BOARD NOTICE 912 OF 2026

SOUTH AFRICAN PHARMACY COUNCIL

ACCREDITATION CRITERIA FOR A DISPENSING COURSE FOR HEALTHCARE PROFESSIONALS

The South African Pharmacy Council intends to publish the **Accreditation criteria for a dispensing course for Healthcare Professionals** in terms of Section 22C(1)(a) read together with Section 22C(2) of the Medicines and Related Substances Act, 101 of 1965, which requires that medical practitioners, dentists, practitioners, veterinarians, nurses or other persons registered under the Health Professions Act, 56 of 1974, be issued a licence to compound and dispense medicines subject to such persons having successfully completed a supplementary course determined by the South African Pharmacy Council after consultation with the Health Professions Council of South Africa and the South African Nursing Council.

Interested parties are invited to submit, within **sixty (60) days** of publication of this notice, substantiated comments on or representation regarding the proposed **Accreditation criteria of a dispensing course for Healthcare Professionals**. Comments must be addressed to the Registrar of the South African Pharmacy Council, by way of email: BN@sapc.za.org (for the attention of the Company Secretary and Legal Services).

SCHEDULE

1. ACCREDITATION CRITERIA OF A DISPENSING COURSE FOR HEALTHCARE PROFESSIONALS

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To obtain the full content of this Board Notice, please visit the 'Proposed Legislation' section on the South African Pharmacy Council's website: https://www.sapc.za.org/Legislation_Proposed

South African
Pharmacy Council

ACCREDITATION CRITERIA OF A DISPENSING COURSE FOR HEALTHCARE PROFESSIONALS

CONTENTS

1. PURPOSE OF THE STANDARD

The purpose of this Standard is to establish the minimum national requirements for the design, delivery, assessment, and quality assurance of a Short Learning Programme (SLP) in *Dispensing for Healthcare Professionals* who are not pharmacists.

It sets out the national minimum requirements for the accreditation of dispensing training programmes for non-pharmacist practitioners, who are authorised under their relevant scope of practice to dispense medicines, where licensed, directly to patients. It will accordingly ensure uniformity in programme design, assessment and quality assurance. The standard is aligned with the Medicines and Related Substances Act, 101 of 1965, the Pharmacy Act, 53 of 1974, and the Good Pharmacy Practice (GPP) Standards published by the South African Pharmacy Council (SAPC).

This Standard provides a coherent framework to guide accredited education and training providers in developing programmes that ensure consistency, integrity, and comparability of learning outcomes across the providers of this SLP. The Standard defines the required qualification level (predominantly NQF Level 6), credit allocation, learning outcomes, assessment criteria, and applied competences expected on successful completion.

The Standard thus guides the design and development of short courses to equip non-pharmacist healthcare practitioners, legally recognised to dispense medicines directly to patients, (including doctors, dentists, nurses and allied health professionals) with the knowledge, skills, and legal understanding necessary to safely and legally dispense medicines in accordance with the Medicines and Related Substances Act, 101 of 1965, as amended, the Pharmacy Act, 53 of 1974, and all other applicable South African legislation.

Ultimately, the Standard promotes uniformity in educational quality and supports the national objective of strengthening pharmaceutical service delivery, safeguarding public health, and advancing the rational and ethical use of medicines, consistent with the South African Pharmacy Council's (SAPC) mandate, the Good Pharmacy Practice (GPP) standards, and the National Drug Policy for South Africa (1996).

The Dispensing Course for Healthcare Professionals is a stand-alone accredited SLP, bearing 30 credits, designed for authorised non-pharmacist healthcare prescribers, in compliance with SAPC regulations. Successful completion of this programme enables such practitioners to dispense medicines for human patients within their authorised scope of practice to ensure the optimal use of prescribed medicines.

2. PROGRAMME RATIONALE AND CONTEXT

In South Africa, access to safe, effective, and rational use of medicines is a cornerstone of public health policy and professional healthcare practice. Many healthcare professionals, other than pharmacists (including medical practitioners, dentists, and nurses), are authorised under their respective scopes of practice to prescribe and, where licensed, to dispense medicines directly to patients.

The Medicines and Related Substances Act, 101 of 1965, as amended, provides for these healthcare professionals to dispense medicines, provided they are in possession of a valid dispensing licence issued by the Director-General of Health. The granting of this licence is contingent upon the successful completion of a dispensing course accredited by the South African Pharmacy Council.

Differences in prior training and exposure of healthcare professionals to pharmaceutical sciences necessitate a structured, standardised SLP that develops competence in the scientific, legal, and ethical principles underlying dispensing. This Standard responds directly to that national need by defining the purpose of the course, the NQF level at which it is pitched, the associated credit value, the learning outcomes, and the associated assessment criteria. It also outlines assessment contexts and attributes expected on successful completion. Collectively, these elements ensure that the healthcare professionals acquire the knowledge, skills and professional capability to dispense medicines safely, lawfully, and in accordance with principles of Good Pharmacy Practice (GPP) and patient-centred pharmaceutical care.

3. COMPETENCY STANDARDS FOR THE DISPENSING OF MEDICINES BY HEALTHCARE PROFESSIONALS

3.1 INTRODUCTION

The safe and effective dispensing of medications is a fundamental aspect of healthcare delivery. As such, it is imperative that healthcare professionals who are licensed to dispense medicines possess not only the legal authority but also the requisite knowledge, skills, and professional attitudes. The dispensing of medicines must comply with the Good Pharmacy Practice (GPP) standards for dispensing, as published by the SAPC. Healthcare professionals are also required to act in accordance with the published codes of conduct, ethical rules, scopes of practice and professional competency of the statutory body with which they are registered.

3.2 BACKGROUND

The only formally gazetted competency standards directly governing dispensing practice and requirements for dispensing courses accredited in terms of Section 22C(1)(a) of the Medicines and Related Substances Act, 101 of 1965, are the SAPC's *Good Pharmacy Practice (GPP) Standards*, 2018, and the *Competency Standards for Pharmacists in South Africa*, 2018. Other relevant statutory councils that regulate health professions publish codes of conduct, ethical rules, and professional competency frameworks that may, in certain categories of practitioners, include dispensing-related competencies within their own scopes of practice. These contain dispensing-related competency expectations and complement the SAPC's GPP framework.

3.3 SCOPE OF PRACTICE FOR A HEALTHCARE PROFESSIONAL LICENSED TO DISPENSE MEDICINES

The scope of practice of a healthcare professional authorised to perform dispensing functions is that which is defined in the relevant scope of practice applicable to the category of registration of such healthcare professional in terms of the governing legislation and the regulatory authority under which they are registered.

In accordance with Section 22C(1)(a) of the Medicines and Related Substances Act, 101 of 1965**,** as amended, a healthcare professional who is not a pharmacist may dispense medicines only if licensed to do so by the Director-General of Health and is in possession of a valid dispensing license issued in terms of this Act. The granting of such a license is contingent upon successful completion of a dispensing course accredited by the South African Pharmacy Council (SAPC) and in accordance with the SAPC's *Guidelines for the*

Issuing of a Licence to Dispense Medicines and the Department of Health's Licensing requirements.

Dispensing services offered by the healthcare professional shall be limited to activities falling within the authorised scope of practice of the relevant profession as prescribed under the Health Professions Act, 56 of 1974**,** the Nursing Act, 33 of 2005, and/or other applicable statutes. Such activities must be carried out in compliance with the professional and ethical standards determined by the relevant statutory council and the Good Pharmacy Practice (GPP) standards as published by the SAPC.

Healthcare professionals authorised in terms of the Medicines Act, subject to regulatory oversight of dispensing by the SAPC (Act 53 of 1974) and the overarching framework of the National Health Act, 61 of 2003, and eligible within their scope of practice to dispense medicines include: Medical practitioners (Health Professions Act, 56 of 1974), Dentists (Health Professions Act, 56 of 1974), and Professional Nurses (Nursing Act, 33 of 2005).

3.4 DEFINITIONS

Allied Health Professions Council of South Africa (AHPCSA): The statutory council governing complementary and alternative health professions under the Allied Health Professions Act, 63 of 1982.

Authorised Prescriber: A healthcare professional registered under the appropriate council who is legally entitled to prescribe medicines within their scope of practice (Medicines Act; respective Professional Council statutes).

Compounding: The preparation, mixing, assembling, or altering of a medicine's ingredients to create a medicine tailored to an individual patient's needs (GPP).

Dispensing: The interpretation and evaluation of a prescription, the selection, manipulation or compounding of the medicine, labelling and supply of the medicine in an appropriate container according to the Medicines Act, and provision of information and instructions to ensure the safe and effective use of the medicine by the patient (Pharmacy Act; Regulations relating to the practice of pharmacy).

Dispensing Licence: A licence issued by the Director-General of Health authorising a non-pharmacist healthcare practitioner to dispense medicines, contingent on the completion of an SAPC-accredited course (Medicines Act, S22C(1)(a)).

Extemporaneous Preparation: The on-demand compounding of medicines for an individual patient according to a prescription (GPP, Section 2.8).

Good Pharmacy Practice (GPP): The SAPC's published standards that define the minimum requirements for safe and ethical pharmacy practice, including compounding and dispensing (SAPC GPP Standards, 2018).

Health Professions Council of South Africa (HPCSA): The regulatory body established under the Health Professions Act, 56 of 1974*,* governing medical, dental, and allied health practitioners.

Healthcare Professional: A practitioner registered under an Act governing a health profession (HPCSA, SANC, or AHPCSA).

Licence Holder: The healthcare professional to whom a dispensing licence has been issued in terms of the Medicines Act (Medicines Act, S22C).

Pharmacovigilance: The science and activities relating to the detection, assessment, understanding, and prevention of adverse effects or any other drug-related problems (WHO / NDoH definitions).

Portfolio of Evidence (PoE): A documented record of assessments and competencies achieved during practical training (SAPC).

Prescription: A written, electronic, or verbal order issued by an authorised prescriber for the preparation and dispensing of a medicine (Medicines Act, GPP).

Rational Use of Medicines: Ensuring patients receive appropriate medicines, in correct doses, for adequate duration, and at the lowest cost to them and the community (National Drug Policy (1996)).

Regulations: Legal rules published under the relevant Acts (e.g., GNR. 510 of 2003: *Regulations Relating to the Licensing of Persons to Dispense Medicines*) (Government Gazette).

Scope of Practice: The professional activities, procedures, and decision-making authority a practitioner may perform under their registration (Medicines Act; respective Council Acts).

South African Nursing Council (SANC): The statutory council regulating the nursing profession under the Nursing Act, 33 of 2005.

South African Pharmacy Council (SAPC): The statutory regulatory authority established under the Pharmacy Act, 53 of 1974, responsible for accrediting pharmacy education and dispensing training.

Workplace-Based Learning (WBL): Practical learning taking place in an accredited or licensed dispensary under supervision, focusing on the application of dispensing competencies.

3.5 ABBREVIATIONS AND ACRONYMS

AAC: Associated Assessment Criterion/Criteria

AHPCSA: Allied Health Professions Council of South Africa

GPP: Good Pharmacy Practice

HPCSA: Health Professions Council of South Africa

SANC: South African Nursing Council

SAPC: South African Pharmacy Council

WBL: Workplace-based learning

3.6 COMPETENCY STANDARDS RELATING TO THE DISPENSING OF MEDICINES BY HEALTHCARE PROFESSIONALS

The SAPC's GPP Standards remain the only formal, gazetted competency standard specifically governing dispensing in South Africa. The *Competency Standards for Pharmacists in South Africa*, 2018, address compounding and dispensing (Domains 2 and 3: medicine compounding (3.5) and medicine dispensing (3.4)) and are taken cognisance of in this section.

Other health professions operate under their own councils' ethical rules and competency frameworks, which contain dispensing-related expectations but do not replace or duplicate SAPC's GPP.

This section harmonises the expectations of the following statutory and regulatory bodies:

- The **South African Pharmacy Council (SAPC)**, through its *Good Pharmacy Practice (GPP)* Standards;
- The **Health Professions Council of South Africa (HPCSA)**, through the *Ethical Rules of Conduct* and *Core Competency Framework for Health Professions (2020)*;
- The **South African Nursing Council (SANC)**, through the *Competency Framework for Nurse Practitioners (2014)* and relevant regulations;
- The **Allied Health Professions Council of South Africa (AHPCSA)**, through the *Rules for the Practice of Homeopathy and Phytotherapy (GNR.127 of 2001)*; and
- The **National Department of Health (NDoH)**, through the *National Drug Policy* (1996) and *Standard Treatment Guidelines and Essential Medicines Lists* (EML).

The competencies are structured across five (5) interrelated domains that together define the applied professional competency required for safe and lawful dispensing practice.

Competency standards relating to the dispensing and compounding of medicines

Within the domains listed below, healthcare professionals shall demonstrate the competency to:

A. Professional, Legal and Ethical Competency

- Demonstrate knowledge of the legal framework governing the control, scheduling, and dispensing of medicines, including the Medicines and Related Substances Act, 101 of 1965, the Pharmacy Act, 53 of 1974, and other applicable legislation;
- Adhere to the ethical rules and professional codes of conduct of their registering council (SAPC, HPCSA, SANC, or AHPCSA);
- Dispense medicines only within their professional scope of practice and the limits of their dispensing licence; and
- Maintain confidentiality, integrity, and accountability in all dispensing and patient interactions.

B. Scientific and Technical Competency

- Apply pharmaceutical and pharmacological principles in the selection, compounding (if applicable), preparation, and packaging of medicines;
- Evaluate prescriptions for accuracy, therapeutic appropriateness, and potential drug–drug or drug–patient interactions;
- Ensure the quality, stability, and integrity of dispensed medicines through correct handling, storage, and labelling; and
- Apply appropriate hygiene, sanitisation, and contamination-control measures to ensure the cleanliness and safety of the dispensing area.

C. Patient Care and Communication Competency

- Provide effective patient counselling on medicine use, adherence, side effects, and safe storage;
- Promote rational use of medicines in line with national treatment guidelines and essential medicines lists;
- Communicate clearly, empathetically, and culturally appropriately with patients and other members of the healthcare team; and
- Recognise and respond to potential adverse drug reactions or therapeutic failures, initiating referral where appropriate.

D. Information Management and Record-keeping Competency

- Maintain accurate and complete dispensing records in accordance with legislative and professional requirements;
- Apply information technology and health informatics to support safe dispensing, stock control, and patient tracking;
- Implement inventory management and security systems for medicines and controlled substances; and
- Participate in pharmacovigilance and contribute to adverse event reporting and medicine use evaluation.

E. Quality Assurance and Continuous Professional Development

Healthcare professionals shall:

- Participate in continuous professional development (CPD) activities to maintain and enhance dispensing competence;
- Apply Good Pharmacy Practice (GPP) and quality assurance principles in the dispensing environment;

- Promote patient safety, risk management, and continuous improvement of dispensing systems and procedures; and
- Contribute to interprofessional collaboration and the advancement of ethical, evidence-based healthcare practice.

3.7 SUMMARY

The competencies relating to the dispensing of medicines for healthcare professionals are structured across five (5) interrelated domains that together define the applied professional competency required for safe and lawful dispensing practice. The domains are:

(a) Professional, Legal and Ethical Competency;

(b) Scientific and Technical Competency;

(c) Patient Care and Communication Competency;

(d) Information Management and Record-Keeping Competency; and

(e) Quality Assurance and Continuous Professional Development.

Table A1, in Appendix A, summarises the national competency expectations of statutory councils that regulate health professions with respect to dispensing practice. Table A2, in Appendix B, provides a summary of this competency standard (dispensing for non-pharmacists) with the corresponding SAPC competency standard and the relevant GPP standards relating to dispensing.

4. STANDARD FOR THE SHORT LEARNING PROGRAMME: CRITERIA FOR ACCREDITATION

The learner will have successfully completed the SLP when this standard has been met or exceeded.

The purpose and level of the SLP will have been achieved when the following attributes are evident:

The learner displays the appropriate NQF Level 6, 7 and 8 knowledge and skills as defined in the outcomes and has demonstrated competence in the achievement of the associated assessment criteria, as evidenced by successful completion of programme assessments, including the practical skills learning components.

4.1. DISPENSING FOR HEALTHCARE PROFESSIONALS: OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

OUTCOMES

The following outcomes have been identified for the SLP. On completion of the SLP, the healthcare professional will be able to:

1. Provide an overview of dispensing practice in South Africa and related professional roles and responsibilities of the relevant healthcare professional with respect to the healthcare environment in which dispensing and compounding take place.

2. Identify and act appropriately within the relevant legal and ethical frameworks governing the dispensing of medicines.

3. Apply knowledge of pharmaceutical principles, relevant physicochemical considerations and pharmacology and therapeutics in the dispensing or dispensing and compounding of medicines.

4. Dispense the prescription in accordance with Good Pharmacy Practice (GPP) standards:

    - Evaluate the prescription by undertaking self-assessment of prescription accuracy and suitability prior to dispensing;

    - Dispense the prescription using appropriate dispensing procedures and techniques; and

    - Provide effective patient counselling and education regarding medicine use.

5. Apply effective techniques to identify, prevent, and resolve dispensing errors.

6. Utilise appropriate information technology for record keeping and in the upholding of appropriate legally compliant documentation standards related to the dispensing of medicines.

7. Manage the procurement, transport, receipt and storage of medicines.

8. Demonstrate professional communication and teamwork within the healthcare environment.

9. Demonstrate professionalism and continuous improvement.

ASSOCIATED ASSESSMENT CRITERIA

These outcomes will have been achieved when the learner is able to:

AAC Outcome 1

1.1 Describe the roles, functions and dispensing rights of different healthcare professionals involved in dispensing.

1.2 Differentiate between the various types of healthcare settings and their impact on dispensing processes.

1.3 Demonstrate an understanding of professional accountability and scope of practice with respect to the dispensing of medicines by the various healthcare practitioners.

AAC Outcome 2

2.1 Identify the relevant legislative and regulatory provisions (Acts, Regulations, GPP) governing the dispensing of medicines.

2.2 Demonstrate knowledge of eligible persons and the conditions under which a licence to dispense medicines is issued.

2.3 Indicate the requirements that must be adhered to when dispensing under such licence in accordance with Act 101.

2.4 Apply ethical principles to decision-making in dispensing.

2.5 Demonstrate compliance with professional standards and record-keeping requirements.

AAC Outcome 3

3.1 Demonstrate and apply pharmaceutical product knowledge, including the physical and chemical properties of medicines and dosage forms, in relation to:

- the identification, purpose and description of the basic dosage forms;
- differentiation between immediate release, modified release, sustained release and enteric coated products and the appropriate advice to patients using these dosage forms (e.g. do not crush or chew a modified release product);
- an explanation of the release of the active ingredient in the different types of dosage forms;
- the selection of appropriate dosage forms based on route of administration, patient factors, desired onset and duration of action;
- the interpretation of medicine strength conventionally used (e.g. mg, mass/volume, % (w/w, w/v) and i.u.);
- application of stability principles related to the maintenance of dosage form integrity (e.g. reconstituted suspensions, eye drops after the primary container has been opened, insulin and biologics, thermolabile and light sensitive products);
- application to expiry dates and implications of reconstitution, dilution and container opening on expiry date;
- storage and handling prior to and during dispensing, maintenance of cold chain integrity;
- identification of products that must not be repackaged or decanted;
- identification of cumulative dosage risks in combination products (e.g. paracetamol-containing combination products); and
- special products and dosage forms for the South African healthcare system, e.g. specific fixed dosage combination ARVs.

3.2 Provide product and dosage form-specific patient counselling in relation to:

- the proper use of the dosage form;
- appropriate storage of the dosage form at home; and

- recognition of indicators of instability (e.g. appearance changes).

3.3 Demonstrate foundational knowledge and understanding of pharmacology with respect to:

- therapeutic classes of medicines and mechanism of action;
- indications, dosing ranges, potential medicine-medicine interactions, common adverse drug reactions and contraindications for the medicines commonly dispensed according to the scope of practice relevant to the healthcare practitioner; and
- basic pharmacokinetic concepts (including onset of action, duration of action, metabolism and excretion, and the effect on dosage regimen and patient counselling).

3.4 Apply and integrate knowledge of pharmacology to identify and manage patient-specific medicine-related risks by:

- relating the mechanism of action to the therapeutic beneficial effects and how this contributes to predictable adverse effects;
- recognising the risk of toxicity from dose response relationships and therapeutic window;
- evaluation of therapeutic duplication and inappropriate polypharmacy;
- applying pharmacokinetic and pharmacodynamics knowledge to absorption, distribution, metabolism, excretion, onset of action and duration of action to adherence implications and possible interactions;
- identifying common and/or serious adverse drug reactions, and indicating appropriate patient advice;
- identify significant interactions and contraindications with prescription, OTC and herbal medicines, proposing safe alternatives;
- applying to special populations (pregnancy, lactation, paediatrics, geriatrics, renal/hepatic impairment, co-morbidities);
- applying applicable rational medicines use principles and appropriate anti-microbial stewardship; and
- providing patient counselling, as appropriate to the health literacy of the patient, cultural factors and context, related to instructions on the use/administration of the medicine, precautions, side-effects, missed doses, storage and advice to foster adherence.

3.5 Demonstrate safe and accurate preparation techniques, including applicable pharmaceutical calculations such as mathematical terms, principles and operations, the use of whole numbers and decimal points correctly and unambiguously to avoid errors, converting units (between various SI units, conversion between SI units and

other systems of measure used in dispensing), apply the SI units in pharmaceutical calculations, estimation, dosages and dose calculations (in all the various dosage forms), definitions related to the dose of a medicine, dosage regimens, various expressions of concentration, percentage (m/v, v/v), ratio and proportion, units of activity and other measures of potency, appropriate instruments for measuring volume during dispensing and for the administration of a dose to a patient, calculations to determine adherence, refill date calculation, time units (24h clock), and methods for checking calculations.

AAC Outcome 4

4.1 Demonstrate metacognitive awareness (self-checking and reflection) in dispensing in respect of prescription completeness, therapeutic appropriateness, potential medicine-medicine interactions, dosage form correctness, accuracy, and legal compliance.

4.2 Prepare, label, and package medicines according to Good Pharmacy Practice (GPP) standards.

4.3 Comply with the current regulations regarding handwritten and electronic prescriptions.

4.4 Provide effective, patient-centred counselling on medicine use.

4.5 Determine the price of the prescription according to current regulations.

AAC Outcome 5

5.1 Identify common dispensing and prescribing errors.

5.2 Describe the implementation of error-prevention strategies (including checking systems, double-verification, etc.).

5.3 Reflect on errors and appropriate corrective actions for quality improvement.

AAC Outcome 6

6.1 Use electronic and manual record systems accurately.

6.2 Demonstrate competence in generating and maintaining patient and stock records.

6.3 Apply data protection and confidentiality principles.

AAC Outcome 7

7.1 Describe the principles of procurement and supply chain management.

7.2 Apply cold-chain and storage standards.

7.3 Implement stock control and expiry monitoring systems.

AAC Outcome 8

8.1 Demonstrate effective communication with patients and colleagues.

8.2 Participate constructively in inter-professional collaboration.

8.3 Adapt communication for cultural and linguistic diversity.

AAC Outcome 9

9.1 Uphold professional conduct and ethical behaviour.

9.2 Reflect on performance to identify development needs.

9.3 Engage in continuous learning and quality improvement initiatives.

4.2 CRITICAL CROSS-FIELD OUTCOMES

On completion of the relevant SLP, the successful candidate will:

- Identify and solve problems related to the safe, lawful, and ethical dispensing of medicines, using critical and evidence-based reasoning within the applicable legislative framework.
- Work effectively with others as part of the multidisciplinary healthcare team to ensure rational use of medicines and patient-centred pharmaceutical care.
- Organise and manage activities responsibly and ethically in accordance with the relevant scope of practice, Good Pharmacy Practice (GPP), and statutory requirements for dispensing of medicines.
- Collect, analyse, organise, and evaluate information accurately when interpreting and dispensing prescriptions, and maintaining patient and medicine records.
- Communicate effectively with patients, colleagues, and other healthcare professionals using appropriate verbal, written, and electronic modes to promote safe medicine use and understanding.
- Use science and technology effectively and critically in the preparation, dispensing, labelling, and record-keeping of medicines, showing responsibility for safety, quality, and environmental impact.
- Demonstrate an understanding of the world as a set of related systems by recognising how professional, legal, ethical, and clinical decisions in dispensingimpact public health, patient safety, and healthcare systems.
- Contribute to personal and professional development through reflective practice, self-evaluation, and continuous professional development (CPD) in line with statutory and ethical standards.

4.3 ALIGNMENT WITH THE NQF

The Dispensing for Healthcare Professionals SLP aims to provide learners with the knowledge and skills to dispense medicines within the relevant scope of practice. The SLP

is mainly aligned with NQF Level 6, with some outcomes at levels 7 and 8, and has a credit value of 30 credits.

Table 1 is a summary mapping of the Programme Outcomes and Associated Assessment Criteria and NQF level descriptors.

Table 1: Alignment of Programme Outcomes, Assessment Criteria and NQF Level Descriptors, and Notional Hours

Short Learning Programme Outcomes	Associated Assessment Criteria (AAC) Dispensing	Notional Hours*	NQF Level Descriptor Alignment	NQF Level	Total Notional Hours
1. Provide an overview of dispensing practice in South Africa and related professional roles and responsibilities of the relevant healthcare professional with respect to the healthcare environment in which dispensing takes place.	1.1 Describe the roles, functions and dispensing rights of different healthcare professionals involved in dispensing. 1.2 Differentiate between the various types of healthcare settings and their impact on dispensing processes. 1.3 Demonstrate an understanding of professional accountability and scope of practice with respect to dispensing of medicines by the various healthcare practitioners	2 2 3	Demonstrates foundational knowledge and understanding of professional contexts; applies ethical and professional judgment within defined contexts.	6	7
2. Identify and act appropriately within legal and ethical frameworks governing dispensing.	2.1 Identify the relevant legislative and regulatory provisions (Acts, Regulations, GPP) governing the dispensing of medicines. 2.2 Demonstrate knowledge of eligible persons and the conditions under which a licence to dispense medicines is issued. 2.3 Indicate the requirements that must be adhered to when dispensing under such licence in accordance with Act 101. 2.4 Apply ethical principles to decision-making in dispensing. 2.5 Demonstrate compliance with professional standards and record-keeping requirements.	3 3 5 4 5	Applies integrated knowledge of legislative and ethical systems; demonstrates accountability and responsibility in defined contexts.	7	20

3. Apply knowledge of pharmaceutical principles, relevant physicochemical considerations, and pharmacology and therapeutics in the dispensing of medicines.	3.1 Demonstrate and apply pharmaceutical product knowledge, including the physical and chemical properties of medicines and dosage forms in relation to: • the identification, purpose and description of the basic dosage forms; • differentiation between immediate release, modified release, sustained release and enteric coated products and the appropriate advice to patients using these dosage forms (e.g. do not crush or chew a modified release product); • an explanation of the release of the active ingredient from the different types of dosage forms; • the selection of appropriate dosage form based on route of administration, patient factors, desired onset and duration of action; • the interpretation of medicine strength conventionally used (e.g. mg, mass/volume, % (w/w, w/v) and i.u.); • application of stability principles related to the maintenance of dosage form integrity (e.g. reconstituted suspensions, eye drops after the primary container has been opened, insulin and biologics, thermolabile and light sensitive products); • application to expiry dates and implications of reconstitution, dilution and container opening on expiry date; • storage and handling prior to and during dispensing, maintenance of cold chain integrity;	25	Demonstrates applied scientific knowledge and problem-solving in complex, variable contexts, apply evidence-based solutions and theory driven arguments. Ability to show integration across conditions, evaluation of alternatives, risk–benefit reasoning and handling non-routine cases per established protocol.	6 7	92

	• identification of products that must not be repackaged or decanted; • identification of cumulative dosage risks in combination products (e.g. paracetamol-containing combination products); and • special products and dosage forms for the South African healthcare system, e.g. specific fixed dosage combination ARVs. 3.2 Provide product and dosage form-specific patient counselling in relation to: • the proper use of the dosage form; • appropriate storage of the dosage form at home; and • recognition of indicators of instability (appearance changes). 3.3 Demonstrate foundational knowledge and understanding of pharmacology with respect to: • therapeutic classes of medicines and mechanism of action; • indications, dosing ranges, common adverse drug reactions and contraindications for the medicines commonly dispensed according to the scope of practice relevant to the healthcare practitioner; and • basic pharmacokinetic concepts (including onset of action, duration of action, metabolism and excretion, and the effect on dosage regimen and patient counselling). 3.4 Apply and integrate knowledge of pharmacology to identify and manage patient-specific medicine-related risks by:	5 20 22			

	• relating the mechanism of action to the therapeutic beneficial effects and how this contributes to predictable adverse effects; • recognising the risk of toxicity from dose response relationships and therapeutic window; • evaluation of therapeutic duplication and inappropriate polypharmacy; • applying pharmacokinetic and pharmacodynamics knowledge to absorption, distribution, metabolism, excretion, onset of action and duration of action to adherence implications and possible interactions; • identifying common and/or serious adverse drug reactions, and indicating appropriate patient advice; • identify significant interactions and contraindications with prescription, OTC and herbal medicines, proposing safe alternatives; • applying to special populations (pregnancy, lactation, paediatrics, geriatrics, renal/hepatic impairment, co-morbidities); • applying applicable rational medicines use principles and appropriate anti-microbial stewardship; and • providing patient counselling appropriate to the health literacy of the patient and the context, related to instructions on the use/administration of the medicine, precautions, side-effects, missed doses, storage and advice to foster adherence. 3.5 Demonstrate safe and accurate preparation techniques, including applicable pharmaceutical calculations such as mathematical terms, principles and operations, the use of whole numbers and	20			

	decimal points correctly and unambiguously to avoid errors, converting units (between various SI units, conversion between SI units and other systems of measure used in dispensing), apply the SI units in pharmaceutical calculations, estimation, dosages and dose calculations (for all the various dosage forms), definitions related to the dose of a medicine, dosage regimens, various expressions of concentration; percentage (m/v, v/v), ratio and proportion, units of activity and other measures of potency, appropriate instruments for measuring volume during dispensing and for the administration of a dose to a patient, calculations to determine adherence, refill date calculation, time units (24h clock), methods for checking calculations.				
4. Dispense the prescription in accordance with Good Pharmacy Practice (GPP) standards: • Evaluate the prescription by undertaking self-assessment of prescription accuracy and suitability prior to dispensing or dispensing and compounding of the medicine; • Dispense the prescription using appropriate	4.1 Demonstrate metacognitive awareness (self-checking and reflection) in dispensing in respect of prescription completeness, therapeutic appropriateness, potential medicine-medicine interactions, dosage form correctness, accuracy, and legal compliance, including scope of practice relevant to the healthcare practitioner. 4.2 Prepare, label, and package medicines according to Good Pharmacy Practice (GPP) standards, including generic substitution, repackaging and alteration of dosage forms (e.g. simple mixtures). 4.3 Comply with the current regulations regarding handwritten and electronic prescriptions. 4.4 Provide effective, patient-centred counselling on medicine use. 4.5 Determine the price of the prescription according to current regulations.	20 15 3 20 10	Integrates knowledge and skill to manage complex, professional tasks requiring reflection and accountability.	7	68

dispensing procedures and techniques; and • Provide effective patient counselling and education regarding medicine use.					
5. Apply techniques to identify, prevent, and resolve dispensing errors.	5.1 Identify common dispensing and prescribing errors. 5.2 Describe the implementation of error-prevention strategies (including checking systems, double-verification, etc.). 5.3 Reflect on errors and appropriate corrective actions for quality improvement.	10 10 10	Demonstrates problem-solving and quality improvement in complex contexts; reflects on outcomes and applies feedback.	7	30
6. Utilise appropriate information technology for record keeping in the upholding of appropriate legally compliant documentation standards related to the dispensing of medicines.	6.1 Use electronic and manual record systems accurately. 6.2 Demonstrate competence in generating and maintaining patient and stock records. 6.3 Apply data protection and confidentiality principles.	7 7 6	Demonstrates ability to use technology and data systems responsibly in defined professional contexts.	6	20
7. Manage procurement, transport, receipt, and storage of medicines.	7.1 Describe the principles of procurement and supply chain management. 7.2 Apply cold-chain and storage standards. 7.3 Implement stock control and expiry monitoring systems.	7 7 6	Applies operational and technical knowledge to manage systems with accountability and quality control.	6	20
8. Demonstrate professional communication and	8.1 Demonstrate effective communication with patients and colleagues.	8 7	Demonstrates effective communication, collaboration,	7	22

teamwork within the healthcare environment.	8.2 Participate constructively in inter-professional collaboration. 8.3 Adapt communication for cultural and linguistic diversity.	7	and contextual awareness in multidisciplinary settings.		
9. Demonstrate professionalism and continuous improvement.	9.1 Uphold professional conduct and ethical behaviour. 9.2 Reflect on performance to identify development needs. 9.3 Engage in continuous learning and quality improvement initiatives.	7 7 7	Demonstrates self-directed learning, professional judgment, and responsibility for continued competence.	8	21

4.4 TARGET GROUP

The target group for the dispensing course for healthcare professionals includes medical practitioners, dentists, professional nurses (where permitted), allied health professionals registered with HPCSA/SANC and authorised in terms of their registration and scope of practice to prescribe and provide medicines to patients.

4.5 MINIMUM ENTRANCE CRITERIA FOR HEALTHCARE PROFESSIONALS

Healthcare professionals who wish to enrol for the short course must:

- Have the appropriate health sciences competency, with a minimum of a relevant qualification at NQF Level 6;
- Have relevant medical and pharmacological knowledge at NQF Level 6 or 7; this requires foundational knowledge and understanding of pharmacology with respect to therapeutic classes of medicines, pharmacokinetics and pharmacodynamics, and the application and integration of such knowledge related to indications, contraindications, dosing ranges and adverse medicine reactions for medicines dispensed in accordance with the scope of practice of the healthcare practitioner wishing to meet the requirements to achieve the outcomes of the course;
- Provide proof of registration with a relevant statutory health council (e.g., HPCSA, SANC, AHPCSA); and
- be an authorised prescriber as defined in relevant South African legislation.

4.6 DURATION OF TRAINING FOR HEALTHCARE PROFESSIONALS

The recommended duration of training for the dispensing course is 300 notional hours. This includes all learning activities that contribute to the achievement of the outcomes described in section 4.1 and encompasses interactive sessions, practical sessions, self-study and assessments. The training may be provided as multiple modules that, in total, comprise 30 credits for the course.

The course outcomes are pitched chiefly at NQF level 6.

4.7 TRAINING RULES

For successful completion of the dispensing and compounding course, the healthcare professional must achieve all the outcomes as detailed in the relevant associated assessment criteria specified in this standard. This encompasses the completion of all formative and summative assessments, including practical skills assessments.

4.8 RECOGNITION OF PRIOR LEARNING

Recognition of prior learning is not applicable to this standard.

4.9 QUALIFICATIONS AND EXPERIENCE OF PRESENTERS AND FACILITATORS

The presenters and facilitators of the dispensing course must:

- have an undergraduate pharmacy qualification, i.e., Bachelor of Pharmacy (BPharm) degree;

- be registered as a Practising Pharmacist with the SAPC;

- must have a minimum of five (5) years' experience as a Practising Pharmacist and a minimum of three (3) years' experience in the field of study at a higher education training institution.

4.10 MODE OF DELIVERY

The SLP in *Dispensing/Dispensing and Compounding of Medicines for Healthcare Professionals* is designed for practitioners who are practising on a full-time or part-time basis and therefore requires flexible, technology-enhanced study pathways. The programme must be structured to promote interactive, evidence-based learning using blended and digitally innovative approaches that align with the South African Pharmacy Council's (SAPC) standards for accredited training programmes.

4.10.1. Blended and Flexible Learning Framework

The programme must combine self-paced self-study and real-time online components with hands-on practical experience. Delivery should integrate:

- Online theoretical modules via an accredited Learning Management System (LMS) with interactive multimedia resources (video, simulation, and digital case studies).

- Virtual interactive workshops using video conferencing tools (e.g., Microsoft Teams, Zoom) with breakout-room discussions.

- In-person practical sessions or simulation-based virtual laboratories for compounding (applicable for *Dispensing and Compounding* SLP), packaging, and dispensing techniques, conducted in SAPC-licensed training dispensaries or via a remote skills simulation environment.

A contact teaching and learning mode of delivery involving face-to-face lectures may be used as an alternative to online presentation of the SLP.

4.10.2. Innovative Digital Learning Technologies

To enhance accessibility and engagement, providers are encouraged to integrate:

- AI-supported adaptive learning tools that personalise content pacing and assessments based on learner performance.

- Virtual Reality (VR) or Augmented Reality (AR) simulations for extemporaneous compounding, aseptic technique demonstrations, and patient counselling role-play.

- 3D virtual dispensary environments allowing learners to practice layout planning, medicine handling, and stock rotation virtually before attending practical sessions.

- Gamified learning modules (e.g., dispensing quizzes, dosage form identification, error-spotting simulations) that reinforce Good Pharmacy Practice (GPP) standards.

4.10.3. Core Digital Infrastructure Requirements

The provider must operate a secure, cloud-based electronic learning platform with access control (password or multifactor authentication) that supports:

- General announcements and administrative notices;
- Two-way communication (chat, forums, webinars, messaging);
- Uploading and accessing learning resources (study guides, PowerPoint presentations, demonstration videos, e-manuals);
- Submission and feedback of assignments and case studies;
- Auto-graded and instructor-marked online tests, quizzes, and OSCE-style assessments; and
- Data analytics dashboards to track learner engagement, progress, and competence attainment.

The technical specifications (minimum bandwidth, device type, and browser requirements) must be clearly stated in the SLP manual.

4.10.4. Learning Resources and Support

Each module must include a comprehensive study guide, integrating all key topics, relevant legislation, and case examples. Providers must also offer:

- Access to open-source e-textbooks and journal databases;
- Downloadable SOP templates, medicine schedules, and legislation compendia (e.g. links to EML and STG); and
- Virtual helpdesk and online orientation tutorials for digital literacy support.

4.10.5. Practical and Work-Integrated Learning

At least one (1) structured contact session or practical workshop (minimum of one (1) full day) must be completed in an SAPC-licensed pharmacy or dispensary or in an accredited simulation environment. Learners should demonstrate:

- Accurate dispensing, labelling, and record-keeping techniques;
- Correct application of aseptic and extemporaneous compounding procedures (applicable for the *Dispensing and Compounding* SLP); and
- Effective patient counselling and ethical decision-making in simulated dispensing scenarios.

Work-based learning may be validated via a digital logbook or e-portfolio of evidence (e-PoE), signed off electronically by an SAPC-approved preceptor or tutor.

For contact delivery modes, hard copy logbooks and portfolios of evidence are acceptable.

4.11 ASSESSMENT

Assessment must comprise formative and summative components and be multimodal, including:

Formative assessments -

- Online quizzes and auto-graded short tests for immediate feedback;
- Case-based assignments and peer-review discussion forums;
- Virtual OSCE-style practical evaluations using video submissions; and
- In-person competency assessments during workshops.

Summative assessment -

- A final summative integrated online or proctored examination.

Formative feedback must be timely, constructive, and accessible within the learning platform.

Pass Requirement: Minimum 60% overall, with 100% completion of practical sessions.

Appropriate reassessment rules are to be followed.

4.12 PROCESS OF APPEAL

A process must be in place in cases where students disagree with the outcome of an assessment (written or practical). Appeals against assessment decisions on the demonstration of competence by candidates must be described in the SLP manual.

4.13 PROCESS IN CASE OF DISHONESTY AND PLAGIARISM

Students must be warned against dishonesty and plagiarism. A procedure must be in place to address this kind of misconduct and in serious cases, should be reported to the SAPC.

4.14 STANDARDS FOR ADMINISTRATION AND RECORD KEEPING

Providers of the SLP in *Dispensing and Compounding of Medicines for Healthcare Professionals* must be accredited by SAPC.

All personal and academic records must be managed in accordance with the Protection of Personal Information Act, 4 of 2013. The provider is required to implement appropriate technical and organisational safeguards to protect the confidentiality of learner information and prevent unauthorised access, alteration, or disclosure thereof.

Records must be retained only for as long as necessary to fulfil statutory, academic, and audit requirements, after which they must be securely archived or destroyed in line with approved institutional retention policies and SAPC quality-assurance guidelines.

A student administration system must be available for maintaining and updating detailed information about each enrolled student. Information must include, but may not be limited to, the following:

(a) student's full name/s and surname;

(b) maiden name (if applicable);

(c) identification number;

(d) cell phone number;

(e) email address;

(f) postal address;

(g) qualifications; and

(h) past employment (indicating work experience in a clinical environment).

The system must include a functionality to generate a document that can be used as "Proof of Registration" for each enrolled student. The student administration system must also allow for record keeping of the marks that each student has obtained for the course, and must include a functionality to generate an "Academic Record" for each student. Confidentiality of personal information must always be maintained.

Quality Assurance and Review

The course will be reviewed every three (3) years or sooner if legislation or SAPC requirements change. Annual audits will be submitted to SAPC.

4.15 CERTIFICATION, METHODS AND PROCEDURES

Procedures must be in place to ensure that certification of successful learners is managed in a secure and safe manner. The security and accuracy of certificates during printing, filing and distribution must be assured. The following minimum information is required for certification of successful completion of the SLP:

(a) Provider name and/or logo;

(b) Name of the course;

(c) Learners' full name (first names followed by surname);

(d) Learner identification;

(e) Date of issue of the certificate; and

(f) Signatories.

4.16 FACILITIES, EQUIPMENT AND CONSUMABLES

The physical facilities must be adequate to deliver the theoretical and practical components of the training. For the theoretical training, facilities must include an online teaching and learning platform compatible with contact and/or online delivery of the SLP and suitable venues for lectures where applicable. For the practical training, facilities must include a skills laboratory adequate in size to accommodate the number of learners trained per session. The venue must be suitable to be able to practice and demonstrate competence in dispensing and counselling patients. Also acceptable is access to an SAPC licensed pharmacy for the practical training component of the programme, facilitated by the SLP provider.

5. REFERENCES

1. Medicines and Related Substances Act, 101 of 1965;
2. Pharmacy Act, 53 of 1974;
3. Health Professions Act, 56 of 1974;
4. *Regulations relating to the practice of pharmacy* (GNR.1158 of 2000);
5. *Regulations relating to a licence to dispense or compound medicines* (GNR. 510 of 2003);
6. *Regulations relating to the control of medicines and related substances* (GNR. 859 of 2004);
7. Health Professions Council of South Africa (HPCSA) Guidelines;
8. Nursing Act, 33 of 2005;
9. *Regulations relating to the scope of practice for nurses and midwives* (R. 786 of 2013);
10. Standard Treatment Guidelines (STGs) and Essential Medicines List (EML);
11. National Department of Health (NDoH) Licensing Policy for Dispensing by Practitioners;
12. South African Good Pharmacy Practice (GPP) Manual (SAPC); and
13. Department of Health, Licensing Unit, online: health.gov.za/licensing-forms/.

6. APPENDICES

The following appendices are included for information:

Appendix A

Table A1: Summary of regulatory bodies, relevant framework documents and dispensing-related competencies

Appendix B

Table A2: Harmonised Competency Standards for Dispensing

Appendix C: Legislative authority for dispensing by healthcare professionals who are not pharmacists

Appendix D: SAQA NQF Level six, seven and eight descriptors

APPENDIX A

TABLE A1: SUMMARY OF REGULATORY BODIES, RELEVANT FRAMEWORK DOCUMENTS AND DISPENSING-RELATED COMPETENCIES

Regulatory Body	Relevant Framework / Document	Dispensing-Related Competencies	Legal Basis
SAPC	*Good Pharmacy Practice (GPP)* Standards	Comprehensive dispensing competencies (legal, scientific, ethical)	*Pharmacy Act, 53 of 1974*
HPCSA	*Ethical Rules of Conduct, Booklet 2: Ethical and Professional Rules*, *Core Competencies (adapted from CanMEDS)*	Safe prescribing, ethical dispensing, record-keeping	*Health Professions Act, 56 of 1974, Medicines Act, 101 of 1965*
SANC	*Competency Framework for Nurse Practitioners (2014)*; *Reg R.171 of 2013 (SANC)*	Dispensing, counselling, storage, control	*Nursing Act, 33 of 2005, Medicines Act, Act 101 of 1965*
AHPCSA	*Rules for the Practice of Homeopathy & Phytotherapy (GN R.127 of 2001)*	In-scope compounding, labelling, records	*Allied Health Professions Act, 63 of 1982, Medicines Act, 101 of 1965*
NDoH	*National Drug Policy (1996)*; *Standard Treatment Guidelines (EML)*	Rational medicine use and public-sector dispensing standards	Policy framework (NDoH)

APPENDIX B

TABLE A2: HARMONISED COMPETENCY STANDARDS FOR DISPENSING

This Standard (Dispensing for Non-Pharmacists)	Corresponding SAPC Pharmacist Competency Standard (2018)	Competency Cluster / Domain Reference	Relevant GPP Standards (SAPC, 2018)
A. Professional, Legal and Ethical Competence	Domain 1 – *Professional Practice*	1.1 Practice ethically and professionally 1.2 Comply with legal requirements	**Part 1: Minimum Standards for Professional Practice** – Section 1.1 (*Professional Conduct and Ethical Practice*); Section 1.3 (*Accountability and Legal Responsibility*) **Part 4: Standard 1** (*Professional Responsibility and Governance*)
B. Scientific and Technical Competence	Domain 2 – *Safe and Rational Use of Medicines*	2.1 Promote the quality use of medicines 2.2 Ensure safe and effective supply	**Part 2: Standard 2.7** (*Dispensing of Medicines*); **Standard 2.8** (*Preparation and Compounding of Medicines*) **Part 3: Standard 3.1–3.3** (*Premises, Equipment, and Hygiene*) **Part 4: Standard 4.2** (*Quality Assurance of Procedures and Products*)
C. Patient Care and Communication Competence	Domain 2 & 3 – *Rational Use of Medicines and Public Health*	2.3 Provide patient-centred pharmaceutical care 3.1 Promote health and wellness	**Part 2: Standard 2.7.9–2.7.11** (*Patient Counselling, Information and Advice*) **Part 4: Standard 4.1** (*Patient-Centred Care and Counselling*); **Standard 4.4** (*Communication and Collaboration with Other Healthcare Professionals*)
D. Information Management and Record-Keeping Competence	Domain 4 – *Organisation and Management*	4.2 Manage information effectively	**Part 2: Standard 2.7.12** (*Record-Keeping and Documentation Requirements)* **Part 4: Standard 4.3** (*Information Management and Security of Records*); **Part 3: Standard 3.4** (*Storage, Security, and Control of Medicines*)
E. Quality Assurance and Continuous Professional Development	Domains 5 & 6 – *Leadership, Quality and Personal Development*	5.2 Promote quality and safety	**Part 4: Standard 4.5** (*Quality Management and Continuous Improvement*)

This Standard (Dispensing for Non-Pharmacists)	Corresponding SAPC Pharmacist Competency Standard (2018)	Competency Cluster / Domain Reference	Relevant GPP Standards (SAPC, 2018)
		6.1 Maintain and enhance professional competence	**Part 4: Standard 4.6** (*Ongoing Professional Development and Training*) **Part 2: Standard 2.9** (*Evaluation and Review of Dispensing Procedures*)

APPENDIX C: LEGISLATIVE AUTHORITY FOR DISPENSING BY HEALTHCARE PROFESSIONALS WHO ARE NOT PHARMACISTS

1. The authority for healthcare professionals other than pharmacists to compound and dispense medicines in the Republic of South Africa derives from the **Medicines and Related Substances Act, 101 of 1965**, read together with the **Pharmacy Act, 53 of 1974**, the **Health Professions Act, 56 of 1974**, the **Nursing Act, 33 of 2005**, and the **Allied Health Professions Act, 63 of 1982**, as amended.

2. In terms of **Section 22C(1)(a)** of the Medicines and Related Substances Act, 101 of 1965, a healthcare professional who is not a pharmacist may compound or dispense medicines **only if** such person:

   (a) is **registered with a statutory health council** established by an Act of Parliament;

   (b) has successfully completed a **dispensing course accredited by the South African Pharmacy Council (SAPC)**; and

   (c) holds a **dispensing licence** issued by the **Director-General: Health** in accordance with the *Regulations Relating to the Licensing of Persons to Dispense Medicines and the Requirements for Dispensing* (Government Notice R.510 of 10 June 2003).

3. The **Pharmacy Act, 53 of 1974**, empowers the **South African Pharmacy Council** to:

   (a) determine and accredit minimum standards for training in the dispensing of medicines by non-pharmacists;

   (b) monitor and assure the quality of such programmes; and

   (c) enforce compliance with the Good Pharmacy Practice (GPP) standards applicable to the dispensing of medicines.

4. The **Health Professions Act, 56 of 1974**, and the **Nursing Act, 33 of 2005**, provide for the **registration, regulation, and scope of practice** of medical, dental, nursing, and allied health practitioners, including the authority to **prescribe and dispense medicines** within the parameters of professional competence and ethical rules, subject to the licensing provisions of the Medicines and Related Substances Act.

5. The **Allied Health Professions Act, 63 of 1982**, similarly authorises specific complementary medicine practitioners (such as homeopaths, phytotherapists, and Chinese medicine practitioners) to compound, prepare, or dispense medicines **within their registered scope of practice**, and in accordance with the Medicines and Related Substances Act, 101 of 1965.

6. The **National Health Act, 61 of 2003**, provides the overarching statutory framework for healthcare service delivery, ensuring that the dispensing and supply of medicines are performed by persons **qualified, authorised, and licensed** in accordance with

applicable legislation and in a manner that safeguards **patient safety and therapeutic efficacy**.

7. This Standard, therefore, gives effect to the above legislative framework by ensuring that healthcare professionals who are not pharmacists, but who seek to obtain a dispensing licence, receive accredited education and training that develops the **scientific, legal, and ethical competence** required for the safe and lawful compounding and dispensing of medicines, consistent with national legislation, the **Good Pharmacy Practice (GPP)** standards, and the **SAPC's Guidelines for the Issuing of a Licence to Dispense Medicines**.

APPENDIX D: SAQA NQF LEVEL 6, 7 AND 8 DESCRIPTORS

NQF Level 6 descriptors

a. Scope of knowledge, in respect of which a learner is able to demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.

b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.

c. Method and procedure, in respect of which a learner is able to demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.

d. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.

e. Ethics and professional practice, in respect of which a learner is able to demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.

f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.

g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.

h. Context and systems, in respect of which a learner is able to demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

i. Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate performance against given criteria and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.

j. Accountability, in respect of which a learner is able to demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and

actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

NQF Level 7 descriptors

a. Scope of knowledge, in respect of which a learner is able to demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.

b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice.

c. Method and procedure, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice.

d. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments.

e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to make decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment.

f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.

g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse.

h. Context and systems, in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and system-bound, and does not occur in isolation.

i. Management of learning, in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes.

j. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts.

NQF Level 8 descriptors

a. Scope of knowledge, in respect of which a learner is able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context.

b. Knowledge literacy, in respect of which a learner is able to demonstrate the ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production.

c. Method and procedure, in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice.

d. Problem solving, in respect of which a learner is able to demonstrate the ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice.

e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts.

f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues.

g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context.

h. Context and systems, in respect of which a learner is able to demonstrate the ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system.

i. Management of learning, in respect of which a learner is able to demonstrate the ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others.

j. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate.