



**The South African Pharmacy Council**

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**APPLICATION FOR  
ACCREDITATION/APPROVAL OF A  
COURSE LEADING TO A  
BACHELOR OF PHARMACY DEGREE IN  
TERMS OF  
SECTION 33 AND SECTION 34 OF  
THE PHARMACY ACT  
(ACT NO 53 OF 1974)**

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# **APPLICATION FOR ACCREDITATION/APPROVAL OF A COURSE LEADING TO A BACHELOR OF PHARMACY DEGREE IN TERMS OF SECTION 33 AND SECTION 34 OF THE PHARMACY ACT, 1974 (ACT NO 53 OF 1974)**

## **INTRODUCTION**

This document serves as a guideline to be used during a visit to a higher education institution offering qualifications for the Pharmacy Technical Assistant and Pharmacy Technician in terms of sections 33 and 34 of the Pharmacy Act, 1974 (Act No 53 of 1974).

The document incorporates the guidelines which have been accepted by Council with which the Unit responsible for these qualifications within the institution should comply. The Unit is requested to perform a self-assessment based on the standards contained in the document. Where possible, supportive documentation should be attached to substantiate the findings of the Unit.

The inspection team appointed by Council will evaluate the Unit against the same criteria during a visit to the Unit.

Following the visit a report will be prepared by Council which includes the input provided by the Unit following the self-assessment, and the findings of the delegation of Council. Recommendations, where necessary, will also be included.



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**GENERAL INFORMATION**

1. NAME OF INSTITUTION:

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2. DATE OF VISIT:

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3. HEAD OF THE UNIT:

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4. GENERAL NOTES:

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## CHAPTER 1

### 1. DEPARTMENT'S MISSION AND GOALS

#### A. Guidelines of Council

*The Faculty/School/Department should have a published statement of its mission, goals and objectives in the areas of education, research, service and professional practice and administration. The statement is expected to be congruent with the mission of the University. This statement should include a fundamental commitment to the preparation of its students for the general practice of pharmacy with provision for entry-level competencies necessary for the delivery of pharmaceutical care in any pharmacy practice setting and should be formulated within the context of a stated policy of ethics. This statement should also demonstrate sensitivity towards the importance of diversity in its commitment to the educational preparedness of its students for a health professional career. Goals should be compatible with the general and specific objectives of pharmaceutical education, in keeping with the scope of pharmacy practice, as defined by the South African Pharmacy Council.*

#### B. Self-Assessment by School

1.1 The Faculty/School/Department has a published statement of its mission, goals and objectives in the areas of education, research, service and professional practice and administration. The statement is expected to be congruent with the mission of the University.

Exceeds compliance

Complies

Partially complies

Does not comply

1.2 The statement includes a fundamental commitment to the preparation of its students for the general practice of pharmacy with provision of entry-level competencies necessary for the delivery of pharmaceutical care in any pharmacy practice setting and is formulated within the context of a stated policy of ethics.

Exceeds compliance

Complies

Partially complies

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Does not comply

1.3 The statement demonstrates sensitivity towards the importance of diversity in its commitment to the educational preparedness of its students for a health professional career.

Exceeds compliance

Complies

Partially complies

Does not comply

1.4 Goals and objectives are compatible with the general and specific objectives of pharmaceutical education, in keeping with the scope of pharmacy practice, as defined by the South African Pharmacy Council.

Exceeds compliance

Complies

Partially complies

Does not comply

1.5 The established goals and objectives set forth the detailed intentions of the Faculty/School/Department.

Exceeds compliance

Complies

Partially complies

Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by the School should include:*

- *Mission statement, goals and objectives of the/ School*

## CHAPTER 2

### 2. SYSTEMATIC PLANNING

#### A. Guidelines of Council

*The Faculty/School/Department is expected to have a plan and to deploy a systematic planning process to continuously facilitate the achievement of the mission, goals and objectives of the Faculty/School/Department. Plans and planning processes should benefit from the support and co-operation of the University Administration.*

#### B. Self-Assessment by School

2.1 There is a systematic planning process for review and revision, where necessary, of the mission statement.

Exceeds compliance

Complies

Partially complies

Does not comply

2.2 The review of the goals and objectives, involves administrators, members of staff, students and others.

Exceeds compliance

Complies

Partially complies

Does not comply

2.3 The planning process is strategic in that it is ongoing, long-term and broadly-based and involves current and future financial and academic planning within the context of societal and professional changes.

Exceeds compliance

Complies

Partially complies





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Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by the School could include:*

- *Evidence of systematic planning to facilitate and continuously improve the achievement of the mission, goals and objectives.*



### CHAPTER 3

## 3. SYSTEM FOR ASSESSMENT OF ACHIEVEMENT

### A. Guidelines of Council

*The Faculty/School/Department should establish and maintain a system that assesses the extent to which its mission, goals and objectives are being achieved. Formative and summative indicators of achievement should be identified and employed in a continuous and systematic process of evaluating the outcomes of the educational, research, service and professional practice and administrative programmes. The Faculty/School/Department should show evidence of using analysis of outcome measures throughout the educational, research and service programmes, for purposes of continuing development and improvement, including revisions in curriculum, and modifications of staff and student policies.*

### B. Self-Assessment by School

3.1 Information regarding the effectiveness of the professional programme, particularly in the form of student achievement, is gathered systematically from a variety of sources, such as students, *alumni*, professional staff of affiliated practice facilities and other practitioners.

Exceeds compliance

Complies

Partially complies

Does not comply

### C. Comments and information provided by the School

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*Supportive documentation to be supplied by the School could include:*

- *Evidence of a system whereby the extent to which the mission, goals and objectives are being achieved, is assessed.*



**CHAPTER 4**

**4. FACULTY/SCHOOL/ DEPARTMENT AND UNIVERSITY RELATIONSHIPS**

**A. Guidelines of Council**

*The University should provide the Faculty/School/Department with adequate financial, physical and human resources so as to enable it to meet required professional programme responsibilities, to ensure programme stability and to ensure continuous programme quality improvement.*

*The Faculty/School/Department should be afforded a reasonable degree of autonomy by the University. Responsibility and authority for administration of the professional programme in pharmacy should be vested in the Faculty/School/Department. The definition and delivery of the curriculum should be a responsibility of the Faculty/School/ Department within the framework of institutional policies and authorities.*

*Professional programmes in pharmacy are those leading to a Bachelor's degree in pharmacy. Within institutional policies, responsibility and authority for administration of these professional programmes, including curriculum development and delivery in line with the minimum competencies as prescribed in the unit standards for entry level pharmacists by the South African Pharmacy Council, should be vested in the Faculty/School/Department to ensure appropriate autonomy.*

**B. Self-Assessment by School**

4.1 The University provides the Faculty/School/Department with adequate **financial** resources.

Exceeds compliance

Complies

Partially complies

Does not comply

4.2 The University provides the Faculty/School/Department with adequate **physical** resources.

Exceeds compliance

Complies

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Partially complies

Does not comply

4.3 The University provides the Faculty/School/Department with adequate **human** resources.

Exceeds compliance

Complies

Partially complies

Does not comply

4.4 The University ensures that the Faculty/School/Department maintains a reasonable degree of autonomy for development and administration of its professional programmes as defined by the Dean/Head.

Exceeds compliance

Complies

Partially complies

Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by school could include information relating to –*

- *the status of the Pharmacy Department in relation to other departments of the University (e.g. representation on Senate, comparative size, etc)*
- *administrative and organisational relationship between the University and Faculty/Department/School*



**CHAPTER 5**

**5. ORGANISATIONAL AND ADMINISTRATIVE RELATIONSHIPS IN INSTITUTION AND AFFILIATED HEALTH CARE FACILITIES**

**A. Guidelines of Council**

*The University should support the development of suitable relationships with other academic and service units of the University for instruction, research and patient care. The University should also provide, where necessary, for the attainment of pharmacy practice affiliations external to the University.*

*Organisational structure and administrative patterns in the University or University-affiliated health care facilities should promote integrated educational, research and service activities, provide a working relationship between service and educational units, provide the necessary blend of educational and patient care activities, and, assure that appropriate authority for the control and supervision of academic activities is vested in the Faculty/School/Department.*

**B. Self-Assessment by School**

5.1 The University supports the development of suitable relationships with other academic and service units of the University for instruction, research and patient care.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

5.2 The University support also provides for the attainment of pharmacy practice affiliations external to the University.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

5.3 The organisational structure and administrative patterns in University or University-affiliated health care facilities:

5.3.1 promote integrated educational, research and service activities

Exceeds compliance

Complies

Partially complies

Does not comply

5.3.2 provide a working relationship between service and educational units

Exceeds compliance

Complies

Partially complies

Does not comply

5.3.3 provide the necessary blend of educational and patient care activities

Exceeds compliance

Complies

Partially complies

Does not comply

5.3.4 assure that appropriate authority for the control and supervision of academic activities is vested in the Faculty/School/Department.

Exceeds compliance

Complies

Partially complies

Does not comply



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*Supportive documentation to be supplied by the School could include information relating to –*

- *the relationships with other academic and service units of the university*
- *the organisational relationship between the Faculty/Department/School and affiliated healthcare facilities*



**CHAPTER 6**

**6. FACULTY/SCHOOL/DEPARTMENT ORGANISATION AND ADMINISTRATION**

**A. Guidelines of Council**

*The Faculty/School/Department should be organised in a manner which facilitates the accomplishment of its overall mission, promotes the goals and objectives of the professional programme in pharmacy and pharmacy disciplines and effectively utilises resources. The administrative structure should provide for a Dean/Head, who has ready access to the Principal of the University and other Senior Officials charged with final responsibility for the Faculty/School/Department. The organisational and administrative structure should clearly identify lines of collegiality as well as evidence of mutual understanding and agreement among members of staff, the Dean/Head and other administrators, on the mission, goals and objectives of the Faculty/School/Department as well as evidence of acceptance of the responsibilities necessary for their achievement.*

**B. Self-Assessment by School**

6.1 All units within the Faculty/School/Department are organised in such a manner that they articulate the mission statement of the Faculty/School/Department.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

6.2 There is a system of evaluation to ensure that each unit within the Faculty/School/Department contributes to the Faculty/School/Department as a whole in achieving desired outcomes, including the effectiveness of their contribution to the professional programmes.

- Exceeds compliance
- Complies
- Partially complies





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- Does not comply
- 6.3 There is a mechanism in place for the development and periodic review of the administrative leadership of the Faculty/ School/Department.
- Exceeds compliance
- Complies
- Partially complies
- Does not comply
- 6.4 The Faculty/School/Department ensures mechanisms for communication among all sections of the Faculty/ School/Department.
- Exceeds compliance
- Complies
- Partially complies
- Does not comply
- 6.5 Members of staff of the Faculty/School/Department meet with suitable regularity
- Exceeds compliance
- Complies
- Partially complies
- Does not comply
- 6.6 There is a committee structure to assist in the work of the Faculty/School/Department.
- Exceeds compliance
- Complies
- Partially complies
- Does not comply



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6.7 There is a system whereby minutes are kept of all meetings within the Faculty/School/Department.

Exceeds compliance

Complies

Partially complies

Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by the School should include information relating to the structure of the Pharmacy School including:*

- *An organogram showing names of departments, names of members of staff;*
- *Subjects taught in each department;*
- *Organisation and administration of School.*

## CHAPTER 7

### 7. RESPONSIBILITIES OF THE DEAN/HEAD AND MEMBERS OF STAFF OF THE FACULTY/SCHOOL/DEPARTMENT

#### A. Guidelines of Council

*The Dean/Head should be the chief administrative officer of the Faculty/School/Department. The Dean/Head is expected to demonstrate progressive constructive academic and professional leadership and to effectively unite and inspire members of staff and students toward achievement. Together with members of staff, the Dean/Head is responsible for development of the mission statement; recruitment, retention and development of a competent body of staff; development, implementation and evaluation of the educational, research and service programmes and their enhancement; initiation, implementation and maintenance of programmes for the recruitment and admission of eligible students; establishment and implementation of standards for academic performance and progression; resource acquisition; and maintenance of the visibility of the Faculty/School/Department both on campus and to external constituencies.*

#### B. Self-Assessment by School

7.1 The Dean/Head is a pharmacist registered with the South African Pharmacy Council.

- |                    |                          |
|--------------------|--------------------------|
| Exceeds compliance | <input type="checkbox"/> |
| Complies           | <input type="checkbox"/> |
| Partially complies | <input type="checkbox"/> |
| Does not comply    | <input type="checkbox"/> |

7.2 The Dean/Head is qualified to provide leadership in pharmacy education, in research and scholarly activities.

- |                    |                          |
|--------------------|--------------------------|
| Exceeds compliance | <input type="checkbox"/> |
| Complies           | <input type="checkbox"/> |
| Partially complies | <input type="checkbox"/> |
| Does not comply    | <input type="checkbox"/> |

7.3 The Dean/Head shows positive and effective leadership by means of:

7.3.1 teaching and research, including pedagogy and scholarly concern for the profession generally and pharmacy practice in particular;

Exceeds compliance

Complies

Partially complies

Does not comply

7.3.2 a sustained record of scholarship;

Exceeds compliance

Complies

Partially complies

Does not comply

7.3.3 active participation in the affairs of professional or scientific societies;

Exceeds compliance

Complies

Partially complies

Does not comply

7.3.4 an assertive advocacy on behalf of the Faculty/School/ Department to the University Administration.

Exceeds compliance

Complies

Partially complies

Does not comply



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7.4 In instances where the Dean/Head is assigned other substantial administrative responsibilities within the University, arrangements for additional administrative support to the office of the Dean/Head are made so as to assure effective administration of the affairs of the Faculty/School/Department.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be provided by the Dean/Head of the Pharmacy School could include a brief summary of his/her activities and responsibilities.*

## CHAPTER 8

### 8. PROFESSIONAL COMPETENCIES

#### A. Guidelines of Council

*Key professional competencies and outcomes expected to be achieved through the organised plan of study of the Department are contained in the Unit Standards for Entry Level Pharmacists:*

**EXIT LEVEL OUTCOME 1:** Organise and control the manufacturing, compounding and packaging of pharmaceutical products

*Capability: A person who has achieved this standard is capable of authorising and controlling personnel, materials and equipment in the manufacturing, compounding and packaging of pharmaceutical products according to good manufacturing practice, and controlling the quality of these, leading the work team and assisting in the training of pharmacists' assistants in-training.*

**EXIT LEVEL OUTCOME 2:** Organise the procurement, storage and distribution of pharmaceutical materials and products.

*Capability: A person who has achieved this standard is capable of controlling the procurement, ordering, receiving, sampling, releasing, storing, preparing for dispatch, controlling transport and keeping records of pharmaceutical materials and products in compliance with legal and technical requirements.*

**EXIT LEVEL OUTCOME 3:** Dispense and ensure the optimal use of medicines prescribed to the patient.

*Capability: A person who has achieved this standard is capable of supplying medicines to humans and animals on the prescription of an authorised prescriber. This implies the gathering of all information required to assess and prepare a prescription, applying pharmaceutical techniques and principles; providing information and counselling to the patient/care giver on the optimal use of the prescribed medicine, implementing a care plan and monitoring the therapeutic outcomes thereof.*

**EXIT LEVEL OUTCOME 4:** Provide pharmacist initiated care to the patient and ensure the optimal use of medicine

*Capability: A person who has achieved this standard is capable of assessing the medicine and health needs of the patient, identifying the patient's signs and symptoms, devising, documenting and implementing a pharmaceutical care plan and monitoring the outcome.*



**EXIT LEVEL OUTCOME 5:** *Provide education and information on health care and medicine.*

*Capability: A person who has achieved this standard is capable of accessing, interpreting, evaluating and supplying information on the nature and use of drugs, disease states and health care to the public, health care providers and patients.*

**EXIT LEVEL OUTCOME 6:** *Promote community health and provide related information and advice.*

*Capability: A person who has achieved this standard is capable of identifying community health needs, planning and implementing promotive and preventive programmes, including screening, directly observed therapy and immunisation.*

**EXIT LEVEL OUTCOME 7:** *Participate in research and ensure the optimal use of medicine.*

*Capability: A person who has achieved this standard is capable of participating in research and applying research findings to health care.*

*The Faculty/School/Department should encourage self-assessment of personal and professional development and should set forth its expectations for student performance in all of the entry-level professional competencies necessary to become a generalist practitioner who renders pharmaceutical care.*

**B. Self-Assessment by School**

8.1 The curriculum of the Faculty/School/Department makes provision for the delivery of a generalist practitioner competent in all of the entry-level requirements.

Exceeds compliance

Complies

Partially complies

Does not comply

**C. Comments and information provided by the School**



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## CHAPTER 9

### 9. THE CURRICULUM IN PHARMACY

#### A. Guidelines of Council

*The Faculty/School/Department should offer an organised programme of study intended to prepare its graduates to become competent generalist practitioners of pharmacy. Entry-level knowledge, skills, attitudes and values should be achieved which necessary for the provision of pharmaceutical care in any pharmacy practice are setting as a generalist practitioner. The goals and objectives of the professional programme should embrace the scope of contemporary practice responsibilities. The need for life-long learning should be reflected as an integral theme of the curriculum.*

*The curriculum should provide sufficient content for the achievement of entry-level professional competencies necessary to the general practice of pharmacy and to satisfy educational requirements for registration as a pharmacist, and should meet the requirements of the institution for entry into postgraduate programmes. The curriculum in pharmacy requires a minimum of four academic years in order to ensure competency in all of the fundamentals necessary to become a generalist practitioner.*

#### B. Self-Assessment by School

9.1 The curriculum of the Faculty/School/Department is drawn up in terms of the minimum curriculum for a degree in pharmacy or unit standards as prescribed by the South African Pharmacy Council.

Exceeds compliance

Complies

Partially complies

Does not comply

9.2 A pharmacy student graduating from this Faculty/School/ Department will be able to practise as a generalist practitioner in any pharmacy setting.

Exceeds compliance

Complies

Partially complies

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- Does not comply
- 9.3 The curriculum provides for the total scope of contemporary pharmacy practice including pharmaceutical care.
- Exceeds compliance
- Complies
- Partially complies
- Does not comply
- 9.4 The curriculum of the Faculty/School/Department is organised in such a manner that it meets all requirements to allow a candidate entry into a postgraduate programme.
- Exceeds compliance
- Complies
- Partially complies
- Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by the School should include details of the teaching programme including -*

- *Curriculum and syllabi and method of review;*
- *Length of academic year (in weeks of tuition contact – excluding examinations);*
- *Number of hours devoted per week to each subject (list theory and practicals separately) – please include basic subjects as well*
- *Timetable (copy to be submitted) – indicate formal lectures, tutorials, seminars, etc.*



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- *Programmes that promote early exposure of the student to various aspects of pharmacy practice)*
- *Textbooks – list of those required by students for each subject*
- *Comment on the extent of use of printed notes/study guides.*

*Research programmes – list research projects to be completed by students during undergraduate training period.*

## CHAPTER 10

### 10. CURRICULAR CONTENT

#### A. Guidelines of Council

*The curriculum should provide the student with a basic core of knowledge, skills and attitudes, which in composite, relates to the expectations for the stated set of entry-level professional competencies necessary to become a generalist practitioner who renders pharmaceutical care. The various components of the curriculum should be in phase with one another and an appropriate balance is expected among the following areas of the core curriculum.*

#### B. Self-Assessment by School

10.1 The curriculum makes provision for the following:

##### 10.1.1 Major subject Areas:

Pharmacology  
Pharmaceutical Chemistry  
Pharmaceutics  
Pharmacy Practice

Yes

No

##### 10.1.2 Preparatory and Supplementary Subject Areas:

General and Organic Chemistry  
Anatomy  
Biochemistry  
Biology  
Biostatistics  
Physics  
Physiology  
Immunology  
Microbiology  
Pathology  
Mathematics

Yes

No



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**10.1.3 Diverse Subject Content**

Communication Skills  
Social and Behavioral Sciences  
Computer Literacy

Yes

No

**C. Comments and information provided by the School**

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*Supportive Documentation to be supplied by the Pharmacy School should include details of the curriculum content indicating major subject areas, preparatory and supplementary subject areas and diverse subject content.*

## CHAPTER 11

### 11. CURRICULUM EVALUATION

#### A. Guidelines of Council

*Evaluation of the curriculum is expected in order to monitor effectiveness and to provide a basis for improvement. The ongoing process of review should include input from members of staff and students. Innovation within the curriculum is expected. Evaluation should ensure that the curriculum is responsive to changes in pharmacy practice as well as to changes in educational technologies, and ensure that an educational setting and methods of instruction exist that maximise the development of effective and efficient learning experiences. Evidence should exist that evaluation outcomes and student achievement data are applied to modify or revise the curriculum.*

*The curriculum should be reviewed continually in order to assure that an overlap between subject areas is eliminated.*

#### B. Self-Assessment by School

11.1 There is a system of curriculum review.

Exceeds compliance

Complies

Partially complies

Does not comply

11.2 Review of the curriculum makes provision for:

11.2.1 co-ordination of course material.

Exceeds compliance

Complies

Partially complies

Does not comply

11.2.2 minimisation of unwarranted repetition.

Exceeds compliance

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Complies

Partially complies

Does not comply

11.2.3 addition of new content.

Exceeds compliance

Complies

Partially complies

Does not comply

11.2.4 deletion of outdated or irrelevant content.

Exceeds compliance

Complies

Partially complies

Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by the School could include:*

- *Details of the system of curriculum review;*
- *Evidence that the curriculum is consistent with the mission of the Faculty/School/Department*



## CHAPTER 12

### 12. TEACHING AND LEARNING PROCESSES

#### A. Guidelines of Council

*The Faculty/School/Department is expected to address the ways in which curricular content is taught and learnt in the student's achievement of professional competencies and outcomes. Accordingly, attention is expected to be given to teaching efficiencies and effectiveness. Educational techniques and technologies should be appropriately integrated to support the achievement of professional competencies and outcomes and to meet the needs of diverse learners. Evidence should be provided that the educational process involves students as active, self-directed learners and should show transition from dependent to independent learning as student's progress through the curriculum.*

#### B. Self-Assessment by School

12.1 The educational process ensures that students are afforded a broad conceptual mastery of professional practice through the integration of subject matter, literature, theory and practice.

Exceeds compliance	<input type="checkbox"/>
Complies	<input type="checkbox"/>
Partially complies	<input type="checkbox"/>
Does not comply	<input type="checkbox"/>

#### C. Comments and information provided by the School

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*Supportive documentation to be supplied by school could include details of approaches to teaching and learning.*





## CHAPTER 13

### 13. STUDENT EVALUATION

#### A. Guidelines of Council

*The Faculty/School/Department should establish principles and methods for the evaluation of student achievement. A variety of evaluation measures should be systematically and sequentially applied throughout the professional programme in pharmacy. Assessments should measure cognitive learning, mastery of essential practice skills and the ability to use data in realistic problem solving.*

#### B. Self-Assessment by School

13.1 Examination papers are of an acceptable standard.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

13.2 Use is made of methods of evaluation that are applicable to the programme.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

13.3 Use is made of external examiners/moderators.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply



**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by school could include details of-*

- *Internal examiners/moderators;*
- *List of examiners/moderators for the November examination last year;*
- *Number and duration of examination papers;*
- *Means of assessing students' performance in the practical part of each subject;*
- *Ratio of practical to theory marks;*
- *Criteria for a pass in each subject;*
- *Examination security;*
- *Number of tests and examinations per year in each subject;*
- *Are supplementary examinations held;*
- *An indication of frequency of progress assessments/tests during the year*
- *Types of evaluations conducted e.g. written, oral, assessments*
- *Examination results;*
- *Analysis of subject passes and failures.*



## CHAPTER 14

### 14. STUDENT AFFAIRS: ORGANISATION WITHIN THE FACULTY/SCHOOL/DEPARTMENT

#### A. Guidelines of Council

*An organisational element within the Faculty/School/Department should be devoted to student affairs. The Dean/Head is expected to provide leadership in the development and provision of student services, including activities intended to develop professional attitudes and values and to otherwise foster the professionalization of students. There should be close co-operation between the Faculty/School/ Department and University Student Services.*

#### B. Self-Assessment by School

14.1 There is a programme for the development, provision and maintenance of a student service

- |                    |                          |
|--------------------|--------------------------|
| Exceeds compliance | <input type="checkbox"/> |
| Complies           | <input type="checkbox"/> |
| Partially complies | <input type="checkbox"/> |
| Does not comply    | <input type="checkbox"/> |

14.2 The programme provides academic advice and personal and career-pathway counselling for students.

- |                    |                          |
|--------------------|--------------------------|
| Exceeds compliance | <input type="checkbox"/> |
| Complies           | <input type="checkbox"/> |
| Partially complies | <input type="checkbox"/> |
| Does not comply    | <input type="checkbox"/> |

14.3 The programme provides for the professionalisation of students into the pharmacy profession.

- |                    |                          |
|--------------------|--------------------------|
| Exceeds compliance | <input type="checkbox"/> |
| Complies           | <input type="checkbox"/> |
| Partially complies | <input type="checkbox"/> |

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*Supportive documentation to be supplied by school could include details of-*

- *Student activities;*
- *Student representation;*
- *Special facilities e.g. common rooms.*

## CHAPTER 15

### 15. ADMISSION CRITERIA, POLICIES AND PROCEDURES

#### A. Guidelines of Council

*The Faculty/School/Department is expected to establish criteria, policies and procedures for admission to the professional programmes. These criteria, policies and procedures should be published in clearly stated terms and made available to students and prospective students.*

*Admission criteria should include information regarding the satisfactory completion of secondary education requirements, including subjects required for admission to the professional programme.*

*In the event of selection of students to the professional programme, the selection criteria should be clearly stated and made known to prospective candidates.*

#### B. Self-Assessment by School

15.1 Specific criteria, policies and procedures are in use for admission to the professional programmes.

Exceeds compliance

Complies

Partially complies

Does not comply

15.2 Specific criteria, policies and procedures are made known to prospective candidates.

Exceeds compliance

Complies

Partially complies

Does not comply

15.3 All students are selected on equal terms.

Exceeds compliance

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Does not comply	<input type="checkbox"/>

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*Supportive documentation to be supplied by school should include information relating to –*

- *admission criteria, policies and procedures;*
- *student attendance;*
- *post-graduate students.*

## CHAPTER 16

### 16. PROGRESSION OF STUDENTS

#### A. Guidelines of Council

*The Faculty/School/Department should establish and publish criteria, policies and procedures for academic progression as well as for academic probation, dismissal and re-admission. The student's responsibilities and rights, including appeal procedures, should be published and made available.*

#### B. Self-Assessment by School

16.1 There are established criteria, policies and procedures for academic progression as well as for academic probation, dismissal and re-admission.

Exceeds compliance

Complies

Partially complies

Does not comply

16.2 These criteria, policies and procedures are made known to all students.

Exceeds compliance

Complies

Partially complies

Does not comply

16.3 An appeal procedure is in place.

Exceeds compliance

Complies

Partially complies

Does not comply



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*Supportive documentation to be supplied by school should include copies of procedures followed for the progression, probation, dismissal and re-admission of students.*





**CHAPTER 17**

**17. STUDENT REPRESENTATION**

**A. Guidelines of Council**

*The Faculty/School/Department should show evidence that student representation exists on appropriate committees and policy-development bodies of the Faculty/School/Department, including the curriculum committee. Students should be given the opportunity to be heard during regular meetings within the Faculty/School/Department.*

**B. Self-Assessment by School**

17.1 Students are given the opportunity to be represented on committees where they can make a contribution on behalf of the student body.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by school should include information regarding student representation.*

## CHAPTER 18

### 18. STAFF COMPLEMENT: QUANTITATIVE FACTORS

#### A. Guidelines of Council

*The Faculty/School/Department is expected to have sufficient members of staff to meet the comprehensive needs of the Faculty/School/Department, including its responsibilities for the professional programmes, research and scholarship, which includes concern for the profession and public service. A critical nucleus of full-time staff in the respective pharmacy disciplines and in each area of the professional curriculum is required. This nucleus may be complemented by part-time staff, postgraduate students and teaching assistants.*

*There should exist a staff/student ratio sufficient to deliver and evaluate effectively the professional programmes and to provide time for staff to engage in staff development and to pursue research and scholarly activities. The curricular area of pharmacy practice experience requires close supervision of and significant interaction with students and, thus, a greater staff/student ratio should be provided during this aspect of the professional programme.*

#### B. Self-Assessment by School

18.1 Part-time staff, including postgraduate students and teaching assistants, are utilised.

Yes

No

18.2 The majority of staff involved in teaching are full-time members of staff.

Yes

No

18.3 Sufficient numbers of staff are available to meet the needs of the Faculty/School/Department.

Exceeds compliance

Complies

Partially complies

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Does not comply

18.4 There is sufficient full-time teaching staff available to enable members of staff to have time available to be involved in research, scholarly activities, professional development and community service.

Exceeds compliance

Complies

Partially complies

Does not comply

18.5 Adequate numbers of support staff, such as administrative assistants, secretaries, teaching assistants and laboratory technicians, are available for effective operation of the Faculty/School/Department.

Exceeds compliance

Complies

Partially complies

Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by school should include –*

- *student/staff ratio;*
- *number of students per course;*
- *teaching load of each member of staff (contact hours per week)*



## CHAPTER 19

### 19. STAFF COMPLEMENT: QUALITATIVE FACTORS

#### A. Guidelines of Council

*The academic members of staff of the Faculty/School/Department should possess professional and academic expertise in the components of the professional programme for which they are responsible and demonstrate suitable familiarity with current educational philosophy and techniques. Academic members of staff, individually and collectively, are expected to demonstrate a commitment to the mission of the Faculty/School/Department and to the goals and objectives of the professional programmes.*

*The Faculty/School/Department is expected to have an organised professional development programme for all staff, consistent with their respective responsibilities and is expected to demonstrate effectiveness of this professional development programme. The professional development activities should further provide for skills in teaching students and evaluating their progress. In addition, the professional development programme should assist members of staff in efforts to become and remain productive scholars.*

#### B. Self-Assessment by School

19.1 All academic members of staff are adequately qualified for the position they hold and for the subject area in which they teach.

Exceeds compliance

Complies

Partially complies

Does not comply

19.2 All academic members of staff have adequate exposure to practical situations so as to enhance their teaching?

Exceeds compliance

Complies

Partially complies

Does not comply



19.3 All academic members of staff are involved in activities to ensure that they remain abreast of new developments in their area of expertise.

Exceeds compliance

Complies

Partially complies

Does not comply

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by school should include –*

- *a list of all teaching staff (excluding first-year courses) giving the following details: Name, qualifications, experience (teaching and otherwise), rank, research area, publications (during past three years), current projects, overseas visits (during past three years), involvement in fields related to pharmacy, other university involvements, participation in pharmaceutical organisations outside the university;*
- *staff involvement in extra-mural pharmacy practice activities;*
- *staff involvement in continuing education programmes;*
- *participation in pharmaceutical organisations outside the university.*

## CHAPTER 20

### 20. STAFF EVALUATION

#### A. Guidelines of Council

*Established criteria and a defined process should exist for the measurement of performance of each academic member of staff. They should be evaluated for quality and effectiveness, utilising academically accepted criteria, appropriate to the established responsibilities of individual members of staff. Evaluation techniques should involve administrative review, peer review and student evaluations.*

#### B. Self-Assessment by School

20.1 There is a defined process for evaluation of academic members of staff.

- |                    |                          |
|--------------------|--------------------------|
| Exceeds compliance | <input type="checkbox"/> |
| Complies           | <input type="checkbox"/> |
| Partially complies | <input type="checkbox"/> |
| Does not comply    | <input type="checkbox"/> |

20.2 Students are involved in the evaluation of academic members of staff.

- |                    |                          |
|--------------------|--------------------------|
| Exceeds compliance | <input type="checkbox"/> |
| Complies           | <input type="checkbox"/> |
| Partially complies | <input type="checkbox"/> |
| Does not comply    | <input type="checkbox"/> |

#### C. Comments and information provided by the School

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*Supportive documentation to be supplied by school should include details of evaluation system used.*



**CHAPTER 21**

**21. SELF-ASSESSMENT BY ACADEMIC MEMBERS OF STAFF**

**A. Guidelines of Council**

*Academic members of staff should continually evaluate their individual and collective performance. It is essential that they assume responsibility for the continuous improvement of their own teaching, scholarship and service activities.*

**B. Self-Assessment by School**

21.1 A system exists whereby academic members of staff continually evaluate their individual and collective performance.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

**C. Comments and information provided by the School**

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## CHAPTER 22

### 22. PHYSICAL FACILITIES

#### A. Guidelines of Council

*The physical facilities of the Faculty/School/Department should be adequate to achieve the stated mission. Essential physical facilities include offices for administrative and academic members of staff, teaching and research laboratories, lecture rooms, small classrooms, conference rooms, student amenities and programme support areas. The physical facilities should be adequately equipped, well-maintained and provide a reasonably attractive environment for teaching and learning. The teaching facilities, including general and specialised laboratories, should be sufficient in number and adequate in size to accommodate the student body. Equipment for computer and laboratory work should be available so as to provide individual learning experiences and should be available in a quantity sufficient to provide each student with the opportunity for participation. Physical facilities, instrumentation and supplies should be adequate to support the research and scholarly activities of the Faculty/School/ Department.*

*Offices of staff should provide privacy for study, for counselling and advising of students. Adequate facilities should be available for support staff, including offices for administrative staff.*

*There should be adequate store room facilities for housing of equipment and supplies.*

*The necessary environment, including facilities for practice simulations, should be available in order to provide students with practical and simulated pharmaceutical care experiences.*

*Adequate space should be provided for student activities, such as meeting rooms, study areas and lounges.*

*Proper and adequate animal facilities, complying with all requirements, should be available to carry out teaching and other programmes. Development and maintenance of such facilities are expected to meet acceptable standards.*

*Access to specialised resources is necessary to support the professional programme in pharmacy, in accordance with specific curricular needs. Illustrative of such resources are a drug information centre, computer laboratories and pharmaceutical technology laboratory.*

#### B. Self-Assessment by School



22.1 The physical facilities are adequate to achieve the stated mission of the Faculty/School/Department.

Exceeds compliance

Complies

Partially complies

Does not comply

22.2 Provision is made for adequate -

22.2.1 Offices for academic members of staff

Exceeds compliance

Complies

Partially complies

Does not comply

22.2.2 Offices for administrative members of staff

Exceeds compliance

Complies

Partially complies

Does not comply

22.2.3 Teaching laboratories

Exceeds compliance

Complies

Partially complies

Does not comply

22.2.4 Research laboratories

Exceeds compliance



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Complies

Partially complies

Does not comply

### 22.2.5 Lecture rooms

Exceeds compliance

Complies

Partially complies

Does not comply

### 22.2.6 Small classrooms

Exceeds compliance

Complies

Partially complies

Does not comply

### 22.2.7 Conference rooms

Exceeds compliance

Complies

Partially complies

Does not comply

### 22.2.8 Student amenities

Exceeds compliance

Complies

Partially complies

Does not comply

### 22.2.9 Professional programme support areas

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Complies	<input type="checkbox"/>
Partially complies	<input type="checkbox"/>
Does not comply	<input type="checkbox"/>

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by school should include details of space, facilities and equipment available eg.*

- *lecture rooms – number, capacity*
- *laboratories – number, capacity, purpose, special features*
- *other rooms – offices, stores, cold rooms, projection rooms, dark rooms, etc*
- *general expansion and development plans*
- *list of major equipment accessible to undergraduates in pharmacy or other departments – indicate degree of availability. Please do not list single items but only total number, i.e. 10 waterbaths.*



## CHAPTER 23

### 23. PRACTICE FACILITIES

#### A. Guidelines of Council

*The Faculty/School/Department should have practice facilities of adequate number and appropriate nature to support the Pharmacy Practice experience section of the curriculum. Practice facilities should include appropriate in-patient and other environments of institutional practice and ambulatory care settings, including community pharmacies. Suitable facilities should be available to support other areas of practice experience in a range of practice settings, including medical speciality care areas, in-home care, health maintenance organisations, managed care, extended care and other health care facilities. Firm administrative arrangements should exist between the Faculty/School/Department and their practice affiliates.*

#### B. Self-Assessment by School

23.1 The Faculty/School/Department has practice facilities of an adequate number and appropriate nature to support the Pharmacy Practice experience area of the curriculum.

Exceeds compliance

Complies

Partially complies

Does not comply

23.2 The Faculty/School/Department has formal agreements with its practice affiliates.

Exceeds compliance

Complies

Partially complies

Does not comply

#### C. Comments and information provided by the School



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*Supportive documentation to be supplied by school could include information relating to facilities available to support the Pharmacy Practice experience section of the.*



## CHAPTER 24

### 24. LIBRARY AND LEARNING RESOURCES

#### A. Guidelines of Council

*Library and learning resources should be available and accessible to the Faculty/School/Department that are sufficient to support the professional programmes in pharmacy and to provide for research and scholarly activities in accordance with the mission of the Faculty/School/Department. The collection of books, services and staff should be adequate to meet the needs of students and members of staff; holdings should be current with an established mechanism for review and updating; the physical facilities should adequately house the library's print and non-print holdings and provide sufficient study and reading space for students and members of staff. The Faculty/ School/Department should demonstrate that these resources are fully incorporated and utilised in the teaching and learning processes.*

*The library should be under the direction of a professional librarian. An organised programme should exist to acquaint students with the effective and efficient use of the library as well as with the use of information storage and retrieval techniques. Search capabilities, inter-library loans and other methods of access to materials, not in the collection, should be explained.*

#### B. Self-Assessment by School

24.1 Library facilities are adequate.

- |                    |                          |
|--------------------|--------------------------|
| Exceeds compliance | <input type="checkbox"/> |
| Complies           | <input type="checkbox"/> |
| Partially complies | <input type="checkbox"/> |
| Does not comply    | <input type="checkbox"/> |

24.2 Holdings within the library are current and relevant to the professional programmes offered by the Faculty/School/ Department.

- |                    |                          |
|--------------------|--------------------------|
| Exceeds compliance | <input type="checkbox"/> |
| Complies           | <input type="checkbox"/> |
| Partially complies | <input type="checkbox"/> |
| Does not comply    | <input type="checkbox"/> |



24.3 Sufficient reading and study space are available to students and staff.

Exceeds compliance

Complies

Partially complies

Does not comply

24.4 The library resources are fully incorporated and utilised in the teaching and learning process.

Exceeds compliance

Complies

Partially complies

Does not comply

24.5 The library is under the direction of a professional librarian.

Exceeds compliance

Complies

Partially complies

Does not comply

24.6 An organised programme exists to enable students and new members of staff to utilise the library effectively and efficiently.

Exceeds compliance

Complies

Partially complies

Does not comply

24.7 Provision is made for search capabilities, inter-library loans and other methods for access to materials not in the collection of the library.

Exceeds compliance





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Complies	<input type="checkbox"/>
Partially complies	<input type="checkbox"/>
Does not comply	<input type="checkbox"/>

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by school should include information relating to -*

- *list of journals kept in library;*
- *statistics of library use;*
- *any other information available;*
- *the size and budget of the departmental library*
- *the main library*
- *access to electronic information sources*



**CHAPTER 25**

**25. FINANCIAL RESOURCES**

**A. Guidelines of Council**

*Financial resources of the Faculty/School/Department should be adequate so that continuing operation of the professional programmes in pharmacy is assured at an acceptable level. A budget should be available that provides for programmatic needs, including staff resources, materials and supplies, staff development and evaluation for purposes of programme effectiveness. The Faculty/School/ Department should augment budgetary resources with programmes of private donations and other extra mural support for programme development and enrichment.*

**B. Self-Assessment by School**

25.1 The financial resources of the Faculty/School/Department are adequate for the continuing operation of the professional programmes.

- Exceeds compliance
- Complies
- Partially complies
- Does not comply

25.2 The Faculty/School/Department augments its budget resources with programmes of private donations and other extra mural support.

- Yes
- No

**C. Comments and information provided by the School**

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*Supportive documentation to be supplied by school could include details of financial resources and annual budget.*



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**CHAPTER 26**

**26. ADDITIONAL NOTES**

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## COURSE MODULES

Please attach the proposed modules comprising the course. With each module, provide a full description of what learning will take place.

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## SCHEMATIC REPRESENTATION OF THE RELATIONSHIP BETWEEN MODULES

Please complete the template of the required information outlining the course / programme.

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## SUPPORTING DOCUMENTATION AND APPLICABLE FEES

I, the above applicant, submit the following in support of my application:

- a) documentary evidence as indicated in the form
- b) fee for a new provider of Bachelor of Pharmacy Course/Programme:  
**R96, 866.00** (VAT incl.).
- c) fee for the approval of a Bachelor of Pharmacy Course/Programme:  
**R31, 352.00** (VAT incl.)

**(refer note A)**

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Note A: Fees subject to change without further notification

## DECLARATION

I, the above applicant, declare that:

- a) I herewith include (5 copies) of the applicable documentation/fee(s) mentioned above; and
- b) The information furnished herewith is true and correct.

**Applicant's signature:**

**Application Date:**

### PLEASE NOTE:

- (1) THIS APPLICATION IS VALID FOR 60 DAYS FROM THE DATE OF RECEIPT BY THE OFFICE OF THE REGISTRAR. SHOULD YOU FAIL TO SUBMIT ALL THE REQUIRED SUPPORTING DOCUMENTATION AND FEES/PROOF OF PAYMENT OF FEES WITHIN 60 DAYS OF THIS APPLICATION, THE APPLICATION WILL BE INVALID AND ALL FEES (EXCLUDING ANNUAL FEE) THAT MAY HAVE BEEN PAID HEREWITH SHALL BE FORFEITED.
- (2) PLEASE REQUEST A PROFORMA INVOICE FOR THE FEES PAYABLE.
- (3) COUNCIL WILL EVALUATE TWO SUBMISSIONS OF A COURSE (I.E. THE INITIAL SUBMISSION AND ONE RE-SUBMISSION), THEREAFTER A FEE EQUAL TO THE APPLICATION FEE WILL BE LEVIED FOR ANY SUBSEQUENT RESUBMISSION.
- (4) THE PROVIDER IS REQUIRED TO ENSURE THAT THE COURSE MATERIAL IS EDITED BY A LANGUAGE PRACTITIONER PRIOR TO SUBMISSION TO COUNCIL.





## **The South African Pharmacy Council**

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# **THE SOUTH AFRICAN PHARMACY COUNCIL**

## **A TEMPLATE OF THE REQUIRED INFORMATION**

**FOR THE PURPOSE OF DESKTOP EVALUATION OF THE CURRICULUM LEADING TO THE AWARDING OF A B. PHARM DEGREE IN TERMS OF SECTION 34 OF THE PHARMACY ACT, 1974, (ACT NO 53 OF 1974)**

## 1. LEARNING ASSUMED TO BE IN PLACE

1.1 Specify the actual knowledge and skills base the learner will need to have in order to be able to embark on a learning programme:

CRITERION	DETAIL / SUBJECT	ADMISSION POINT SCORE (APS) / GRADE
Minimum APS	N/A	
<b>Required NSC subjects</b> (Only complete as many subjects as per institutional requirements. Insert additional rows if required.)		
Subject 1 and score		
Subject 2 and score		
Subject 3 and score		
Subject 4 and score		
Subject 5 and score		
<b>Other requirements</b> (If any. Insert additional lines if required)		

## 2. QUALIFICATION RULES

2.1 Provide the structure of the curriculum to show the allocation of modules into fundamental, core and elective components and their credit value.

YEAR OF STUDY	MODULE NAME	MODULE CODE	CREDIT VALUE
<b>2.1.1 Minimum of credits 480 (Use one line per module. Insert additional lines if required)</b>			

YEAR OF STUDY	MODULE NAME	MODULE CODE	CREDIT VALUE
<b>2.1.2 Fundamental modules</b> (Use one line per module. Insert additional lines if required)			
<b>Total number of credits</b>			
<b>2.1.3 Core modules</b> (Use one line per module. Insert additional lines if required)			
<b>Total number of credits</b>			
<b>2.1.4 Elective modules</b> (Use one line per module. Insert additional lines if required)			
<b>Total number of credits</b>			

2.2 Provide the structure of the curriculum to show the allocation of modules at the discretion of the prospective provider

YEAR OF STUDY	MODULE NAME	MODULE CODE	CREDIT VALUE

### 3. EXIT LEVEL OUTCOMES (ELOs) IN RELATION TO THE CURRICULUM

**ALL CORRESPONDENCE TO BE ADDRESSED TO THE REGISTRAR**



Provide all the module codes that cover the ELOs and specify the number of credits allocated to each ELO. Please motivate if the number of credits per ELO deviates by more than 20% from the required credits.

EXIT LEVEL OUTCOMES	CREDIT VALUE	MODULE CODES (Write one module code per line. Insert additional lines if required)	Applicable current legal and ethical requirements pertaining to pharmacy practice
3.1.1 Integrate and apply foundational scientific principles and knowledge to pharmaceutical sciences. Range of scientific principles and knowledge includes, but is not limited to: Chemistry, microbiology, biochemistry, mathematics, physics, physiology, pathophysiology, anatomy, social and behavioural sciences, including biomedical ethics.			
<b>3.1.2 Subject/Courses</b>			
Chemistry			
Microbiology			
Biochemistry			
Mathematics			
Physics			
Physiology			
Pathophysiology			
Anatomy			
Social and Behavioural Sciences			
Biomedical Ethics			
Other (academic literacy)			
<b>Total</b>			
3.1.3 Apply integrated knowledge of product development and formulation in the compounding, manufacturing, distribution and dispensing of pharmaceutical products			



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3.1.4 Compound, manipulate and prepare medication in compliance with Good Pharmacy Practice (GPP) rules, Good Manufacturing Practice (GMP) and/or Good Clinical Practice (GCP) guidelines.			
3.1.5 Manage the manufacture, packaging and registration of pharmaceutical products in compliance with GMP and GCP. <ul style="list-style-type: none"> <li>• Range of pharmaceutical products includes, but is not limited to: medicines, veterinary products, biological products.</li> </ul>			
3.1.6 Manage the logistics of the selection, procurement, storage, distribution and disposal of pharmaceutical products.			
3.1.7 Dispense medication and ensure optimal pharmaceutical care for the patient in compliance with GPP and, where applicable, GCP. <ul style="list-style-type: none"> <li>• Range of dispensing process includes, but not limited to: interpretation and evaluation, preparation and labelling, provision of information and instructions, therapeutic intervention and supply of medicines to the patient and monitoring of compliance.</li> </ul>			
3.1.8 Apply a pharmaceutical care management approach to ensure rational medicine use.			
3.1.9 Initiate and/or modify therapy, where appropriate, within the scope of practice of a pharmacist and in accordance with GPP and GCP, where applicable.			



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3.1.10 Promote public health.			
3.1.11 Integrate and apply management principles in the practice of pharmacy.			
3.1.12 Participate in research			

**4. DETAILED MODULE CONTENT AND LEARNING OUTCOMES WITH REFERENCE TO ASSESSMENT CRITERIA**

Provide the module names and codes that constitute the programme and for each module specify the associated assessment criteria.

(Write one module name and module code per line. Insert additional lines if required)

<b>MODULE NAME</b>	<b>MODULE CODE</b>	<b>ASSESSMENT CRITERIA</b>
<i>Example-</i> Physics for Pharmacists	ZTM121	1.1, 1.2, 2.1, 2.2

## 5. CRITICAL CROSS-FIELD OUTCOMES IN RELATION TO THE CURRICULUM

### 5.1 Provide module codes where the critical cross-field outcomes are found

CRITICAL CROSS-FIELD OUTCOMES	MODULE CODES (Write one module code per line. Insert additional lines if required)
<p><b>1.</b> Identify, analyse and solve problems related to the provision of pharmaceutical care using creative approaches</p>	    
<p><b>2.</b> Work effectively with others as a member of a team of health care professionals in applying pharmaceutical care management principles.</p>	    
<p><b>3.</b> Organise and manage activities responsibly and effectively in contributing to the institution and broader community</p>	    
<p><b>4.</b> Collect, analyse, organise and critically evaluate information in using evidence-based approaches in provision of services and information to develop a pharmaceutical product or enhance pharmaceutical care programmes and services</p>	    
<p><b>5.</b> Communicate effectively using visual, mathematical and/or language skills in the modes of oral, written and/or practical presentation in a sustained discourse.</p>	    
<p><b>6.</b> Use science and technology, including informatics, in pharmacy effectively and critically, showing responsibility towards the environmental and health of others by promoting ethical conduct in all</p>	   

contexts	
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation	

**5.2** Describe the teaching and learning strategy / strategies for different modules or clusters of modules. (Write one module name and code per line. Insert additional lines if required)

MODULE TYPE	MODULE NAME(S) AND CODE (S)	TEACHING AND LEARNING STRATEGIES
<b>Theoretical and practical modules</b>	<i>Example:</i> 1. Physics for Pharmacists, ZTM121	<i>Example:</i> Traditional lecture presentation using electronic media where theory and application will be presented, group discussions.
<b>Work-based learning modules</b>		

**6. ASSESSMENT AND MODERATION**

Indicate how assessment methods are aligned to outcomes, referring also to the mode of delivery, level and needs of students. Specify how moderation is carried out and when external moderation takes place.

MODULE NAME AND CODE	ASSESSMENT METHODS (specify a method per module)	MODERATION (State whether internal or external:	Formative/Summative (examples of assessments where required	Compliance with institutional requirements relating to quality assurance in the



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		evidence will be required during the visits)	by SAPC).	<b>assessment process</b> (evidence to be required during the visit)
<b>Theoretical assessment:</b> (List one module name and code per line. Insert additional lines if required)				
<i>Example:</i> 1. Physics for Pharmacists, ZTM121	<i>Example:</i> Formative and summative assessments with weightings of 33% and 67% respectively. Formative assessment consists of a semester test, assignments, weekly practicals and oral...	<i>Example:</i> Internal moderation.		
<b>Practical assessment:</b> (List one module name and code per line. Insert additional lines if required)				
<b>Work-based assessment:</b> (List one module name and code per line. Insert additional lines if required)				
<b>Research modules assessment:</b> (List one module name and code per line. Insert additional lines if required)				



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**7. STRUCTURED EXPERIENTIAL LEARNING**

<b>TYPE OF EXPERIENTIAL LEARNING</b>	<b>MODULE NAME</b>	<b>MODULE CODE</b>	<b>UNIVERSITY'S RESPONSIBILITIES</b>	<b>PERIOD OF STRUCTURED EXPERIENTIAL LEARNING</b>
				<b>TOTAL</b>