



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

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

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

e-mail: registrar@sanc.co.za
website: www.sanc.co.za

Private Bag X132, Pretoria, 0001
Republic of South Africa

**POSTGRADUATE DIPLOMA: NURSE/MIDWIFE/ACCOUCHEUR SPECIALIST
QUALIFICATION FRAMEWORK**

SAQA QUAL ID	QUALIFICATION TITLE		
N/A	POSTGRADUATE DIPLOMA: NURSE/MIDWIFE/ACCOUCHEUR SPECIALIST		
ORIGINATOR		REGISTERING PROVIDER	
SANC		N/A	
QUALITY ASSURING ETQA			
SANC and CHE			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Postgraduate Diploma	09	Promotive, Preventive, Curative Health and Development Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	8	Whole

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose

The purpose of this qualification is to strengthen and deepen the learners'/students' knowledge and expertise in nursing/midwifery as a specialty. It will enable the Nurse/Midwife/Accoucheur Specialist to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in their field or discipline. The qualification aims to develop a Nurse/Midwife/Accoucheur Specialist who will use expert knowledge to enhance patient care. This includes preventing disease, injury, complications, screening, appropriate management and prompt referral of patients with specific and complex problems in all-clinical settings. The programme will provide a high level of theoretical engagement, sound clinical judgement and intellectual independence, as well as the ability to relate knowledge to a range of contexts in order to render professional and competent nursing/midwifery care highly skilled work.

VISION: Excellence in professionalism and advocacy for health care users

Rationale

This qualification will enable the graduate to function as a leader who is clinically focused, service-orientated; autonomous, innovative Nurse/Midwife/Accoucheur Specialist who is able to render comprehensive, scientific nursing/midwifery care, as determined by the appropriate legislative framework.

CHARACTERISTICS/ATTRIBUTES:

The Nurse/Midwife/Accoucheur Specialist who has completed this qualification will be able to:

- Provide clinical leadership in care of patient/s throughout the lifespan in a specialist nursing/midwifery field
- Provide comprehensive evidence-based nursing/midwifery care including technology for patients in a specialist nursing/midwifery field
- Practise within an ethical-legal framework
- Evaluate health care outcomes and make innovative suggestions to improve quality care and safety
- Provide professional support for personnel, patients, families and group to promote independence and behavioural change
- Explore and improve current practices to meet the changing needs of patients and communities
- Make recommendations to improve the cost effectiveness of care
- Demonstrate accountability and moral reasoning for independent clinical decisions made regarding patient care
- Participate in research activities such as fieldwork and publication of clinical findings
- Collaborate with multi-disciplinary team members and refer patients to relevant organizations/services.

MINIMUM ADMISSION REQUIREMENTS

An appropriate Bachelors' Degree in Nursing and Midwifery or R425 (degree and comprehensive diploma), Diploma in Nursing (R683) and Diploma in Midwifery (R254)/ Advanced Diploma: Midwifery and a Staff Nurse and Advanced Diploma: Midwifery currently registered with SANC as such.

Two years' post-basic experience as a Professional Nurse and/or Midwife which includes at least one year of experience in the field of the speciality within the last five years but this excludes the Community Service year.

LEARNING ASSUMED TO BE IN PLACE

- Proven proficiency in written and spoken English
- Computer Literacy
- Bio natural sciences
- Psycho-social sciences
- Biotechnology
- Legal, ethical and professional practice.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) for access to this qualification or credit bearing exemptions, an application must be submitted according to the RPL Policy of the Nursing/Midwifery Education Institution for individual assessment

Only learners/students whose prior learning has been validated by means of a well-structured and credible Portfolio of Evidence are eligible to be awarded RPL for access and Credit Accumulation.

Credit Transfer learners/students will receive a maximum of 50% of the prescribed percentage of the completed qualification, as determined by the individual institution and a Statutory Council.

QUALIFICATION REQUIREMENTS

Learners/students must have access to Clinical Facilities/experiential learning sites where specialized nursing/midwifery services are rendered and patients with specific conditions appropriate to the field of specialization are admitted. Such Clinical Facilities must have been accredited by the South African Nursing Council for placement of learners/students.

QUALIFICATION RULES

- A qualification shall not be awarded for early exit from a Postgraduate Diploma
- All on-course learning (including requirements for clinical practica) is compulsory.

Total Credits: 120

Theory to practice ratio = 40:60

Theory credits = 48

Practical credits = 72

Evidence should be provided of integration of theory and practice throughout the period of the programme.

QUALIFICATION MATRIX

	THEORY CREDITS	WORK INTEGRATED LEARNING PRACTICAL CREDITS	TOTAL CREDITS
1. FUNDAMENTAL	16		16
2. CORE	32	72	104
TOTAL:	48	72	120

Note to table:

Hours are interpreted as notional hours (1 credit = 10 notional hours)

720 Hours Work Integrated Learning (which can be simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning) of which 50% must be supervised and mentored.

Non-clinical Programmes (Nursing Education and Nursing Management) may differ with regard to Work Integrated Learning (WIL), subject to individual programme requirements

EXIT LEVEL OUTCOMES

1. Practices within the ethical-legal parameters of the profession and resolves professional-ethical dilemmas by using decision-making and moral reasoning models
2. Applies knowledge and principles of the research process applicable to specialist clinical practice
3. Renders and co-ordinates comprehensive specialist nursing/midwifery care according to the patients' needs using the scientific approach.
4. Implements standards to ensure quality patient care and safety
5. Applies specialist knowledge and principles when communicating, making theoretical arguments or developing documentation
6. Participates actively in the multi-professional team by demonstrating shared leadership and decision-making
7. Provides professional support for personnel, patients, families and communities to promote independence and behavioural change to enhance health outcomes
8. Demonstrates scholarship of teaching and learning through evidence-based education
9. Facilitates learning in a positive learning environment to optimize competence in nursing practice
10. Participates in the design and development of new curricular; interpret, apply and evaluate an existing curriculum for a nursing programme

11. Implements appropriate strategies to develop self and other nurse leaders

12. Manages a health care unit and health facility based on the understanding of the roles and relationships within the multi-disciplinary team.

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

FUNDAMENTAL	
Exit level outcomes	Associated Assessment Criteria
1. Practices within the ethical-legal parameters of the profession and resolves professional-ethical dilemmas by using decision-making and moral reasoning models	1.1 An appropriate code of ethics is utilized 1.2 Knowledge of the legal and ethical framework that guides nursing/midwifery practice and patient-centred care is demonstrated 1.3 Ethical decision-making and moral reasoning models are used to resolve professional and ethical dilemmas 1.4 Problem based or clinical case studies and policy guidelines are used to identify, analyze and discuss limitations in ethical and legal practice and to make recommendations for resolution.
2. Applies knowledge and principles of the research process applicable to specialist clinical practice	2.1 Knowledge and principles of the research process applicable to specialist clinical practice are applied/ and evident.
CORE	
Exit level outcomes	Associated Assessment Criteria
1. Renders and co-ordinates comprehensive specialist nursing/midwifery care according to the patients' needs using the scientific approach	1.1 National and Provincial Policies are analyzed and implemented to ensure compliance with the National Health Strategy 1.2 Comprehensive service that is informed by current vital and health statistics that are provided 1.3 Specialized nursing/midwifery care is applied in meeting the health needs of the patient utilizing the scientific approach 1.4 Nursing/Midwifery emergencies are managed according to protocol 1.5 Current best practice guidelines are identified, implemented and adhered to in providing evidence-based nursing/midwifery care

	1.6 Patients, families and communities are empowered to manage their health status through active engagement.
2. Implements standards to ensure quality patient care and safety	2.1 Standards for Risk Management are implemented and maintained 2.2 National Core Standards are adhered to in order to improve quality care 2.3 A safe environment for patients and staff is created.
3. Applies specialist knowledge and principles when communicating, making theoretical arguments or developing documentation	3.1 Information and practices are critically reviewed in order to make creative suggestions in response to challenges in their field or discipline 3.2 Relevant and up to date information is utilized when developing and communicating professional and occupational ideas.
4. Participates actively in the multi-professional team by demonstrating shared leadership and decision-making	4.1 Appropriate leadership styles are evident in particular contexts 4.2 Shared decision-making is achieved by effective communication 4.3 Consultancy and referral are provided to colleagues through a client-consultee and service-centred process and district health service teams 4.4 The Human Rights of patients are advocated.
5. Provides professional support for personnel, patients, families and communities to promote independence and behavioural change to enhance health outcomes	5.1 Mentorship and preceptorship are provided to novices through documented evidence by using appropriate techniques 5.2 Education programmes for Nurses/Midwives Specialists and other team members are designed and presented to ensure best practice in health care services 5.3 Evaluates peers and learners/students using valid and reliable instruments to ensure competent health care practitioners 5.4 Education programmes for patients, families and communities are designed and presented to promote independence and behavioural change to enhance health outcomes.

<p>6. Demonstrates scholarship of teaching and learning through evidence-based education</p>	<p>6.1 New knowledge through research is created, applied and integrated best available evidence in nursing education</p> <p>6.2 Relevant researchable questions are identified and formulated pertaining to nursing education</p> <p>6.3 Sources in order to determine best available evidence are accessed and evaluated</p> <p>6.4 Results are disseminated to a professional audience</p> <p>6.5 Scholarship within the professional, ethical-legal framework is demonstrated.</p>
<p>7. Facilitates learning in a positive learning environment to optimize competence in nursing practice</p>	<p>7.1 Appropriate learning theories are applied during facilitation of learning</p> <p>7.2 Theory-practice integration in nursing practice using a variety of methods and techniques is facilitated</p> <p>7.3 An environment conducive to learning through fostering respect between learners and educator is established which is nurturing cultural sensitivity, and promoting community engagement and stakeholder involvement</p> <p>7.4 Professional socialization of students in the nursing profession is promoted</p> <p>7.5 Role model, professional, ethical and legal integrity as facilitator of learning is demonstrated.</p>
<p>8. Participates in the design and development of new curricular; interpret, apply and evaluate an existing curriculum for a nursing programme</p>	<p>8.1 An understanding of curriculum design and development at macro, meso and micro levels is demonstrated</p> <p>8.2 The relevance of a curriculum within a specific context is assessed</p> <p>8.3 The alignment of a curriculum with the institutional educational paradigm, outcomes, and assessment methods is evaluated.</p>
<p>9. Implements appropriate strategies to develop self and other nurse leaders</p>	<p>9.1 Own preferred leadership style among the range of styles and its appropriateness for the context is identified</p>

	<p>9.2 Personal gaps in the use of technology and language proficiency required for the role of a Nurse Manager is identified</p> <p>9.3 Engage in academic networks to demonstrate participation in academic governance and quality improvement</p> <p>9.4 Strategies to identify and develop young nurse leaders is identified</p> <p>9.5 Professional, ethical and legal integrity as a leader is demonstrated.</p>
<p>10. Manages a health care unit and health facility based on the understanding of the roles and relationships within the multi-disciplinary team</p>	<p>10.1 Planning and provision for health care are based on sound assessment, and informed decision making. Planning is inclusive of the patient and other key stakeholders</p> <p>10.2 Unit philosophy, vision, mission, goals, policy and procedures developed for nursing and midwifery care provision and personnel management within a health care unit comply with the current legislation, SANC requirements and international best practice for the profession</p> <p>10.3 Systems established promote cost effective and efficient service delivery within a health care unit</p> <p>10.4 Management and leadership activities are directed towards the establishment of a team approach to health care, and the effective delivery of services within a physically safe and emotionally supportive environment.</p>

CRITICAL CROSS-FIELD OUTCOMES

1. Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made
2. Working effectively with others as a member of a team, group, organization or community
3. Organizing and managing oneself and one's activities responsibly and effectively
4. Collecting, analysing, organising and critically evaluating information
5. Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion

6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others
7. Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation
8. Contribute to the full potential development of each learner and the social, economic, political and health development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance thereof
9. Reflect on and explore a variety of strategies to learn more effectively and to take personal responsibility for lifelong learning
10. Participate as responsible citizens in the life of local, national and global communities
11. Being culturally and aesthetically sensitive across a range of social contexts and
12. Explore education and career opportunities, and developing entrepreneurial opportunities particularly in the health field.

ASSESSMENT OF LEARNING

Integrated Assessment

All assessments should be aligned with the Assessment Policy of the Nursing/Midwifery Education Institution (NEI).

ARTICULATION OPTIONS

The Postgraduate Diploma articulates with Master's Degree in Nursing at NQF level 9.

INTERNATIONAL COMPARABILITY

Professional Nurses and Midwives/Accoucheurs who obtained this qualification are highly employable globally.

GLOSSARY OF TERMS

“Core learning” means that compulsory learning required in situations contextually relevant to the particular qualification

“Fundamental learning” means the learning which forms the grounding or basis to undertake education, training or further learning required in the obtaining of a qualification.