South African Pharmacy Council

Accreditation/monitoring visit instrument for Skills Development Provider

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INTRODUCTION

The Skills Development Act, 97 of 1998, as amended defines a Skills Development Provider (SDP) as a provider of an occupational learning programme.

SDPs (hereafter referred to as providers) are at the base of the education and training system in that they are the organisations that actually engage in teaching and learning and deal directly with learners, the "clients" whom the education and training system is meant to serve. It is, therefore, of critical importance that providers develop quality management systems (QMS), and that they receive the necessary support in order to operate within the National Qualifications Framework (NQF).

The Quality Council for Trades and Occupations (QCTO) has published the "Policy on accreditation of skills development providers" which providers should satisfy for the purpose of accreditation.

Assessment Quality Partners (AQPs) are accredited by the QCTO to monitor and audit the provision, assessment and achievement of part or whole qualifications. SDPs will be required to present their learning programmes to the AQP for evaluation.

AQPs may audit providers to collect evidence about one, or a combination, of the following reasons:

- The systems put in place by a provider to assure the quality of its services
- Learning processes, provider's competence and resources
- Assessment of learning by providers of learning opportunities
- What has been learned, achieved, or is already known, through assessing the learner
- The degree to which access, mobility, progression and redress have been enhanced

This document serves as a guideline to be used during a visit to a provider in terms of Section 34 of the Pharmacy Act, 53 of 1974, as amended, or by the South African Pharmacy Council (SAPC) in its capacity as an AQP.

This document incorporates the policies and procedures for the approval and accreditation of providers by the SAPC-AQP. This document deals particularly with learning programmes leading to a certificate of qualification for pharmacy support personnel. It also incorporates guidelines for the development of training programmes by providers, as well as the assessment of learners.

The minimum requirements for the approval of providers of learning programmes for pharmacy support personnel are based on the "Policy on accreditation of skills development providers" as published by the QCTO.

The provider is required 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 provider.

The evaluator appointed by the SAPC-AQP will evaluate the provider and the learning programmes against the same criteria during a visit to the provider.

Following the visit, a report will be prepared by the SAPC-AQP, which includes the input provided by the provider following the self-assessment, and the findings of the moderator of the SAPC-AQP. Recommendations, where necessary, will also be included.

This document applies to the rendering of the following learning programmes:

1. Pharmacist's Assistant (Basic): Part qualification
2. Pharmacist's Assistant (Post-Basic): Part qualification
3. Pharmacy Technician: Qualification

The sections and references that deal with pharmacy technician are implementable subject to the publication of amendments to the relevant regulations.

Instructions for completion of the instrument

This form should be submitted when an application is being made to the South African Pharmacy Council (SAPC) for the accreditation/re-accreditation of an SDP.

Responses should be succinct but must address explicitly matters drawn to the applicant's attention by the SAPC at earlier stages of the accreditation process. Responses should include proposals about actions that will be taken to address any weaknesses or deficiencies it has identified. A method of self-assessment may include a risk analysis against each standard.

Some information may lend itself to being compiled in quantitative and/or tabulated form; as such, recommended tables are provided in appendices for this purpose. Where reference has been made to these tables (or other tables) and other documents, please reference these in the relevant response section for each standard.

PART I: ACCREDITATION/MONITORING VISIT COVER SHEET

Provider Name	
R-number	

Address	

Please provide additional address if delivered in more than one campus

Tick where appropriate

Programme(s)		

Head of the SDP's contact details	
Name	
Title	
P-number	
Telephone number	
Email address	

Alternate contact (optional)	Programme coordinator's contact details (where applicable)
Name of Programme	
Designation	
Name	
Title	
P-number	
Telephone	
Email	
Address (if different to above)	

Date of submission	
Date of last accreditation/monitoring visit	
Date of current accreditation/monitoring visit	

Provider Registered with DHET	YES	
	NO	
If the answer is NO explain below:		

Upload a copy of the DHET registration.

Does the Provider have a valid tax clearance certificate issued by the South African Revenue Service (SARS)	YES	
	NO	
If the answer is NO explain below:		

Upload a copy of the valid SARS tax clearance certificate.

PART II: BACKGROUND AND OVERVIEW

Please provide a background or history on the development of the programme(s) giving an overall understanding of how the development and implementation of the programme(s) has progressed and future plans.

(a)   History of the programme
Supply a narrative (maximum 300 words)

(b)   Implementation of the programme
Supply a narrative (maximum 300 words)

(c)   Challenges experienced with the implementation of the programme
Supply a narrative (maximum 300 words)

(d)   Will some or all the activities be outsourced? Yes/No

If YES, provide comprehensive Memoranda of Understanding (MoU), detailing the following:

(i) details of delegated functions to the multiple sites;
(ii) the details of facilities from which the functions will be carried out;
(iii) the responsible person at the different site(s);
(iv) the Service Level Agreement(s) (SLAs) between the accredited provider at the address registered with Council and the remote sites;
(v) measures that are taken by the accredited provider at the address registered with Council to ensure that the SLAs are adhered to.

(e)   Will the activities be provided at multiple sites? Yes/No

If YES, the following must be provided:

(i) details of delegated functions of the multiple sites;
(ii) the details of facilities from which the functions will be carried out;
(iii) the responsible person at the different site(s);
(iv) measures that are taken by the accredited at the address registered with Council to ensure adherence to Council requirements.

Complete the enrolment plan and enrolment data tables per qualification where applicable.

Table 1: Enrolment plan for part qualification: Pharmacist's Assistant (Basic)

	Current year 20__	Current +1	Current +2	Current +3	Current +4	Current +5
New learners						

Table 2: Enrolment plan for part qualification: Pharmacist's Assistant (Post-Basic)

	Current year 20__	Current +1	Current +2	Current +3	Current +4	Current +5
New learners						

Table 3: Enrolment plan for qualification: Pharmacy Technician

	Current year 20__	Current +1	Current +2	Current +3	Current +4	Current +5
New learners						

Table 4: Enrolment data for part qualification: Pharmacist's Assistant (Basic)

Year	Year of study	Female Registered Learners (number)						Total Female Registered Learners (number)	Male Registered Learners (number)						Total Male Registered Learners (number)	Total Registered Learners (number)
		South African					International		South African					International		
		Black	Coloured	Indian	White	Other			Black	Coloured	Indian	White	Other			
Year of Visit 20__	Year 1															
Year of Visit 20__	Year 2															
Year of Visit 20__	Year 3															
Year of Visit 20__	Year 4															

Table 5: Enrolment data for part qualification: Pharmacist's Assistant (Post-Basic)

Year	Year of study	Female Registered Learners (number)						Total Female Registered Learners (number)	Male Registered Learners (number)						Total Male Registered Learners (number)	Total Registered Learners (number)
		South African					International		South African					International		
		Black	Coloured	Indian	White	Other			Black	Coloured	Indian	White	Other			
Year of Visit 20__	Year 1															
Year of Visit 20__	Year 2															
Year of Visit 20__	Year 3															
Year of Visit 20__	Year 4															

Table 6: Enrolment data for qualification: Pharmacy Technician

Year	Year of study	Female Registered Learners (number)						Total Female Registered Learners (number)	Male Registered Learners (number)						Total Male Registered Learners (number)	Total Registered Learners (number)
		South African					International		South African					International		
		Black	Coloured	Indian	White	Other			Black	Coloured	Indian	White	Other			
Year of Visit 20__	Year 1															
Year of Visit 20__	Year 2															
Year of Visit 20__	Year 3															
Year of Visit 20__	Year 4															

Complete throughput data tables per qualification where applicable

THROUGH-PUT DATA SINCE THE LAST VISIT
Year of enrolment (entry):

Table 7: Graduate information for part qualification: Pharmacist's Assistant (Basic)

	Female						Male						Total
	South African					International	South African					International	
	Black	Coloured	Indian	White	Other		Black	Coloured	Indian	White	Other		
n=year of last visit													
Year n+1													
Year n+2													
Year n+3													
Total													

Table 8: Graduate information for part qualification: Pharmacist's Assistant (Post-Basic)

	Female						Male						Total
	South African					International	South African					International	
	Black	Coloured	Indian	White	Other		Black	Coloured	Indian	White	Other		
n=year of last visit													
Year n+1													
Year n+2													
Year n+3													
Total													

Table 9: Graduate information for qualification: Pharmacy Technician

	Female						Male						Total
	South African					International	South African					International	
	Black	Coloured	Indian	White	Other		Black	Coloured	Indian	White	Other		
n=year of last visit													
Year n+1													
Year n+2													
Year n+3													
Total													

Complete the drop out data per qualification where applicable.

Table 10: Drop out information for part qualification: Pharmacist's Assistant (Basic)

| | Dropped out | | | | | | TOTAL |
	Black	Coloured	Indian	White	Other	International	
n= year of last visit							
Year n+1							
Year n+2							
Year n+3							
Total							

Table 11: Drop out information for part qualification: Pharmacist's Assistant (Post-Basic)

| | Dropped out | | | | | | TOTAL |
	Black	Coloured	Indian	White	Other	International	
n= year of last visit							
Year n+1							
Year n+2							
Year n+3							
Total							

Table 12: Drop out information for qualification: Pharmacy Technician

| | Dropped out | | | | | | TOTAL |
	Black	Coloured	Indian	White	Other	International	
n= year of last visit							
Year n+1							
Year n+2							
Year n+3							
Total							

PART III

Vision, mission and planning

The provider must have a clearly articulated vision and mission and show that a strategic planning and evaluation process is used to measure the achievement of relevant objectives.

(a)   Do you have a vision and mission? Yes/No

      If YES, provide evidence. If NO, provide an explanation (maximum 300 words)

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(b)   Describe the institution's approach to planning.
      (maximum 150 words)

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(c)   Do you undertake continuous planning? Yes/No

      If NO, provide an explanation (maximum 300 words)

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(d) How often is planning undertaken?

Tick where appropriate

Quarterly	
Six monthly	
Annually	
Biennially	
Other (Provide details)	

Upload/Provide evidence to support your approach to planning:

Organisation and administration

The provider's organisation and support within the organisational structure, its relationships with other organisations and external practice and research entities, and its internal organisation, leadership, and governance, must be developed and function in a manner that fosters its mission and goals.

(a) Provide a comprehensive organogram which clearly defines units and shows lines of responsibilities, accountability and communication within the provider.

(b) Does the provider have authority / autonomy to design, develop, deliver and evaluate the programme? Yes/No

If YES, provide evidence. If NO, provide an explanation.

(c) **Provide a narrative or a flow diagram illustrating the curriculum approval process in your institution.** (maximum 600 words)

(d) **Does the provider have structure to support the development of relationships with internal stakeholders? Yes/No**

Provide an explanation (maximum 150 words)

(e) **Does the provider have structures to support development of relationships with external stakeholders? Yes/No**

If YES, provide evidence. If NO, provide an explanation (maximum 150 words)

NB: It is recommended that the Programme Coordinator be a pharmacist registered with the SAPC who is qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities and service.

(f) **Provide a structured CV of the Programme Coordinator.**

(g)   Provide a flow diagram of the upward reporting lines of the Programme Coordinator.

Work-Based Learning

In pharmacy education, Work-Based Learning (WBL) must integrate, apply, reinforce and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. The objectives for each WBL experience, and the responsibilities of the learner, supervisor and site, must be defined.

The provider must have active and ongoing partnerships or associations with relevant professional, government, health, and/or community agencies through which matters of mutual interest are addressed.

(a)   Tick where appropriate

	Yes	No
Formal relationships exist with healthcare providers, practitioners and services to facilitate access to appropriate experiential placements.		

(b)   Please upload agreements for WBL.

   If NO, provide an explanation (maximum 300 words)

This section must be completed to describe WBL for an individual learner in each year of study.

Table 13: Work-based learning placement information for part qualification: Pharmacist's Assistant (Basic)

Duration (no. of hours)	Category of pharmacy	Written agreements (Y/N)		Professional indemnity required (Y/N)	
		YES	NO	YES	NO

Table 14: Work-based learning placement information for part qualification: Pharmacist's Assistant (Post-Basic)

Duration (no. of hours)	Category of pharmacy	Year of study	Written agreements (Y/N)		Professional indemnity required (Y/N)	
			YES	NO	YES	NO

Table 15: Work-based learning placement information for qualification: Pharmacy Technician

Duration (no. of hours)	Category of pharmacy	Year of study	Written agreements (Y/N)		Professional indemnity required (Y/N)	
			YES	NO	YES	NO

(c)   How does your provider handle professional indemnity for learners? (maximum 300 words)

(d) **Is WBL formally assessed? Yes/No**

If NO provide an explanation (maximum 300 words)

Note: Provide one set of completed assessments for each sector in which learners are placed.

Facilities and financial, human and physical resources

The provider must have adequate and appropriate physical, educational, human and financial resources and assessment and record-keeping systems in place to deliver high-quality programmes and meet its mission, goals and the accreditation standards.

(a) **Complete the facilities and technical support table.**

Table 16: Facilities and technical support

Room description	Number	
	Shared	Exclusive
Programme Coordinator		
Programme Coordinator's secretary		
Administrative staff office(s)		
Academic staff office(s)		
Technical staff office(s)		
Boardroom/meeting room(s)		
Learners work area(s)		
Ablution facilities		
Teaching room(s)		
Simulation/authentic pharmacy environment		
Clinical simulation laboratory (Clinical teaching facility)		
Computer laboratory(ies) **(not compulsory)**		
Record keeping area/room		
Other (specify)		

(b) **Does the provider have adequate facilities and resources? Yes/No**

If NO, provide details of additional facilities and resources required (maximum 600 words)

(c) **Is the quality of the current facilities sufficient to conduct the programme? Yes/No**

If NO, provide an explanation (maximum 300 words)

(d) **Do the facilities meet the relevant occupational health and safety requirements? Yes/No**

(i)   If YES, please upload the relevant documentation

(ii)   If NO, provide an explanation (maximum 600 words)

(e) **Does the provider have sufficient Human Resources? Yes/No**

If NO, provide details of additional Human Resources required (maximum 600 words)

(f) **Complete the staffing table.**

Table 17: Staffing (quantitative information for Pharmacist's Assistant (Basic)

Staff Complement				Type of employment			
Name	Position	Highest Qualification (completed or in progress)	P-number (if applicable)	Permanent	Contract and the length of the contract	Honorary	% of time* spent on the programme
Registered pharmacist							
Other academic staff							
Administrative staff							
Technical support staff							
Cognate/service department staff							

If involved in only the Pharmacist's Assistant (Basic) programme, indicate 100% time. If also involved in another programme, indicate percentage of time spent on the Pharmacist's Assistant (Basic) course.

Table 18: Staffing (quantitative information) for Pharmacist's Assistant (Post-Basic)

Staff Complement				Type of employment			
Name	Position	Highest Qualification (completed or in progress)	P-number (if applicable)	Permanent	Contract and the length of the contract	Honorary	% of time* spent on the programme
Registered pharmacist							
Other academic staff							
Administrative staff							
Technical support staff							
Cognate/service department staff							

If involved in only the Pharmacist's Assistant (Post-Basic) programme, indicate 100% time. If also involved in another programme, indicate percentage of time spent on Pharmacist's Assistant (Post-Basic) course.

Table 19: Staffing (quantitative information) for Pharmacy Technician

Staff Complement				Type of employment			
Name	Position	Highest Qualification (completed or in progress)	P-number (if applicable)	Permanent	Contract and the length of the contract	Honorary	% of time* spent on the programme
Registered pharmacist							
Other academic staff							
Administrative staff							
Technical support staff							
Cognate/service department staff							

If involved in only the Pharmacy Technician programme, indicate 100% time. If also involved in another programme, indicate percentage of time spent on the Pharmacy Technician course.

Staffing Activities

(g) **Submit an abbreviated CV for each of the academic and technical staff members using the template provided.**

Table 20: Template for abbreviated CV (qualitative information)

FULL NAME
QUALIFICATIONS
AREAS OF EXPERTISE / EXPERIENCE
RANK
RESEARCH ACTIVITY
PEER REVIEWED PUBLICATION IN THE LAST FOUR YEARS
CURRENT PROJECTS
TEACHING ACTIVITIES (MODULES, ETC)
INVOLVEMENT IN FIELDS RELATED TO PHARMACY AND COMMUNITY ENGAGEMENT

Operational Budget

(h) Is the organisation self-sustaining? Yes/No

If NO, what is the organisation's plan to become self-sustaining? (maximum 300 words)

(i) Are the provider's systems to manage and be accountable for its finances fully operational? Yes/No

(j) Complete the finance table.

Table 21: Finance table

Finance Table	Rand Value								
Items	Year of visit (y)	-1	-2	-3	Controlled by provider	Controlled by the provider	Allocated budget	Projected expenditure	Actual expenditure	Variance between actual and the expenditure
Operational Budget allocated										
Capital Equipment Allocation(s)										
Equipment maintenance allocation										
Building and infrastructure maintenance										
Information Technology										
Marketing and recruitment										
Tuition Fees										
Other Sources of Income (Provide Details)										

Delivery of Programmes

The programmes presented by the provider must comply with the curricular requirements of the SAPC and be presented with appropriate delivery, assessment and certification methods. Qualitative aspects of the academic/monitoring visit. Provide the structure of the curriculum to show the allocation of modules into fundamental, core and elective components and their credit value.

In terms of the provision of instruction and training:

- providers, instructors and learners must comply with established timelines (e.g. contact sessions, work-based learning, etc.);
- classes and other contact sessions must occur regularly;
- where applicable, assessment results must be submitted to the SAPC promptly; and
- records must be updated regularly.

The provider must internally moderate at least 25% of formative assessments or a minimum of 3 formative assessments.

The provider must issue statements of internal summative assessment results for modules completed to learners in the form and manner required by the QCTO.

NOTE: The total number of credits must be no less than 362 credits

Table 22: Learning activities and notional learning hours for part qualification: Pharmacist's Assistant (Basic)

ACADEMIC INFORMATION

	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
Lectures										
Tutorials (with tutor/lecturer)										
Practicals and laboratory work										
Practical work-based experience (internships, placements)										
Independent study of specially prepared materials										
Preparation of assignments, preparation for assessments										
Assessments										
Other										
TOTAL NOTIONAL LEARNING HOURS										

Table 23: Further technical information for the part qualification: Pharmacist's Assistant (Basic)

Module code	Exam month	Exam duration	LPW (Lectures Per Week)	TPW (Tutorials Per Week)	HPR (Hours of Practical per Week)	NQF Credits	NQF Level

Table 24: Allocation of modules as knowledge, practical skills and work experience for the part qualification: Pharmacist's Assistant (Basic)

(NOTE: Greyed area to serve as an example on how to compete table 24)

Knowledge Modules Example	Qualification Module Codes	Name of the Module	NQF level	Credit	Provider Module Name	Provider Module Code	Knowledge Topic		Topic Element		Minimum contact time (40% of the notional hours)
	321301000-KM-01	Introduction to the pharmaceutical environment	4	10			Code	Topic	Code	Element	
							KT01	Overview of South African healthcare system	KT0101	Health and wellness	
									KT0102	Health care system (public and private health care systems; burden of disease (e.g. HIV and Aids, tuberculosis, smoking)	
									KT0103	Healthcare providers, healthcare professionals (multi-disciplinary health teams)	
							KT02				
							KT03				
Knowledge Modules							KT04				
	Qualification Module Codes	Name of the Module	NQF level	Credit	Provider Module Name	Provider Module Code	Knowledge Topic		Topic Element		Minimum contact time (40% of the notional hours)
	321301000-KM-01	Introduction to the	4	10							

	Qualification Module Codes	Name of the Module	NQF level	Credit	Provider Module Name	Provider Module Code	Knowledge Topic	Topic Element	Minimum contact time (80% of the notional hours)
Total Credits=25		pharmaceutical environment							
	321301000-KM-02	Stock distribution and control	4	4					
	321301000-KM-05	Non-sterile medicine manufacture	4	6					
	321301000-KM-08	Compounding of non-sterile extemporaneous preparations	4	3					
	321301000-KM-15	General housekeeping	4	2					
Practical Modules **Total Credits=21**	**Qualification Module Codes**	**Name of the Module**	**NQF level**	**Credit**	**Provider Module Name**	**Provider Module Code**	**Knowledge Topic**	**Topic Element**	**Minimum contact time (80% of the notional hours)**
	321301000-PM-01	Manufacture non-sterile medicines Distribute and control stock	4	4					
	321301000-PM-04	Manufacture non-sterile medicines	4	6					
	321301000-PM-07	Compound non-sterile extemporaneous preparations	4	5					
	321301000-PM-12	Perform general housekeeping and administrative tasks in the pharmacy	4	2					
	321301000-PM-18	Operate computers and computer software	4	4					
	Qualification Module Codes	**Name of the Module**	**NQF level**	**Credit**	**Provider Module Name**	**Provider Module Code**	**Knowledge Topic**	**Topic Element**	**Minimum contact time (100% of the notional hours)**

Work Experience Modules **Total Credits=16**	321301000-WM-01 321301000-KM-01	Processes to distribute and control stock	4	5				
	321301000-WM-04	Processes to manufacture non-sterile medicines	4	4				
	321301000-WM-07	Processes to compound non-sterile extemporaneous preparations	4	5				
	321301000-WM-12	Processes to perform general housekeeping and administrative tasks in the pharmacy	4	2				

Table 25: Modules per assessment criteria for the part qualification: Pharmacist's Assistant (Basic)

PROVIDER MODULE NAME				PROVIDER MODULE CODE	ASSESSMENT CRITERIA	

Table 26: Modules that cover ELOs for the part qualification: Pharmacist's Assistant (Basic)

ELO NO.	EXIT LEVEL OUTCOMES	CREDIT VALUE	MODULE CODES (Write one module code per line. Insert additional lines if required.)
ELO 1	Apply scientific knowledge to provide technical support in delivering pharmaceutical services		
ELO 2	Provide technical support for the ordering, managing, despatch and disposal of medicines, scheduled substances, medical supplies and devices in compliance with Good Wholesale and Distribution Practice (GWDP) and legal requirements		
ELO 3	Provide technical support for the manufacture, packaging, and re-packaging of sterile and non-sterile medicines and scheduled substances in compliance with Good Manufacturing Practice (GMP) guidelines under the supervision of a pharmacist		
ELO 4	Provide technical support for the compounding, manipulation and preparation of sterile and non-sterile medicines and scheduled substances (extemporaneous compounding) in compliance with standards as described in the Good Pharmacy Practice (GPP) rules and GMP guidelines under the supervision of a pharmacist		
ELO 5			

	Provide technical support to dispense prescriptions and to sell Schedule 0, 1 and 2 medicines in compliance with legal requirements, including GPP		
ELO 6	Provide technical support in the management of pharmacy resources		

Table 27: Teaching and learning strategies for the part qualification: Pharmacist's Assistant (Basic)

(a)   Describe the teaching and learning strategy/strategies for each module or cluster of modules

MODULE TYPE	MODULE NAME(S) AND CODE(S)	TEACHING AND LEARNING STRATEGIES
Knowledge Modules	*Example:* 1. *Stock receipt and storage*	*Example:* *Traditional presentation using electronic media where theory and application will be presented, group discussions.*
Practical Skill Modules		
Work Experience Modules		

Table 28: Assessment and moderation for the part qualification: Pharmacist's Assistant (Basic)

(b) **Indicate how assessment methods are applied, referring also to the mode of delivery, level and needs of learners. Specify how moderation is performed and stipulate when external moderation takes place.**

MODULE NAME AND CODE	ASSESSMENT METHODS (specify methods per module)	MODERATION (state whether internal or external: evidence will be required during the visits)
Knowledge assessment: (List one module name and code per line. Insert additional lines if required.)		
Practical assessment:		
Work-based assessment:		

Table 29: Assessment mapping for the part qualification: Pharmacist's Assistant (Basic)

Assessment type:		Formative		Summative	
Total marks for assessment					
Provider module	Provider module code	Module subsection	% weighting	Marks (no)	Question no. in assessment paper
		Health and wellness	20	2	Q1,Q2
		Healthcare system	20	2	Q3
					Q4
					Q5
					Q6
					Q7
					Q8
					Q9
					Q10

Table 30: Policy for appointment of external moderators for the part qualification: Pharmacist's Assistant (Basic)

Maximum duration of appointment (years)	
Interval between periods of reappointment (years)	
Qualifications required	

(a)   **Is there a policy in place to ensure the safety and security of examination papers and scripts? Yes/No**

(b)   **Provide a copy of the policy to ensure the safety and security of examination papers and scripts.**

(c)   **Are certification procedures undertaken in accordance with a policy? Yes/No**

(d)   **Provide the policy on certification procedures.**

(e)   **Is record-keeping undertaken in accordance with a policy? Yes/No**

(f)   **Who is responsible for record-keeping?**

Table 31: Learning activities and notional learning hours for the qualification: Pharmacist's Assistant (Post-Basic)

ACADEMIC INFORMATION

	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
Lectures										
Tutorials (with tutor/lecturer)										
Practicals and laboratory work										
Practical work-based experience (internships, placements)										
Independent study of specially prepared materials										
Preparation of assignments, preparation for assessments										
Assessments										
Other										
TOTAL NOTIONAL LEARNING HOURS										

Table 32: Further technical information for the qualification: Pharmacist's Assistant (Post-Basic)

Module code	Exam month	Exam duration	LPW (Lectures Per Week)	TPW (Tutorials Per Week)	HPR (Hours of Practical per Week)	NQF Credits	NQF Level

Table 33: Allocation of modules as knowledge, practical skills and work experience for the qualification: Pharmacist's Assistant (Post-Basic)
(Refer to the example on table 24 on how to complete the table)

Knowledge Modules Total Credits=44	Qualification Module Codes	Name of the Module	NQF level	Credit	Provider Module Name	Provider Module Code	Minimum contact time (40% of the notional hours)
	321301000-KM-03	Stock management	5	4			
	321301000-KM-06	Non-sterile and sterile medicine manufacture	5	6			
	321301000-KM-09	Compounding of non-sterile and sterile extemporaneous preparations	5	4			
	321301000-KM-11	Dispensing	5	12			
	321301000-KM-16	Administration and housekeeping	5	3			
	321301000-KM-17	Body systems, disorders and commonly used medicines	5	15			
Practical Skill Modules **Total Credits=52**	Qualification Module Codes	Name of the Module	NQF level	Credit	Provider Module Name	Provider Module Code	Minimum contact time (80% of the notional hours)
	321301000-PM-02	Manage stock	5	6			
	321301000-PM-05	Manufacture non-sterile and sterile medicines	5	8			
	321301000-PM-08	Compound non-sterile and sterile extemporaneous preparations	5	6			
	321301000-PM-10	Dispense medicines	5	14			
	321301000-PM-13	Perform housekeeping and administrative tasks in the pharmacy	5	3			
	321301000-PM-16	Identify anatomical structures	5	15			
Work Experience Modules	Qualification Module Codes	Name of the Module	NQF level	Credit	Provider Module Name	Provider Module Code	Minimum contact time (100% of the notional hours)
	321301000-WM-02	Processes to manage stock	5	8			
	321301000-WM-05	Processes to manufacture non-sterile and sterile medicines	5	5			

Total Credits=37	321301000-WM-08	Processes to compound non-sterile and sterile extemporaneous preparations	5	6			
	321301000-WM-10	Processes to dispense medicines	5	15			
	321301000-WM-13	Processes to perform housekeeping and administrative tasks in the pharmacy	5	3			

Table 34: Module per assessment criteria for the qualification: Pharmacist's Assistant (Post-Basic)

PROVIDER MODULE NAME				PROVIDER MODULE CODE	ASSESSMENT CRITERIA	

Table 35: Modules that cover ELOs for the qualification: Pharmacist's Assistant (Post-Basic)

ELO NO.	EXIT LEVEL OUTCOMES	CREDIT VALUE	MODULE CODES (Write one module code per line. Insert additional lines if required.)
ELO 1	Apply scientific knowledge to provide technical support in delivering pharmaceutical services		
ELO 2	Provide technical support for the ordering, managing, despatch and disposal of medicines, scheduled substances, medical supplies and devices in compliance with Good		

	Wholesale and Distribution Practice (GWDP) and legal requirements		
ELO 3	Provide technical support for the manufacture, packaging, and re-packaging of sterile and non-sterile medicines and scheduled substances in compliance with Good Manufacturing Practice (GMP) guidelines under the supervision of a pharmacist		
ELO 4	Provide technical support for the compounding, manipulation and preparation of sterile and non-sterile medicines and scheduled substances (extemporaneous compounding) in compliance with standards as described in the Good Pharmacy Practice (GPP) rules and GMP guidelines under the supervision of a pharmacist		
ELO 5	Provide technical support to dispense prescriptions and to sell Schedule 0, 1 and 2 medicines in compliance with legal requirements, including GPP		
ELO 6	Provide technical support in the management of pharmacy resources		

Table 36: Teaching and learning strategies for the qualification: Pharmacist's Assistant (Post-Basic)

(a)   Describe the teaching and learning strategy/strategies for each module or cluster of modules.

MODULE TYPE	MODULE NAME(S) AND CODE(S)	TEACHING AND LEARNING STRATEGIES
Knowledge Modules	*Example:* 1. *Stock receipt and storage*	*Example:* *Traditional presentation using electronic media where theory and application will be presented, group discussions.*
Practical Skill Modules		
Work Experience Modules		

Table 37: Assessment and moderation for the qualification: Pharmacist's Assistant (Post-Basic):

(a)   Indicate how assessment methods are applied, referring also to the mode of delivery, level and needs of learners. Specify how moderation is performed and stipulate when external moderation takes place.

MODULE NAME AND CODE	ASSESSMENT METHODS (specify methods per module)	MODERATION (state whether internal or external: evidence will be required during the visits)
Knowledge assessment: (List one module name and code per line. Insert additional lines if required.)		
Practical assessment:		
Work-based assessment:		

Table 38: Assessment mapping for the qualification: Pharmacist's Assistant (Post-Basic)

Assessment type:		Formative		Summative	
Total marks for assessment					
Provider module	Provider module code	Module subsection	% weighting	Marks (no)	Question no. in assessment paper
		Health and wellness	20	2	Q1,Q2

		Healthcare system	20	2	Q3
					Q4
					Q5
					Q6
					Q7
					Q8
					Q9
					Q10

Table 39: Policy for appointment of external moderators for the qualification: Pharmacist's Assistant (Post-Basic)

Maximum duration of appointment (years)	
Interval between periods of reappointment (years)	
Qualifications required	

(g)   **Is there a policy in place to ensure the safety and security of examination papers and scripts? Yes/No**

(h)   **Provide a copy of the policy to ensure the safety and security of examination papers and scripts.**

(i)   **Are certification procedures undertaken in accordance with a policy? Yes/No**

(j)   **Provide the policy on certification procedures.**

(k)   **Is record-keeping undertaken in accordance with a policy? Yes/No**

(l)   **Who is responsible for record-keeping?**

Table 40: Learning activities and notional learning hours for the Occupational Qualification: Pharmacy Technician

ACADEMIC INFORMATION

	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code	Module Code
Lectures										
Tutorials (with tutor/lecturer)										
Practicals and laboratory work										
Practical work-based experience (internships, placements)										
Independent study of specially prepared materials										
Preparation of assignments, preparation for assessments										
Assessments										
Other										
TOTAL NOTIONAL LEARNING HOURS										

Table 41: Further technical information for the Occupational Qualification: Pharmacy Technician

Module code	Exam month	Exam duration	LPW (Lectures Per Week)	TPW (Tutorials Per Week)	HPR (Hours of Practical per Week)	NQF Credits	NQF Level

Table 42: Allocation of modules as knowledge, practical skills and work experience for the Occupational Qualification: Pharmacy Technician

(Refer to the example on table 24 on how to complete the table)

Knowledge Modules Total Credits=57	Qualification Module Codes	Name of the Module	NQF level	Credit	Provider Module Name	Provider Module Code	Minimum contact time (40% of the notional hours)
	321301000-KM-04	Medicine supply management	6	6			
	321301000-KM-07	Medicine manufacture	6	6			
	321301000-KM-10	Compounding of non-sterile extemporaneous preparations	6	4			
	321301000-KM-12	Dispensing	6	11			
	321301000-KM-13	Screening and testing patients	6	2			
	321301000-KM-14	Managing pharmacy resources	6	10			
	321301000-KM-18	Pharmacological and non-pharmacological management of common communicable and non-communicable disease states and conditions	6	18			
Practical Skill Modules **Total Credits=60**	Qualification Module Codes	Name of the Module	NQF level	Credit	Provider Module Name	Provider Module Code	Contact time (80% of the notional hours)
	321301000-PM-03	Manage medicine supply	6	5			
	321301000-PM-06	Manufacture non-sterile and sterile medicines	6	8			
	321301000-PM-09	Compound non-sterile and sterile extemporaneous preparations	6	7			
	321301000-PM-11	Dispense medicines	6	12			
	321301000-PM-14	Conduct screening tests	6	3			
	321301000-PM-15	Manage pharmacy resources and self-development	6	10			
	321301000-PM-17	Conduct practical activities to optimise therapy for patients	6	15			
	Qualification Module Codes	Name of the Module	NQF level	Credit	Provider Module Name	Provider Module Code	Contact time (100% of the notional hours)

Work Experience Modules Total Credits=50	321301000-WM-03	Processes to manage medicine supply and supervise the medicine supply chain	6	10			
	321301000-WM-06	Processes to manufacture non-sterile and sterile medicines and to supervise select manufacturing activities	6	6			
	321301000-WM-09	Processes to compound and supervise the compounding of non-sterile and sterile extemporaneous preparations	6	7			
	321301000-WM-11	Processes to dispense and supervise dispensing of medicines	6	15			
	321301000-WM-14	Processes to conduct screening tests	6	2			
	321301000-WM-15	Management of pharmacy resources	6	10			

Table 43: Module per assessment criteria for the Occupational Qualification: Pharmacy Technician

PROVIDER MODULE NAME				PROVIDER MODULE CODE	ASSESSMENT CRITERIA	

(a) **List the modules that are not directly linked to the ELOs listed in the qualification, e.g. Philosophy.**

Table 44: Modules not linked to ELOs for the Occupational Qualification: Pharmacy Technician

LEVEL OF STUDY	MODULE NAME	MODULE CODE	NQF LEVEL	CREDIT VALUE

Table 45: Modules that cover ELOs for the Occupational Qualification: Pharmacy Technician

ELO NO.	EXIT LEVEL OUTCOMES	CREDIT VALUE	MODULE CODES (Write one module code per line. Insert additional lines if required.)
ELO 1	Apply scientific knowledge to provide technical support in delivering pharmaceutical services		
ELO 2	Provide technical support for the ordering, managing, despatch and disposal of medicines, scheduled substances, medical supplies and devices in compliance with Good Wholesale and Distribution Practice (GWDP) and legal requirements		
ELO 3	Provide technical support for the manufacture, packaging, and re-packaging of sterile and non-sterile medicines and scheduled substances in compliance with Good Manufacturing Practice (GMP) guidelines under the supervision of a pharmacist		
ELO 4	Provide technical support for the compounding, manipulation and preparation of sterile and non-sterile medicines and scheduled substances (extemporaneous compounding) in compliance with standards as described in the Good Pharmacy Practice (GPP) rules and GMP guidelines under the supervision of a pharmacist		
ELO 5			

	Provide technical support to dispense prescriptions and to sell Schedule 0, 1 and 2 medicines in compliance with legal requirements, including GPP		
ELO 6	Provide technical support in the management of pharmacy resources		

Table 46: Teaching and learning strategies for the Occupational Qualification: Pharmacy Technician

(b)   Describe the teaching and learning strategy/strategies for each module or cluster of modules.

MODULE TYPE	MODULE NAME(S) AND CODE(S)	TEACHING AND LEARNING STRATEGIES	
Knowledge Modules	*Example:* *2. Stock receipt and storage*	*Example:* *Traditional presentation using electronic media where theory and application will be presented, group discussions.*	
Practical Skill Modules			
Work Experience Modules			

Table 47: Assessment and moderation for the Occupational Qualification: Pharmacy Technician

(b) **Indicate how assessment methods are applied, referring also to the mode of delivery, level and needs of learners. Specify how moderation is performed and stipulate when external moderation takes place.**

MODULE NAME AND CODE	ASSESSMENT METHODS (specify methods per module)	MODERATION (state whether internal or external: evidence will be required during the visits)
Knowledge assessment: (List one module name and code per line. Insert additional lines if required.)		
Practical assessment:		
Work-based assessment:		

Table 48: Assessment mapping for the Occupational Qualification: Pharmacy Technician

Assessment type:		Formative		Summative	
Total marks for assessment					
Provider module	Provider module code	Module subsection	% weighting	Marks (no)	Question no. in assessment paper
		Health and wellness	20	2	Q1,Q2

		Healthcare system	20	2	Q3
					Q4
					Q5
					Q6
					Q7
					Q8
					Q9
					Q10

Table 49: Policy for appointment of external moderators for the Occupational Qualification: Pharmacy Technician

Maximum duration of appointment (years)	
Interval between periods of reappointment (years)	
Qualifications required	

(m) **Is there a policy in place to ensure the safety and security of examination papers and scripts? Yes/No**

(n) **Provide a copy of the policy to ensure the safety and security of examination papers and scripts.**

(o) **Are certification procedures undertaken in accordance with a policy? Yes/No**

(p) **Provide the policy on certification procedures.**

(q) **Is record-keeping undertaken in accordance with a policy? Yes/No**

(r) **Who is responsible for record-keeping?**

Learners Support

(a) **Explain how support is provided to the learners.**

(b) **Are all learners registered with the SAPC? Yes/No**

If NO, provide an explanation (maximum 300 words)

(c)   Are all facilitators registered with the SAPC-AQP as assessors? Yes/No

    (i)   If NO provide an explanation (maximum 300 words)

    (ii)   Upload the list of facilitators.

(d)   Provide the institution's selection and admission policy (including equity criteria, articulation, etc.)

(e)   Are requirements for programme completion and duration of study provided to learners? Yes/No

(f)   Provide relevant excerpt from the prospectus/calendar/policy or a narrative (maximum 250 words)

(g)   Are there appeals policies and procedures? Yes/No

    (i)   If YES, upload the appeal policy.
    (ii)   If NO, provide an explanation (maximum 300 words)

(h)   Does the provider have a complaints procedure? Yes/No

   (i)   If YES, upload the complaints procedure.
   (ii)   If NO, provide an explanation (maximum 300 words)

(i)   Is there a disciplinary process for learners? Yes/No

   (i)   If YES, upload the disciplinary process.
   (ii)   If NO, provide an explanation (maximum 300 words)

(j)   Is there an opportunity for the learners' voice to be heard? Yes/No

   Indicate how, where and when (maximum 250 words)

Recognition of Prior Learning (RPL)

The Recognition of Prior Learning is a main feature of the National Qualification Framework (NQF). It allows for the formal recognition of experience, skills and knowledge in individuals of all ages and backgrounds.

(a)   Policies and procedures for RPL are available. Yes/No

(i)   If YES, upload the policy.

The policy and procedures should include the following:

1. Allow for accelerated access to learning through RPL.
2. Indicate how the provider determines the learning gaps through a process of RPL.
3. Indicate how the provider always ensures that the portfolio of evidence is submitted for RPL.
4. Indicate how the provider guides the learner regarding the contents of the portfolio of evidence to be submitted for RPL.
5. Indicate how the provider informs candidates on RPL.
6. Indicate how the learner gathers evidence to demonstrate RPL.
7. Indicate how the provider gives ongoing monitoring and support to the learner.
8. Indicate if there is a link between RPL and the assessments.
9. Indicate if the provider has an information system which contains information about RPL.
10. Indicate whether the provider's RPL process concentrates on competency, and not qualifications or learning.
11. Indicate if the provider involves any of the following people in the RPL process:
    a. The learner/candidate;
    b. The RPL advisor;
    c. Facilitator;
    d. Manager/supervisor; and
    e. The assessor.

(ii)   If NO, provide and explanation (maximum 250 words)

(b)   The provider provides allowance for accelerated access to learning for learners through RPL. Yes/No

If NO, provide an explanation (maximum 250 words)

(c) **The provider determines the learning gaps through a process of RPL (Either before or after a learner has registered with a provider). Yes/No**

If NO, provide an explanation (maximum 250 words)

(d) **A portfolio of evidence is always submitted for RPL. Yes/No**

If NO, provide an explanation (maximum 250 words)

(e) **The provider guides the learner regarding the contents of the portfolio of evidence to be submitted for RPL. Yes/No**

If NO, provide an explanation (maximum 250 words)

(f)   The candidates are informed on RPL. Yes/No

If NO, provide an explanation (maximum 250 words)

(g)   Evidence is gathered to demonstrate RPL. Yes/No

If NO, provide an explanation (maximum 250 words)

(h)   Ongoing monitoring and support is given to the learner. Yes/No

If NO, provide an explanation (maximum 250 words)

(i)   There is a link between RPL and the assessments. Yes/No

If NO, provide an explanation (maximum 250 words)

(j) **An information system, which contains information about RPL is available. Yes/No**

If NO, provide an explanation (maximum 250 words)

(k) **The recognition of prior learning concentrates on competency, and not qualifications or learning. Yes/No**

If NO, provide an explanation (maximum 250 words)

(l) **Indicate which of the following people are involved in your RPL process:**

People involved	Response Yes/No
The learner/candidate	
The RPL advisor	
The facilitator	
The manager/supervisor	
The assessor	

(m) **Evidence to be provided by the provider to confirm that the RPL process followed by them includes the following:**
   (i) **Identifies what the candidate knows and can do. Yes/No**

If NO, provide an explanation (maximum 250 words)

(ii) **Matches the candidate's skills, knowledge and experience to specific standards and the associated assessment criteria of a qualification. Yes/No**

If NO, provide an explanation (maximum 250 words)

(iii) **Assesses the candidate against those standards. Yes/No**

If NO, provide an explanation (maximum 250 words)

(iv) **The candidates are credited for skills, knowledge and experience built up through formal, informal and non-formal learning that occurred in the past. Yes/No**

If NO, provide an explanation (maximum 250 words)

(n) The following evidence is considered for RPL: Yes/No

Certificates from previous education and training courses, including short learning programmes and skills programmes	
Licenses to practice	
Samples of completed work	
Employment-related documents such as resumes, performance appraisals	
Statutory declaration outlining previous types of work and experience	
References from current and past employers, supervisors and colleagues	
Testimonials from persons holding relevant qualifications in the area being assessed	
Photographs of completed work certified by a referee or accompanied by a statutory declaration	
If self-employed in the past, evidence of running of a business, using the skills and knowledge being claimed	

(o) Specify which assessment methods are used for RPL:

(p) The internal moderator always moderates the RPL process. Yes/No

If NO, provide an explanation (maximum 250 words)

Supportive documentation to be supplied by the provider should include:

- *Policies and procedures for RPL*
- *Examples of documents used during RPL process*
- *Example(s) of a portfolio of evidence that was considered for RPL by the provider*
- *Examples of a portfolio that was moderated*
- *Outcomes of the Self-Audit tool for RPL as well as plan to conform to it fully*

Quality assurance

Ensure that ongoing and effective processes for quality assurance and improvement are in place and are subject to regular review.

Table 47: Policies and procedures

(a)   Does the provider have the following policies and procedures in place? Yes/No

Assessment policy	
External examiner list and reports	
Curriculum review meeting minutes	
Staff qualifications	
Performance appraisal	
Teaching and learning strategy	
WBL and clinical placement record	

(b)   How does the provider use feedback to improve the offering of the programme?
(maximum 600 words)