



**South African Nursing Council**  
(Under the provisions of the Nursing Act, 2005)

e-mail: [registrar@sanc.co.za](mailto:registrar@sanc.co.za)  
website: [www.sanc.co.za](http://www.sanc.co.za)

**SANC Fraud Hotline: 0800 20 12 16**

Cecilia Makiwane Building,  
602 Pretorius Street, Arcadia,  
Pretoria, 0083

Tel: 012 420-1000  
Fax: 012 343-5400

Private Bag X132, Pretoria, 0001  
Republic of South Africa

**EXIT LEVEL OUTCOMES – POSTGRADUATE DIPLOMA IN NURSING EDUCATION**

**TABLE 1: FOUNDATIONAL EXIT LEVEL OUTCOMES WITH ASSOCIATED ASSESSMENT CRITERIA**

Exit level outcomes	Associated assessment criteria
<p><b>1.</b> Educate nursing students within the ethical-legal parameters and resolve ethical dilemmas by using decision making and moral reasoning models.</p>	<p><b>1.1</b> Critical decision making and moral reasoning models are used to guide clinical practice and resolve professional-ethical dilemmas within the Higher Education system.</p> <p><b>1.2</b> The relevant latest legislation, policies, protocols, regulations, guidelines, directives and applicable ethics pertaining to nursing education are identified and debated.</p> <p><b>1.3</b> Advocacy principles are used to advocate for quality nursing education.</p> <p><b>1.4</b> Academic misconduct is managed according to institutional protocol.</p>
<p><b>2.</b> Apply knowledge of basic research methodology in the appraisal of articles in the field of nursing education.</p>	<p><b>2.1</b> Academic writing skills are demonstrated in research reports.</p> <p><b>2.2</b> Research articles in the field of nursing education are appraised through the application of basic knowledge of research methodology.</p> <p><b>2.3</b> Qualitative, quantitative and mixed method research designs are accurately differentiated.</p> <p><b>2.4</b> Demonstrate scholarship through evidence-based education.</p>

**TABLE 2: CORE EXIT LEVEL OUTCOMES WITH ASSOCIATED ASSESSMENT CRITERIA**

Exit level outcomes	Associated assessment criteria
<p><b>The Nursing Education Specialist will:</b></p>	
<p><b>3.</b> Facilitate learning to promote the student’s ability to make sound clinical judgment and demonstrate metacognition in the area of nursing education.</p>	<p><b>3.1</b> A plan for learning facilitation sessions that promote the metacognition and clinical judgment processes in nursing students is designed and executed.</p> <p><b>3.2</b> Teaching and learning paradigms are differentiated.</p> <p><b>3.3</b> Learning theories are debated and compared.</p> <p><b>3.4</b> Teaching and learning approaches are aligned with learning theories.</p> <p><b>3.5</b> Different knowledge taxonomies are compared and aligned with teaching and learning approaches.</p> <p><b>3.6</b> Thinking operations are explained.</p> <p><b>3.7</b> Learning outcomes are formulated and aligned with a selected knowledge taxonomy.</p> <p><b>3.8</b> Teaching and learning activities are developed to attain a set learning outcome.</p> <p><b>3.9</b> Learning is facilitated in the classroom, online, and in the clinical setting.</p> <p><b>3.10</b> An integrated assessment plan is developed and executed.</p> <p><b>3.11</b> Assessment tasks and tools are developed and tested for reliability.</p> <p><b>3.12</b> Feedback on assessment is provided and used as a learning opportunity.</p> <p><b>3.13</b> A moderator’s report is compiled that addresses all the assessment criteria.</p> <p><b>3.14</b> Technology within the educational domain is used to effectively communicate and facilitate learning.</p>
<p><b>4.</b> Facilitate curriculum or programme development.</p>	<p><b>4.1</b> Curriculum design processes are explored and debated.</p> <p><b>4.2</b> Curriculum/programme accreditation criteria are used to assess a programme.</p> <p><b>4.3</b> The purpose of generic exit level outcomes is debated.</p>

	<p><b>4.4</b> Exit level outcomes of a program are evaluated against the level descriptors as formulated by the South African Qualifications Authority.</p>
<p><b>5.</b> Implement strategies to develop self, peers and nursing students by promoting self-directedness through a process of mentoring and precepting.</p>	<p><b>5.1</b> Mentoring and precepting models are used to develop self and novices.</p> <p><b>5.2</b> Mentoring and precepting techniques are applied in practice.</p> <p><b>5.3</b> Academic/professional relationships are established to sustain lifelong learning.</p> <p><b>5.4</b> A positive learning climate is created by establishing positive relationships.</p> <p><b>5.5</b> Activities towards enhancing Continuous Professional Development (CPD) are evident.</p> <p><b>5.6</b> Performance appraisal principles are used to monitor own development within the programme.</p> <p><b>5.7</b> Learning theories are applied in own development and the development of others.</p>
<p><b>6.</b> Evaluate the management of an educational programme based on the national, professional and institutional standards.</p>	<p><b>6.1</b> National, professional and institutional standards are used to evaluate the management of an educational programme.</p> <p><b>6.2</b> Resources are mobilized and utilized to optimize nursing education referral.</p> <p><b>6.3</b> Statistics pertinent to Higher Education inform decision making and are utilized to improve the quality of nursing education.</p> <p><b>6.4</b> The influence of global trends; social, political, and economic factors; as well as disease profiles on Higher Education are debated and recommendations communicated to authorities.</p> <p><b>6.5</b> Collaborative leadership styles are explored and debated.</p>
<p><b>7.</b> Apply knowledge and principles of the systematic review and guideline development process, in order to evaluate the standard of guidelines used in nursing education.</p>	<p><b>7.1</b> Standard of guidelines used in nursing education are evaluated by applying knowledge of the systematic review and guideline development process.</p> <p><b>7.2</b> Academic writing is demonstrated in reports and guidelines.</p> <p><b>7.3</b> Research questions are formulated according to the PICO format and any other frameworks.</p>

	<p><b>7.4</b> Databases are searched by using <i>Boolean</i> and other information search strategies.</p>
<p><b>8.</b> Apply principles of evidence-based nursing education in order to improve quality of education.</p>	<p><b>8.1</b> Quality nursing education is promoted by implementing evidence-based nursing education.</p> <p><b>8.2</b> Use systematic reviews to improve nursing education.</p> <p><b>8.3</b> Quality audits aimed at improving nursing education are performed at predetermined times.</p> <p><b>8.4</b> Critique, develop and implement education standards.</p> <p><b>8.5</b> Quality of nursing education is continuously monitored.</p>