



T LEVEL PHARMACY PLACEMENT GUIDE

T LEVEL PLACEMENTS PROVIDE STUDENTS WITH THE OPPORTUNITY TO UNDERTAKE REAL WORK ACTIVITIES AND ADD VALUE TO A WORKPLACE TEAM, TO DEVELOP AND PRACTISE THE SKILLS LEARNT IN THE CLASSROOM.

The placement should be underpinned with the knowledge, skills and behaviours of the Level 3 Pharmacy Technician (integrated) standard. The task guide below provides suggestions for how a student can develop their practical and technical skills and make a meaningful contribution to the running of a pharmacy.

STUDENTS WILL NOT ACHIEVE THE L3 PHARMACY TECHNICIAN STANDARD FROM THEIR PLACEMENT.

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PHARMACY TECHNICIANS UK**

T-LEVELS
THE NEXT LEVEL QUALIFICATION

Over a 45-day placement, students should be given the opportunity to support a range of activities, which could include:

Observation of the dispensing process and assisting with dispensing	Students should understand the life cycle of a prescription in a pharmacy, and be actively involved in each stage, where appropriate. Team members to explain supply chain requirements and shortages, receiving a prescription, validation processes, dispensing, referrals, reimbursement and prescription payments, with notetaking as needed.
Hypertension case-finding service	Team members to share an explanation of hypertension-case finding service, eligibility criteria and concept of cardiovascular risk. Students can then be supervised to assist with recruiting patients, observing consultations and recording anonymised data.
Measuring blood pressure	A pharmacy team member can demonstrate the technique used to measure blood pressure. Students can then practise taking team members' blood pressure in a consultation room and entering data. Students must not undertake readings on patients. Sterilise and calibrate equipment for repeat usage. This could also extend to other equipment e.g. otoscopes, pulse oximeters. Sterilise and calibrate equipment for repeat usage.
Mock consultations	Mock consultations where students are given a scenario and can practise providing over the counter (OTC) advice to team members. Students then receive feedback after completing the appropriate section of e-learning on the pharmacy software. Students must not provide OTC advice to patients.
Supervised consultations, serving customers on healthcare counter	Shadowing and observing colleagues supporting patients with OTC medication recommendations, checking suitability and highlighting eligibility requirements. Identifying which scenarios require pharmacist or pharmacy technicians' approval, and the rationale behind these.
Winter Flu Jab Service	Explanation of Winter Flu Jab Service, including eligibility criteria. Students can then assist with recruiting patients, under supervision of registered staff, and completing records.
Controlled drugs	Introduction to the legislation and regulations surrounding controlled drugs (CD), including disposal, date expired pharmacy stock and standard operating procedures (SOPs). Completing records.
Error reporting	Talk through system for recording near misses or errors. Under supervision, students can review the safety incidents in the pharmacy and understand the importance of the record of errors identified as part of the checking process (near misses) for internal review and learning.
Observation of scheduled pharmacy services	e.g. travel health appointment, ear wax removal. Students can prepare appropriate equipment as applicable. Note taking for team members when required.

The following activities can be completed when the pharmacy is quiet, and the relevant staff members are present:

✓ **Clinical checks**

A pharmacist can talk through the process of performing a clinical check on a prescription.

✓ **Ethics**

Pharmacy team members can talk through an ethical dilemma they have faced and how they handled the situation.

✓ **Weekly case-based discussion**

Set at the beginning of the week. Students can choose one case where a customer requested advice on the healthcare counter. In the form of a presentation, and without using patient identifiers, they should provide a background on the presenting symptoms, any medical conditions etc. (WWHAM) before detailing the advice they provided. They could also mention anything they queried with other team members and any signposting to other services. The presentation should also include a brief reflection on any clinical knowledge gained or consultation skills developed. This would be presented in under 5 mins at the end of the week, with some feedback provided.

✓ **New Medicines Service**

Ask students to research the New Medicines Service. Provide them with a common medicine that is included in the service and ask them to research what they could say to a hypothetical patient (indication, brief explanation of mechanism of action, any key counselling points etc.). Signpost students to reliable, patient-friendly sources of information e.g. NHS website. Take 5 minutes to provide feedback.

✓ **Working deliveries**

Involve the student in ordering, receiving, maintaining and issuing stock.

✓ **Understanding medicine shortages** and their impacts on the wider community.

✓ **Maintaining shelves** of over the counter (OTC) medications by managing date rotation and tidying stock and involve the student in ordering, receiving and maintaining stock.

Examples of things a T Level student will not be allowed to do in the hospital setting include, but are not restricted to, the following as there will be a patient safety or risk element to the activity:

✗ Must NOT consult with or provide advice to any patient in any circumstances.

✗ Can not final accuracy check prescriptions or release prescriptions.

✗ Can not handle cytotoxic medications or spillages (not trained, health and safety)

✗ Can not enter the aseptic suite without appropriate broth cultures and validations (not trained, health and safety)



I gained valuable experience from my placement and felt very welcomed and supported by the team. Due to this experience, I have found a love for the pharmaceutical sciences, and it is a career I would like to pursue. I recently secured a position with my placement employer in pharmacy.

Alex – Medway Maritime Hospital Pharmacy



It was a pleasure to host two T-Level students for a placement at Medway Hospital Pharmacy department and showcase the world of Pharmacy. I was particularly impressed with the level of commitment and professionalism demonstrated. As a result, we have recently employed one of the students to a permanent position.

**Luke Williams - Pharmacy Technician -
Governance, Medicines Safety & Education**

If you are a pharmacy employer, and would like to host a T Level industry placement, please register your interest on this site: [Register an interest in T Levels and industry placements – T Levels and industry placement support for employers](#)

If you are a T Level Science provider interested in placing learners in pharmacy industry placements, please contact your local pharmacy employers.

If you are a T Level learner who is interested in a career in pharmacy, visit [careersinpharmacy.uk](#) or speak to your teacher or careers advisor.

If you are an employer and would like to know more about hosting placements, please visit ['frequently asked questions'](#)

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