Ensures safe return and/or disposal of recalled, expired and unusable products	<p>Adheres to local policy on the retrieval procedure for medications e.g.: waste disposal process</p>	<p>Identifies different types of waste and disposes appropriately</p> <p>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</p>		

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
			Explains requirements for returned, recalled and expired medicines and the use of RUM bins		
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 medication is delivered safely to patients	Discusses policies and procedures that exist regarding medications		Applies and integrates established policies and procedures into their practice	Develops and implements policies and procedures to ensure safe medication delivery
	4.4.2 Identifies trends in medicine use to more effectively manage medications	Engages in discussion and accesses up to date information regarding medication trends	Reads medication notifications and health season initiatives such as flu season, global pandemics and reportable disease outbreaks (e.g.: measles) Attends medication and pharmacy meetings to understand changes to hospital workflow to participate in		



Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
			<p>preparing and predicting an increase in medication usage</p> <p>Accesses the TGA website to identify medication shortages</p> <p>Actively subscribes to pharmacy related newsletters</p>		
	4.4.3 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	Recognises 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
	4.4. 4 Acts to optimise health outcomes by identifying, mitigating and reporting potential sources of error	Identifies the occurrence of a medication incident or near miss and respond effectively to mitigate harm and prevent reoccurrence	<p>Participates in risk medication incident training</p> <p>Recognises organisational incident reporting structure and how to report an incident or near miss</p>		



Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
		<p>Applies principles of risk management to practice by anticipating, recognizing and managing situations that place the patient at risk</p> <p>Participates in service improvement processes following risk-based assessments</p>	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 prioritizes well-being 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 complete pharmacy technician roles	5.1.1 Apply 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 360-degree feedback from others to aid in self-development Accepts constructive feedback and implements into self-development plan	Proactively identifies opportunities for professional growth and acts on them		
	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



Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
	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 well being	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	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		

Standard	Enabling Competency	General Level	Evidence Examples	Stage 2	Stage 3
includes the 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 medication supply policy	Manages change within the organisation	Manages change with consideration of external organisation factors
	5.2.3 Considers human resource requirements	Describe 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 well-being of others	Participates in health and wellbeing initiatives Promotes health and well-being 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 This standard highlights the need for all pharmacy technicians to be able	6.2.1 Applies research principles and evidence-based 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
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.					



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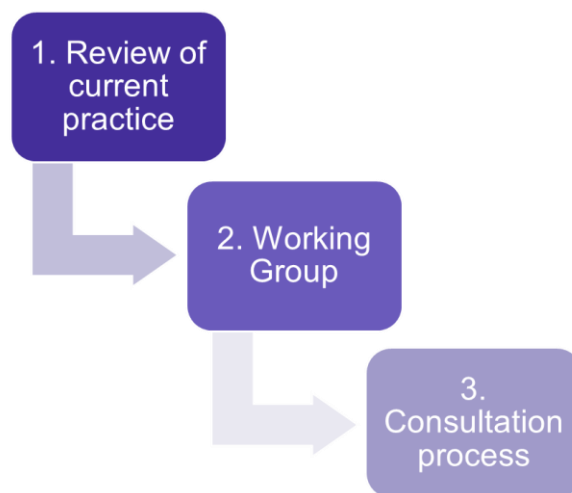
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Appendix 1 – Development of the Framework

The development of the Australasian Competency Standards Framework for Pharmacy Technicians has been led by Advanced Pharmacy Australia. The Australasian Competency Standards Framework for Pharmacy Technicians, 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.

