BOARD NOTICE 544 OF 2024

SOUTH AFRICAN PHARMACY COUNCIL

BACHELOR OF PHARMACY CURRICULUM OUTLINE AND CRITERIA FOR ACCREDITATION: EXIT LEVEL OUTCOMES, ASSOCIATED ASSESSMENT CRITERIA AND CONSTRUCTIVE ALIGNMENT

The South African Pharmacy Council intends to publish, in terms of Section 3(e)(i), Sections 33 and 34 read together with the *Regulations relating to pharmacy education and training*, the **BACHELOR OF PHARMACY CURRICULUM OUTLINE AND CRITERIA FOR ACCREDITATION: EXIT LEVEL OUTCOMES, ASSOCIATED ASSESSMENT CRITERIA AND CONSTRUCTIVE ALIGNMENT**

Interested parties are invited to submit, within **30 days** of publication of this notice, substantiated comments on or representation regarding the proposed curriculum outline and criteria. Comments must be addressed to The Registrar, South African Pharmacy Council, Private Bag X40040, Arcadia or email BN@sapc.za.org

<u>**SCHEDULE**</u>

BACHELOR OF PHARMACY CURRICULUM OUTLINE AND CRITERIA FOR ACCREDITATION: EXIT LEVEL OUTCOMES, ASSOCIATED ASSESSMENT CRITERIA AND CONSTRUCTIVE ALIGNMENT

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REGISTRAR

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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

Bachelor of Pharmacy (BPharm)

Curriculum Outline and Criteria for Accreditation

Exit-Level Outcomes (ELOs) and Associated Assessment Criteria (AAC) & Constructive Alignment

NQF 8

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Exit-Level Outcomes (ELOs) and Associated Assessment Criteria (AAC)

ELOs are designed for the purpose of the qualification on competency level NQF 8 and framed against the South African Qualifications Authority (SAQA) level descriptors. The ELOs are also written in alignment with current BPharm qualification standards[1] and the competency standards for pharmacists in South Africa[2]. ELOs describe what the learner should be able to know, do, and understand upon completion of the BPharm learning programme.

The Associated Assessment Criteria (AAC) indicate what the learner must do to show competence, the knowledge involved, the context, the standard of assessment, and the range where applicable. It further indicates the nature and level of the assessment associated with the qualification, and how the ELOs could be assessed.

Exit-Level Outcome 1

1.1.   Demonstrate the ability to integrate the basic principles of sciences cognate to pharmacy in the understanding and application of knowledge, theories, research methodologies and techniques at the forefront of the core disciplines of pharmacy in professional practice.

Cognate sciences: include but are not limited to Chemistry, Microbiology, Biochemistry, Mathematics and Statistics, Physics, Anatomy, Physiology, Pathophysiology, and Social and Behavioural Sciences, including Biomedical Ethics.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Scope of Knowledge	00 CORE KNOWLEDGE: Foundational- and Advanced Knowledge (i) Foundational knowledge of cognate sciences, including but not limited to: Chemistry, Microbiology, Biochemistry, Mathematics and Statistics, Physics, Anatomy, Physiology, Pathophysiology, Social and Behavioural Sciences, including Biomedical Ethics.	Integrated into all competency domains	

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[1] Qualification Standard for Bachelor of Pharmacy Revised September 2021 v9
[2] Competency Standards for Pharmacists in South Africa, 2018

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
	(ii) Foundational knowledge of Pharmacognosy and Indigenous knowledge systems as they pertain to pharmacy practice in the South African context. 2. Advanced knowledge of core pharmaceutical and clinical sciences, including Pharmacology, Pharmaceutics, Pharmaceutical Chemistry, Pharmacy Practice and Clinical Pharmacy.		

1.2. Demonstrate foundational knowledge and an understanding of pharmacognosy as it pertains to the practice of pharmacy in the South African context.

1.3. Integrate principles of pharmacognosy as they apply to indigenous knowledge systems, traditional medicines, and applicable complementary and alternative medicines in the provision of pharmaceutical care.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Scope of Knowledge	00 CORE KNOWLEDGE: Foundational- and Advanced Knowledge (i) Foundational knowledge of cognate sciences, including but not limited to: Chemistry, Microbiology, Biochemistry, Mathematics and Statistics, Physics,	1. Public Health	1.1 Promotion of health and wellness
			1.2 Medicines information
			1.6 Primary healthcare
		2. Safe and Rational use of Medicines and Medical Devices	2.1 Patient consultation
			2.2 Patient counselling
			2.4 Medicines and medical devices safety

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
	Anatomy, Physiology, Pathophysiology, Social and Behavioural Sciences, including Biomedical Ethics. (ii) Foundational knowledge of Pharmacognosy and Indigenous knowledge systems as they pertain to pharmacy practice in the South African context. 2. Advanced knowledge of core pharmaceutical and clinical sciences, including Pharmacology, Pharmaceutics, Pharmaceutical chemistry, Pharmacy practice and Clinical pharmacy.	5. Professional and Personal Practice	2.5 Therapeutic outcome monitoring
			2.7 Pharmacovigilance
			5.1 Patient-centred care
			5.9 Communication

1.4. Demonstrate theoretical knowledge and understanding at the forefront of the core disciplines of pharmacy, namely, pharmaceutics, pharmaceutical chemistry, pharmacology, pharmacy practice, and clinical pharmacy by appropriately integrating and applying such knowledge in the practice of pharmacy in the diverse sectors of pharmacy to contribute effectively to patient well-being and positive healthcare outcomes.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Scope of Knowledge	00 CORE KNOWLEDGE: Foundational- and Advanced Knowledge (i) Foundational knowledge of cognate sciences, including but not limited to: Chemistry,	Integrated into all competency domains	

Microbiology, Biochemistry, Mathematics and Statistics, Physics, Anatomy, Physiology, Pathophysiology, Social and Behavioural Sciences, including Biomedical Ethics. (ii) Foundational knowledge of Pharmacognosy and Indigenous knowledge systems as they pertain to pharmacy practice in the South African context. 2. Advanced knowledge of core pharmaceutical and clinical sciences, including Pharmacology, Pharmaceutics, Pharmaceutical chemistry, Pharmacy practice and Clinical pharmacy.	

1.5. Demonstrate the ability to engage with knowledge critically, identify and evaluate information sources, synthesise information, assess knowledge production processes, and apply higher-order thinking skills within the context of the core disciplines of pharmacy.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Accessing, processing, and managing information	01 Pharmaceutical knowledge literacy, including the ability to interrogate, evaluate, create, transmit and apply knowledge based on current research in the pharmaceutical, and relevant clinical and social sciences.	6. Education, Critical analysis, and Research	6.1 Education and training policy
			6.2 Provision of education and training
			6.4 Gap analysis
			6.5 Critical analysis
			6.6 Research
			6.7 Supervision of other researchers
			6.8 Collaborative research

Associated Assessment Criteria (AAC) for ELO 1

AAC 1.1.   Advanced comprehension, critical analysis, and creative thinking abilities are demonstrated in the disciplines of Pharmaceutics, Pharmaceutical Chemistry, Pharmacology, Clinical Pharmacy, and Pharmacy Practice.

AAC 1.2. Psycho-social and neuropsychopharmacology knowledge and principles, including ethical and legal considerations, are critically applied in the development of a comprehensive approach to drug therapy, pharmaceutical care and mental health.

AAC 1.3. Scholarly pharmaceutical literature is continuously reviewed to form new perspectives, compare and contrast various approaches, interrogate new technologies and apply new current good practice (cGXP) rules in decision-making processes in the practice of pharmacy.

AAC 1.4. Current original research studies, systematic reviews, meta-analyses and emerging evidence in the field are critically appraised to assess possible implications for the promotion of pharmaceutical knowledge production.

AAC 1.5. Appropriate research methodologies are employed to investigate and address challenges in the pharmaceutical (including pharmaceutical chemistry & pharmaceutics), pharmacological, practice, clinical and other areas of pharmacy.

AAC 1.6. Engagement with and understanding of indigenous knowledge systems is supported by foundational knowledge of the theory and principles of pharmacognosy in the practice of pharmacy in the South African context.

AAC 1.7. Advanced pharmacological and pharmaceutical knowledge related to complementary and traditional medicine is assessed and contrasted with the benefits and risks as compared to conventional medicines in the practice of pharmacy.

Exit-Level Outcome 2

2.1. Select and accurately apply appropriate knowledge and standard procedures to ensure the safe and rational use of medicines and medical devices within the scope of practice of a pharmacist.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Methods and Procedures	02 Application of knowledge of the safe and rational use of medicines, complementary medicines, traditional medicines and medical devices, good clinical practice (clinical trials), and the ability to undertake patient education, consultation, counselling, medicine review and management, therapeutic outcome monitoring, pharmacist-initiated therapy and pharmacovigilance.	2. Safe and Rational use of Medicines	2.1 Patient consultation
			2.2 Patient counselling
			2.3 Patient medicine review and management
			2.4 Medicines and medical devices safety
			2.5 Therapeutic outcome monitoring
			2.6 Pharmacist-initiated therapy
			2.7 Pharmacovigilance
			2.8 Clinical trials

2.2. Demonstrate advanced clinical practice knowledge and skills by providing appropriate counselling and patient-specific education as appropriate to the practice sector.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Management of learning	02 Application of knowledge of the safe and rational use of medicines, complementary medicines, traditional medicines and medical devices, good clinical practice (clinical trials), and the ability to undertake patient education, consultation, counselling, medicine review and management, therapeutic outcome monitoring, pharmacist-initiated therapy and Pharmacovigilance.	2. Safe and Rational use of Medicines and Medical devices	2.1 Patient consultation
			2.2 Patient counselling
		5. Professional and Personal Practice	5.1 Patient-centred care
		6. Education, Critical analysis, and Research	6.3 Practice embedded education or workplace education

2.3. Demonstrate:

2.3.1. The application of advanced clinical practice knowledge and skills by undertaking pharmacist-initiated therapy (PIT) and making interventions to improve medication adherence and optimise therapeutic outcomes.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Methods and procedures	02 Application of knowledge of the safe and rational use of medicines, complementary medicines, traditional medicines and medical devices, good clinical practice (clinical trials), and the ability to undertake patient education, consultation, counselling, medicine review and management, therapeutic outcome monitoring, pharmacist-initiated therapy and pharmacovigilance.	2. Safe and Rational use of Medicines and Medical devices	2.6 Pharmacist-initiated therapy (PIT)

2.3.2. Proficiently assess therapeutic outcomes, including applicable therapeutic drug monitoring, and adeptly apply pharmacovigilance principles in the delivery of pharmaceutical care and pharmaceutical services.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Accessing, processing, and managing information	02 Application of knowledge of the safe and rational use of medicines, complementary medicines, traditional medicines and medical devices, good clinical practice (clinical trials), and the ability to undertake patient education, consultation, counselling, medicine review and management, therapeutic outcome monitoring, pharmacist-initiated therapy and Pharmacovigilance.	2. Safe and Rational use of Medicines and Medical devices	2.5 Therapeutic outcome monitoring
			2.7 Pharmacovigilance

2.4. Select and apply appropriate current and relevant technologies, standards, procedures, modern analytical, diagnostic and pharmaceutical tools, processes, and research-based knowledge in the evolving practice of pharmacy.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Methods and procedures	04 Selection and application of appropriate current and relevant technology, standards, procedures, modern analytical, diagnostic and pharmaceutical tools, processes and research-based knowledge to the practice of pharmacy.	2. Safe and Rational use of Medicines and Medical devices	2.5 Therapeutic outcome monitoring
		5. Professional and Personal Practice	5.2 Professional Practice
		6. Education, Critical analysis, and Research	6.1 Education and training policy
			6.3 Practice embedded education or workplace education
			6.6 Research
			6.8 Collaborative research

2.5. Integrate and apply cutting edge pharmaceutical knowledge of the core disciplines of pharmacy in all areas relating to the practice of pharmacy according to current good practice (cGXP) including, but not limited to, the discovery, development and supply of medicines and medical devices (including production, registration, wholesaling and distribution, supply chain management, formulary development, compounding, dispensing, disposal and destruction of pharmaceutical and medical waste).

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Scope of knowledge	07 The application and integration of knowledge, according to GxP3, in the discovery, development and supply of medicines and medical devices, including production, registration, wholesaling and distribution, supply chain management, formulary development, compounding, dispensing, disposal and destruction of	1. Public Health	1.4 Health Economics
		2. Safe and Rational Use of Medicine	2.8 Clinical Trials
		3. Supply of Medicines and Medical devices	3.1 Medicine production according to GxP
			3.2 Supply Chain Management
			3.3 Formulary development
			3.4 Medicine dispensing
			3.5 Medicine compounding

	pharmaceutical and medical waste.		3.6 Medicine disposal/destruction
	12 Perform all the duties within the scope of practice of a pharmacist accurately and precisely.	5. Professional and Personal Practice	5.2 Professional Practice

Associated Assessment Criteria (AAC) for ELO 2

AAC 2.1.1. Advanced integrated knowledge is applied, and appropriate standard procedures are followed in the management of patient medication, the resolution of drug therapy-related problems, and in the conducting of medication reviews to ensure safe, rational and cost-effective use of medicines.

AAC 2.1.2. Pharmacovigilance principles and practices, including the reporting of adverse drug reactions and promotion of patient safety, are competently applied to ensure the safe and rational use of medicines.

AAC 2.2. Specialised pharmaceutical, pharmacological and pharmaceutical care principles and procedures are applied in the selection and use of medical devices in the practice of pharmacy.

AAC 2.3. Specialised pharmaceutical and pharmacological principles and procedures are applied in the interpretation of point-of-care test results and in the appropriate counselling of the patient.

Specialised pharmaceutical, pharmacological and pharmaceutical care principles and procedures are applied in the interpretation of point-of-care test results and in the appropriate counselling of the patient.

AAC 2.4. Clinical and pharmaceutical knowledge, skills and appropriate educational approaches are integrated in the provision of patient-specific education and counselling to ensure optimal therapeutic outcomes.

AAC 2.5. Pharmacist-initiated therapy and interventions, in collaborative consultation with other healthcare professionals, and in cognisance of local regulations and the pharmacist's scope of practice, are promoted and practised, optimising the overall quality of pharmaceutical care and services.

AAC 2.6.1. Modern technologies such as, but not limited to, electronic health record and automation systems, telepharmacy, mobile applications, and wearable devices are identified and applied where appropriate in the practice of pharmacy.

AAC 2.6.2. Good Manufacturing Practice (GMP) principles together with Good Pharmacy Practice (GPP) rules, and standard operating procedures (SOPs) are employed in the practice of pharmacy to provide optimal pharmaceutical care.

AAC 2.6.3. Technologically advanced analytical, diagnostic and medicines compounding tools in pharmacy such as, but not limited to, point-of-care testing (POCT) devices, compounding equipment, medical devices, drug information databases, and automated medication dispensing cabinets are integrated into the practice of pharmacy.

AAC 2.7. Advanced drug discovery approaches, analytical methodologies, and medicines manufacturing methods such as, but not limited to, deoxyribonucleic acid (DNA) sequencing and genotyping, high-performance liquid chromatography (HPLC), and mass spectroscopy (MS) are appraised and appropriately applied in the practice of pharmacy.

AAC 2.8.1. Preclinical, clinical, and post-clinical phases of drug development are critically analysed in relation to regulatory approval, laboratory testing, drug safety assessment processes, efficacy, and pharmacokinetics, including drug formulation, pharmacological testing, drug product stability and toxicity studies.

AAC 2.8.2. Good Storage Practice (GSP) and Good Distribution Practice (GSDP) guidelines and standards involved in the wholesaling and distribution of drugs are analysed and evaluated for efficiency and compliance including, but not limited to, the inventory management, storage and handling, regulatory compliance, supply chain efficiency, product authentication and serialisation, and the distribution of speciality medications.

AAC 2.8.3. In-depth understanding and application of techniques of the compilation and use of formularies in the safe, rational, and cost-effective use of medicines in both the private and public sectors is exhibited.

AAC 2.8.4. Pharmaceutical (including pharmaceutical chemistry & pharmaceutics), pharmacological and clinical knowledge and skills are integrated and applied in the compounding and manufacturing of medicines.

AAC 2.8.5. Pharmaceutical (pharmaceutical chemistry & pharmaceutics), pharmacological and clinical knowledge and skills are integrated and applied in all phases of the dispensing of medicines.

AAC 2.8.6. Protocols, methods and ethical decision-making skills are applied in the destruction and/or disposal of pharmaceutical and medical waste for the mitigation of human health risks and impact on the environment.

AAC 2.9. Pharmaceutical, pharmacological, and clinical pharmacy strategies are developed and applied to enhance and integrate pharmacovigilance activities in the practice of pharmacy.

AAC 2.10. Existing pharmaceutical policies and procedures are assessed and critiqued in relation to the impact on the safety, quality, and efficacy of medicines.

Exit-Level Outcome 3

3.1. Demonstrate the ability to undertake research to analyse and address complex and abstract problems arising in the practice of pharmacy to contribute to the improvement of healthcare.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Scope of knowledge	11 An ability to undertake research to analyse and	6. Education, Critical analysis, and Research	6.2 Provision of Education and Training

Problem solving	address complex and abstract problems to improve healthcare.		6.4 Gap analysis
			6.5 Critical analysis
			6.6 Research

Associated Assessment Criteria (AC) for ELO 3

AAC 3.1.   A research need is identified, justified, and a strategy for conducting the research is outlined and a mini-research project is conducted to address the challenge.

AAC 3.2.   Good research practice guidelines are appropriately applied and adhered to in conducting a research project in a field of pharmacy.

AAC 3.3.   Current Good Practice (cGxP) principles and guidelines are critically evaluated, assessed and applied in the research project to safeguard research integrity and ensure the quality, safety, and efficacy of products and processes. cGxPs include but are not limited to: Good Pharmacy Practice (GPP); Good Manufacturing Practice (GMP); Good Laboratory Practice (GLP); Good Clinical Practice (GCP); Good Distribution Practice (GDP); Good Pharmacovigilance Practice (GVP); Good Documentation Practice (GDocP); Good Data Management Practice (GDMP); Good Automated Manufacturing Practices (GAMP); Good Radiopharmacy Practice (GRPP); Good Clinical Laboratory Practice (GCLP); Good Wholesaling Practice (GWP).

Exit-Level Outcome 4

4.1. Demonstrate the ability to provide patient-centred care, think critically and address issues informed by acquired knowledge of professional ethics, health and pharmacy-related law, as well as cultural values to assess and address societal, health, safety, and ethicolegal issues relevant to the practice of pharmacy.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Ethics and professional practice	8 Competence to provide people-centred care, and practice professionally, ethically and within the law. 13 Think critically and apply reasoning informed by acquired knowledge, professional ethics and values to assess and address societal, health, safety, legal and cultural issues relevant to pharmacy.	5. Professional and Personal Practice	5.1 Patient-centred care
			5.2 Professional Practice
			5.3 Ethical and Legal Practice
			5.9 Communication
		6. Education, Critical analysis, and Research	6.5 Critical analysis
			6.6 Research

Associated Assessment Criteria (AAC) for ELO 4

AAC 4.1. The selection and implementation of specific patient-centred care interventions are justified and applied based on evidence and ethical decision-making abilities in the practice of pharmacy.

AAC 4.2. Ethical and legal issues are addressed through critical reflection and responsible decision-making in the practice of pharmacy.

AAC 4.3. The ethical, legal, and social implications of health and pharmacy-related laws are assessed, critically evaluated and acted upon in the context of patient rights and access to medication.

AAC 4.4. The rational use of medicine is advocated, justified and applied for the protection of the health and safety of the public in the practice of pharmacy.

AAC 4.5. Existing pharmaceutical policies are critiqued and assessed related to the impact, patient outcomes, ethical implications, and potential conflicts of interest.

AAC 4.6. Ethical principles, legal standards, and regulatory guidelines are applied to make informed decisions and solve complex problems in pharmacy practice and research.

AAC 4.7. The principles and Rules relating to Good Pharmacy Practice (GPP) are evaluated to determine the impact on patient safety, medication management, and the overall quality of patient care, and are appropriately implemented within the practice of pharmacy.

Exit-Level Outcome 5

5.1. Access, collect and critically evaluate evidence to support safe, rational and cost-effective use of medicines, and provide such evidence-based medicines information to healthcare professionals and to patients.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Accessing, processing and managing information	3 The ability to access, collect and critically evaluate evidence to support safe, rational, and cost-effective use of medicines, and the capacity to provide evidence-based medicines information to healthcare professionals and to patients.	2. Safe and Rational Use of Medicine	2.1 Patient consultation
			2.2 Patient counselling
			2.3 Patient medicine review and management
			2.4 Medicines and medical devices safety

Associated Assessment Criteria (AAC) for ELO 5

AAC 5.1. The cost-effectiveness and feasibility of available medication options are assessed, taking into consideration patient socio-economic factors such as efficacy, safety, patient preferences, and healthcare resources in the practice of pharmacy in South Africa.

AAC 5.2. Patient consultation is undertaken in a professional manner to gather relevant patient information and determine holistic health care needs, including drug therapy.

AAC 5.3. Evidence-based information is critically assessed to determine its relevance and applicability to specific patient cases or clinical scenarios.

Exit-Level Outcome 6

6.1. Demonstrate competence in the promotion of health and wellness, and the provision of primary healthcare by offering creative insights, rigorous interpretation and solutions to problems and issues appropriate to the practice of pharmacy.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Producing and communicating information	6 Competence in the promotion of health and wellness, production and dissemination of medicines-, drug safety- and substance abuse information, professional and health advocacy, health economics, epidemic and health disaster management, and primary healthcare by offering creative insights, rigorous interpretation and solutions to problems and issues appropriate to the practice of pharmacy. 15 Communicate concepts, arguments, information and solutions to problems in a manner appropriate to the pharmacy practice context and the recipients of the communication, taking into account professional, social and cultural factors.	1. Public Health	1.1 Promotion of health and wellness
			1.3 Professional and health advocacy
			1.6 Primary Health Care
			2.6 Pharmacist-initiated therapy
		3. Safe and Rational use of Medicines and Medical devices	2.1 Patient consultation
			2.2 Patient counselling
			2.3 Patient medicine review and management
			2.5 Therapeutic outcome monitoring
			2.6 Pharmacist-initiated therapy
			2.7 Pharmacovigilance
		5. Professional and Personal Practice	5.1 Patient-centred care
			5.2 Professional practice
			5.6 Decision-making

6.2. Demonstrate mastery in the critical analysis and professional communication of epidemic and health disaster management principles and solutions within the scope of practice as a pharmacist.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Producing and communicating information	6 Competence in the promotion of health and	1. Public Health	1.5 Epidemic and disaster management

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
	wellness, production and dissemination of medicines, drug safety and substance abuse information, professional and health advocacy, health economics, epidemic and health disaster management and primary healthcare by offering creative insights, rigorous interpretation and solutions to problems and issues appropriate to the practice of pharmacy. 15 Communicate concepts, arguments, information and solutions to problems in a manner appropriate to the pharmacy practice context and the recipients of the communication, taking into account professional, social and cultural factors.	5. Professional and personal practice	5.7 Collaborative practice 5.9 Communication

6.3. Demonstrate competence in the production and dissemination of medicines, drug safety, and substance abuse information, by offering creative insights, rigorous interpretation and solutions to problems and issues appropriate to the practice of pharmacy.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Producing and communicating information	6 Competence in the promotion of health and wellness, production and dissemination of medicines-, drug safety- and substance abuse information, professional and health advocacy, health economics, epidemic and health disaster management and primary healthcare by offering creative insights,	1. Public Health	1.2 Medicines information
		5. Professional and personal practice	5.9 Communication

	rigorous interpretation and solutions to problems and issues appropriate to the practice of pharmacy.		

6.4. Communicate concepts, arguments, and information, and propose solutions to problems in a manner appropriate to the scope of practice of a pharmacist and the recipients of the communication, considering professional, social and cultural factors.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Producing and communicating information	6 Competence in the promotion of health and wellness, production and dissemination of medicines-, drug safety- and substance abuse information, professional and health advocacy, health economics, epidemic and health disaster management and primary healthcare by offering creative insights, rigorous interpretation and solutions to problems and issues appropriate to the practice of pharmacy.	1. Public Health	1.1 Promotion of health and wellness
			1.2 Medicines information
			1.3 Professional and health advocacy
		2. Safe and Rational Use of Medicines and Medical Devices	2.2 Patient counselling
		5. Professional and Personal practice	5.9 Communication

Associated Assessment Criteria (AAC) for ELO 6

AAC 6.1. The effectiveness of communication campaigns in raising awareness and promoting behaviour change related to drug safety and substance abuse is evaluated and applied in relation to the practice of pharmacy in South Africa.

AAC 6.2. The impact and outcomes of advocacy efforts or initiatives addressing health economic issues are synthesised and communicated to a range of audiences.

AAC 6.3. Effective communication strategies in managing epidemics, health disasters, or promoting primary healthcare initiatives are applied in the context of pharmacy practice.

AAC 6.4. Healthy lifestyles are promoted, and preventive measures are proactively advocated to manage risk factors for illness or disease. An initial assessment of a patient's health needs is conducted, interpreted, and appropriate solutions are communicated within the context of the provision of primary healthcare.

AAC 6.5. Present and communicate academic ideas and disseminate research results in a manner that makes research and other related information accessible and user-friendly for all intended audiences by offering creative insights and rigorous interpretations.

AAC 6.6. Patient-specific information is obtained, and therapeutic principles are applied to make informed recommendations. These recommendations are effectively communicated and applied in pharmacist-initiated therapy (PIT).

Exit-Level Outcome 7

7.1. Demonstrate an in-depth understanding of the impact of global, economic, environmental, industrial/technological changes and societal factors on the local context and governance system(s) for the practice of pharmacy.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Context and systems	5 Application of knowledge, as related to pharmacy, for effective integration of organisation and management skills in terms of human resources and financial management, pharmaceutical infrastructure management, quality assurance, project management, quality management systems, business/entrepreneurship management, change management and pharmaceutical policy development. 9 An understanding of the impact of global, economic, environmental, industrial/technological changes and societal factors on the local context and system(s) in which pharmacy is practised. 14 Demonstrate an understanding of how to lead work productively, whether independently or within an interprofessional team based on an understanding of the roles and relationships between the members of the professional team in diverse environments. 18	6. Education, Critical analysis, and Research	6.4 Gap analysis
			6.5 Critical analysis
			6.6 Research
			6.8 Collaborative research

	Demonstrate business acumen and application of entrepreneurial skills to the innovative practice of pharmacy.		

7.2. Demonstrate an understanding of how to lead work productively and in a supportive manner, whether independently or within an inter-professional team, based on an understanding of the roles and relationships between the members of the professional team in diverse environments.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Context and systems	14 Demonstrate an understanding of how to lead work productively, whether independently or within an interprofessional team based on an understanding of the roles and relationships between the members of the professional team in diverse environments.	5. Professional and Personal practice	5.5 Leadership
			5.6 Decision-making
			5.7 Collaborative Practice
			5.8 Self-management
			5.9 Communication

7.3. Demonstrate a high level of knowledge with respect to entrepreneurship, leadership and management enabling the development of business acumen, organisational and quality management skills, and to apply these skills in the development of pharmaceutical policy and management systems in the various sectors of pharmacy.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Scope of knowledge Context and systems	5 Application of knowledge, as related to pharmacy, for effective integration of organisation and management skills in terms of human resources and financial management, pharmaceutical infrastructure management, quality assurance, project management, quality management systems, business/entrepreneurship management, change management and	4. Organisation and Management skills	4.1 Human Resource Management
			4.2 Financial management
			4.3 Pharmaceutical infrastructure management
			4.4 Quality assurance
			4.5 Change management
			4.6 Policy development

	pharmaceutical policy development. 18 Demonstrate business acumen and application of entrepreneurial skills to the innovative practice of pharmacy.		

Associated Assessment Criteria (AAC) for ELO 7

AAC 7.1.   The impacts of global, economic, environmental, industrial/technological changes, and societal factors are interpreted and synthesised in the context of relevant aspects of the pharmacy profession, such as regulatory frameworks, ethical considerations, and/or patient outcomes.

AAC 7.2.   Leadership strategies are assessed to gain a deeper understanding of inter-professional collaboration or independent work, with the aim of enhancing productivity and efficiency within the context of a pharmacy-related system.

AAC 7.3.   Existing business acumen in the practice of pharmacy is evaluated, outlined, and applied, considering the key elements such as their impact on customer satisfaction, market share, and overall success.

AAC 7.4.   Effective quality management systems are observed through the examination of their components and mitigation strategies are proposed/outlined to protect patient safety, prevent medication errors, and address adverse events as appropriate to the practice sector.

Exit-Level Outcome 8

8.1.   Demonstrate the capacity to develop and provide appropriate health care education to health care professionals and to patients as and when necessary.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Management of learning	10 Capacity to develop and provide appropriate health care education to health care professionals and to patients as and when necessary. 16 Demonstrate an ability to critically reflect on learning needs and apply learning strategies to address continuing professional	5. Professional and Personal Practice	5.7 Collaborative Practice
		6. Education, Critical analysis, and Research	6.1 Education and training policy
			6.2 Provision of education and training
			6.3 Practice embedded education or workplace education

	development of self and others effectively.		

8.2. Demonstrate an ability to critically reflect on learning needs and apply learning strategies to address continuing professional development of self and others effectively.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Management of learning	16 Demonstrate an ability to critically reflect on learning needs and apply learning strategies to address continuing professional development of self and others effectively.	5. Professional and Personal Practice	5.4 Continuing Professional Development
			5.8 Self-management

Associated Assessment Criteria (AAC) for ELO 8

AAC 8.1. The effectiveness of a healthcare education programme implemented in a pharmacy setting is analysed and evaluated for its impact on the knowledge, skills, and attitudes of healthcare professionals and patients.

AAC 8.2. The contextual understanding and knowledge of healthcare principles and patient education techniques are demonstrated through practical and real-life scenarios.

AAC 8.3. Personal and professional growth areas are identified through self-reflection and well-rounded continuing professional development (CPD) plans for themselves, and team members are guided in the development of individual improvement plans taking into consideration personal styles, goals, and professional responsibilities.

Exit-Level Outcome 9

9.1. Take responsibility for his/her own work, demonstrate judicious decision-making and the efficient use of resources in various pharmacy contexts and accept accountability for both individual and team decisions and actions.

Constructive alignment

SAQA LEVEL DESCRIPTOR CATEGORY	BPHARM QUALIFICATION STANDARD	COMPETENCY DOMAIN	SPECIFIC COMPETENCIES
Accountability	17		5.6 Decision-making
Ethics and professional practice	Demonstrate an ability to take responsibility for her/his own work, use of resources and decision-making in diverse pharmacy contexts, as well	5. Professional and Personal Practice	5.8 Self-management

	as accountability for the discussions and actions of a team.		

Associated Assessment Criteria (AAC) for ELO 9

AAC 9.1. Full accountability and ethical decision-making are applied to the safe and rational use of medicine in the practice of pharmacy.

AAC 9.2. The ethical and legal responsibilities of a pharmacist in pharmacy practice are acknowledged and applied in accordance with professional and ethical standards, regulations, and the professional code of conduct.