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## BOARD NOTICES • RAADSKENNISGEWINGS

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### BOARD NOTICE 477 OF 2023

#### THE SOUTH AFRICAN PHARMACY COUNCIL GUIDELINES FOR WORK-BASED LEARNING (WBL)

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The South African Pharmacy Council intends to publish, in terms of Section 3(e)(i), Sections 33 and 34 of the Pharmacy Act, 53 of 1974, read together with the *Regulations relating to pharmacy education and training*, the **SOUTH AFRICAN PHARMACY COUNCIL GUIDELINES FOR WORK-BASED LEARNING (WBL)**.

Interested parties are invited to submit, within **60 days** of publication of this notice, substantiated comments on or representation regarding the proposed Guidelines. Comments must be addressed to The Registrar, South African Pharmacy Council, Private Bag X40040, Arcadia or email [BN@sapc.za.org](mailto:BN@sapc.za.org)

#### **SCHEDULE**

SOUTH AFRICAN PHARMACY COUNCIL GUIDELINES FOR WORK-BASED LEARNING (WBL)



**VM TLALA  
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](https://www.sapc.za.org/Legislation_Proposed)



**South African  
Pharmacy Council**

# **SOUTH AFRICAN PHARMACY COUNCIL GUIDELINES FOR WORK-BASED LEARNING (WBL)**

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## **ABBREVIATIONS**

GPE	Good Pharmacy Education
HEQSF	Higher Education Qualifications Sub-Framework
HPCSA	Health Professions Council of South Africa
NQF	National Qualifications Framework
NIMART	Nurse-Initiated Management of Antiretroviral Therapy
OQSF	Occupational Qualifications Sub-Framework
PCDT	Primary Care Drug Therapy
PHC	Primary Health Care
PIMART	Pharmacist-Initiated Management of Antiretroviral Therapy
PSP	Pharmacy Support Personnel
SANC	South African Nursing Council
SAPC	South African Pharmacy Council
SAQA	South African Qualifications Authority
WBL	Work-based Learning
WIL	Work Integrated Learning

## 1. PREAMBLE AND PRINCIPLES

The South African Pharmacy Council (hereafter “Council”) has a statutory obligation in terms of the Pharmacy Act, 53 of 1974, as follows:

- (a) Section 3(e)(i) provides that among the objects of Council shall be to establish, develop, maintain and control universally acceptable standards in pharmaceutical education and training; and
- (b) Sections 33 and 34 read together with the *Regulations relating to pharmacy education and training* state that the Council is to approve providers of pharmacy education and training and qualifications that lead to registration with itself.

Council implements the above responsibilities by developing scopes of practice and qualifications, accrediting providers and courses, quality assuring the delivery of the programmes, and ensuring consistency and quality across programmes.

The part-qualification and qualifications in the field of pharmacy education and training which include WBL components are:

- (a) Occupational Certificate Pharmacist’s Assistant (Basic) – at National Qualification Framework (NQF) Level 4 on the Occupational Qualifications Sub-Framework (OQSF).
- (b) Occupational Certificate Pharmacist’s Assistant (Post-Basic) – at NQF Level 5 on the OQSF.
- (c) Diploma in Pharmacy Technical Support – at NQF Level 6 on the Higher Education Qualifications Sub-Framework (HEQSF).
- (d) Bachelor of Pharmacy – at NQF Level 8 on the HEQSF.
- (e) Professional Master of Pharmacy in Public Health Pharmacy and Management – at NQF Level 9 on the HEQSF.
- (f) Professional Master of Pharmacy in Clinical Pharmacy – at NQF Level 9 on the HEQSF.
- (g) Professional Master of Pharmacy in Radiopharmacy – at NQF Level 9 on the HEQSF.
- (h) Professional Master of Pharmacy in Industrial Pharmacy – at NQF Level 9 on the HEQSF.

Supplementary training/short courses which have been approved by Council are:

- (a) Family Planning (Reproductive Health) course.
- (b) Immunisation and Injection Technique course.

- (c) Pharmacist-Initiated Management of Antiretroviral Therapy (PIMART) course.
- (d) Primary Care Drug Therapy (PCDT) course.

The purpose of these *Guidelines on Work-Based Learning* (WBL) is to provide guidance to relevant stakeholders on the implementation of the WBL component of the qualifications and supplementary training/short courses approved by Council.

## **2. INTRODUCTION AND BACKGROUND**

Council has introduced requirements for completion of WBL as a component of the Bachelor of Pharmacy (BPharm) and Pharmacy Support Personnel (PSP) qualifications. WBL is also a requirement of supplementary training/short courses (Family Planning [Reproductive Health], Immunisation and Injection Technique, PIMART and PCDT).

Feedback from both employers and providers of pharmacy education and training on challenges encountered with the implementation of WBL has been received by Council. To fully investigate WBL in the pharmaceutical sector Council initiated a project to explore the implementation of WBL, with input from relevant role players (providers, employers, students<sup>1</sup> and funders).

To initiate the process Council designed and implemented two workshops with relevant stakeholders. The workshops were held on 27 June 2019 and 5 May 2021. Due to the COVID-19 pandemic the planned follow-up workshop to the 2019 workshop could not be held during 2020. With continued lockdown regulations during 2021, a virtual workshop, as opposed to a face-to-face workshop, was hosted by Council on 5 May 2021. The outcomes of the two workshops were documented<sup>2,3</sup> and have formed the basis for these guidelines on WBL.

## **3. WORK-BASED LEARNING (WBL)**

Work-integrated learning (WIL) is an umbrella term used to describe various educational strategies that connect formal classroom learning with the workplace environment (Council on Higher Education (CHE), 2011). The concept and practice of WIL was

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<sup>1</sup> The term student will be used, in this document, to indicate both students on the HEQSF and learners on the QQSF.

<sup>2</sup> SOUTH AFRICAN PHARMACY COUNCIL. (2019). REPORT: SOUTH AFRICAN PHARMACY COUNCIL WORKSHOP ON WORKPLACE BASED LEARNING. – 27 JUNE 2019. SOUTH AFRICAN PHARMACY COUNCIL: PRETORIA.

<sup>3</sup> SOUTH AFRICAN PHARMACY COUNCIL. (2021). REPORT: SOUTH AFRICAN PHARMACY COUNCIL WORKSHOP ON WORKPLACE BASED LEARNING. -5 MAY 2021. SOUTH AFRICAN PHARMACY COUNCIL: PRETORIA.

developed in response to concerns about graduates' preparedness for graduation, employability, and civic responsibility. A primary driver for the development of WIL has been to enhance student learning.

There are different forms of WIL that extend from a more theoretical classroom-based approach to time spent in an actual workplace. Formats of WIL include the following: action-learning; apprenticeships; cooperative education; experiential learning; inquiry learning; inter-professional learning; practicum placements; problem-based learning; project-based learning; scenario learning; service-learning; team-based learning; virtual or simulated WIL; WBL; work experience; and workplace learning.

As a subset of WIL, WBL is an educational approach used in professional and occupational qualifications to provide students with real-life workplace experience that will allow students to apply their theoretical learning and technical skills in the workplace. Work-based learning is defined as "an educational approach through which a person internalises knowledge, gains insights and acquires skills and competencies through exposure to a workplace to achieve specific outcomes applicable to employment" (van Staden, 2015). The underpinning principle is to expose students to real-life work experience as part of the formal educational qualification. During the period in the workplace, the student should be provided with the opportunity to apply theoretical knowledge and practical skills acquired during the academic programme to workplace activities (Pandor, 2018).

Benefits derived from WBL practices accrue to the student, workplace, and society.

Benefits accruing to the student are:

- (a) Allows the student to create links between classroom-derived theoretical knowledge and workplace practices.
- (b) Provides the student with an opportunity for an extended period to demonstrate their desirability as a future employee.
- (c) Develops student knowledge of methods and practices in all sectors of pharmacy.
- (d) Broadens the students' experiential exposure further than other WIL opportunities available on campus.

Benefits accruing to the workplace are:

- (a) Promotes knowledge transfer between the educational provider and the workplace.
- (b) Provides additional resources not committed to normal daily tasks.

(c) Allows an extended period to assess possible future employees.

Benefits accruing to society:

(a) Development of a more skilled workforce with educational programmes that are relevant to the workplace.

Under certain circumstances, non-placement WIL can take place in an authentic simulated workplace environment on campus, i.e., simulation. The use of augmented reality, for example, can be used where applicable in such cases.

#### **4. OVERVIEW OF SOUTH AFRICAN PHARMACY COUNCIL REQUIREMENTS FOR WORK-BASED LEARNING**

Council have introduced WBL requirements into part-qualifications, qualifications, and supplementary training/short courses. The requirements are stipulated in the relevant Good Pharmacy Education Standards and qualification/course curriculum.

##### **4.1 BPharm Qualification (HEQSF)**

The WBL requirement for the BPharm (65130)<sup>4</sup> is at least 400 hours in the overall learning programme.

##### **4.2 Occupational Certificate: Pharmacist's Assistant (Basic) (OQSF)**

The WBL requirement for the Occupational Certificate: Pharmacist's Assistant (Basic) (112811)<sup>5</sup> is a total of 160 hours. The following activities are to be covered during WBL: processes to distribute and control stock as per legislation (50 hours); processes to manufacture non-sterile medicines (40 hours); processes to compound non-sterile extemporaneous preparations (50 hours); and processes to perform general housekeeping and administrative tasks in the pharmacy (20 hours).

##### **4.3 Occupational Certificate: Pharmacist's Assistant (Post-Basic) (OQSF)**

The WBL requirement for the Occupational Certificate: Pharmacist's Assistant (Post-Basic) (112807)<sup>6</sup> is a total of 370 hours. The following activities are to be covered during WBL: processes to manage stock as per legislation (80 hours); processes to manufacture non-sterile and sterile medicines (50 hours); processes to compound sterile and extemporaneous preparations (60 hours); processes to dispense medicines (150

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<sup>4</sup> South African Qualifications Authority (SAQA) qualification identification number.

<sup>5</sup> South African Qualifications Authority (SAQA) qualification identification number.

<sup>6</sup> South African Qualifications Authority (SAQA) qualification identification number.

hours); processes to perform general housekeeping and administrative tasks in the pharmacy (Post-Basic) (30 hours).

#### **4.4 Family Planning Course (Reproductive Health)**

The student is exposed to a minimum of ten (10) clinical cases, of which five (5) are observed and five (5) form part of a formal assessment.

#### **4.5 Primary Care Drug Therapy (PCDT)**

At least 200 patient examinations at the Primary Health Care (PHC) level must be completed. The 200 patient examinations must include all the conditions listed in the PHC standard treatment guidelines (STG) and essential medicines list (EML) in line with the scope of practice of a PCDT pharmacist. The number of patient examinations required per condition is stipulated in the *Criteria for accreditation: Primary Care Drug Therapy* (see Addendum A).

#### **4.6 Immunisation and Injection Technique**

A minimum of twenty (20) intramuscular immunisations and five (5) subcutaneous immunisations must be performed under the supervision of a competent pharmacist, registered nurse, or medical practitioner.

### **5. PLACEMENT SITES AND DURATION FOR WORK-BASED LEARNING (WBL)**

Placement sites for WBL should, for generalist qualifications/courses, include the various sectors of pharmacy. Requirements will differ according to the specialisation area for the professional Master's qualifications and certain courses.

#### **5.1 BPharm Qualification (HEQSF)**

Placement sites for WBL should ensure exposure to each sector of pharmacy. Placement sites must include, but should not be limited to, community pharmacy, institutional pharmacy, a Primary Health Care (PHC) setting, and the pharmaceutical manufacturing industry. Distribution practices are to be included in all four sectors.

The placement in the various sectors of pharmacy should include a minimum of: 80 hours in community pharmacy; 80 hours in institutional pharmacy, 80 hours in a PHC setting; and 40 hours in the pharmaceutical manufacturing industry. Distribution practices are to be included in all four sectors. The balance of at least 120 hours is to be allocated to any or all the sectors at the discretion of the provider and in agreement with Council.

## **5.2 Occupational Certificate: Pharmacist's Assistant (Basic) (OQSF)**

Placement sites for WBL should ensure exposure to each sector of pharmacy. Placement sites must include, but should not be limited to, community pharmacy, institutional pharmacy, and the pharmaceutical manufacturing industry. Distribution practices are to be included in all four sectors.

The placement in the various sectors of pharmacy should include at least a minimum of: 32 hours in community pharmacy; 32 hours in institutional pharmacy; and 32 hours in the pharmaceutical manufacturing industry, including distribution practices. The balance of at least 64 hours is to be allocated to any or all of the sectors at the discretion of the provider and in agreement with Council.

Total number of WBL hours: 160 hours.

## **5.3 Occupational Certificate: Pharmacist's Assistant (Post-Basic) (OQSF)**

Placement sites for WBL should ensure exposure to each sector of pharmacy. Placement sites must include, but should not be limited to, community pharmacy, institutional pharmacy, PHC setting and the pharmaceutical manufacturing industry. Distribution practices are to be included in all four sectors.

The placement in the various sectors of pharmacy should include at least a minimum of: 64 hours in community pharmacy; 64 hours in institutional pharmacy; 64 hours in a PHC setting; and 64 hours in the pharmaceutical manufacturing industry. Distribution practices are to be included in all four sectors. The balance of at least 114 hours is to be allocated to any or all of the sectors at the discretion of the provider and in agreement with Council.

Total number of WBL: 370 hours.

## **5.4 Family Planning Course (Reproductive Health)**

Placement sites for WBL should be as stipulated by the provider and approved by Council.

Recommendation: placement in the WBL site should include at least five (5) observed clinical cases and five (5) clinical cases supervised by a registered pharmacist with a

family planning qualification/PCDT pharmacist, nurse or medical practitioner in a PHC setting to be presented in a mini portfolio for assessment.

The student is exposed to a minimum of ten (10) clinical cases, of which five (5) are observed and five (5) form part of a formal assessment.

### **5.5 Primary Care Drug Therapy (PCDT)**

Placement sites for WBL should ensure exposure to patients at a PHC level. Placement sites can include but should not be limited to: a PHC setting; or a community pharmacy where a registered PCDT pharmacist practices PCDT.

### **5.6 Immunisation and Injection Technique**

Placement sites for WBL should ensure exposure to patients in a relevant clinical setting. Placement sites must include but should not be limited to: a PHC setting; a community pharmacy where the pharmacist is a registered vaccinator with Council, a community pharmacy where a registered PCDT pharmacist practices PCDT; or a hospital setting.

The placement in the various sites should include a minimum of twenty (20) intramuscular immunisations and five (5) subcutaneous immunisations for successful completion of the course under the supervision of a competent pharmacist who is a recorded vaccinator with Council, competent professional nurse or medical practitioner.

## **6. WORK-INTEGRATED LEARNING (WIL): SIMULATION**

A requirement for WBL is placement in the workplace. An alternative, under certain circumstances, is non-placement WIL in an authentic simulated workplace environment on campus, i.e., simulation. The use of augmented reality should be encouraged and used where applicable in such cases.

### **6.1 BPharm Qualification (HEQSF)**

In the Bpharm programme WBL placement in the manufacturing industry is recommended. However, in exceptional cases, Council will consider deviations.

### **6.2 Occupational Certificate: Pharmacist's Assistant (Basic) (OQSF)**

In the Occupational Certificate: Pharmacist's Assistant (Basic), non-placement WIL in an authentic simulated workplace environment on campus, i.e., simulation, is permitted as a replacement for WBL placement in the manufacturing industry. However, exposure

to distribution practices must take place during a WBL placement in community or institutional pharmacy.

### **6.3 Occupational Certificate: Pharmacist's Assistant (Post-Basic) (OQSF)**

In the Occupational Certificate: Pharmacist's Assistant (Post-Basic), non-placement WIL in an authentic simulated workplace environment on campus, i.e., simulation, is permitted as a replacement for WBL placement in the manufacturing industry. However, exposure to distribution practices must take place during a WBL placement in community or institutional pharmacy.

### **6.4 Family Planning (Reproductive Health)**

No deviation from WBL placement in the workplace will be permitted.

### **6.5 Primary Care Drug Therapy (PCDT)**

No deviation from WBL placement in the workplace will be permitted.

### **6.6 Immunisation and Injection Technique**

No deviation from WBL placement in the workplace will be permitted.

## **7. BPHARM: YEAR LEVEL FOR WORK-BASED LEARNING (WBL) PLACEMENT**

A total of 400 hours WBL placement is required over the duration of the four-year BPharm degree. Students who exit from the BPharm degree prior to successful completion of the fourth and final year of the programme may apply to Council for registration as Pharmacy Support Personnel (PSP)<sup>7</sup>.

A student who exits from the BPharm following successful completion of the first year of the programme may, within a two-year period from exiting the BPharm programme, apply to Council for registration as a Pharmacist's Assistant (Basic) as determined by Council.

Exit from the BPharm following successful completion of the second year of the programme may, within a two-year period from exiting the BPharm programme, apply to Council for registration as a Pharmacist's Assistant (Post-Basic) as determined by Council.

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<sup>7</sup> Resolution of the South African Pharmacy Council on 14 to 15 October 2020.

When the regulations pertaining to the Pharmacy Technician have been implemented, a student who exits from the BPharm following successful completion of the third year of the programme may, within a two-year period from exiting the BPharm programme, apply to Council for registration as a Pharmacy Technician. Until the regulations have been published for implementation such a student may apply for registration as a Pharmacist's Assistant (Post-Basic).

Early exit from the BPharm degree with subsequent registration as PSP highlights the need for relevant WBL placements to be implemented from the first year of the BPharm programme. The *Regulations relating to the practice of pharmacy* stipulate the scope of practice of a BPharm student for the purposes of education<sup>8</sup>: "A pharmacy student may, for purposes of education and training, and under the auspices of a provider approved to offer education and training for a qualification in pharmacy and with whom such student is enrolled, provide or perform all of the services or acts pertaining to the scope of practice of a pharmacist under the direct personal supervision of a pharmacist; and the services or acts referred to in sub-regulation 8(1) must be provided or performed in accordance with a programme developed by the provider and approved by the council". These regulations permit students from the first year of the programme to be placed in the workplace for WBL.

The WBL placement during the different year levels of the BPharm programme should include at least a minimum of: 40 hours during the first year; 80 hours during the second year; 120 hours during the third year; and 160 hours during the fourth year as indicated in the table below.

**Table 1: WBL minimum requirements for each year of study in the BPharm programme**

<b>BPharm Year of study</b>	<b>First year</b>	<b>Second year</b>	<b>Third year</b>	<b>Fourth year</b>
<b>WBL minimum hours</b>	40	80	120	160
<b>Number of Weeks of WBL</b>	1	2	3	4
<b>Category of registration on completion of year of study</b>	Basic*	Post-Basic*	Technician*	Pharmacist Intern

<sup>8</sup> Regulations 8.1 and 8.2.

\*After completing the applicable year of study, a student who is unable to complete the remainder of the BPharm programme can go through a further process as determined by Council to register in the appropriate category of mid-level workers.

## **8. SCHEDULING OF WORK-BASED LEARNING (WBL) DURING THE ACADEMIC YEAR**

At the discretion of the provider, the WBL placements may be scheduled either during the academic semester, during the vacation (recess) periods, or during both periods. A minimum duration per period spent at the placement site of one week (40 hours) is required for all qualifications except for supplementary training courses. Shorter periods of placement are not permitted.

## **9. FORMAL WRITTEN AGREEMENT BETWEEN EDUCATION PROVIDER AND PLACEMENT SITE**

The formal written agreement, in the form of a Memorandum of Understanding (MoU), should be signed for a specified time period with the executive management level of the organisation/practice. For the Department of Health (DoH) sites, the agreement should be between the provider and the relevant division in the provincial DoH head office structure. For corporate community pharmacy sites, the agreement should be between the provider and the relevant division in the head office structure. For independent pharmacies, the agreement can be with the owner and/or the Responsible Pharmacist (RP).

As required by Good Pharmacy Education (GPE) standards<sup>9</sup>, a formal written agreement, between the provider and the placement site, must be in place for each placement site. It is the responsibility of the provider to approach the placement site at least three months before the placement of the students. The students should not be deputised to approach the provider and request placement.

The minimum information required in the formal written agreement includes, but is not limited to:

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<sup>9</sup> Good Pharmacy Education Standards for the Occupational Qualification Sub-Framework (OQSF) and Good Pharmacy Education Standards for the Higher Education Qualification Sub-Framework (HEQSF)

- (a) Provider information:
  - Contact details, e.g., communication details and contact person details;
  - Site-specific requirements, e.g., required activities;
  - Projected number of students requiring placement;
  - List of student names and details;
  - Staff responsibilities;
  - Immunisation requirements;
  - Professional conduct expectations;
  - Procedures for handling underperforming students;
  - Grievance/appeal process; and
  - Procedure for student absence from the workplace.
- (b) Placement site information:
  - Contact details, e.g., communication details and contact person details;
  - Site-specific requirements, e.g., number and year level of students that can be placed;
  - Projected placement sites that can be offered;
  - Projected number of preceptors available;
  - List of preceptor names and details;
  - Staff responsibilities;
  - Resource requirements;
  - Immunisation requirements;
  - Professional conduct expectations;
  - Confidentiality requirements;
  - Placement duration and schedule;
  - Procedures for handling underperforming preceptors/tutors; and
  - Registration and approval for training where applicable.

## **10. ANNUAL PLANNING COMMUNICATION REGARDING WORK-BASED LEARNING (WBL) PLACEMENTS**

An annual written communication between the provider and the placement site should stipulate arrangements for the upcoming academic year. The communication should occur a minimum of three months prior to the first placement date for the academic year.

The annual written communication should include, but is not limited to:

- (a) Provider information:
  - Number of sites required for placement;

- Number of students to be placed;
  - Geographical sites required for placement;
  - Desired dates and durations for placements; and
  - Activities required during placements.
- (b) Placement site information:
- Number of preceptors available;
  - Dates preceptors are available;
  - Geographical sites available for placement; and
  - Areas available for placements, i.e., types of activities to which exposure can be provided.

## **11. SUPERVISION DURING WORK-BASED LEARNING (WBL)**

During placement in the workplace for WBL the student must be supervised at all times. A preceptor should be appointed by the provider to supervise the student. A preceptor is a pharmacist or relevant health professional with more than three years' work experience, who mentors the student during the workplace-based learning. The registration details of the relevant health professional will differ for the various qualifications/courses.

### **11.1 BPharm Qualification (HEQSF)**

During WBL placement in the BPharm programme, the preceptor role may be fulfilled by a registered pharmacist with three years' work experience, or a relevant health care practitioner when a pharmacist is not available at the specific placement site. The health care practitioner must be registered with the relevant professional council and hold a qualification at least one NQF level higher than the student's current academic registration status.

### **11.2 Occupational Certificate: Pharmacist's Assistant (Basic) (OQSF)**

For the Occupational Certificate: Pharmacist's Assistant (Basic) programme, a preceptor is a supervisory pharmacist with more than three years' experience, who mentors the students during the workplace-based learning and is appointed by the provider.<sup>10</sup>

### **11.3 Occupational Certificate: Pharmacist's Assistant (Post-Basic) (OQSF)**

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<sup>10</sup> As defined in GPE Standards (OQSF).

For the Occupational Certificate: Pharmacist's Assistant (Post-Basic), a preceptor is a supervisory pharmacist with more than three years' experience, who mentors the students during the workplace-based learning and is appointed by the provider.<sup>11</sup>

#### **11.4 Family Planning (Reproductive Health)**

For the Family Planning Course, WBL supervision will be as stipulated by the provider and approved by Council. The preceptor role should be fulfilled by a registered pharmacist competent to provide family planning services (Reproductive Health), a professional nurse registered as such with the South African Nursing Council (SANC), or a medical practitioner registered as such with the Health Professions Council of South Africa (HPCSA).

#### **11.5 Primary Care Drug Therapy (PCDT)**

The preceptor role should be fulfilled by a registered pharmacist who has completed the PCDT supplementary training, has recorded their PCDT supplementary training with the SAPC, and is in possession of a valid Section 22A(15) permit issued by the DoH, or a relevant health care professional, e.g., doctor, professional nurse, or other relevant health care professional. The doctor, professional nurse and relevant health care personnel must be registered with the relevant professional council.

#### **11.6 Immunisation and Injection Technique**

The preceptor role should be fulfilled by a registered pharmacist competent to provide immunisation and injection services (vaccinator), a professional nurse registered as such with the South African Nursing Council (SANC), or a medical practitioner registered as such with the Health Professions Council of South Africa (HPCSA).

### **12. WORK-BASED LEARNING (WBL) STUDY GUIDES FOR STUDENTS AND PRECEPTORS**

A comprehensive study guide must be available for both the preceptor and the student. The study guide must lead the student through the WBL process and should integrate all required activities.

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<sup>11</sup> As defined in GPE Standards (OQSF).

The minimum content required for the preceptor guide should include, but is not limited to:

- (a) Outcomes to be measured – if outcomes for the WBL component are not stipulated in the qualification documents the provider must develop appropriate outcomes;
- (b) Provider responsibilities;
- (c) Preceptor responsibilities;
- (d) Student responsibilities;
- (e) Standards for required performance by students;
- (f) Guidance on the evaluation of students;
- (g) Guidance on handling underperforming students;
- (h) Appeal process;
- (i) Procedure for student absence from the workplace; and
- (j) Provider liaison person contact details.

The minimum content required for the student study guide should include, but is not limited to:

- (a) Outcomes to be measured – if outcomes for the WBL component are not stipulated in the qualification documents the provider must develop appropriate outcomes;
- (b) Student responsibilities;
- (c) Student required activities;
- (d) Standards for required performance by students;
- (e) Guidance on the evaluation of students;
- (f) Appeal process;
- (g) Procedure for student absence from the workplace;
- (h) Professional behaviour in the workplace; and
- (i) Provider liaison person contact details.

The preceptor must be provided with copies of both the preceptor guide and the student study guide.

### **13. ORIENTATION/TRAINING FOR STUDENTS AND PRECEPTORS**

Students and preceptors must receive orientation/training prior to the commencement of the WBL placement. The training can be delivered face-to-face or online.

The minimum content for the preceptor training should include, but is not limited to:

- (a) Preceptor role and responsibilities;
- (b) Expected outcomes;
- (c) Assessment practices;
- (d) Time to be spent at the placement site by the student;
- (e) How to deal with student absences from the workplace;
- (f) Appeal and grievance processes;
- (g) Consequences of under/non-performance; and
- (h) Disciplinary procedures.

The minimum content for the student training should include, but is not limited to:

- (a) Dress code and professional behaviour;
- (b) Scope of practice;
- (c) Patient and data confidentiality;
- (d) Relevant legislation;
- (e) Expected outcomes;
- (f) Assessment processes;
- (g) Time to be spent at placement site by the students;
- (h) Absence from the workplace - processes and consequences;
- (i) Appeal and grievance processes;
- (j) Consequences of under/non-performance; and
- (k) Contact details of provider liaison person.

The preceptor should be given a copy of the student training material.

The preceptor must orientate the student to the workplace during the first day of the placement.

#### **14. WORK-BASED LEARNING (WBL) ASSESSMENT**

WBL must be properly documented and evidence of activities must be available (for example completed logbooks which have been signed off).

Assessment of WBL must be designed by the provider. The assessment should be administered by the preceptor. The preceptor should provide feedback to the student following the assessment process. Alternatively, all assessments may be undertaken by the provider if the provider so decides. However, such provider-administered

assessment of WBL must take place in the workplace. Final confirmation of competence or not yet competent must be undertaken by the provider whether the assessment is administered by the preceptor or the provider. Assessments should be designed to ensure that the assessment is not time consuming to administer.

#### **15. REMUNERATION FOR STUDENTS**

The placement site should not financially remunerate the student for time spent in the workplace for the hours as stipulated by Council. If the placement site wishes to further employ a student, a separate agreement between the workplace and the student should be in place.

#### **16. FINANCIAL CONSIDERATIONS**

It is the provider's responsibility to ensure that a financial burden is not placed on the student because of travel and accommodation expenses relating to WBL. Any additional cost to the student must be in writing and be communicated by the provider to the student in advance.

#### **17. ENVIRONMENTAL FACTORS THAT MAY IMPACT ON WORK-BASED LEARNING PROCESSES**

Natural disasters and events such as pandemics can impact on the delivery of WBL. Council is cognisant of the impact of events such as this. When relevant, Council will liaise with providers regarding the impact and possible methods to manage the resultant disruption of WBL.

#### **18. VACCINATION STATUS**

Council strongly recommends that all students and provider staff placed in clinical sites for WBL should be immunised (either through vaccination or naturally acquired immunity) against the following illnesses:

- (a) COVID-19;
- (b) Hepatitis A;
- (c) Hepatitis B;
- (d) Influenza;
- (e) Measles, Mumps, & Rubella;

- (f) Meningococcal meningitis;
- (g) Pneumococcal disease (for students with a history of asthma, smoking, diabetes, liver disease or immune suppression);
- (h) Polio;
- (i) Tetanus, Diphtheria, and Pertussis; and
- (j) Varicella.

Neither the placement site nor the provider will be responsible for a student who may contract any vaccine-preventable diseases during the WBL period.

## **19. SOUTH AFRICAN PHARMACY COUNCIL REGISTRATION AND PROFESSIONAL INDEMNITY COVER**

All students completing WBL placements must be registered with Council and must be in possession of professional indemnity cover.

## **20. ANNUAL FEEDBACK ON WORK-BASED LEARNING (WBL)**

At the end of the annual WBL cycle feedback should be obtained from all parties involved – students and preceptors, and possibly from placement site management and provider staff involved in WBL placements. The information derived from the feedback questionnaires<sup>12</sup> should be used by the provider to review and update the WBL processes.

Annual amalgamated feedback from students (with identifiers removed) should be provided to the preceptors.

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<sup>12</sup> See Addendum B for suggested topics for feedback questionnaires on WBL.

## REFERENCES

Council on Higher Education. (2011). *Work-Integrated Learning: Good Practice Guide*, HE Monitor No 12. Pretoria: Council on Higher Education

Pandor, GNM. (2018). *Workplace Based Learning Programme Agreement Regulations, 2018*. Pretoria: Government Printing Works:

Van Staden, EL. (2015). *A work place-based learning policy: The national perspective*. Pretoria: Department of Higher Education and Training:

## ADDENDUM A

### CRITERIA FOR ACCREDITATION: PRIMARY CARE DRUG THERAPY: SECTION 10

The portfolio must contain at least 200 patient examinations and should include at least the following number of patient examinations per condition:

Section (As per PHC STG & EML Chapters)	Conditions	Number of health examinations
1	Dental and oral	Min. 5
2	Gastro-intestinal	Min. 20
3	Blood and nutrition	Min. 10
4	Cardiovascular	Min. 20
5	Skin	Min. 5
6	Obstetrics and Gynaecology	Min. 10
7	Family planning (Reproductive Health)	Min. 10
8	Kidney and urology	Min. 20
9	Endocrine	Min. 5
10	Infections and related conditions	Min. 10
11	HIV	Min. 10
12	Sexually transmitted diseases <sup>13</sup>	Min. 10
13	Immunisation	Min. 10
14	Musculoskeletal	Min. 5
15	Central nervous system	Min. 5
16	Mental health	Min. 5
17	Respiratory	Min. 20
18	Eye	Min. 10
19	Ear, nose and throat	Min. 20
20	Pain	Min. 5
21	Trauma and emergencies	Min. 5

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<sup>13</sup> Syndromic STI diagnosis and treatment, no genitourinary examination is allowed, as it does not form part of the scope of practice of a PCDT pharmacist.

## **ADDENDUM B**

Suggested topics for preceptor feedback questionnaire:

- Logistics
  - Sufficient warning/reminder of upcoming placements
  - Timing of placements
  - Communication
- Student performance
  - Preparedness for placement
  - Sufficient background knowledge
  - Suitability of required activities
  - Attitude
- Assessment processes
  - Ease of use
  - Time to complete
  - Effectiveness
- General
  - Suggestions to improve the process

Suggested topics for student questionnaire:

- Placement selection
  - Process effective
  - Timely provision of information on placement site
  - Timing of placement
- Preceptor role
  - Accessibility of preceptor
  - Level of mentoring provided by preceptor
  - Preceptor as assessor
  - Feedback received from preceptor
- Required activities
  - Provide scope for learning
  - Clear instructions and outcomes
  - Achievable in the placement environment
- Assessment processes
  - Transparent process
  - Feedback on assessment received
- General

- Suggestions to improve the process