

No. 955

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

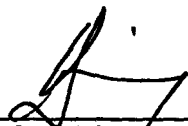
Nursing

Registered by Organising Field 09, Health Sciences and Social Services, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The full qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield.

Comment on the unit standards should reach SAQA at the address *below* and no *later than* 29 October 2005. All correspondence should be marked **Standards Setting – SGB Nursing** and addressed to

SAQA
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DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Nursing

SAQA QUAL ID	QUALIFICATION TITLE		
50019	Further Education and Training Certificate: Nursing		
SGB NAME	NSB 09	PROVIDER NAME}	
SGB Nursing	Health Sciences and Social Services		
QUAL TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	Health Sciences and Social Services	Curative Health	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	156	Level 4	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will enable learners to function as members of the multidisciplinary health team in the delivery of holistic health care. Even though the sub-field indicated is that of curative health, these learners will be able to render basic nursing care to individuals with acute and long-term illnesses, communicable diseases and those requiring assistance during rehabilitation. This category of nurse works under supervision of a registered professional nurse or other professional members of the multidisciplinary health team in the delivery of health care as determined by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

The learner who has successfully completed this qualification is eligible for recognition by the South African Nursing Council as an Enrolled Nurse.

Learners credited with this qualification will be able to:

- > Apply communication skills to provide effective nursing care.
- > Apply mathematical skills to provide effective nursing care.
- > Demonstrate knowledge of applied microbiology, anatomy, physiology, biophysics and psychosocial sciences in nursing practice.
- > Implement and evaluate community based health care in collaboration with stakeholders and colleagues.
- > Plan, implement and evaluate nursing care for individuals and groups based on assessment in consultation with the health care team.
- > Deliver nursing care to sick or disabled individuals and groups.
- > Participate in the promotion of rehabilitation of individuals and groups with disabilities.
- > Maintain professionalism in nursing practice.
- > Participate in the management of a health care unit.
- > Participate in rendering comprehensive nursing care with regard to psycho-social issues.

Learners will function within the scope of practice of the enrolled nurse as formulated by the South African Nursing Council, in conjunction with the policies of the place of employment.

Rationale:

The Pick Report (July 2001) identified the need for a mid-level nurse with more skills, including those of antenatal and postnatal midwifery care. The specific skills listed in this report are required of the nurse in the primary health care setting. However, in terms of the current legislation and scope of practice for this level or category of nurse practitioner, it is not possible to train this nurse as a mid-level worker with midwifery skills.

(antenatal and post-natal care). This nurse may only work under supervision of a registered professional nurse or other professional members of the health team. The competence of this nurse should therefore be equated with the existing enrolled nurse. This qualification caters for the transitional period during which the new scope of practice for the mid-level worker will be finalised by the South African Nursing Council.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners wishing to enter for this qualification must prove competency in the following:

- > Mathematical Literacy at NQF Level 3.
- > Communication at NQF Level 3.

Recognition of prior learning:

This qualification may be achieved wholly or in part through recognition of prior learning in terms of compliance with the competencies indicated in the defined exit level outcomes of the qualification.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records. All such evidence will be judged in accordance with the general principles of assessment described elsewhere in this document.

Access to the qualification:

Learners should first have successfully completed the National Certificate: Auxiliary Nursing: NQF Level 3 (SAQA ID **49993**).

Please note:

The South African Nursing Council requires the following for this qualification:

- > Learners are registered with the South African Nursing Council as learners.
- > Learners must have access to a service provider that has been accredited by the relevant **ETQA** or ETQA that has a Memorandum of Understanding in place with the relevant ETQA for the practical component.
- > Workplace experiences comply with the Regulations of the relevant statutory council.

QUALIFICATION RULES

- > The Fundamental component is compulsory.
- > The Core component is compulsory.
- > Learners must choose one of the **two** listed Elective component options **to** complete the qualification.
- > Fundamental component:
 - > Mathematical Literacy: NQF Level **4**, **16** Credits.
 - > Communication First Language: NQF Level **4**, **20** Credits.
 - > Communication Second Language: The second language may be offered at NQF Level **3**, **20** Credits.
 - > Total Fundamental component: **56** Credits.
- > Total Core component: **88** Credits.
- > Total Elective component: **12** Credits
- > Grand Total: **156** Credits.

EXIT LEVEL OUTCOMES

Fundamental component:

1. Apply communication skills to provide effective nursing care in **two** official languages.
2. Apply mathematical skills to provide effective nursing care.

Core component:

3. Demonstrate knowledge of applied microbiology, anatomy, physiology, biophysics and psychosocial sciences in nursing practice.
4. Implement and evaluate community based health care in collaboration with stakeholders and colleagues.
5. Participate in planning, implementation, evaluation and documentation of nursing care.
6. Deliver basic nursing care to sick or disabled individuals and groups.
7. Participate in the promotion of rehabilitation of individuals and groups with disabilities.
8. Maintain professionalism in nursing practice.
9. Participate in the management of a health care unit.

Elective component:

10. Participate in identifying psycho-social health risk areas in a community.
11. Participate in rendering comprehensive nursing care with regard to psycho-social issues.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes:

1. Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made. This critical cross-field outcome is addressed through all Exit Level Outcomes.
2. Working effectively with others as a member of a team, group, organisation or community. This critical cross-field outcome is addressed through all Exit Level Outcomes.
3. Organising and managing oneself and one's activities responsibly and effectively. This critical cross-field outcome is addressed through all Exit Level Outcomes.
4. Collecting, analysing, organising and critically evaluating information. This critical cross-field outcome is addressed through all Exit Level Outcomes.
5. Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion. This critical cross-field outcome is addressed through all Exit Level Outcomes.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. This critical cross-field outcome is addressed through exit level outcomes:
 - > Apply mathematical skills to provide effective nursing care.
 - > Demonstrate knowledge of applied microbiology, anatomy, physiology, biophysics and psychosocial sciences in nursing practice.
 - > Implement and evaluate community based health care in collaboration with stakeholders and colleagues.
 - > Participate in planning, implementation, evaluation and documentation of nursing care.
 - > Deliver basic nursing care to sick or disabled individuals and groups.
 - > Participate in the promotion of rehabilitation of individuals and groups with disabilities.
 - > Maintain professionalism in nursing practice.
 - > Participate in the management of a health care unit.
7. Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. This critical cross-field outcome is addressed through exit level outcomes:
 - > Apply communication skills to provide effective nursing care in two official languages.
 - > Apply mathematical skills to provide effective nursing care.
 - > Demonstrate knowledge of applied microbiology, anatomy, physiology, biophysics and psychosocial sciences in nursing practice.

- > Implement and evaluate community based health care in collaboration with stakeholders and colleagues.
- > Participate in planning, implementation, evaluation and documentation of nursing care.
- > Participate in the management of a health care unit.
- > Participate in identifying psycho-social health risk areas in a community.
- > Participate in rendering comprehensive nursing care with regard to psycho-social issues.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental component:

- 1:
- > Effective communication skills are observed during nurse-patient interactions.
 - > Effective communication skills are observed during interactions with all members of the health care team.
 - > Relevant health information is successfully obtained from the patient.
 - > Patient reports are in accordance with the scientific nursing process and institutional policies.
 - > Accurate actions are taken in response to verbal reports regarding the patient.
 - > Accurate actions are taken in response to written reports regarding the patient.

2:

- > Mathematical skills are used to distinguish between normal and abnormal variables in the provision of nursing treatment.
- > The importance of financial resources and the impact on health is described.
- > The contribution of statistical data on the impact of health service provision is described.

Core component:

3:

- > Knowledge of psychosocial aspects is displayed by the attitudes and through the actions of the learner during all interactions with all patients and their families.
- > Application of knowledge pertaining to general body functions, biophysics and microbiology is demonstrated by the learner in adhering to principles of infection control.
- > Knowledge of the physiology of all body systems including biochemistry is applied in the provision of nursing care.

4:

- > Strategies for community involvement and community assessment are identified with stakeholders.
- > Strategies for health promotion programmes and population based studies are implemented according to the identified needs of the community.
- > Diverse cultural, religious, socio-economic, education and professional backgrounds are dealt with by sensitive, professional and effective communication.
- > Basic principles and approaches to population-based monitoring and surveillance are applied in the recording and reporting of community health data.

5:

- > Individual and/or group health care needs are assessed, planned, implemented and evaluated in consultation/participation with the health care team.
- > Information is documented according to the scientific process of nursing.
- > Context of care is applicable to identified needs.
- > Communication skills are effectively utilised in the scientific process of nursing by evidence of positive patient response during conversation.

6:

- > Nursing care of individuals with acute physical and psychiatric illnesses is provided through appropriate actions so that foundational knowledge of the specific disease process, its management and the scientific nursing process is clearly demonstrated.
- > Nursing care of individuals with long-term illnesses is provided by appropriate actions so that basic understanding of the specific disease process and the impact of long term illness on individuals and family is demonstrated.
- > Physical (including administration of prescribed medication) and emotional comfort is provided to terminally ill patients through use of the scientific process of nursing.
- > Growth and development of a child and adolescent is monitored according to a prescribed tool, e.g. the Road to Health Card.
- > The spread of communicable diseases is prevented by health promotion and application of infection control measures.
- > Treatment of injuries and accidents, medical emergencies and emergency deliveries are delivered

appropriately.

7:

- > Available local and/or national resources to promote rehabilitation are identified through interaction with members of the health care team and community members.
- > The rehabilitation plan is drawn up to meet individual patient needs so that optimal functioning is ensured.
- > Rehabilitation is planned, implemented and evaluated in collaboration with the health care team.

8:

- > Nursing Actions are performed in accordance with ethical and legal codes of nursing and current relevant legislation.
- > The rights of individuals, families, groups and/or communities are acknowledged by treating patients according to the Patients Rights Charter and Batho Pele principles.

9:

- > Knowledge of relevant legislation, regulations and policies is shown by the processes followed in a health care unit.
- > Factors leading to medico-legal risks are identified and actions are taken to prevent risk incidents.
- > The activities of a health care unit are maintained in a cost effective manner in collaboration with members of the health care team.

Elective component:

10:

- > Facilitation skills are applied to obtain the assistance of the community in identifying perceived needs in the community.
- > Cognitive skills are applied in identifying actual health care needs in the community.

11:

- > Comprehensive nursing care is delivered so that the identified psycho-social needs of the patient and/or community members are met.
- > Interpersonal and other relevant skills are utilized to effectively address psycho-social issues.

Integrated Assessment:

- > The SANC guidelines are used as a reference for clinical competence.

Formative Assessment:

- > A variety of assessment strategies and/or approaches must be used such as, but not limited to:
 - > Tests.
 - > Assignments.
 - > Workbooks.
 - > Projects.
 - > Demonstrations.
 - > Clinical assessments.

Summative Assessment:

- > May take the form of
 - > written,
 - > practical,
 - > oral assessment,
 as agreed to by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

This qualification is based on exit level outcomes only. To enable the learner to obtain the best possible outcome from this qualification, the following unit standards are may be found useful as a means to successfully completing the qualification:

> **SAQA ID 7468:** Use mathematics to investigate and monitor the financial aspect of personal, business, national and international issues.

> **SAQA ID 9015:** Apply knowledge of statistics and probability to critically interrogate and effectively

communicate findings on life related problems.

- > SAQA ID **9016**: Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts.
- > SAQA ID **8971**: Analyse and respond to a variety of literary texts.
- > SAQA ID **8972**: Interpret an variety of literary texts.
- > SAQA ID **8974**: Engage in sustained oral communication and evaluate spoken texts.
- > SAQA ID **9303**: Communicate verbally with clients in a financial services environment.
- > SAQA ID **9302**: Access information in order to respond to client enquiries in a financial services environment.
- > SAQA ID **8975**: Read, analyse and respond to a variety of texts.
- > SAQA ID **8976**: Write with a wide range of contexts.
- > SAQA ID **8979**: Use language and communication in occupational learning programmes.
- > SAQA ID **12153**: Use the writing process to compose texts required in the business environment.
- > SAQA ID **110525**: Apply a range of skills to facilitate workshops, community meetings and planned sessions in the local economic development environment.
- > SAQA ID **15096**: Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations.
- > SAQA ID **116483**: Apply moral decision making and problem solving strategies.
- > SAQA ID **114491**: Educate and work closely with the community with regard to sexually transmitted infections (STI's) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS).
- > SAQA ID **116483**: Apply moral decision making and problem solving strategies.
- > SAQA ID **116484**: Evaluate a specified code of ethics and/or code of conduct.
- > SAQA ID **116490**: Identify and apply ethical values to promote ethical behaviour.
- > SAQA ID **116493**: Explain the quality of tolerance in human relations.
- > SAQA ID **117504**: Identify and support the abused child.
- > SAQA ID **117503**: Identify children with disabilities in the community.
- > SAQA ID **117505**: Educate and support parents in childcare.

INTERNATIONAL COMPARABILITY

Most countries * whether first or third world, do not recognise first level health workers as relevant team players in the overall delivery of health care services. However, the South African Nursing Council has, for several decades, acknowledged the vital role played by this category of nurse in the delivery of health care. This enrolled nurse is to be found in public, private and donor-funded institutions, as well as in clinics and practices run by individual practitioners.

The advantage of this training being officially recognised by the statutory council is that it has a Regulated "Scope of Practice". This in turn, provides a measure of protection for the patients under the care of such nurses.

Several first and third world countries have similar courses for nurses, but no other country gives actual "licence-to-practice" status to such a category.

It is envisaged that this qualification will be adapted by the various SADC countries and perhaps those

further north in Africa, as well as other third and first world countries.

South Africa is a long-time member of both the International Council of Nurses and the World Health Organisation and is thus well up in developments regarding health trends and health practices throughout the world.

ARTICULATION OPTIONS

The qualification articulates vertically with the first professional qualification in Nursing.

MODERATION OPTIONS

Internal and external moderation must be conducted by moderators accredited by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

Both internal and external moderators must be in possession of an appropriate qualification at NQF Level 6 or above, as well as relevant clinical expertise and current experience. In addition external moderation will be conducted by the ETQA for nursing and midwifery or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Can be assessed by a registered nurse in possession of a qualification at a level above this qualification and who is registered as an assessor by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

NOTES

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UNIT STANDARDS

(Note: A blank space after this line means 'that the qualification is not based on Unit Standards.)'
