



# **The Changing Landscape of Nursing Education and Training in South Africa**

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***DENOSA: FIRST SOUTH AFRICAN NURSES  
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*Committed to Excellence in Quality Humane Nursing Care for All*



# Presentation outline

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## **PHASE I**

- Background
- NQF Act (Important Changes)
- 3 Qualifications Sub-frameworks

## **PHASE II**

- Higher Education Qualifications Framework
- Alignment of Nursing Qualifications
- Process of developing NQF compliant qualifications
- Input re-draft qualifications



# Background

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- National Qualifications Framework Act, 2008 (Act No.67 of 2008), Section 6(1)- NQF Levels 1-10
  
- Nursing Act, 2005 (Act No.33 of 2005)-
  - Prescribed categories- Section 31 (1)
  - Additional qualifications- Section 34 (1)



## **NQF ACT (2008): IMPORTANT CHANGES**

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- ❑ NQF with 10 Levels- Level Descriptors
- ❑ Qualification – a central concept in HEQF
- ❑ Maximum and Minimum credit totals at different NQF levels
- ❑ Admission of students to higher education with National Senior Certificate (2009)
- ❑ NQF organized into 3 sub-frameworks



# THREE QUALIFICATIONS SUB-FRAMEWORKS

## General and Further Education and Training

- GENFET Quality Assurance Act No.58 of 2001

## Higher Education

- HIGHER EDUCATION Act No.101 of 1997 as amended

## Trade and Occupations

- Skills Development Act No.97 of 1988



# NQF ACT (2008): IMPORTANT CHANGES- CONT'D

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## UMALUSI

- General and Further Education and Training

## COUNCIL ON HIGHER EDUCATION

- Higher Education (& Training)

## QUALITY COUNCIL FOR TRADE AND OCCUPATION

- Work-related Education and Training

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*Responsible for the development and quality assurance of qualifications in their sub-frameworks of NQF*



# HIGHER EDUCATION QUALIFICATIONS SUB-FRAMEWORK

BAND	NQF LEVEL	QUALIFICATION TYPE	CREDIT VALUE
<b>TRAINING HIGHER EDUCATION &amp;</b>	10	Doctorates	360
	9	Masters Degree	180
	8	Honours Degree	120
		Bachelors Degree	480
		Postgraduate Diploma	120
	7	Degree	360
		Advanced Diploma	120
	6	Diploma	360
5	Higher Certificate	120	



# ALIGNMENT OF NURSING QUALIFICATIONS

<b>NQF LEVEL</b>	<b>QUALIFICATION TYPE</b>	<b>CREDIT VALUE</b>	<b>REGISTRATION WITH SANC</b>
<b>10</b>	<b>PhD Nursing</b>	<b>360</b>	<b>Nil</b>
<b>9</b>	<b>Master of Nursing</b>	<b>180</b>	<b>Nil</b>
<b>8</b>	<b>Postgraduate Diploma</b>	<b>120</b>	<b>Professional Nurse Sec 31, (1), a</b>
	<b>Honours Degree</b>	<b>120</b>	
	<b>Bachelor of Nursing</b>	<b>480</b>	
<b>7</b>	<b>Advanced Diploma: Midwifery</b>	<b>120</b>	<b>Midwife Sec 31, (1), b</b>
<b>6</b>	<b>Diploma in Nursing</b>	<b>360</b>	<b>Staff Nurse Sec 31, (1), c</b>
<b>5</b>	<b>Higher Certificate : Nursing</b>	<b>120</b>	<b>Auxiliary Nurse: Sec 31, (1), d</b>





# PROCESS OF DEVELOPING NEW QUALIFICATIONS

Phase 1

- Aligning Nursing Qualifications

Phase 2

- Developing Draft Qualifications

Phase 3

- Refining Draft Qualifications

Phase 4

- Registration of new Qualifications with SAQA

Phase 5

- Implementation, monitoring and evaluation



# INPUT OBTAINED RE- DRAFT QUALIFICATION

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- ❑ Implications of moving all nursing qualification from levels 3 and 4 to 5
- ❑ Provision for those with legacy qualifications who may want to access higher education
- ❑ Concern about the adequacy of the Mental Health content in a Bachelor of Nursing
- ❑ Coverage of midwifery content in Bachelor Nursing
- ❑ Articulation possibilities
- ❑ Observing qualification rules (minimum and maximum credits at different level)



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# PHASE II

# NQF COMPLIANT NURSING QUALIFICATIONS



# PRESENTATION OUTLINE

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- Introduction
  - Basic Nursing Qualifications
  - Purpose
  - Minimum entry requirements
  - Learning assumed to be in place
  - Qualification rules
  - Progression
  - Assessment of learning
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# INTRODUCTION

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- ▶ Joint Communiqué from CHE, DOE and SAQA- revised NQF architecture
  
  - ▶ Names of new programmes must begin with the 9 qualification types listed in the HEQF, e.g.
    - ▶ **Higher Certificate:** Nursing Auxiliary
    - ▶ **Advanced Diploma:** Midwifery
  
  - ▶ At least 50% of the minimum TOTAL credits for the qualification be in a **qualifier** (consistent with the area of specialisation)
  
  - ▶ At least 50% of the minimum credits at the exit level must be in the **field of specialisation** denoted by the qualifier and the same applies to the 2<sup>nd</sup> **qualifier** .
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## BASIC NURSING QUALIFICATIONS

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- Higher Certificate: Nursing  
Auxiliary
  - Diploma in Nursing
  - Advanced Diploma: Midwifery
  - Bachelor of Nursing
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## REFERENCE MATERIAL USED

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- ❑ Nursing Act (Act 33 of 2005)
  - ❑ SANC Draft Charter of Nursing Practice (2004)
  - ❑ SAQA registered Nursing Qualifications (Unit stds.-based)
  - ❑ NQF Act (Act 67 of 2008)
  - ❑ Government Gazette Vol. 508 No 30353 of 5 October 2007- Higher Education Qualifications Framework
  - ❑ Higher Education Act (Act 101 of 1997) as amended
  - ❑ NQF Bill of 2008
  - ❑ SAQA Refined Level Descriptors for a 10- Level NQF
  - ❑ 2008 CESM (Classification of Education Subject Matter) Manual
  - ❑ DOE & T, CHE and SAQA Communiqué 1, 2 and 3
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QUAL	HIGHER CERT: AUXILIARY NURS	DIPLOMA IN NURSING	ADVANCED DIPLOMA: MID	BACHELOR OF NURSING
PURPOSE	<p>To produce a nurse who is equipped with <b>basic</b> knowledge, affective, cognitive and conceptual tools and practical techniques for additional higher education studies in nursing.</p> <p>The knowledge <b>emphasizes general principles</b> and their <b>application in the provision of <u>basic</u> nursing care.</b></p>	<p>To produce a nurse who is;</p> <ul style="list-style-type: none"> <li>•Able to <b>function as a clinically focused, service orientated, independent registered staff nurse,</b></li> <li>•Equipped with <b>basis for decision-making</b> about what is within and beyond the defined scope</li> <li>•Understands the <b>referral system</b></li> <li>•<b>deal with</b> specified <b>emergencies</b> beyond the scope in case of need.</li> </ul>	<p>To produce competent, independent and critical thinking midwife who will provide scientific, safe and <b>comprehensive quality midwifery care</b> to individuals, families and communities</p>	<p>To produce a Professional Nurse who is competent to <b>practise comprehensive nursing and midwifery,</b> assume responsibility and accountability for independent decision making in such practice.</p>





QUAL	HIGHER CERT: AUXILIARY NURSE	DIPLOMA IN NURSING	ADVANCED DIPLOMA: MIDWIFERY	BACHELOR OF NURSING
MINIMUM ENTRY REQUIREMENTS	<p>Grade 12 or <b>National Senior Certificate</b> with <b>correct selection of subjects</b>  <b>OR</b> recognized equivalent qualification  <b>OR</b> successful completion of relevant health related qualification at level 4,  <b>OR</b> Learners older than 23 years subject to the conditions of the institution</p>	<p><b>Grade 12 or National Senior Certificate</b> or recognized equivalent qualification  <b>OR</b> Enrolled as a nursing assistant or auxiliary nurse</p>	<p>Appropriate diploma or equivalent qualification/  Bachelor Degree in Nursing  <b>OR</b> Staff nurse  <b>AND/OR</b> Professional nurse (General)</p>	<p>Grade 12 or <b>National Senior Certificate</b> that grants admission to Bachelors Degree at university level <b>OR</b> equivalent qualification  <b>WITH</b> appropriate subject combinations and levels of achievement, as defined in the relevant policy.</p>



QUAL	HIGHER CERTIFICATE AUXILIARY NURSING	DIPLOMA IN NURSING	•ADVANCED DIPLOMA: MIDW.	BACHELOR OF NURSING
LEARNING TO ASSUMED TO BE IN PLACE	<ul style="list-style-type: none"> <li>•Communication L 4</li> <li>•Maths literacy L 4</li> <li>•Life Sciences L 4</li> <li>•Computer LitL3</li> </ul>	<ul style="list-style-type: none"> <li>•Communication L 4.</li> <li>•Maths literacy L4</li> <li>•Life Sciences L4</li> <li>•Computer LitL3</li> </ul>	<ul style="list-style-type: none"> <li>•Applied knowledge of Bio-natural and Social Sciences</li> <li>•Communication</li> <li>•Computer Skills</li> </ul>	<ul style="list-style-type: none"> <li>•Communication L 4</li> <li>•Maths or Maths literacy L 4</li> <li>•Life Sciences L4</li> <li>•Computer Lit L 3</li> </ul>
QUALIFICATION RULES	<p>•All the learning is at Level 5 <b>AND</b> compulsory (Min 120 credits)</p> <ul style="list-style-type: none"> <li>•Theory hours</li> <li>•Practical hours               <ul style="list-style-type: none"> <li>•Supervised</li> <li>•Mentored</li> </ul> </li> </ul>	<p>•All the learning is compulsory (Min 360 credits)</p> <ul style="list-style-type: none"> <li>•<b>Level 5:</b> 120 (Max credits)</li> <li>•<b>Level 7:</b> 60 (Min credits)</li> </ul>	<p>•All the learning is compulsory (Min 120 credits) <b>AND</b> is at Level 7</p> <ul style="list-style-type: none"> <li>•Theory hours:</li> <li>•Practical hours               <ul style="list-style-type: none"> <li>•Supervised</li> <li>•Mentored</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Exit Level: 8</li> <li>• Min Total Credits: 480</li> <li>•<b>Level 5:</b> 96 (Max Credits)</li> <li>•<b>Level 7:</b> 120 (Min Credits)</li> <li>•<b>Level 8:</b> 96 (Min Credits)</li> </ul>



# Assessment of Learning

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- Nursing and Midwifery components: Registered assessors and moderators
  - Assessment should take place within the context of:
    - Quality Assurance policies, procedures and processes.
    - A guided and supported learning environment.
  - Integrated assessment; using both formative and summative assessments
  - Assessment activities must include performance in real life situations.
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# Assessment of Learning

## Formative Assessment

- The assessment strategies will include but not limited to,
  - Written assignments
  - Tests
  - Projects
  - Demonstrations
  - Clinical Assessments

## Summative Assessment

- May take the form of, but not limited to:
  - Oral
  - Written
  - Practical examinations

**NB: Diploma in Nursing and Bachelor of Nursing:**  
Evidence of involvement in a research project.



# Conclusion

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- ❑ Invitation of input from all stakeholders
  - ❑ Qualifications published by SAQA- 2-3 months- for public comments.
  - ❑ NEI plans for phasing out legacy qualifications and implementing new qualifications ( 30 June 2012- n+2)
  - ❑ SANC – implementation plan
  - ❑ SANC: Accreditation system that is enabling and supportive.
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**THANK YOU**

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