



THE ASSOCIATION OF PHARMACY TECHNICIANS UK

UK Post-Registration Career Pathway for Pharmacy Technicians

Draft 2 - Consultation 19th September 2026 – 31st December 2026

Table of Contents

1. Introduction	3
1.1. Purpose of the Document	3
1.2. Scope.....	6
1.3. Principles Underpinning the Pathway	8
2. How to Use this Pathway	10
2.1. Intended Audience.....	10
2.2. How the Pathway Supports Development	10
2.3. Flexibility of Use	13
3. Career Pathway Overview	14
3.1. Structure of the Career Pathway.....	14
3.2 Educational Mapping	16
3.3 Level Descriptors.....	17
4. Pillars and Domains of Practice for Pharmacy Technicians.....	20
4.1. Overview of Practice Pillars and Domains	21
4.2. Pillars and Domains of Practice.....	22
Pillar 1: Clinical Practice	23
Pillar 2: Leadership and Management	25
Pillar 3: Research	27
Pillar 4: Education.....	29
5. Capabilities Across Levels of Practice	31
5.1. How the Capabilities are Structured	31
5.2. Capability Pathway by Pillar and Domain	33
Pillar 1: Clinical Practice	33
Pillar 2: Leadership and Management	37
Pillar 3: Research	41
Pillar 4: Education.....	45
6. Education and Development.....	46
6.1. Overview of Learning Approach	46
6.2. Learning and Development Opportunities.....	47
6.3. Using the Pathway to Support Development	48
Glossary	50
References:	56
Acknowledgements	57

1. Introduction

Pharmacy technicians play an essential and increasingly diverse role across all sectors of health and care. As services evolve, there is a need for a clear, coherent and transferable career pathway that supports development, recognises expertise and provides a shared understanding of progression across different settings.

This document presents a UK-wide Pharmacy Technician Career Pathway describing progression from Foundation Practice (Level 4) through to Enhanced Practice (Level 6), aligned to Levels 4 to 6 of the Skills for Health Career Framework ⁽¹⁾. These levels describe progression in professional practice and should not be interpreted as educational qualification levels, pay bands, grades or job titles. It provides a consistent structure to support career development and workforce planning across pharmacy technician practice irrespective of country of practice, sector, organisation or role.

The pathway is based on capabilities, describing how pharmacy technicians apply their knowledge, skills, experience, judgement and professional behaviours in practice. The pathway is intentionally distinct from a competency framework, assessment framework or performance management tool. Its purpose is to describe levels of practice rather than define specific job roles, competencies or performance requirements.

The pathway provides a common reference point for pharmacy technicians, employers, educators and workforce planners to support professional development and career conversations. It also provides a structure from which sector-specific competency frameworks, education programmes and development resources may be aligned or be developed.

A brief overview of how to use this pathway is provided in Section 2, with a detailed description of the career structure in Section 3.

1.1. Purpose of the Document

The career pathway has been developed to:

- **Provide a clear career development pathway** for pharmacy technicians from Foundation Practice (Level 4) to Enhanced Practice (Level 6), aligned to the Skills for Health Career Framework ⁽¹⁾.
- **Describe levels of practice through capability-based descriptors**, supporting understanding of how practice develops across a professional career.
- **Support workforce development and career progression**, providing a common language for discussing professional growth and future development.
- **Enable greater consistency across sectors and settings**, supporting transferability of practice and workforce mobility.
- **Align with wider workforce transformation priorities**, including multiprofessional working, integrated care and service redesign.

- **Support career and development conversations**, helping individuals identify current levels of practice and potential directions for growth.
- **Inform workforce planning, service development and educational design**, supporting organisations to develop a capable and sustainable pharmacy technician workforce.
- **Support professional role clarity**, articulating the contribution pharmacy technicians make across health and care systems.

Capability-Based Approach

This pathway uses the concept of capability rather than competence.

Capability describes an individual's ability to apply knowledge, skills, professional judgement, values and behaviours effectively in practice, particularly in situations that may be complex, unfamiliar or changing. Capability focuses on the integration and application of learning, rather than the completion of specific tasks or activities ^(2, 3).

The use of capability statements recognises that pharmacy technician practice varies across sectors and roles. Individuals may demonstrate capabilities differently depending on their professional role, service context and career aspirations.

The capability statements within this pathway are intended to:	The capability statements within this pathway are not intended to:
• Describe characteristics of practice at different levels. • Support professional reflection and career planning. • Help individuals understand the direction of progression towards enhanced practice. • Support development discussions with employers, supervisors, mentors and educators. • Provide a common language for describing levels of practice across sectors and settings.	• Function as assessment criteria. • Act as competency standards. • Be used as performance management measures. • Create a checklist of evidence requirements. • Replace local competence assessment, governance or professional development processes.

The capability statements should be considered holistically and are intended to support self-assessment, reflection and development discussions. The outcome of reflection using the pathway may include identification of learning needs, development goals, education and training opportunities, career aspirations or progression discussions with employers, educators, supervisors or mentors. Any subsequent competence assessment, role-specific training, accreditation or local governance processes remain separate from, and are not replaced by, this pathway.

They are not intended to be used as individual assessment criteria, nor is there an expectation that every capability statement will be evidenced separately. The pathway does not require individuals to build a portfolio of evidence or generate evidence against the capability statements. Rather, the capability statements collectively describe the typical characteristics associated with different levels of professional practice, supported through a combination of education, training and experience.

How the Pathway was Developed

The pathway has been co-produced with pharmacy technicians, pharmacists, employers, educators and wider pharmacy partners. It draws on national standards, multiprofessional models and evidence gathered through the Phase 1 project report, development of a UK recognised career pathway for post-registration pharmacy technician practice ⁽⁴⁾.

The pathway is informed by recognised workforce development approaches, including the Skills for Health Career Framework ⁽¹⁾, multiprofessional capability models ^(7, 8) and the principles underpinning the ACCEND programme ⁽⁵⁾. It reflects the realities of pharmacy technician practice across community, primary care, secondary care, mental health and other settings.

1.2. Scope

This pathway applies to:

- Pharmacy technicians working across all sectors, including acute hospitals, community pharmacy, primary care, mental health, integrated care, health in justice, education and other settings.
- Post-registration pharmacy technicians practising at Foundation Practice (Level 4), Practitioner Practice (Level 5) and Enhanced Practice (Level 6), aligned to the Skills for Health Career Framework Levels 4 to 6⁽¹⁾.
- Roles that vary in context, responsibility and complexity, recognising that individuals may demonstrate capabilities at different levels across different pillars of practice.

Levels of Practice

Alignment to a level of practice within the pathway should not be interpreted as authorisation to use a particular professional title, role designation or position. Requirements relating to specific roles, job titles and recognised practice pathways remain subject to local governance arrangements, employers and relevant professional frameworks.

The levels described within this pathway represent levels of professional practice. They are not:

- Educational qualification levels
- Employment grades or pay bands
- Job titles
- Formal assessments of competence

This pathway recognises that capability development may not occur uniformly across all pillars of practice. Individuals may demonstrate characteristics associated with different levels across different pillars. However, overall levels of practice should be viewed holistically and should reflect the breadth and consistency of practice rather than performance within a single pillar or domain.

Using the Capability Statements

The capability statements are intended to help individuals:

- Understand the characteristics associated with different levels of practice
- Reflect on their current practice

- Identify future development opportunities
- Support career and development conversations with employers, supervisors or mentors

The capability statements are not intended to be used as a checklist, portfolio framework or assessment tool. They should be considered holistically and used to support self-assessment, reflection and development discussions. It is not expected that individuals will evidence every capability statement, and overall levels of practice should be considered on the breadth, consistency and professional role and responsibilities demonstrated through a combination of education, training, experience and professional practice. The pathway should be used to support understanding of professional development and progression rather than as a mechanism for evidencing individual competencies.

Development is influenced by individual aspirations, experience, opportunities and service need.

The pathway supports understanding of professional development and progression. It does not provide accreditation, recognition or formal validation of an individual's level of practice. Where required, employers, education providers and professional frameworks may use separate assessment or governance processes to determine suitability for specific roles or responsibilities.

Non-linear progression

Progression through the pathway is not automatic and not time-based. Progression reflects the development of professional practice through a combination of education, training, experience and professional responsibility. Whilst individuals may demonstrate characteristics associated with different levels of practice across different pillars and domains, levels of practice should be considered holistically, reflecting the breadth, consistency and scope of professional practice.

1.3. Principles Underpinning the Pathway

The pathway is built on a set of core principles adapted from national capability frameworks ^(5, 6, 7, 8) and multiprofessional workforce models ^(2, 3). These principles support a flexible, transferable and future-focused approach to pharmacy technician career development.

Person-Centred Care

- Individuals, families and carers are at the heart of pharmacy technician practice.
- Capabilities emphasise communication, shared decision-making and understanding what matters to people.

Workforce flexibility and transferability

- Capabilities are written to apply across sectors and settings.
- The pathway supports transferability of capability across sectors and settings.

Development across knowledge, skills and behaviours

- The pathway uses capability statements to describe how pharmacy technicians apply knowledge, skills, professional judgement and behaviours at different levels of practice.
- It is designed to support development and career progression rather than assessment of competence.

Multi-sector and team-based working

- Pharmacy technicians work within and across multidisciplinary teams.
- The pathway reflects integrated care, collaboration and system-wide working.

Lifelong learning and progression

- Development is continuous and non-linear.
- Progression is based on development of professional practice and capability rather than completion of a prescribed checklist or accumulation of evidence against individual capability statements. The pathway supports reflective practice, professional growth and career aspirations.

The Four Pillars of Practice

The pathway is organised around the four pillars of professional practice used across multiprofessional frameworks ⁽²⁾, each containing domains and sub-domains that describe different aspects of pharmacy technician practice.

- Clinical practice
- Leadership and Management
- Research/Service improvement
- Education

These domains provide the organising structure for the tables in Section 5.

Further information on the development of the pathway, including the evidence review, supporting reports, consultation materials, case studies and associated resources, is available on the APTUK website.

2. How to Use this Pathway

This section explains how the pathway should be interpreted and used by pharmacy technicians, employers, educators and workforce planners. The pathway provides a career development tool that describes progression through levels of practice using capability statements. It supports understanding of professional development and career progression, but it is not intended to assess competence or provide a checklist of required activities.

The pathway should be used to support reflection, career conversations, development planning and workforce development. It should be applied holistically, recognising the diversity of pharmacy technician roles and practice settings.

2.1. Intended Audience

This pathway is intended for:

- Pharmacy technicians seeking to understand and develop their practice
- Employers, managers and service leads supporting workforce development and career progression
- Educational and training providers developing learning opportunities for pharmacy technicians
- Workforce planners and professional leaders seeking a consistent approach to describing level of pharmacy technician practice
- Organisations supporting workforce transformation and the development of pharmacy technician roles

2.2. How the Pathway Supports Development

This pathway uses capability statements to describe the characteristics typically demonstrated at different levels of pharmacy technician practice.

The capability statements provide a developmental description of practice rather than a set of competencies to be achieved. They are intended to help individuals and organisations understand progression from Foundation Practice (Level 4) through Practitioner Practice (Level 5) to Enhanced Practice (Level 6).

The pathway can be used to:

- Support career and development conversations
- Inform personal and professional development planning

- Help identify development opportunities
- Support workforce and succession planning
- Inform role development and service redesigns
- Support career mobility across sectors and settings
- Provide a common language for describing levels of pharmacy technician practice

How the pathway should and should not be used

This pathway IS: • • A career development pathway • A description of levels of practice • A capability-based development tool • A guide for professional development and career conversations • A resource to support workforce planning and career progression • A way of understanding progression towards enhanced practice • A common language for levels of pharmacy technician practice • A tool to support reflection and future development	This pathway IS NOT: • • A competency framework • An assessment framework • A performance management tool • A job description • A checklist of competencies • A portfolio of evidence requirements • A pass/fail process • A mechanism for signing off individuals at a particular level
---	--

The pathway should be interpreted holistically. Capability statements are intended to support understanding of levels of practice and professional development and should not be applied as individual assessment criteria.

This pathway can be used to:

- Support career conversations, helping individuals understand expectations at each level and identify areas for growth.
- Inform appraisal and personal development planning, providing a shared language for discussing capabilities and progression.
- Guide education planning, helping individuals and employers identify appropriate learning opportunities.
- Support revalidation, by providing a structure for reflecting on professional practice and development.

- Enable cross-sector mobility, as the capabilities are transferable across settings and roles.
- Support workforce planning, helping services understand the capability mix required to deliver safe, effective and person-centred care,
- Support self-assessment and development discussions using information gained through professional practice, education, training and experience.

Using the capability statements for self-assessment

The capability statements can be used alongside a self-assessment tool to help individuals reflect on their practice and identify the level of practice that most closely aligns with their current role and experience. The statements are intended to support career and development discussions and help identify future learning and development needs.

Progression through the pathway is typically achieved through a combination of professional experience, workplace learning, education and training. The pathway does not require individuals to build a portfolio of evidence or generate evidence against every capability statement, nor is it intended to be used as a formal assessment.

Using the pathway tool

An accompanying pathway tool has been developed to support reflection, self-assessment and development discussions. The tool presents the capability statements contained within this pathway (Section 5) and enables individuals to identify the level of practice that mostly closely aligns with their current professional practice.

The pathway tool is intended to support:

- Self-reflection and professional development
- Career and development conversations
- Personal development planning
- Appraisal and professional reviews
- Identification of future learning and developmental needs

The tool should be used holistically and alongside professional judgement. It is not intended to be used as a formal assessment, competency checklist or performance management tool.

Individuals are not expected to demonstrate every capability statement or complete every capability within a particular level. Instead, the tool should be used to identify patterns and characteristics of practice across the pathway and support discussions about current practice and future development.

Use of the pathway tool should take account of an individual's education, training, experience, profession responsibilities and practice settings.

2.3. Flexibility of Use

Pharmacy technicians may demonstrate capabilities at different levels across different pillars of practice depending on their role, responsibilities, experience and context. However, levels of practice should be considered holistically, taking account of the overall breadth, consistency and professional role and responsibilities demonstrated, rather than isolated capability statements.

Progression is not linear and is not time-based; it reflects the development of practice, professional judgement, autonomy and responsibility.

3. Career Pathway Overview

This section provides an overview of how the pharmacy technician career pathway is structured. It explains the levels of practice used throughout the pathway and introduces the level descriptors that underpin the capability statements in Section 5.

The pathway is aligned to the Skills for Health Career Framework⁽¹⁾ (Levels 4-6) and reflects progression from **Foundation** to **Practitioner** and ultimately **Enhanced** Practice. It recognises that pharmacy technician roles vary across sectors and settings and that capability development may not occur uniformly across all pillars and domains of practice. Levels of practice should therefore be considered holistically, reflecting breadth, consistency and scope of professional practice demonstrated through a combination of education, training, experience and professional responsibility.

3.1. Structure of the Career Pathway

The career pathway is organised around three levels of practice, as described in the Skills for Health Career Framework⁽¹⁾:

- Level of Practice 4 (Foundation)
- Level of Practice 5 (Practitioner)
- Level of Practice 6 (Enhanced)

These levels describe increasing autonomy, responsibility and leadership. They also reflect increasing complexity of practice, professional judgement, influence and contribution to service and workforce development. They are not job titles and do not prescribe specific roles. Instead, they provide a developmental structure that supports individuals and employers to understand expectations at each level of practice.

Alignment to Skills for Health Career Framework

The levels of practice correspond to:

Career Framework Level 4 – Foundation. *People at level 4 require factual and theoretical knowledge in broad contexts within fields of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self-development. They may have responsibility for supervision of some staff⁽¹⁾.* At Foundation level, pharmacy technicians demonstrate the core knowledge, skills and behaviours required for safe and effective practice. They understand the principles that underpin their work, contribute to service delivery and quality improvement activities, support colleagues and learners where appropriate and maintain professional standards, accountability and person-centred approaches to care.

Career Framework Level 5 – Practitioner. *People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They can use knowledge to solve problems creatively, make judgements which require analysis and interpretation and actively contribute to service and self-development. They may have responsibilities for*

supervision of staff or training⁽¹⁾. At Practitioner level, pharmacy technicians apply comprehensive and specialised knowledge to support decision-making and service delivery. They coordinate activities and resources, implement improvements to practice and services, evaluate outcomes to support learning and development and may mentor or support the development of others within their professional role.

Career Framework Level 6 – Enhanced. *People at level 6 demonstrate a critical understanding of knowledge relevant to their professional roles and level of practice. This knowledge is designed and maintained through ongoing professional development, education, training and experience. They are specialists and/or have management and leadership responsibilities. They demonstrate initiative and creativity in finding solutions to complex challenges. They have responsibility for team performance, service improvement and workforce development and consistently undertake self-development*⁽¹⁾. At Enhanced level, pharmacy technicians lead and influence practice and service development within their area of responsibility. They assure the quality and safety of services, innovate in responses to challenges and opportunities and contribute to the transformation of services, systems and professional practice through leadership, expertise and professional judgement.

Non-linear progression

Progression through the pathway is:

- Not automatic
- Not time-based
- Not dependent on job title
- Not determined by completion of individual capability statements

Development is influenced by education, training, experience, professional responsibility and opportunities within practice.

Pharmacy technicians may demonstrate capabilities at different levels across different pillars and domains. However, levels of practice should be considered holistically, reflecting the overall breadth, consistency and scope of professional practice rather than isolated capability statements or individual domains. For example, someone may be operating at Level 6 in Education and in Level 5 for Clinical Practice. This flexibility reflects real-world practice and supports personalised development.

Case study 1: Developing through different sectors**Lead Pharmacy Technician - Primary Care - Coastal England****Registered since 2021****Career journey:** Community Pharmacy → PCN Pharmacy Technician → Lead Pharmacy Technician

"I worked in community pharmacy for 10 years and became a pharmacy technician in 2021. I moved to a more clinical role in 2022 to expand my knowledge, for new challenges and to become more clinical."

This career journey demonstrates how capability can develop through experience, education and movement between sectors, supporting progression into increasingly clinical and leadership-focused roles.

3.2 Educational Mapping

The levels within this pathway describe professional rather than academic attainments. Whilst they are aligned to Skills for Health Career Framework Levels 4 to 6, they should not be interpreted as qualifications, pay bands or job titles.

The pathway aligns broadly with the increasing complexity described within the UK nation's qualification frameworks, including the Regulated Qualifications Framework (RQF), Scottish Credit and Qualifications Framework (SCQF), Credit and Qualifications Framework for Wales (CQFW) and equivalent arrangements in Northern Ireland.

These frameworks provide useful reference points for the development of education and training programmes that support capability development. They describe increasing expectations relating to knowledge, critical thinking, problem-solving, autonomy, accountability, leadership and professional judgement.

Pharmacy technicians seeking to progress through the pathway should consider learning and development opportunities that are aligned to level of practice they are aspiring towards. Information on education, training and development opportunities that may support progression will be maintained through APTUK resources and associated professional development guidance.

3.3 Level Descriptors

The level descriptors provide a high-level summary of expectations at each level of practice. These levels are applied across the four domains of practice described in Section 4 and underpin the detailed capability statements in Section 5. They support individuals and employers to understand the level of autonomy, responsibility, professional judgement and contribution associated with each stage of professional development.

DRAFT

Level of Practice	Description	Characteristics include:
4	Foundation Pharmacy technicians at this level are registered professionals, who may be in the early stages of practice. They apply core knowledge, skills and behaviours to deliver safe, effective and person-centred care appropriate to their professional role and responsibilities. They work with appropriate support while developing confidence, consistency and professional judgement. They demonstrate accountability for their practice and contribute to service delivery and team objectives.	• Demonstrating core knowledge, skills and behaviours required for professional practice. • Understanding the principles, policies and processes that underpin safe and effective care. • Managing own workload and priorities effectively. • Supporting colleagues, learners and team objectives where appropriate. • Maintaining professional standards, accuracy and safe working practices • Contributing to service delivery, quality improvement and governance activities • Demonstrating accountability actions and decisions
5	Practitioner Pharmacy technicians at this level apply comprehensive and specialised knowledge to support decision-making, problem-solving and service delivery. They use analysis and interpretation to make informed judgements, evaluate practice and contribute to improvements in service and outcomes. They work with increasing autonomy and professional judgement and may coordinate activities, implement improvements and mentor others to support workforce development.	• Applying specialised knowledge to support decision-making and resolve problems • Coordinating activities, resources or colleagues to support service delivery. • Exercising analysis and interpretation to make judgements in a range of situations • Managing and prioritising workload whilst contributing to team objectives • Mentoring, supporting and developing others. Contributing to service development, quality improvement and governance activities • Demonstrating accountability for decisions and professional practice

6	Enhanced. Pharmacy technicians at this level demonstrate a critical understanding of knowledge relevant to their professional role and level of practice, developed through education, training, experience and ongoing professional development. They are recognised as experienced practitioners who use initiative, creativity and professional judgements to address complex challenges. They contribute to service improvement and workforce development and may hold responsibility for specific services, programmes, teams or strategic initiatives.	• Applying critical understanding to manage complex or non-routine situations • Innovating to address service challenges and improve outcomes Providing expertise and guidance to others • Contributing to service development and improvement at a local or organisational level • Supporting team functioning and contributing to performance and effectiveness • Influencing practice through expertise, innovation and example • Promoting a culture of learning, development and continuous improvement.
---	--	--

4. Pillars and Domains of Practice for Pharmacy Technicians

The pathway is organised around the four pillars of professional practice that describe the core areas of capability unpinning pharmacy technician practice across all sectors.

Each pillar contains domains and sub-domains, where appropriate, that provide the organising structure for the capability statements presented in Section 5.

The pillars and domains articulate the capabilities associated with different levels of professional practice rather than the tasks performed within specific job roles. Together, they support a consistent and transferable approach to professional development from post-registration (Foundation) through to Enhanced practice.

The pillars and domains are designed to support:

- Understanding of expectations at different levels of practice
- Professional development and career progression
- Workforce planning and workforce development
- Educational design and curriculum development
- Transferability of capability across sectors and settings

Each domain includes a description and associated capability statements that describe how professional practice develops with increasing autonomy, complexity, responsibility, leadership and influence.

4.1. Overview of Practice Pillars and Domains

The four pillars of professional practice describe the broad areas of capability that underpin safe, effective and person-centred pharmacy technician practice across all sectors. Each pillar contains domains that describe key aspects of professional practice and provide a shared language for development across the career pathway.

The pillars reflect recognised multiprofessional approaches to professional development and comprise:

- Clinical Practice
- Leadership and Management
- Research
- Education

The domains within each pillar reflect the realities of pharmacy technician practice, where clinical, technical, leadership, educational and research responsibilities are often interconnected. Whilst presented separately, the pillars and domains should not be considered in isolation.

The domains are designed to be:

- **Cross-sector and transferable:** applicable in acute, community, primary care, mental health, integrated care, justice and other settings.
- **Progressive:** showing increasing autonomy, responsibility, complexity, leadership and influence from Skills for Health career framework levels 3 (pre-registration) through to level 6 (enhanced).
- **Aligned with professional standards:** including the GPhC initial education and training (IET) outcomes, NHS values and wider workforce expectations.
- **Flexible:** recognising that roles vary across organisations and that individuals may demonstrate characteristics associated with different levels across different domains, whilst levels of practice should be considered holistically.
-

The pillars and domains form the organising structure for the capability statements presented in Section 5.

4.2. Pillars and Domains of Practice

The pathway uses the four pillars of professional practice. Each pillar contains a domain and sub-domains, that describe key aspects of pharmacy technician practice and provide the structure for the capability statements.

The primary focus of this pathway is post-registration practice at Levels 4, 5 and 6. However, an overview of Level 3 (pre-registration) practice^(ref) is included in this section only, to illustrate transition into registered practice and to support understanding of progression across the wider career pathway.

Pillar 1: Clinical Practice

Domain 1: Clinical Practice and Medicines Optimisation

Sub-domains:

- 1a. Person-centred collaborative working
- 1b. Clinical and technical practice
- 1c. Medicines optimisation and clinical reasoning
- 1d. Integrated care and multidisciplinary working

This domain describes the application of clinical and technical knowledge, skills and behaviours to support the safe, effective supply and person-centred use of medicines. It includes clinical and technical practice, medicines optimisation and working in partnership with multidisciplinary teams.

Level 3 (pre-registration)

Pharmacy technicians are developing knowledge of principles, processes and concepts in medicines, enabling them to support safe and effective supply and management of medicines. They carry out a wide range of duties with guidance and direction when needed.

- Applies basic knowledge of medicines and processes to support safe and effective practice
- Demonstrates accuracy and attention to detail
- Awareness of risks
- Communicates clearly and respectfully with others
- Demonstrates awareness of person-centred care
- Recognises own limitations and seeks guidance and direction appropriately

Level 4 (Foundation)

Pharmacy technicians apply knowledge, skills and behaviours appropriate to their professional role and responsibilities. They use their professional judgement to support effective supply and management of medicines. As registered professionals, they take responsibility for their own practice and decisions within agreed parameters.

- Applies knowledge of medicines and processes to inform safe and effective practice
- Demonstrates accuracy and attention to detail for themselves and others
- Identifies and responds to routine risks

- Communicates clearly and respectfully within a multiprofessional team
- Demonstrates person-centred care approaches in practice
- Takes responsibility for professional practice and decisions within defined parameters

Level 5 (Practitioner)

Pharmacy technicians apply comprehensive, specialist skills, knowledge and behaviours appropriate to professional role and responsibility. They use clinical reasoning, analysis and interpretation to make informed judgements, manage priorities and contribute to improved outcomes.

- Applies clinical reasoning to inform decision-making appropriate to professional role and responsibilities
- Manages conflicting priorities and workload effectively
- Identifies, assesses and manages risks
- Demonstrates and supports others to apply person-centred care
- Uses professional judgement to inform decisions and takes responsibility within defined parameters

Level 6 (Enhanced)

Pharmacy technicians demonstrate enhanced clinical and technical capability, applying critical understanding to manage complexity and uncertainty. They contribute expertise to practice and support improvements in the use of medicines. Applies critical thinking and enhanced knowledge to inform complex decision-making appropriate to professional role and responsibility.

- Applies critical thinking to inform complex decision-making
- Exercises professional judgement in managing risks and uncertainty
- Acts as a role model for safe and effective person-centred care
- Provides expertise within a professional field or area of expertise
- Integrates clinical, technical and person-centred perspectives in decision-making

Pillar 2: Leadership and Management

Domain 2: Leadership and Management

Sub-domains:

- 2a. Leadership
- 2b. Management
- 2c. Workforce Development
- 2d. Service Improvements

This domain describes the capability to lead and manage self and contribute to the effectiveness of teams and services. It includes leadership and management behaviours, supporting the development of the workforce and contributions to service improvements and transformation.

Level 3 (pre-registration)

Pharmacy technicians are developing management and leadership behaviours. They take responsibility for own development and contribute to workforce and service development with guidance.

- Works collaboratively with others
- Contributes positively to team working
- Communicates clearly and respectfully
- Responds constructively to feedback
- Recognises where and when to seek support and escalate concerns appropriately

Level 4 (Foundation)

Pharmacy technicians contribute to team effectiveness and support service delivery within established systems of work. They develop management behaviours, take responsibility for their workload, and professional contribution to service improvements and workforce development.

- Contributes effectively as a member of a multiprofessional team
- Supports collaborative working for service improvement and delivery
- Provides and responds to constructive feedback
- Uses initiative to support safe and effective service delivery
- Manages and prioritises workload and engages others where appropriate

Level 5 (Practitioner)

Pharmacy technicians demonstrate management behaviours by actively contributing to team effectiveness, workforce development and service improvement. They use judgement to manage priorities, support others, and contribute to change.

- Demonstrates management behaviours as a member of a multiprofessional team.
- Works collaboratively to meet priorities for service improvement and delivery
- Manages or mentors the development of others
- Identifies opportunities for service improvement and contributes to change
- Manages workload and supports the coordination of others
- Positively influences colleagues and contributes to team culture

Level 6 (Enhanced)

Pharmacy technicians demonstrate leadership and management capability, contributing to team performance and service development. They use initiative, creativity and judgement to address challenges and support improvement.

- Demonstrates management and leadership behaviours as a member of a multiprofessional team
- Applies strategic awareness to understand and influence service delivery
- Leads, manages and supports the development of others
- Demonstrates leadership that supports a culture of service improvement
- Leads service development and transformation
- Acts as a role model demonstrating professionalism and leadership

Pillar 3: Research

Domain 3: Research, Service Improvement, Quality, Safety and Governance

Sub-domains:

- 3a. Research
- 3b. Quality Improvement
- 3c. Safety and Governance
- 3d. Service Evaluation

This domain describes the capability to use evidence, data and quality improvement methods to enhance patient care, ensure safety and contribute to service evaluation and development. It includes engagement in research and audit, application of evidence-based practice, understanding governance processes and contributing to continuous improvement.

Level 3 (pre-registration)

Pharmacy technicians are developing an understanding of research, quality improvement and governance processes. They support safe practice, data collection and audit activity with guidance, recognising the importance of evidence-informed care.

- Demonstrates awareness of the purpose of audit, research, quality and service improvement in contributing to patient care
- Accurately collects and records data for audits, service evaluations or safety monitoring
- Follows governance processes when handling data and documentation
- Demonstrates awareness of information governance, confidentiality and data protection
- Contributes to implementation of quality improvement initiatives

Level 4 (Foundation)

Pharmacy technicians apply knowledge of research, audit, quality improvement and governance within their professional role and responsibilities. They contribute to service evaluation, safety processes and improvement activity.

- Contributes to audit cycles to support service improvement
- Identifies patterns or trends in routine data and escalates appropriately
- Applies information governance principles when handling data
- Participates in incident reporting, investigation and learning processes

- Supports implementation and monitoring of quality improvement initiatives
- Takes responsibility for ensuring work meets quality and safety standards

Level 5 (Practitioner)

Pharmacy technicians apply specialist knowledge of research, governance and quality improvement. They contribute to the design, delivery and evaluation of audits and improvement initiatives, using evidence to inform practice.

- Contributes to the design and delivery of audits and quality improvement initiatives
- Applies quality improvement methodologies to improve service for example, PDSA cycles and root cause analysis
- Uses evidence from guidelines, literature and local data to inform decisions
- Contributes to incident investigations and supports implementation of learning
- Analyses the findings from audits or improvement activities
- Shares outcomes through reports, presentations or dissemination events

Level 6 (Enhanced)

Pharmacy technicians demonstrate enhanced capabilities in research, governance and service development. They use critical understanding, data and evidence to support improvement, innovation and evaluation.

- Leads or coordinates elements of audit or quality improvement activities
- Applies appraisal and data analysis skills to inform practice
- Contributes to governance processes, ensuring alignment with regulatory, legal and ethical standards
- Supports evaluation of services and implementation of improvements
- Engages stakeholders in evaluation and improvement activities
- Disseminates outcomes through reports, presentations, publications or networks

Pillar 4: Education

Domain 4: Education and Workforce Development

This domain describes the capability to support the development of self and others and contribute to a positive learning culture. It includes mentoring, teaching, supporting induction, sharing expertise and contributing to workforce development and organisational learning.

Pharmacy technicians at all levels contribute to learning and development. Progression across levels reflects increasing responsibility for supporting, planning, delivering and evaluating learning and contributing to workforce development.

Level 3 (pre-registration)

Pharmacy technicians at this level are developing knowledge, skills and behaviours and beginning to contribute to the learning of others.

- Demonstrates commitment to own learning and development
- Shares basic knowledge and skills with peers or new starters where appropriate
- Participates in induction and training activities when directed
- Responds positively to feedback and uses it to improve practice
- Demonstrates professional behaviours that support a positive learning environment

Level 4 (Foundation)

Pharmacy technicians contribute to the development of others and support learning within the team, drawing on their experience and professional judgement.

- Supports the induction of new staff, trainees or students
- Provides guidance, support and informal teaching appropriate to professional role and responsibilities
- Gives constructive feedback to peers and colleagues
- Contributes to creating a supportive and inclusive learning environment
- Identifies learning needs and engages in development opportunities

Level 5 (Practitioner)

Pharmacy technicians take an active role in supporting and developing others. They contribute to structured learning activities and use their knowledge and experience to support workforce development.

- Supports the learning and development of colleagues through guidance and shared practice
- Contributes to planning and delivering teaching or training activities
- Provides constructive, balanced feedback to support others' development
- Contributes to assessment of competence within defined parameters
- Adapts approach to meet different learning needs
- Promotes reflective practice and continuous learning
- Acts as a role model for professional standards and behaviours.

Level 6 (Enhanced)

Pharmacy technicians demonstrate enhanced capability in education and workforce development. They contribute to the planning, delivery and evaluation of learning and support workforce development within the team, service or organisation.

- Leads or coordinates elements of education or training within a team or service
- Contributes to the design, delivery and evaluation of learning activities
- Supports the development of others through structured feedback and guidance
- Contributes to workforce planning and development initiatives
- Identifies learning needs and supports development of appropriate solutions
- Promotes a positive learning culture within the team
- Acts as a role model for professional leadership in education and practice

5. Capabilities Across Levels of Practice

5.1. How the Capabilities are Structured

This section sets out the capability statements that describe progression from **Foundation** Practice (Level 4) to **Practitioner** Practice (Level 5), and **Enhanced** Practice (Level 6).

The capability statements describe the typical characteristics associated with different levels of pharmacy technician practice. They focus on how pharmacy technicians apply knowledge, skills, professional judgements, values and behaviours within their professional practice rather than on the completion of specific tasks or activities.

The capability statements are intended to support understanding of professional development and progression across levels of practice. They provide a common language for self-assessment, reflection, career conversations and workforce development.

The capability statements:

- Describe levels of professional practice, rather than specific job roles.
- Support development and progression, providing indicators of increasing autonomy, responsibility, leadership and influence.
- Are transferable, supporting practice across different sectors and settings
- Recognise that capability may be demonstrated differently depending on professional role, experience and context.
- Should be considered holistically, rather than as individual measures of performance.
- Support self-assessment and development discussions, rather than formal assessment
- Are not competency standards or assessment criteria
- Are not intended to create a portfolio or evidence requirements

Each capability statement is written in a way that can apply across multiple roles and settings. Colour-coding, aligned to the Skills for Health Career Framework, indicates the level(s) of practice at which each capability is typically demonstrated.

Level of Practice	Pharmacy Technician
4	Foundation
5	Practitioner
6	Enhanced

This allows the user to identify:

- The capabilities associated with their current level of practice
- How capability develops across levels of practice
- Potential areas for future development and progression

Structure of the Capability Tables

The capability statements are organised within domains that are grouped under the four pillars of practice describe in Section 4.

The domains reflect key areas of pharmacy technician practice and provide the structure through which capability development is described across the career pathway.

Together, they support:

- Professional growth and development
- Career and development conversations
- Workforce planning and workforce development
- Workforce mobility across sectors and settings
- Consistent understanding of Foundation (Level 4), Practitioner (Level 5) and Enhanced (Level 6) practice.

5.2. Capability Pathway by Pillar and Domain

Pillar 1: Clinical Practice

Domain 1: Clinical Practice and Medicines Optimisation

Domain 1a: Person-centred collaborative working Capabilities: Professional values and behaviours Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
1.1 Seek and engage with individuals' perspectives, preferences and priorities to support person-centred care and decision-making.			
1.2 Demonstrate understanding of the individual and show empathy for the impact of their condition and treatment.			
1.3 Value and acknowledge the experience and expertise of individuals, their carers and support networks.			
1.4 Recognise the wider impact that long-term conditions can have on individuals, their families and those close to them.			
1.5 Value collaborative involvement and engage people to improve and co-produce person-centred, high-quality services.			
1.6 Adhere to legal, regulatory and ethical requirements, professional codes and employer protocols.			
1.7 Adopt a thoughtful approach to ethical uncertainty and risk, working with others to resolve concerns.			
1.8 Demonstrate safe, effective, autonomous and reflective practice.			
1.9 Use the best available evidence, including clinical guidelines and research findings, to inform your practice and ongoing development.			
1.10 Demonstrate accountability for your decisions, actions and the outcomes of your interventions.			
1.11 Work effectively as part of a team, using your professional knowledge and skills, and drawing on those of colleagues.			
1.12 Understand your role in supporting and enabling individuals to lead healthy lives.			
1.13 Contribute to a consistent and integrated approach during consultations, focusing on the identified needs of the individual.			
1.14 Promote person-centred care to meet individuals' best interests and to optimise service delivery.			
1.15 Act as a role model for person-centred, collaborative practice and support others to embed these behaviours			

Domain 1b: Clinical and Technical Practice Capabilities: Safe, accurate and effective technical and clinical practice Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
1.16 Apply accurate, safe and effective technical skills to the preparation, supply and documentation of medicines			
1.17 Apply legal, regulatory and organisational requirements to support safe, effective and compliant clinical and technical practice			
1.18 Identify potential risks, medication errors or safety concerns and take appropriate action, including reporting, escalation and implementation of learning to maintain safe practice.			
1.19 Use appropriate checks and safeguards to minimise errors and ensure safe supply of medicines			
1.20 Communicate clear, accurate and relevant clinical and technical information to individuals, carers and colleagues			
1.23 Maintain complete, accurate and timely records to support safe, auditable clinical and technical practice.			
1.21 Prioritise and organise clinical and technical workload to maintain safe, timely and efficient service delivery			
1.22 Contribute to improvements in technical processes, systems or workflows to enhance safety, quality and efficiency.			
1.24 Lead improvements in clinical and technical practice to enhance safety, quality and efficiency.			

Domain 1c: Medicines Optimisation and Clinical Reasoning Capabilities: Applying clinical reasoning to optimise safe and effective use of medicines Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
1.25 Apply knowledge of medicines, conditions and treatments to support safe and effective medicines use.			
1.26 Identify potential medicines-related issues (e.g., interactions, contraindications, adherence concerns or adverse effects) and take appropriate action in line with professional roles, responsibilities and local processes.			
1.27 Contribute to medicines optimisation by supporting individuals to use their medicines safely and effectively.			
1.28 Provide clear, person-centred information about medicines to support shared decision-making			
1.29 Recognise when medicines-related issues require additional expertise or inputs from other healthcare professionals and escalate appropriately.			
1.30 Use evidence, guidelines and clinical information to inform medicines-related decisions appropriate to professional role and responsibilities.			
1.31 Use clinical reasoning to interpret information, prioritise issues and contribute to decisions about medicines use.			
1.32 Work collaboratively with others to resolve medicines-related issues and support safe and effective use of medicines			
1.33 Contribute to improvements in medicines-related processes to enhance safety, quality and outcomes.			
1.34 Provide expertise in complex medicines-related situations, using clinical judgement to support decision-making and improve outcomes.			
1.35 Lead improvements in medicines optimisation to enhance safety, quality and outcomes			

Domain 1d: Integrated care and multidisciplinary working Capabilities: Working effectively across teams, pathways and systems to support integrated, person-centred care Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
1.36 Work effectively with a range of professionals, teams and services to support coordinated, person-centred care.			
1.37 Communicate relevant information clearly and appropriately across care settings to support safe transitions of care.			
1.38 Work in partnership with individuals, carers and professionals to support shared decision-making across the care pathway.			
1.39 Recognise when care needs require input from other professionals or services and take appropriate action to coordinate support.			
1.40 Contribute to integrated care pathways by sharing information, identifying issues and supporting continuity of care.			
1.41 Contribute to improving communication, processes or systems that support integrated, person-centred care.			
1.42 Apply understanding of local pathways, professional roles and available services to support safe, effective and efficient care across settings			
1.43 Act as a role model for collaborative, integrated working and support others to work effectively across teams and settings			
1.44 Lead improvements in integrated care processes, pathways or multidisciplinary working to enhance safety, quality and outcomes.			

Case Study 2: Specialist Clinical Practice

Senior Clinical Pharmacy Technician, Cancer Services - Hospital Pharmacy - Scotland

Registered since 2011

Career journey: Specialist Pharmacy Technician (Aseptic Services) → Senior Clinical Pharmacy Technician (Cancer Services).

"I provide clinical cover...including obtaining medical histories, writing care plans, monitoring high-risk medicines and discharge planning. I engage with other members of the multidisciplinary (MDT) team to help deliver person-centred care to cancer inpatients and outpatients."

This example demonstrates the development of specialist knowledge, medicines optimisation and multidisciplinary working within clinical services.

Pillar 2: Leadership and Management

Domain 2: Leadership and Management

Domain 2a: Leadership Capabilities: Leading self and others to contribute to effective teamworking, safe service delivery and positive organisational culture Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
2.1 Demonstrate professional behaviours that promote trust, respect and positive working relationships			
2.2 Communicate clearly, respectfully and with confidence to support effective teamwork and safe service delivery			
2.3 Respond constructively to feedback and use it to support ongoing development			
2.4 Recognise when situations require support or escalation and take appropriate action to maintain safety and service continuity			
2.5 Use initiative to contribute positively to team priorities and effective service delivery			
2.6 Influence colleagues positively by modelling constructive behaviours and contributing to a supportive team culture			
2.7 Demonstrate resilience and leadership when services are under pressure, supporting safe and effective practice and the wellbeing of others.			
2.8 Constructively challenge behaviours, decisions or processes that may compromise safety, quality or team effectiveness			
2.9 Act as a role model for professionalism, leadership and collaborative practice, supporting others to develop their leadership behaviours			
2.10 Apply strategic awareness to understand and influence service priorities, organisational goals and wider system developments			

Domain 2b: Management Capabilities: Managing workload, resources and processes to support safe, effective and efficient service delivery Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
2.11 Organise and prioritise workload to meet service needs and maintain safe, timely and efficient working practices			
2.12 Use time and resources effectively, adapting to changing demands and maintaining focus on key priorities			
2.13 Recognise service pressures or operational issues and take appropriate action to maintain safe and effective service delivery			
2.14 Identify risks, errors or service deficiencies and contribute to their resolution in line with professional responsibilities			
2.15 Take responsibility for defined areas of work, using initiative to support safe, effective and efficient service delivery			
2.16 Manage workload and support the coordination of activities to meet service priorities			
2.17 Contribute to the development, implementation and monitoring of governance processes, policies or procedures within the service or organisation			
2.18 Respond appropriately to compliments, concerns or complaints, following organisational policies and contributing to service learning			
2.19 Lead the coordination of team or service activities, ensuring effective use of resources and supporting others to deliver safe, efficient services			
2.20 Lead the development and continuous improvement of governance systems, processes or documentation to strengthen service quality and safety			

Domain 2c: Workforce Development Capabilities: Supporting, developing and enabling others to learn, grow and contribute effectively to service delivery Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
2.21 Share knowledge, skills and information with colleagues to support effective teamworking and service delivery			
2.22 Provide constructive feedback to colleagues in a respectful and supportive manner			
2.23 Seek feedback from others and use it to support ongoing professional development and performance			
2.24 Support induction, training or development of colleagues appropriate to professional role and responsibilities.			
2.25 Mentor or coach others to develop their skills, confidence and professional behaviours			
2.26 Contribute to creating a positive, inclusive and supportive team culture that enables learning and development			
2.27 Support colleagues to understand their roles, responsibilities and professional boundaries, escalating concerns where appropriate.			
2.28 Act as a role model for professional behaviours, supporting others to develop confidence and autonomy in their roles			
2.29 Lead the development of others through structured support, mentoring and approaches that promote capability development			

Domain 2d: Service Development Capabilities: Contributing to and leading improvements, innovation and transformation to enhance service quality, efficiency and outcomes Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
2.30 Identify opportunities to improve services, processes or ways of working and share these with relevant colleagues			
2.31 Contribute to the implementation of changes that improve service quality, safety or efficiency within services or organisations			
2.32 Use feedback, data or learning from incidents, audits or reviews to support service improvement activities			
2.33 Contribute to the development or adaptation of local policies, procedures or guidance to support effective service delivery			
2.34 Support colleagues to understand and implement changes in practice, processes or service models			
2.35 Use evidence, data and service insights to inform decisions about service development or improvement			
2.36 Contribute to the evaluation of service changes, identifying impact, learning and further opportunities for improvement			
2.37 Influence service priorities, policies or system-level developments and communicate implications to teams, organisations and wider stakeholders			
2.38 Lead the development, implementation or transformation of service models, pathways or processes to improve quality, efficiency or outcomes			
2.39 Lead the use of evidence, data and stakeholder insight to shape service strategy, commissioning discussion or organisational priorities			

Case Study 3: Leadership in Specialist Services

Senior Pharmacy Technician Clinical Trials - Hospital - Wales

Registered since 2011

Career journey: Chemotherapy Coordinator → Senior Pharmacy Technician Clinical Trials.

"I lead the technical staff of pharmacy clinical trial services. I set up new clinical trials...[providing] staff training within pharmacy clinical trials"

This example demonstrates progression into specialist leadership roles, including workforce development, service delivery and regulatory assurance.

Pillar 3: Research

Domain 3: Research, Service Improvement, Quality, Safety and Governance

Domain 3a: Research Capabilities: Using and contributing to research and evidence to inform safe, effective and improving practice Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
3.1 Demonstrate awareness of the purpose of research and its role in improving practice, safety and outcomes			
3.2 Access and use appropriate sources of evidence to inform professional practice			
3.3 Accurately collect, record and handle data for research, audit or evaluation activities, following information governance requirements			
3.4 Demonstrate understanding of basic research concepts, methodologies and ethical principles relevant to professional practice			
3.5 Apply evidence from guidelines, literature or local data to inform professional decision-making			
3.6 Contribute to the design, delivery or evaluation of research, audit or evidence-generation activities within the service or organisation			
3.7 Support colleagues to engage with research, evidence use or audit activity, sharing knowledge and promoting a culture of enquiry			
3.8 Critically appraise evidence, data or research findings and use insights to inform service or practice development			
3.9 Lead research, audit or evaluation projects, ensuring ethical, legal and governance requirements are met			
3.10 Disseminate research or evaluation findings through reports, presentations, networks or publications to support learning and improvement			

Domain 3b: Quality Improvement Capabilities: Using quality improvement methods, evidence and learning to enhance service quality, safety and effectiveness Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
3.11 Demonstrate awareness of the purpose of quality improvement and its role in enhancing service quality, safety and outcomes			
3.12 Contribute to quality improvement activities within the service or organisation, including identifying issues, collecting data and supporting implementation of changes			
3.13 Use data, feedback or learning from incidents to identify opportunities for improvement and escalate concerns appropriately			
3.14 Apply information governance principles when handling data for quality improvement activities			
3.15 Apply recognised quality improvement tools or methods, e.g. PDSA cycles, process mapping, root cause analysis, to support improvement activities			
3.16 Contribute to the design, delivery or evaluation of quality improvement projects within the service or organisation			
3.17 Support colleagues to engage in quality improvement activities, sharing learning and promoting a culture of continuous improvement			
3.18 Evaluate the impact of quality improvement initiatives, using data and feedback to identify learning and further opportunities for improvement			
3.19 Lead the design, delivery and evaluation of complex quality improvement programmes, ensuring alignment with organisational priorities and governance requirements			
3.20 Disseminate quality improvement findings through reports, presentations, networks or publications to support wider learning and improvement			

Domain 3c: Safety and Governance Capabilities: Applying governance principles, risk management and safety processes to ensure safe, effective and compliant service delivery Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
3.21 Demonstrate awareness of governance processes and their role in ensuring safe, effective and high-quality services			
3.22 Follow governance procedures when handling information, documentation, equipment or medicines, ensuring compliance with legal, ethical and organisational requirements			
3.23 Recognise risks, errors or safety concerns and take appropriate action, including escalating issues to maintain safety			
3.24 Participate in incident reporting, investigation and learning processes, contributing accurate information and supporting improvements			
3.25 Take responsibility for ensuring work meets governance, safety and quality standards			
3.26 Contribute to the development, implementation or monitoring of governance processes, policies or procedures within the service or organisation			
3.27 Support colleagues to understand and apply governance, safety and risk-management processes in their work			
3.28 Analyse safety data, incident trends or risk information to identify learning and opportunities for improvement			
3.29 Lead governance processes, ensuring compliance with regulatory, legal and ethical standards across areas of responsibility			
3.30 Promote a culture of safety, openness and continuous learning, enabling colleagues to report concerns and engage in improvement			

Domain 3d: Service Evaluation Capabilities: Using data, feedback and evaluation methods to understand service performance and inform improvements Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
3.31 Demonstrate awareness of the purpose of service evaluation and its role in improving service quality, safety and outcomes			
3.32 Accurately collect, record and organise data for service evaluation, audit or monitoring activities			
3.33 Identify patterns or trends in routine data and escalate concerns or opportunities for improvement appropriately			
3.34 Contribute to service evaluations or audits within the service or organisation, supporting the review of processes, outcomes or user experience			
3.35 Apply basic interpretation skills to summarise findings and support decision-making appropriate to professional role and responsibilities			
3.36 Contribute to the development of systems or processes for measuring service performance, outcomes or user experience			
3.37 Support colleagues and stakeholders to engage in service evaluation activities, sharing learning and promoting a culture of continuous improvement			
3.38 Analyse service data, evaluation findings or performance metrics to identify learning, gaps or opportunities for improvement			
3.39 Lead service evaluation activities, ensuring robust methodology, stakeholder engagement and alignment with organisational priorities			
3.40 Present or disseminate service evaluation findings to inform decision-making, service planning or improvement at organisational or system level			

Case Study 4: Service Development and Governance

Senior Pharmacy Technician, Homecare Services - Hospital Pharmacy - Wales

Registered since 2015

Career journey: Pharmacy Technician Higher Level (Homecare) → Senior Pharmacy Technician, Homecare Services.

"Strategy development and delivery, audits, people management [and] development of homecare guidelines and protocols form part of my role."

This example demonstrates how pharmacy technicians contribute to governance, service evaluation, workforce development and continuous improvement alongside direct patient care.

Pillar 4: Education

Domain 4: Education and Workforce Development

Domain 4a: Education and Workforce Development Capabilities: Supporting the development of self and others, contributing to a learning culture and enabling workforce capability Practice at this level typically demonstrates:	Foundation (L4)	Practitioner (L5)	Enhanced (L6)
4.1 Demonstrate commitment to ongoing learning and development, seeking opportunities to build knowledge, skills and behaviours			
4.2 Reflect on professional practice and use feedback to improve your performance and professional behaviours			
4.3 Share basic knowledge, skills or information with colleagues, trainees or new starters to support their learning			
4.4 Participate in induction, orientation or routine training activities when requested, contributing to a supportive learning environment			
4.5 Provide guidance, support or informal teaching to colleagues appropriate to professional role and responsibilities			
4.6 Give constructive, balanced feedback to support others' learning and development			
4.7 Mentor or coach others to develop their skills, confidence and professional behaviours			
4.8 Contribute to planning, delivering or evaluating teaching, training or learning activities within the service, organisation or professional context			
4.9 Support assessment of competence or capability within defined parameters and organisational processes			
4.10 Identify learning needs within your team or service and contribute to solutions that support capability development			
4.11 Lead or coordinate education or training activities within a team, service or organisation			
4.12 Design, deliver and evaluate structured teaching or training to meet identified learning needs			
4.13 Develop or contribute to learning resources, training materials or capability-based development resources to support workforce development			
4.14 Contribute to workforce planning or transformation initiatives by identifying educational needs and supporting capability development			
4.15 Promote a culture of learning, reflection and continuous development, acting as a role model for professional leadership in education			

6. Education and Development

6.1. Overview of Learning Approach

Progression through the career pathway is supported through a combination of workplace learning, professional experience, continuing professional development (CPD), education and training.

There is no single educational route associated with progression through the pathway. Pharmacy technicians develop their capability through a range of formal and informal learning opportunities, alongside experience gained through professional practice.

Capability development may be supported through:

- Workplace learning and experiential development
- Continuing professional development (CPD)
- Formal education and accredited programmes
- Leadership and management development activities
- Quality improvements, research and service development opportunities
- Mentoring, coaching and peer learning
- Reflection, feedback and professional discussion.

The most appropriate approach to learning and development will vary according to an individual's role, career aspirations, developmental needs and practice setting.

The pathway recognises that capability develops over time through the integration of knowledge, skills, professional judgements, behaviours and experience gained through practice.

6.2. Learning and Development Opportunities

There is no prescribed education or training requirement associated with progression through this pathway. Development may be supported through a range of learning opportunities that align with an individual's professional role, learning needs and career aspirations.

Pharmacy technicians seeking to progress their practice are encouraged to identify learning opportunities that support the level of practice they are aspiring towards, whilst recognising that progression is influenced by a combination of education, training, experience and professional practice.

This pathway is also supported by wider career development resources for pharmacy professionals. For example, the Infusions and Special Medicines Board has developed career resources to support understanding of opportunities within NHS Technical Services and related specialist areas of practice. Further information is available through the Pharmacy Careers website: <https://careersinpharmacy.uk/careers-map/nhs-technical-services/>

APTUK maintains information on education, training and development opportunities that may support capability development and career progression across levels of practice.

The APTUK resource signposts to:

- Formal qualification and accredited programmes
- Professional development courses and learning modules
- Clinical and technical training opportunities
- Leadership and management development programmes
- Research, quality improvement and service development resources
- Education and workforce development opportunities

APTUK Education and Development Resources [\[link to be added prior to publication\]](#)

As education and training opportunities continue to evolve, users should refer to the APTUK website for the most up-to-date information.

APTUK welcomes feedback from pharmacy technicians, employers, educators and training providers regarding learning and development opportunities that may be relevant to the profession. This feedback will support ongoing maintenance and development of the resources.

The inclusion of a programme, course or resource within the APTUK website does not constitute endorsement by APTUK. Individuals and organisations should consider the suitability of learning opportunities in relation to their own professional development needs and workplace requirements.

6.3. Using the Pathway to Support Development

The pathway can be used by pharmacy technicians, employers, educators and training providers to support workforce development and career progression.

For Pharmacy Technicians:

Pharmacy technicians can use the pathway and accompanying pathway tool to:

- Reflect on their current level of practice
- Identify strengths and future development needs
- Support career and development conversations
- Inform personal development planning and CPD
- Explore potential progression opportunities
- Support reflection for appraisal and revalidation activities

The pathway should be used holistically to support reflection and development and it is not intended to be used as a competency assessment, formal sign-off process or portfolio of evidence.

For Employers

Employers can use the pathway to:

- Support workforce planning and workforce development
- Inform role development and career pathways
- Facilitate career and development conversations
- Identify capability strengths and development needs within teams and services
- Support succession planning and talent development
- Inform appraisal and development discussions
- Support service redesign and workforce transformation initiatives

The pathway is intended to support development and career progression and should not be used as a substitute for a job description, role-specific competency framework, performance management process or local governance requirements.

For Educators and Training Providers

Educators and training providers can use the pathway to:

- Inform curriculum design and programme development
- Align learning outcomes with levels of pharmacy technician practice
- Develop learning opportunities that support capability development
- Support learners in understanding progression across levels of practice
- Inform educational planning and workforce development activities
- Support collaboration between employers and educators

The pathway does not prescribe specific qualification, courses or educational programme. Instead, it provides a capability-based structure that can be used to inform educational design and support progression across levels of practice.

Appendix 1: Case Study Summaries

Case Study 1: Developing Through Different Sectors

Current role: Lead Pharmacy Technician, Primary Care

Career pathway: Community Pharmacy → Primary Care Network Pharmacy Technician → Lead Pharmacy Technician

Summary:

This case study demonstrates career progression across sectors, highlighting how experience, education and professional development can support movement into increasingly clinical and leadership-focused roles. The individual undertook additional development opportunities whilst transitioning from community pharmacy into primary care and now leads aspects of service delivery within a general practice environment.

Pillars of practice demonstrated:

- Clinical Practice
- Leadership and Management
- Education (supporting development of self and others)

Case Study 2: Specialist Clinical Practice

Current role: Senior Clinical Pharmacy Technician, Cancer Services

Career pathway: Specialist Pharmacy Technician (Aseptic Services) → Senior Clinical Pharmacy Technician (Cancer Services)

Summary:

This case study demonstrates progression into a highly specialised clinical role within hospital pharmacy. The individual has developed expertise in cancer services through post-registration education, specialist technical practice and multidisciplinary working. Their role includes direct contribution to patient care, medicines optimisation and support for safe and effective use of medicines.

Pillars of practice demonstrated:

- Clinical Practice
- Education
- Research, Service Improvement, Quality, Safety and Governance

Case Study 3: Leadership in Specialist Services

Current role: Senior Pharmacy Technician, Clinical Trials

Career pathway: Pharmacy Technician → Chemotherapy Coordinator → Senior Pharmacy Technician, Clinical Trials

Summary:

This case study demonstrates progression into a specialist leadership role within clinical trials services. The individual leads technical staff, supports workforce development and contributes to the governance and operational management of clinical research activities. The role highlights the increasing influence pharmacy technicians have in leading services and supporting delivery of high-quality patient care.

Pillars of practice demonstrated:

- Leadership and Management
- Education
- Research, Service Improvement, Quality, Safety and Governance

Case Study 4: Service Development and Governance

Current role: Senior Pharmacy Technician, Homecare Services

Career pathway: Pharmacy Technician Higher Level (Homecare Services) → Senior Pharmacy Technician, Homecare Services

Summary:

This case study demonstrates progression into a service leadership role with responsibilities including workforce development, governance, audit, strategy implementation and service improvement. The role requires collaboration with multidisciplinary teams and contributes to the safe and effective delivery of complex homecare services.

Pillars of practice demonstrated:

- Leadership and Management
- Research, Service Improvement, Quality, Safety and Governance
- Education

Appendix 2: Glossary

Accountability: The responsibility of a registered pharmacy technician to answer for their decisions, actions, omissions and professional judgement and to ensure that their practice is safe, effective, legal, ethical and within their scope of competence, always putting the needs of patients and the public first (GPhC).

APTUK: Association of Pharmacy Technicians UK, the professional leadership body for pharmacy technicians in the United Kingdom.

Audit: A systematic review of practice against defined standards to identify whether care or services meet expected requirements and where improvements may be needed.

Autonomy: The ability and authority of a pharmacy technician to exercise professional judgement, make decisions and carry out responsibilities independently within their individual scope of practice, level of competence and regulatory requirements. Autonomous practice includes, taking

responsibility and accountability for decisions and actions, recognising the limits of one's competence and seeking support, referral or supervision when appropriate to ensure safe and effective patient care. (GPhC)

Capability: The ability to integrate and apply knowledge, skills, professional judgement, values and behaviours effectively in familiar, complex, unfamiliar or changing situations.

Capability statement: A developmental description of how an aspect of professional practice may be demonstrated. Capability statements support reflection and development; they are not individual assessment criteria.

Capability tool: The accompanying resource used to support reflection, self-assessment, career conversations and development planning against the capability statements

Career pathway: A structured description of how professional practice can support career development across different levels, roles, sectors and settings.

Clinical reasoning: The application of knowledge, evidence, patient information and professional judgement to analyse situations, evaluate options and make informed decisions that support safe, effective and person-centred care. (Post Grad Medical Journal 2025).

Continuing professional development (CPD): Ongoing learning and reflection undertaken to maintain and improve professional knowledge, skills, behaviours and practice. Part of revalidation requirements.

Critical understanding: The ability of a pharmacy technician to evaluate and apply medicines related knowledge, evidence, patient information and contextual factors to support professional judgement and decision making. It included recognising the rationale for action, assessing risk and benefits challenging assumptions, understanding the implications of decisions and adapting practice to ensure the safe and effective use of medicines and the best possible patient outcomes.

Domain: A defined area of professional practice within the four pillars of practice.

Enhanced Practice (Level 6): A level of practice characterised by critical understanding, increased autonomy, professional judgement, leadership, influence and responsibility for managing complex or non-routine situations.

Foundation Practice (Level 4): The first post-registration level within this pathway, characterised by the consistent application of core knowledge, skills and behaviours, with accountability for practice within defined parameters.

Governance: The systems, processes and responsibilities through which organisations and professionals assure quality, safety, accountability, legal compliance and effective service delivery.

GPhC: General Pharmaceutical Council, the regulator for pharmacists, pharmacy technicians and registered pharmacies in Great Britain.

Level of practice: A description of the overall breadth, complexity, autonomy, responsibility, professional judgement and influence demonstrated in practice. In this pathway, levels of practice are not the same as qualifications, pay bands, grades or job titles.

Medicines optimisation: A person-centred approach to the safe and effective use of medicines that supports the best possible outcomes for individuals.

Multidisciplinary team: A group of healthcare professionals from different disciplines who work collaboratively to plan, coordinate or deliver care and services.

Multiprofessional working: Collaborative practice involving healthcare professionals from different occupations, disciplines or sectors.

Non-linear progression: Development that does not follow a fixed sequence or timescale. An individual may develop at different rates across pillars and domains, depending on role and experience.

Person-centred care: Care that respects and responds to an individual's needs, preferences, circumstances and priorities, involving them in decisions about their health and medicines.

Pillar of practice: One of the four pillars of practice to aligning with the multiprofessional pillars of practice: Clinical Practice, Leadership and Management, Research, and Education. (Skills for Health).

Post-registration practice: Professional practice undertaken after registration with the GPhC as a pharmacy technician.

Practitioner Practice (Level 5): A level of practice characterised by specialised knowledge, increasing autonomy, analysis, interpretation, problem-solving and contribution to service and workforce development.

Pre-registration practice (Level 3): The period of initial education, training and supervised practice undertaken as part of the route to registration as a pharmacy technician.

Professional judgement: The process by which a pharmacy technician applies their knowledge, skills, experience, critical understanding, available evidence, ethical principles and contextual factors to make informed decisions and to determine appropriate actions in practice. Professional judgement involved evaluating information, balancing benefits and risk, recognising uncertainty, acting within one's scope of competence and taking accountability for decisions to ensure safe, effective and person-centred care. (GPhC).

Professional responsibility: The duty of a pharmacy technician to uphold professional standards, deliver safe and effective care, maintain competence, act ethically and lawfully and fulfil the obligations associated with their role as a registered healthcare professional. (GPhC).

Quality improvement: A systematic approach to testing and implementing changes that improve the safety, quality, efficiency or experience of care and services.

Reflection: The process of critically considering experiences, decisions, feedback and outcomes to support learning and improvement.

Revalidation: The GPhC process through which pharmacy professionals demonstrate continued fitness to practise and ongoing professional development in accordance with regulatory requirements.

Research: A systematic process of investigation designed to generate new knowledge or improve understanding.

Root cause analysis: A structured method for identifying the underlying factors that contributed to an incident, problem or undesired outcome.

Scope of practice: The work, activities and responsibilities a professional is educated, trained, competent and authorised to undertake within the relevant legal, regulatory and organisational arrangements. (GPhC)

Self-assessment: A reflective process through which an individual considers their practice against the pathway to identify strengths, development needs and career aspirations.

Service development: The design, implementation or improvement of services, pathways, processes or models of care to meet changing needs.

Service evaluation: A systematic assessment of how well a service is operating and whether it is achieving its intended aims or outcomes.

Skills for Health Career Framework: A framework describing progressively increasing multiprofessional levels of knowledge, skills, responsibility and autonomy across health and care roles.

Transferability: The ability to apply relevant capabilities across different roles, services, organisations, sectors or settings, throughout a pharmacy technicians' career.

Workforce development: Activities that build the capacity, capability, confidence and sustainability of the workforce to meet current and future patient-centred service needs.

References:

1. Skills for Health. Career Framework for Health [Internet]. Bristol: Skills for Health; [cited 2026 Aug 25]. Available from: <https://www.skillsforhealth.org.uk/career-framework/>
2. Health Education England. Multi-professional framework for advanced clinical practice in England. London: Health Education England; 2017.
3. Centre for Advancing Practice. Multi-professional practice-based research capabilities framework. London: NHS England; 2024.
4. Street K, Carter M, DiMartino V, Rennie T. Development of a UK recognised career pathway for post-registration pharmacy technician practice (Phase 1 report). Bath: University of Bath; 2025. Available from: https://aptuk.org/_userfiles/pages/files/development_of_career_pathway_for_post_registration_pharmacy_technician_practice.pdf
5. NHS England. Mapping of UKPPLAB pharmacy technician scope of practice case studies and alignment with the APTUK Phase 1 report recommendations. Unpublished internal report; 2025.
6. Health Education England. Career pathway, core cancer capabilities and education framework (ACCEND) [Internet]. London: Health Education England; [cited 2026 Aug 25]. Available from: <https://www.hee.nhs.uk/our-work/cancer-diagnostics/aspirant-cancer-career-education-development-programme/accend-framework>
7. Work Psychology Group. Role analysis of the foundation pharmacy technician role within the UK. London: Work Psychology Group; 2020.
8. Health Education England. Foundation trainee pharmacist professional attributes framework (PAF). London: Health Education England; 2016.
9. General Pharmaceutical Council. Initial education and training standards for pharmacy technicians. London: General Pharmaceutical Council; 2017.

Acknowledgements

The Association of Pharmacy Technicians UK would like to thank all members of the Partners Engagement Group (PEG) for their expertise, insight and commitment throughout the development of the UK-Wide Post-Registration Pharmacy Technician Career Pathway.

We gratefully acknowledge the contribution of the following organisations:

- Association of Independent Multiple Pharmacies (AIMp)
- Association of Pharmacy Technicians UK (APTUK)
- British Oncology Pharmacy Association (BOPA)
- Centre for Pharmacy Postgraduate Education (CPPE)
- College of Mental Health Pharmacy (CMHP)
- Community Pharmacy England (CPE)
- Company Chemists' Association (CCA)
- General Pharmaceutical Council (GPhC)
- Health Education and Improvement Wales (HEIW)
- Infusions and Specials Medicines Programme (ISMP)
- National Pharmacy Association (NPA)
- Neonatal & Paediatric Pharmacists Group (NPPG)
- NHS England (NHSE)
- NHS England Workforce, Training and Education (NHSE WT&E)
- NHS Scotland
- Northern Ireland Centre for Pharmacy Learning and Development (NICPLD)
- Primary Care Pharmacy Association (PCPA)
- Public Services Delivery Scotland (formerly NHS Education for Scotland)
- Royal College of Pharmacy (RCPharm)
- Technical Specialist Education and Training Group (TSET)
- United Kingdom Clinical Pharmacy Association (UKCPA)

APTUK would like to express its sincere thanks to NHS England for providing the resources and support that have enabled delivery of Phase 2 of this programme.

We would also like to acknowledge the dedication and contribution of the project team throughout the development of the pathway:

Liz Fidler FAPharmT, MBA (Executive), MCMI, PGCertEd
Dalgeet Puaar MAPharmT
Ellen Williams FAPharmT MBA CMgr MCMI

Their expertise, leadership, challenge and commitment have been instrumental in shaping the pathway and supporting its progression through development and consultation.

Special thanks are extended to Kerry Street MSc, FHEA, MRCPharm and Olivia Musson MAPharmT for their role as critical friends throughout the development process, providing valuable challenge, insight and guidance.

We would also like to thank all pharmacy technicians, pharmacists, other healthcare staff, employers, educators, professional bodies and stakeholders who contributed to the consultation phases, submitted feedback, shared case studies and helped shape the development of this pathway. Their contributions have been invaluable in ensuring the pathway reflects the breadth, diversity and future aspirations of pharmacy technician practice across the United Kingdom.

DRAFT