



South African Nursing Council

(Under the provisions of the Nursing Act, 2005)

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BACHELOR'S DEGREE IN NURSING AND MIDWIFERY QUALIFICATION FRAMEWORK

| SAQA QUAL ID | QUALIFICATION TITLE | | |
|-----------------------|--|---|---------------------|
| N/A | Bachelor's Degree in Nursing and Midwifery | | |
| ORIGINATOR | | | |
| SANC | | | |
| QUALITY ASSURING ETQA | | | |
| SANC and CHE | | | |
| QUALIFICATION TYPE | FIELD | SUBFIELD | |
| Professional Degree | Field 09 – Health Sciences and Social Services | Promotive, Preventive, Curative Health and Development Services | |
| ABET BAND | MINIMUM CREDITS | NQF LEVEL | QUAL CLASS |
| Undefined | 480 | Level 8 | Whole Qualification |

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

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

On successful completion of this qualification, the learner is eligible for registration with the relevant statutory body (currently the South African Nursing Council) as a Professional Nurse and Midwife. Successful registration will license nurses to practise as a Professional Nurse and Midwife.

The qualification aims to:

- Produce competent Professional Nurse and Midwife practitioners within a wide range of health service settings
- Provide graduates with a wide range of skills, knowledge and attitudes that will enable them to make a meaningful and sustained contribution to health services
- Equip graduates with a developed sense of equity, justice and service ethics that will ensure that they work in a responsible and accountable manner, irrespective of their chosen workplace
- Offer a wide range of transferable skills for application in other professions, disciplines and general life, including:
 - A methodical solution based approach to problem solving
 - An empowerment-based approach to development of self and others
 - Competence in written and oral communication
 - Capacity to assess and implement health and other policy
 - Ability to plan and implement and manage projects of a varied nature
 - Research capacity

Attributes

The graduate who completes this qualification will be able to:

- Apply knowledge of theory of biological and natural sciences, psycho-social sciences and pharmacology in the provision of comprehensive nursing and midwifery care
- Develop, implement and evaluate population-based health care
- Assess, plan, implement and evaluate nursing care for individuals and groups throughout the lifespan
- Promote health, prevent ill-health, provide nursing care and promote rehabilitation of individuals and groups independently
- Utilise research in nursing and health-related problems to improve health care outcomes
- Manage health care facilities
- Demonstrate professional and clinical leadership
- Promote the professional development of self and others
- Demonstrate clinical judgment and critical thinking
- Register as a Professional Nurse and Midwife with the South African Nursing Council

Rationale:

Reports on the status of nursing in the country indicate a growing gap between the demand and supply of Professional Nurses and Midwives, the decline in learners

entering the Nursing Profession and the aging population of Professional Nurses and Midwives

The decline of learners has been a matter of great concern to the South African Nursing Council and to the Ministry of Health. The problem is discussed in the Human Resources Plan for Health, which the Minister of Health launched in 2008, and emphasis is given to recruitment of more learners into Professional Nursing and Midwifery. The registration of a Professional Degree: Nursing and Midwifery is seen as imperative to promote the uptake of graduate and postgraduate qualifications.

The graduate will be prepared comprehensively and appropriately according to the health needs of the country

MINIMUM ADMISSION REQUIREMENTS

Access to this qualification is National Senior Certificate or an equivalent qualification at exit level 4

LEARNING ASSUMED TO BE IN PLACE

Assumed learning listed below is recommended but not compulsory for admission

- Communication Skills at NQF Level 4
- Mathematical Literacy at NQF Level 4
- Life Sciences at NQF Level 4
- Computer Literacy at NQF Level 3

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 Education Institution for individual assessment

QUALIFICATION REQUIREMENTS

In terms of current relevant legislation:

- The Nursing Education Institution (NEI) is required to register learners with the South African Nursing as for the duration of the period of training
- The NEI can only offer programmes and accept students for approved and accredited qualification
- Learners must have access to approved clinical facilities according to training regulations issued by SANC that has a Memorandum of Agreement in place.

QUALIFICATION RULES

Total Credits: 480 of which 183 credits must be acquired in appropriate and accredited clinical facilities and 70% of clinical acquired credits must be supervised and mentored.

QUALIFICATION MATRIX

| | THEORY CREDITS | WORK INTEGRATED LEARNING PRACTICAL CREDITS | TOTAL CREDITS |
|----------------|-----------------------|---|----------------------|
| 1. FUNDAMENTAL | 114 | | 114 |
| 2. CORE | 183 | 183 | 366 |
| TOTAL: | 297 | 183 | 480 |

Note to table:

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

1830 Hours work integrated learning (which can be work-based, clinical skills laboratory or other clinical experiences) of which 70% must be supervised and mentored.

ARTICULATION OPTIONS

The Bachelor Degree in Nursing and Midwifery, articulates with the Post Graduate diploma, Master's Degree in Nursing

EXIT LEVEL OUTCOMES

1. Identify and address ethical and legal issues based on critical reflection on the suitability of different ethical value (and legal) systems to the nursing and midwifery practice within the legal framework
2. Apply knowledge of biological and natural sciences, psycho-social sciences and pharmacology in the provision of safe nursing care, throughout the life span, in a variety of health care settings and communities in response to population needs
3. Effectively manage the health care unit and health facility with the understanding of the roles and relationships within the multidisciplinary team
4. Access, produce and manage information effectively to a range of audiences
5. Utilise research in investigating nursing, midwifery and health-related problems
6. Apply learning strategies effectively to address own and other's professional and personal ongoing learning needs in a self-critical manner
7. -Apply knowledge of theories, methods and techniques in the practice of safe clinical nursing and midwifery that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks

8. Provide safe and quality midwifery and neonatal care in a scientific, integrated and evidence based approach in all health care settings.

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

| FUNDAMENTAL | |
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| EXIT LEVEL OUTCOMES | ASSOCIATED ASSESSMENT CRITERIA |
| <p>1. Apply knowledge of biological and natural sciences, psycho-social sciences and pharmacology in the provision of safe nursing and midwifery care, throughout the life span, in a variety of health care settings and communities in response to population needs</p> | <p>1.1. Knowledge of psychology and sociology is applied in nursing and midwifery practice in ways which benefit the level and quality of health care delivery to patients</p> <p>1.2. Knowledge of bio-natural sciences meets requirements for professional health care, and promotes effective nursing and midwifery care delivery</p> <p>1.3. Assistance provided to the client identifies indicators of relapse or complications and ways of preventing such</p> <p>1.4. Technology is used in the practice of nursing and midwifery in ways that facilitate the effective diagnosis and treatment of illnesses and conditions</p> <p>1.5. Treatment is initiated to manage common conditions (including prescribing and dispensing medication) in accordance with relevant legislation and protocols</p> <p>1.6. Understanding of pharmacokinetics and pharmacodynamics, as well as standard treatment protocols/guidelines are evident in prescribing and administering drugs to women peri-natally</p> <p>1.7. Pharmacological principles are applied in the care and control of drugs used for neonates</p> |

| CORE | |
|---|--|
| EXIT LEVEL OUTCOMES | ASSOCIATED ASSESSMENT CRITERIA |
| <p>2. Identify and address ethical and legal issues based on critical reflection on the suitability of different ethical value (and legal) systems to the nursing and midwifery practice within the legal framework</p> | <p>2.1 Advocacy activities promote individual, group and community rights with respect to law and health care provision</p> <p>2.2 Practice is applied consistently in a manner that reflects a clear understanding and interpretation of the requirements of SA Nursing and Health Care legislation, including a Primary Health Care approach</p> <p>2.3 Ethical codes, professional accountability and responsibility, and standards for the practice of nursing and midwifery are interpreted and applied consistently in line with their spirit and intent</p> |
| <p>3. Manage a health care unit and health facility based on the understanding of the roles and relationships within the multidisciplinary team</p> | <p>3.1 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>3.2 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 current legislation, SANC requirements and international best practice for the profession</p> <p>3.3 Systems established promote cost effective and efficient service delivery within a health care unit</p> <p>3.4 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> <p>3.5 Pharmacological preparations and treatment are managed in ways that ensure the correct storage of drugs and the correct preparation and administration of pharmacological treatment</p> <p>3.6 Applies management processes strategically and systematically to manage resources effectively within a health care unit</p> |

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| | 3.7 Quality management systems are effectively implemented and monitored |
| 4. Access, produce and manage information effectively to a range of audiences, including health information systems | <p>4.1 Organisation, presentation and communication of professional information is accurate and consistent with professional expectations</p> <p>4.2 Community involvement in health care is promoted through information sharing and contact, which promotes ongoing collaboration with the community or group</p> <p>4.3 Assessment, planning, implementation and evaluation is documented accurately and timeously, and promotes effective service delivery as well as security and confidentiality of information</p> <p>4.4 Standards set for unit health care delivery are monitored regularly, and information gathered identifies areas for improvement on an ongoing basis</p> <p>4.5 Communicate effectively using a variety of media and technology, including computers</p> <p>4.6 Interpersonal skills are used effectively to establish supportive and therapeutic relationships</p> |
| 5. Conduct research in investigating nursing and health-related problems in order to improve quality of care | <p>5.1 Research of limited scope conducted is based on identified needs and takes into consideration the steps of the research process, as per standard research text</p> <p>5.2 Research conducted is based on ethically sound research principles and methods</p> <p>5.3 Strategies and/or programmes developed are appropriate to the findings of comprehensive health assessments, and based on sound epidemiological principles</p> <p>5.4 Provision of care is based on scientific evidence</p> |
| 6. Apply learning strategies effectively to address own and other's professional and personal ongoing learning needs in a self-critical manner | <p>6.1 Own personal development and management maintains emotional balance, and promotes effective and professional service delivery of self and the health care unit as a whole</p> <p>6.2 Engagement in professional development activities contributes significantly to the professional growth of nurses in sphere of influence, and to the standing of the nursing profession</p> |

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| | <p>6.3 Research activities develop own professional knowledge and expertise, and contribute to the development of nursing practice and the profession as a whole</p> <p>6.4 Learning activities are directed towards positive health outcomes and uses relevant teaching strategies</p> <p>6.5 Mentoring activities are directed towards the development of others, according to their needs and their scope of practice</p> |
| <p>7. Apply knowledge of theories, methods and techniques in the practice safe clinical nursing that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks at all levels of health care</p> | <p>7.1 Health care provided is appropriate to the particular context and based on comprehensive health assessment</p> <p>7.2 Nursing care is implemented in an integrated manner, according to plans. Health care status of individuals, groups and/or communities identifies changes in general status in time to implement preventive or corrective measures in the interests of general wellbeing</p> <p>7.3 Conditions are accurately diagnosed and managed according to generally accepted treatment guidelines</p> <p>7.4 Nursing interventions are based on individualised plans that reflect comprehensive and integrated assessment of mentally ill persons, and understanding of common emotional and behavioural disorders, as well as major psychiatric disorders (perceptual and severe mood disorders)</p> <p>7.5 Interventions with mentally ill persons are consistent with generally accepted psycho-social techniques, and contribute to the therapeutic management of these patients</p> <p>7.6 Support provided to patients recovering from illness prepares them for discharge in ways that enable the patient, family and significant others to cope with the management of the patient at home</p> <p>7.4 Nursing care delivered provides the necessary physical and psychological care and support for long term and/or terminally ill patients, in line with the accepted scope of practice for nursing</p> <p>7.5 Interventions with patients contribute to identification and management of conditions, maintenance of</p> |

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| | <p>homeostasis, the comfort of patient and significant others, and the prevention and/or management of complications</p> <p>7.6 Competent clinical skills are demonstrated at all times</p> <p>7.7 Clinical decisions/judgements made are in accordance with principles of clinical governance</p> <p>7.8 Strategies used in problem-solving are scientific, systematic and appropriate to addressing identified problems</p> |
| <p>8. Provide safe and quality midwifery and neonatal care in a scientific, integrated and evidence based approach in all health care settings.</p> | <p>8.1 The preparation of a woman and family for pregnancy, childbirth and family changes is appropriate, takes into consideration the woman's context/background and is facilitated by means of antenatal classes and appropriate health education</p> <p>8.2 Obstetric history-taking and physical examination of the mother is conducted in a comprehensive manner, using a variety of available technology</p> <p>8.3 Observations of significant changes and laboratory results are accurately interpreted and appropriately referred where potential risk to mother and/or foetus exists</p> <p>8.4 Monitoring of the wellbeing of the foetus is ensured by monitoring foetal movement, heart rates and growth</p> <p>8.5 Monitoring and management of the mother during labour and delivery is comprehensive, evidences understanding of the physiology of labour, technology used to monitor the mother and wellbeing of the foetus</p> <p>8.6 Management of the newborn demonstrate understanding of changes taking place in a newborn baby</p> <p>8.7 Potential and actual emergencies of the mother and/or foetus are timeously identified and accurately managed and referred</p> <p>8.8 Intra-labour care delivered to the mother and baby complies with generally accepted treatment guidelines, manages potential and actual emergencies and promotes the safety of both</p> |

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| | 8.9 Care delivered post-natally is integrated and provides for the long-term wellbeing of mother and child, in line with the accepted scope of practice for midwives |
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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, organisation or community
3. Organising 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

ASSESSMENT OF LEARNING

Integrated Assessment

All assessment should be conducted in line with assessment policy of the NEI

INTERNATIONAL COMPARABILITY

Professional nurses and midwives who obtained this qualification are highly employable globally.

GLOSSARY OF TERMS

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

Core means: that compulsory learning required in situations contextually relevant to the particular qualification.