

# MANUAL FOR PHARMACY TECHNICIAN TRAINEES (LEARNER POST-BASIC PHARMACIST'S ASSISTANTS) AND TUTORS

**2018**

Applicable to trainees in:  
Community Pharmacy  
Hospital Pharmacy  
Manufacturing Pharmacy  
Wholesale Pharmacy



**South African  
Pharmacy Council**

*Sustainable quality  
pharmaceutical services for all*

**South African Pharmacy Council**

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## SECTION 1: INTRODUCTION

In July 2015 Council introduced a new cadre of pharmacy support personnel named pharmacy technician, in addition to the already existing pharmacist's assistant basic (PAB) and pharmacist's assistant post-basic (PAPB).

The relevant regulations are being amended to facilitate a separate register for pharmacy technicians (PT). In the interim, students that have completed their advanced certificate (pharmacy technician) are required to undergo a minimum period of six (6) months as a pharmacist's assistant learner post-basic (PALPB) (herein after referred to as a "traineeship") in a workplace and thereafter register as pharmacist's assistants (post-basic).

The PALPB / PT trainee undergoing traineeship must perform the scope of practice of a pharmacist's assistant post-basic.

Once the regulations have been amended, the relevant pharmacy technicians (registered as pharmacist's assistant post-basic) will be notified and their registration will be automatically changed to that of a pharmacy technician.

During the traineeship, the PALPB / PT trainee (herein after referred to as a trainee) should gain practical experience in and knowledge of the pharmacy practice setting. The traineeship programme instils a specific approach and attitude towards the profession so that graduates are able to practise as competent pharmacy professionals at the end of the period. The programme is based on a set of exit-level outcomes which describe the knowledge, skills and attitudes required.

This manual is designed to assist the trainees and their tutors in a structured manner during the traineeship period. The intention of the traineeship is to supplement the trainees' theoretical knowledge with technical skills and the application thereof to enable them to gain relevant experience as follows:

### THE OBJECTIVES OF THIS MANUAL ARE TO:

1. Clarify the requirements of the traineeship period;
2. Emphasise the roles and responsibilities of both the tutor and the trainee;
3. Explain the manner of assessment of the progress and performance of the traineeship training;
4. Provide information regarding the various professional organisations, and other pertinent information.



## **SECTION 2: GUIDELINES FOR THE TRAINEESHIP PERIOD**

Section 2 covers the steps to ensure a successful traineeship experience and aims to explain the purpose and content of the programme, the role of the tutor and the trainee, and the assessment of their performance.

The programme for the traineeship period must be based on the trainee's scope of practice and is to include:

- (a) an introductory (orientation) period of between one and two weeks;
- (b) a timetable stipulating the main activities to take place;
- (c) the submission of two progress reports and a summary of outcomes during the period regarding the skills and knowledge obtained by the trainee, including the personal development of the trainee.

At the end of the traineeship period the tutor is responsible for confirming that the education and training was conducted to his or her satisfaction. This is achieved through submission of progress reports. Trainees with favourable progress reports will be registered as pharmacy technicians in the category PAPB.

Trainees are required to receive exposure to different aspects within the specific training facility, i.e. community, institutional (hospital), wholesale or manufacturing. The approved tutor remains responsible for the training of the trainee during rotations.

### **GENERAL REQUIREMENTS AND CONDITIONS FOR TRAINEESHIP**

The traineeship period is regulated by the Pharmacy Act, 53 of 1974 (the Act), and all regulations and requirements of the Act must be adhered to. The traineeship for all sectors must extend over a period of at least six months (26 weeks). Leave may be taken in accordance with the Basic Conditions of Employment Act, 75 of 1997, but it is a requirement that a trainee complete the required period of traineeship.

No person may commence with traineeship unless they are duly registered as a pharmacist's assistant LPB (PT trainee) in accordance with the regulations relating to registration of a person.

### **THE ROLE OF THE TUTOR**

Tutors approved to train pharmacy support personnel may tutor trainees.

An important responsibility of the trainee's tutor is to be a role model and mentor in all aspects of pharmacy practice, with an emphasis on values and attributes. Trainees should not only be competent to perform certain functions and tasks, but should be able to perform these tasks with a specific attitude and value system. Tutors must thus take particular care to observe the requirements of the Act, including the applicable rules and regulations, the Code of Conduct of the profession, and other applicable legislation.

In being aware of the responsibility to educate and train the new graduate in an appropriate and responsible manner, the tutor should supply the required equipment, materials, programmes, access to information systems and literature as necessary. Tutors should also regularly attend relevant continuing education courses and workshops conducted by Council. It should be borne in mind that the trainee will be in possession of theoretical knowledge but will require the assistance of the tutor in the application thereof. Continuing education will assist in ensuring that tutors practise competently and in a manner that will serve as an effective role model for the trainee.

In addition, the tutor should be available to assist the trainee in the performance of day-to-day tasks and to provide guidance in the development of the trainee as an independent, responsible decision-maker on matters affecting the health of the public. It is assumed that all tutors will benefit from exposure to self-development courses, e.g. on communication and counselling skills.



The ultimate responsibility for successful competence in the evaluation lies with the trainee. The tutor should, however, realise that specific standards must be attained. The progress reports that are required throughout the traineeship period are thus of particular importance as a measure of the progress being made by the trainee.

### **Submission of trainee progress reports by the tutor**

Tutors are required to submit their trainees' progress reports online on the secure site of the SAPC website. Progress reports, which comprise four parts each, must be submitted at 3 months (or 12 weeks) and 6 months (or 24 weeks) of traineeship. A summary of critical cross-field outcomes achieved by the trainee must also be submitted by the tutor online at 6 months (or 24 weeks).

### **Traineeship programme in hospital complexes (public sector hospital complexes)**

Trainees may be allowed to rotate in hospital complexes (i.e. where hospitals have been grouped together in healthcare complexes and/or provide healthcare services in collaboration with community healthcare centres or primary healthcare clinics) under the following conditions:

- (a) there must be at least one approved tutor responsible for the effective practical training; and
- (b) the rotation must be for purposes of traineeship only.

### **REGISTRATION AS A PHARMACIST'S ASSISTANT LEARNER POST-BASIC (PT TRAINEE)**

The traineeship may not commence until the LPB is registered as such with Council. Any person who applies for registration as a trainee must submit to the Registrar of Council:

- (a) a completed application on a form approved and provided by Council;
- (b) a certified copy of their identity document or passport;
- (c) an original traineeship contract entered into by and between the prospective trainee and the tutor;
- (d) a certified copy of their advanced certificate or evidence submitted directly to Council by the relevant provider that the applicant has complied with the requirements for the qualification;
- (e) the applicable registration fees;
- (f) foreign nationals require an endorsement letter for registration as a trainee from the Department of Health Foreign Workforce Management Programme.

### **CESSION OF CONTRACT**

With the concurrence of the tutor and the trainee, a traineeship contract may be ceded to another approved tutor at the same pharmacy or at another approved pharmacy. Such cession may occur in the event of:

- (a) the death of the tutor, the sequestration of their estate, their conviction of a serious offence, their suspension, or the removal of their name from the register of pharmacists;
- (b) the discontinuation of practice of the tutor or the resignation of the tutor from the pharmacy approved for training;
- (c) the closure of the pharmacy;
- (d) mutual consent between the tutor and the trainee for a reason which is acceptable to the Registrar;
- (e) any other reason that the Council may deem fit.

Only the period of traineeship undertaken by a trainee under the original registered tutor and the new registered tutor will be recognised by Council. A trainee who intends to cede a contract to another tutor must, **at least 7 days before such cession, submit the applicable documents to Council**. These documents include:

- (a) application for cession of contract of traineeship;
- (b) the applicable cession fee;
- (c) tutor application (if not approved).



Cession of traineeship contract may only occur once Council has approved the prospective new tutor. Council will not recognise any period a trainee spends in a pharmacy that is not approved for purposes of training as part of the traineeship. The applicable forms to complete in the cession of a contract are available on the SAPC website, [www.sapc.za.org](http://www.sapc.za.org).

### REMOVAL OF NAME FROM THE REGISTER

In addition to the provisions of Sections 23 and 45 of the Act, the Registrar may remove from the register of PALPB, the name of a trainee who:

- (a) has completed their traineeship to the satisfaction of the Council;
- (b) has discontinued their traineeship with the consent of the Council;
- (c) no longer complies with the requirements and conditions for registration as a trainee;
- (d) is deceased.

A person whose name has been removed from the register will be notified thereof and any registration certificate issued shall be deemed to be cancelled.

### RESTORATION OF NAME TO THE REGISTER

A trainee whose name has been removed from the register may have their name restored to the register by submitting to the Registrar:

- (a) a duly completed application form for restoration of their name to the register;
- (b) acceptable documentary evidence that they comply with the conditions under which they may be registered as a trainee;
- (c) acceptable documentary evidence from a tutor to the effect that they have resumed their traineeship;
- (d) payment of the prescribed fee.

### REGISTRATION AS A PHARMACIST'S ASSISTANT POST-BASIC ON COMPLETION OF TRAINEESHIP

It is an offence in the Republic of South Africa for a person to practise as a pharmacist's assistant post-basic if they are not registered as such with the Council.

The contract entered into between the tutor and the trainee should not necessarily terminate after six months (26 weeks) from the date of commencement, especially if the trainee has not completed the traineeship. A trainee in this situation might benefit from another, similar environment at which to complete the traineeship successfully.

To register as a pharmacist's assistant post-basic on completion of traineeship, the documents listed below, duly completely and certified, need to be submitted to Council for approval and the issue of a registration certificate. An annual fee is payable upon registration. The fees are published from time to time in the *Government Gazette*, in the SAPC's publication *Pharmaciae*, and are available on the SAPC website, [www.sapc.za.org](http://www.sapc.za.org). Registration as a pharmacist's assistant post-basic is effected only when Council receives all the documentation listed below:

- (a) online submission of favourable assessment forms/progress reports by the tutor at 12 and 24 weeks;
- (b) online submission of the summary of outcomes achieved form by the tutor at 24 weeks;
- (c) a certified copy of the applicant's advanced certificate, or documentary evidence submitted directly to Council by the provider of the qualification;
- (d) non-South Africans require an endorsement letter from the Department of Health Foreign Workforce Management Programme to register as a pharmacy technician.

Registration as a pharmacist's assistant post-basic may be delayed if Council does not receive the progress reports timeously.



## SECTION 3: PROGRAMME FOR TRAINEES

The following programme serves to act as a guide to ensure a successful traineeship experience for trainees.

### INITIAL DISCUSSION BETWEEN TUTOR AND TRAINEE

An initial discussion between the tutor and the trainee will determine the trainee's previous experience and establish specific aspects or areas where special focus might be needed.

It is recommended that a tutor discuss the goals of the traineeship with the trainee, including the content and the timetable of the proposed programme. The specific focus of the programme must be highlighted and attention given to the exit-level outcomes for the pharmacy technicians. Trainees must be informed of the importance of the assessments required by Council and the effect of their performance on their subsequent, successful application for registration as a pharmacy technician.

### ORIENTATION

Two weeks should be devoted to the orientation of the trainees for them to adjust to the work environment and the staff members.

The trainees should be introduced to all the staff in the pharmacy, institution or organisation and the staff's respective positions explained to them. Where applicable, trainees should be introduced to administrative staff. Trainees should be shown around the pharmacy and, in the case of institutional pharmacies, the applicable sections of the institution, including facilities such as the library and personnel office. Where applicable, trainees should be informed of the other branches and departments linked to the pharmacy or institution.

The general rules and arrangements in the pharmacy, institution or organisation should be made known to the trainee, for instance:

- (a) hours of work, remuneration, and time and methods of payment;
- (b) expectations of conduct with regard to punctuality, confidentiality and accuracy;
- (c) expectations regarding appearance and dress code requirements;
- (d) absenteeism and the obligations of the trainee, including the implications of the signed contract;
- (e) general housekeeping rules, e.g. refreshment breaks, canteens, etc.

Trainees should be provided with detailed instructions on how to perform their practice-related tasks, which will vary depending on the sector of pharmacy. The following should be supplied to the trainee:

- (a) a description of the work area and the type of work done in the area;
- (b) the responsibilities of the trainee;
- (c) a description of the tasks and functions of all staff relative to the trainee;
- (d) copies of all applicable standard operating procedures (SOPs) in use in the pharmacy.

Specific tasks should be explained in detail. In community pharmacy, for example, this could include:

- (a) the method of prescription handling;
- (b) location of equipment;
- (c) procedures for checking work;
- (d) location of reference texts;
- (e) methods of accessing information, e.g. drug information centres, etc.;
- (f) maintaining patient profile systems;
- (g) operation of cash registers and invoicing;
- (h) policy on handling requests for information.



## SECTION 4: SCOPE OF PRACTICE OF A TRAINEE

A trainee registered in the category pharmacist's assistant (learner post-basic) may for the purposes of education and training, perform the following services or acts pertaining to the scope of practice of a pharmacist's assistant (post-basic) under the direct personal supervision of a pharmacist in a pharmacy:

- (a) the sale of Schedule 1 and Schedule 2 medicines or scheduled substances;
- (b) assist with the compounding, manipulation or preparation of a non-sterile or sterile medicine or scheduled substance according to a formula and standard operating procedures approved by the responsible pharmacist;
- (c) assist with the manufacturing of a non-sterile or sterile medicine or scheduled substance according to a formula and standard operating procedures approved by the responsible pharmacist;
- (d) the re-packaging of medicine;
- (e) the distribution and control of stock of Schedule 1 to Schedule 6 medicines or scheduled substances;
- (f) the ordering of medicine and scheduled substances up to and including Schedule 6 according to an instruction of a person authorised in terms of the Medicines Act to purchase or obtain such medicine or scheduled substance;
- (g) the reading and preparation of a prescription, the selection, manipulation or compounding of the medicine, the labelling and supply of the medicine in an appropriate container following the interpretation and evaluation of the prescription by a pharmacist;
- (h) the provision of instructions regarding the correct use of medicine supplied; and
- (i) the provision of information to individuals in order to promote health.

In terms of Regulation 12 of the *Regulation relating to the practice of pharmacy*, a **pharmacy technician** registered in the category pharmacist's assistant (post-basic) may perform the acts or provide services as prescribed in (e), (f), (g), (h) and (i), as well as the reading and preparation of a prescription, the selection, manipulation or compounding of medicine and the labelling and supply of medicine in an appropriate container under the indirect personal supervision of a pharmacist: provided that such indirect personal supervision will take place only under the following circumstances:

- (a) the services are provided or acts are performed at a primary health care clinic or any other facility as approved by Council;
- (b) only re-packaged medicines or patient-ready packs are provided;
- (c) written and up-dated protocols and standard operating procedures are available describing clearly the responsibility of the pharmacist's assistant and pharmacist under whose indirect personal supervision the pharmacist's assistant performs the acts and provides the services; and
- (d) the pharmacist under whose indirect personal supervision the pharmacist's assistant performs the acts and provides the services visits the pharmacist's assistant at the primary health care clinic or other facility as approved by Council for purposes of supervision and support, which visits must be documented and take place at least once a month.

**NOTE:** Once the relevant regulations have been published, **pharmacy technician** registered in the category pharmacist's assistant post-basic will be moved to the register of **pharmacy technician** and be allowed to practice the scope of practice of a pharmacy technician.





## SECTION 5: ASSESSMENT OF THE TRAINEE

The assessment of a trainee takes place systematically on a regular basis and should involve positive reinforcement on appropriate performance and constructive criticism on performance that needs improvement. The trainee should receive accurate feedback on their performance as reflected in daily and less-regular assessments. Where appropriate, evidence that the trainee has achieved the required standard must be provided by the trainee.

The assessment of the performance of the trainees must be done by the tutor and should take place on the following occasions and in the following manner:

- (a) on a day-to-day basis in the execution of daily duties and activities and which is not necessarily recorded;
- (b) the professional development of the trainee assessed at 12 and 24 weeks of the programme;
- (c) an assessment of the summary of outcomes of the traineeship achieved by the trainee at the 24th week of the programme.

### GUIDELINES FOR ASSESSMENT

#### Background

The purpose of the assessment is to establish if the trainee is able to meet the specified standards of performance required of an entry-level pharmacy technician in a consistent manner, and demonstrate evidence of knowledge, skills and attitudes at the required levels of competence.

The assessment seeks to gather and judge evidence in determining the current level of performance against a given set of exit-level outcomes. It assesses what a trainee can actually do, not only what they know, and performance is measured against the requirements of the practice situation, not against a curriculum. Judgements are made on ability-based outcomes, including thinking and communication, ethical values and principles, and self-learning abilities and habits. Assessment decisions are simply a matter of judgement as to whether or not evidence presented is sufficient to show that standards of performance have been met and can continue to be met in the practice situation.

#### The process of assessment

An assessment of performance during the course of a trainee's normal work provides the most natural form of evidence. It is important to bear in mind that in the assessment process there is no pass or fail mark. The trainee needs only to demonstrate to the satisfaction of the tutor that he or she is either competent or not yet competent to perform the task. Assessments are carried out against criteria detailed in the manual for the trainee and are not linked to a particular learning curriculum. In the assessment of the trainee, the tutor can make use of the following guidelines to determine how a trainee is proceeding with a particular task:

- (a) test **knowledge** (does the trainee know what they are doing);
- (b) test **competence** (is the trainee able to perform the tasks and how well);
- (c) test **efficiency** (can the trainee be relied upon to perform a task accurately and safely within a reasonable time);
- (d) determine if skills, knowledge and values can be used and **transferred** to different circumstances;
- (e) assess the performance within the **context of the competencies** required of a pharmacy technician at entry level.

An integrated approach to assessment aimed at assessing knowledge, understanding, problem-solving, technical skills, attitudes and ethics should be used. Assessment processes should be aimed at enabling the tutor to evaluate the performance of the trainee in a number of areas:



- (a) **technical** – knowledge of pharmacy, problem solving, the application of theoretical concepts to practical problems;
- (b) **organisational** – ability to plan, attention to detail, ability to meet deadlines;
- (c) **communication** – clarity of written communications, ability to work within a team, effectiveness of oral communications;
- (d) **attitudes** – initiative, willingness to accept responsibility, ability to follow instructions.

#### Assessment activities should be:

- (a) **flexible** in providing for the special needs of both the trainee and the environment;
- (b) **valid** in that they assess only the outcomes required;
- (c) **reliable** insofar that the assessment reflects the trainee outcomes, regardless of how and where the assessment is carried out;
- (d) **transparent** in that all of the processes used, and their outcomes, are clear to both those assessing and those being assessed.

The methods used to assess evidence should allow for judgement to be made on the performance of the trainee against the criteria specified in the assessment forms provided further on in this tutor/trainee manual. The assessments will assist in providing feedback for the trainee and will allow for identification of those areas requiring further experience or training before the trainee may be deemed competent.

Objective assessment against clear assessment criteria, followed by accurate and honest feedback, can be a valuable guide and learning tool for the trainee.

#### Methods of assessment

Competence is based on the performance of a role or set of tasks. The tasks are integrated and the ability to demonstrate the tasks as an outcome of a required competency could indicate effective performance levels of the trainee. Performance in a competency-based approach may be assessed by four major methods of assessment:

- (a) direct observation;
- (b) tests of practical or technical skills;
- (c) simulations;
- (d) questioning.

The evidence of the competence of a person is demonstrated by the possession of a relevant set of attributes such as knowledge, skills and attitudes making up a particular competency.

#### Methods of assessment of knowledge, skills and attitudes

The amount of **knowledge** needed is that amount necessary for a person to perform a task competently. It includes the ability to make rational decisions and judgements about the task. The knowledge to be assessed should be the core or essential knowledge that has been derived from a task analysis and which is necessary to perform the task competently.

#### Methods of assessing knowledge

- (a) case studies;
- (b) reports;
- (c) evidence of prior learning;
- (d) oral questioning;
- (e) simulations.

**Attitudes** determine how a person applies the knowledge and performs the tasks required of a particular competency. Attitudes, which are important in a particular situation, will depend on the circumstances of that particular situation and the following list, although not complete, is an indication of the types of attitudes that may be required of a person involved in the provision of pharmaceutical care and services:



- (a) a desire for life-long learning;
- (b) respect for the convenience, comfort and beliefs of patients;
- (c) a desire to share knowledge and skills;
- (d) an eagerness to overcome difficulties;
- (e) a willingness to share in the whole range of community activities;
- (f) a desire to be of service to the community and individuals within the community;
- (g) a desire to cooperate with other members of the healthcare team within the community.

### Methods of assessing attitudes

- (a) direct observation of work activities;
- (b) evidence from prior achievements;
- (c) oral questioning;
- (d) self-evaluations and reports;
- (e) simulations.

The ability to apply knowledge in the work environment is an indication of the acquired skills that a person may possess. The purpose of assessing skills is thus to determine whether a person is capable of using the knowledge to actually perform a particular task rather than describing what should be done.

Skills are only effectively assessed by observing the performance of a person and making a judgement based on standardised observation criteria. Skills are not limited to the ability to manually perform a task, but include the ability to integrate both knowledge and attitudes of a variety of tasks that may form part of a whole competency.

### Methods of assessing skills

- (a) direct observation of work activities;
- (b) skills or work sample tests;
- (c) projects or assignments;
- (d) log books;
- (e) records of achievements or portfolios.

Knowledge and understanding can be conceived as inherent in performance, and any observation of performance is likely to provide evidence of knowledge and understanding as well as skills. Performance assessment can thus be seen as an integrated activity.

Assessments can be carried out by using one or a mix of the methods described above. Tutors should try wherever possible not to limit themselves to any single method or methods when alternatives might be equally effective. Methods used to assess the competency of a trainee may include:

- (a) direct observation of work activities in the pharmacy;
- (b) evaluation of the case studies completed by the trainee;
- (c) evaluation of the record of daily events maintained by the trainee during the traineeship period.

### Suggestions on the assessment and feedback process

The following suggestions are provided to assist in the feedback process following an assessment:

- (a) where possible, provide positive feedback and make positive suggestions;
- (b) identify points for improvement, for instance pharmaceutical knowledge;
- (c) allow for regular time to discuss the training/progress or assessments of the trainee;
- (d) ask for the opinion of the trainee on their performance;
- (e) avoid being too generous and try to establish an honest, fair and realistic level;
- (f) avoid letting one dominant positive/negative aspect overshadow the other less dominant characteristics.



## South African Pharmacy Council

The South African Pharmacy Council is an independent statutory body created as a result of the recognition of the pharmacy profession by the legislature in South Africa as a particular occupational group. The Council has been vested with statutory powers of peer review and is responsible for funding itself.

<b>Objects of Council</b>	
The objects in terms of the Pharmacy Act, 53 of 1974, are:	
1.	to assist in the promotion of the health of the population of the Republic
2.	to advise the Minister or any other person on any matter relating to pharmacy
3.	to promote the provision of pharmaceutical care which complies with universal norms and values, in both the public and the private sectors, with the goal of achieving definite therapeutic outcomes for the health and quality of life of a patient
4.	to uphold and safeguard the rights of the general public to universally acceptable standards of pharmacy practice in both the public and private sectors
5.	to establish, develop, maintain and control universally acceptable standards: <ul style="list-style-type: none"><li>• in pharmaceutical education and training</li><li>• for the registration of a person who provides one or more or all of the services which form part of the scope of practice of the category in which such person is registered</li><li>• of practice of the various categories of persons required to be registered in terms of this Act</li><li>• of professional conduct required of persons to be registered in terms of this Act</li><li>• of control over persons registered in terms of this Act, by investigating in accordance with the Act, complaints or accusations relating to the conduct of registered persons</li></ul>
6.	Promote transparency to the profession and the general public (Corporate governance)
7.	Maintain and enhance the dignity of the pharmacy profession
8.	Coordinate the activities of Council and its Committees
9.	Improve internal efficiency and effectiveness
10.	Build a pipeline of highly skilled workers to meet Council's mandate

### Vision of South African Pharmacy Council

"Sustainable quality pharmaceutical services for all"

### Council's Mission Statement

The mission statement of SAPC is:

We exist to:

- protect the public by improving health outcomes
- assist in promoting access to sustainable quality pharmacy services by embracing the use of innovation and technology
- ensure quality pharmaceutical services by developing, enhancing and upholding universally acceptable education and practice standards through stakeholder engagement



- promote the dignity of the profession through professional ethics and conduct, and ongoing competence

## Council's Core Values

The core values of SAPC, illustrated by the acronym P.A.P.I are:

People first	-	we care, we serve, we collaborate, we belong to the community
Accountability	-	we are responsible and answerable for our actions
Professionalism	-	we will develop our staff to perform their work with expertise, dedication, care and act in a competent and excellent manner at all times
Integrity	-	we will be ethical, transparent and honest in conducting our business

## Functioning of Council

The functioning of the Council can be described by giving a brief analysis of the different committees and the structure of the administration of Council. The Council meets at least three times per annum.

### COUNCIL COMMITTEES

#### Executive Committee

The Executive Committee deals with matters which, in the opinion of the President, require urgent attention and any act performed or decision taken by the Executive Committee is of force and effect unless it is set aside or amended by the Council at its next meeting.

The Executive Committee deals with matters relating to conditions of employment, finance and any other matter which falls outside the terms of reference of other committees. The Executive Committee also deals with any matter which requires urgent attention.

#### Education Committee

The Education Committee considers all matters relating to the establishment, development, maintenance and control of universally acceptable standards in pharmaceutical education and training, including the approval of providers of education and training, examinations, the evaluation of educational qualifications and exemptions from examinations. It may also deal with other matters delegated to it by the Council from time to time.

#### Practice Committee

The Practice Committee considers all matters relating to the establishment, development, maintenance and control of universally acceptable standards of the practice of the various categories of persons required to be registered in terms of the Act, as well as the promotion of pharmaceutical care which complies with universal norms and values, both in the public and the private sector, the registration of pharmacies, as well as the issuing of permits in terms of the Act or medicine related legislation. It may also deal with other matters delegated to it by the Council from time to time.

#### Committee of Preliminary Investigation

The Committee of Preliminary Investigation conducts investigations in terms of Chapter II of the *Regulations relating to the conduct of inquiries held in terms of Chapter V of the Act*.



### **Committee of Informal Inquiry**

The Committee of Informal Inquiry conducts informal inquiries in terms of Chapter III of the *Regulations relating to the conduct of inquiries held in terms of Chapter V of the Act*.

### **Committee of Formal Inquiry**

The Committee of Formal Inquiry conducts formal inquiries in terms of Chapter IV of the *Regulations relating to the conduct of inquiries held in terms of Chapter V of the Act*.

### **Health Committee**

The Health Committee, appointed by Council in terms of the *Regulations relating to the management of a person unfit to practise for reasons other than unprofessional conduct*, considers allegations or information received by the Registrar that a person registered in terms of the Act may be unfit to practise.

### **CPD Committee**

The CPD Committee is appointed by Council in terms of section 4 (0) of the Act. In the Code of Conduct: A pharmacist must keep abreast of professional knowledge in order to maintain a high standard of competence relative to his/her sphere of activity.



## Pharmacy Professional Organisations and Others

A list of pharmaceutical and other organisations has been compiled to assist the trainee in becoming acquainted with the various professional bodies and heads of pharmaceutical services in various provinces that interact with the pharmacy profession.

The information has been compiled by the various organisations. Please note that this is not a complete list of pharmaceutical organisations in South Africa.

The trainee is encouraged to contact these organisations for further information regarding members or services offered.

### Organisations

CONTACT DETAILS OF PHARMACY PROFESSIONAL ORGANISATIONS	
Pharmaceutical Society of South Africa (PSSA)	PO Box 75769 LYNNWOOD RIDGE, 0040 Tel 012 470 9550 Fax 012 470 9556 Email: <a href="mailto:pssa@pharmail.co.za">pssa@pharmail.co.za</a> Web: <a href="http://pssa.org.za">pssa.org.za</a>
South African Progressive Pharmacists Association (SAPPA)	P O Box 11897 The Tramshed 0126 Cell: 083 6311019 084 7611441
Independent Community Pharmacist Association	Shop 25 -30 Hamigiri Road Bombay walk Merebank 4052 Tel: 031 461 3700 Cell: 082 450 4472 Web: <a href="http://www.icpa.co.za">www.icpa.co.za</a>
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## Glossary of Terms

DoH	Department of Health
EDL	Essential Drug List
GMP	Good Manufacturing Practice
GPP	Good Pharmacy Practice
GWDP	Good Wholesale and Distribution Practice
PHC	Primary Healthcare
ICPA	Independent Community Pharmacist Association
IPASA	Innovative Pharmaceutical Association of South Africa
NAPM	National Association of Pharmaceutical Manufacturers
NAPW	National Association of Pharmaceutical Wholesalers
NDoH	National Department of Health
NDP	National Drug Policy
NHS	National Health System
PT	Pharmacy Technician
PSSA	Pharmaceutical Society of South Africa
SAPPA	South African Progressive Pharmacists Association
SAPC	South African Pharmacy Council